

Solomon Islands Primary

# Health Education

Teacher's Guide  
Year 5



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Education**

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# Introduction to the Teacher's Guide

This Teacher's Guide supports the *Solomon Islands Primary Health Education Learner's Book Year 5*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing you use will vary according to your own circumstances.

The chapters of this Teacher's Guide correspond to the chapters in the Learner's Book. Each chapter is presented in three sections. The first section contains the sub-strand statement and the learning outcomes and indicators for the Learner's Book chapter. The information in this section is taken from the Primary Health Education syllabus.

The second section of each chapter provides teacher support information about each of the activities in the Learner's Book. It is presented in table format.

- Column 1 lists important Health Education processes and skills being developed by each activity.
- Column 2 lists any resources that are needed for the activity
- Column 3 provides information for teachers about conducting the activity.
- Column 4 gives the reference to the relevant pages in the Learner's Book.

The third section of each chapter lists the answers to the activities and assessment activities in the Learner's Book.

At the beginning of this Teacher's Guide there is also information on:

- outcomes-based education and the learner-centred approach
- the approach of the Learner's Book
- the Learner's Book and the syllabus
- teaching methods
- assessment—recording, monitoring and reporting
- resources required for Primary Health Education.

At the end of the Teacher's Guide are copies of forms to be used for recording, monitoring and reporting individual and class achievement.

# Outcomes-based education and the learner-centred approach

This Teacher's Guide is written for a Learner's Book and syllabus that follow the outcomes-based approach to learning. This approach has been adopted by the Ministry of Education and Human Resources Development and the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 9.

The basis of this approach is that learners should acquire knowledge, understanding, skills, values and attitudes that will be useful to them later in life. The approach is based on the needs of the learners rather than the needs of the subject. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject that will be useful and valuable to learners. The curriculum is learner-centred rather than subject-centred.

This learner-centred approach contrasts with the teacher-centred approach that has been common in the past. The emphasis is on learners learning for themselves with the guidance of the teacher rather than being taught by the teacher. This means active learning in which learners do things that help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. This can be called 'learning by doing'.

Syllabuses, textbooks and teacher's guides refer to 'learners', which suggests active participation in the process, rather than 'students', which suggests passive reception of knowledge. One way to understand the learner-centred approach is to think of the more traditional approach of our schools as 'banking education'. In banking education, the teacher regards the learners as empty vessels that need be filled with knowledge. The learners are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning the notes and reproducing them later. Learners can often do this successfully without understanding fully what they are writing and reading.

The present outcome-based and learner-centred approach can be called 'problem-posing education'. This assumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems to the learners that make them think about their own ideas and experiences, as well as adding new knowledge and skills to it. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages and so gain knowledge and develop ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learnt. Learners are encouraged to be responsible for their own learning, to think for themselves and form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher. This approach also emphasizes the use of multiple intelligences. In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

## The approach of the Learner's Book

The Learner's Book, therefore, is based on these principles. It is not just a summary of the factual knowledge and concepts of the subject. In addition to the content, there are activities for the learners to do and these activities form an essential part of the learning process. It is no longer good enough to simply read the book. Learners must also do the activities in the book.

In the past, activities were often included only at the end of chapters, and learners and teachers often ignored these and moved on to the next content section. In these books, the activities are part of the text and must be completed in order to fully learn from the book. Some sections or chapters start with an activity to encourage learners to find out information, think about their own experiences and knowledge, or practise skills for themselves.

There are also many activities based on discussions that encourage learners to form their own ideas. This is to help in the development of desirable values and attitudes.

Many of the activities are to be done in groups. This is to encourage interaction among the learners, as they can often learn as much from each other as they can from the Learner's Book or the teacher.

# The Learner's Book and the syllabus

The Learner's Book is structured according to the strands and sub-strands of the syllabus. Each chapter is based on one or more sub-strands, and the order of the chapters follows the order of the sub-strands of the syllabus.

Within the individual chapters, however, the order of the outcomes in the sub-strand of the syllabus is not necessarily followed. Each sub-strand of the syllabus outlines the knowledge, understanding, skills and attitudes—that is, the outcomes—we want learners to achieve. The Learner's Book gives guidance about how the learners might best achieve these outcomes. The best way to do this is not always to follow the exact order of the outcomes in the syllabus. In teaching, therefore, you should usually follow the order of presentation in the Learner's Book rather than following the order of outcomes in the syllabus. As long as the outcomes are achieved, you have reached your goal.

The Learner's Book contains many illustrations: photos, pictures and diagrams. These are not just included for decoration—they are often just as important as the words.

## Timing of the syllabus

The time available for Year 5 Health Education is 2 periods of 40 minutes per week. While some teachers may find they do not have time to complete all the activities in the Learner's Book, others may complete them all with time to spare. If you do not have time, leave out some sections and move on to the next topic. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every strand of the syllabus. If you have very quick learners, make up extra exercises that challenge them to think about the topic in greater depth.

Some chapters of the Learner's Book cover one sub-strand of the syllabus. Other chapters cover two or more sub-strands that are related to each other and best taught together. The sub-strands of the syllabus covered by a chapter are indicated at the beginning of each chapter.

As explained above, the order of topics in the chapters does not always follow the order of the outcomes in the syllabus. As a teacher, therefore, you should follow the Learner’s Book rather than the syllabus, and use the syllabus as a guide to what the learners should finally achieve.

## Yearly program planner

The yearly program planner shows the Year 5 learning program for the Primary Health Education course and the suggested teaching times based on 8 teaching weeks per term and 32 teaching weeks per year.

### Year 5

Term 1											Periods	Term 2											Periods	
Week	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10			
		Coping with Body Changes, Emotions and Stress [PHGD] 4 weeks 8 periods				Making Healthy Food Choices [FNH] 4 weeks 8 periods							Healthy Living During Puberty [PBCS] 4 weeks 8 periods				Understanding Basic First Aid [PBCS] 4 weeks 8 periods					16	16	
Term 3											Periods	Term 4											Periods	Periods for year
Week	1	2	3	4	5	6	7	8	9	10		1	2	3	4	5	6	7	8	9	10			
		Pollution and Health [HCE] 4 weeks 8 periods				Water, Sanitation and Health [HCE] 4 weeks 8 periods							Preventing Non-communicable and Chronic Diseases [DDE] 4 weeks 8 periods				Alcohol and Illegal Drugs [DDE] 4 weeks 8 periods					16	64	

#### Strands

PHGD Personal Health, Growth and Development

FNH Food and Nutrition for Health

PBCS Personal Body Care and Safety

HCE Healthy Community and Environment

DDE Diseases and Drug Education

# Teaching methods

The following are some teaching methods or approaches you can use to facilitate effective learning in your classrooms. Planning and good preparation are important for effective application of these methods.

## Fieldwork and excursions

Fieldwork is any work outside the classroom. Fieldwork helps learners to link classroom learning to real-world experience outside the classroom. Here learners are instructed to apply the skills of observation, investigation, interviewing etc. as a means of collecting information about the topic of study for themselves, thus achieving the outcomes of the syllabus in more practical and realistic ways.

Fieldwork is particularly important in the outcomes approach, which aims to link learning to the real needs of the learners. Fieldwork, therefore, is an essential part of teaching, not an optional extra.

To ensure an effective and successful outcome, you must consider important aspects of fieldwork, such as good classroom preparation and planning, an effective process of carrying out actual work in the field and follow-up work in the classroom.

This means you must go and look at the area you plan to do fieldwork in before you do it, and decide exactly what you want learners to observe and do when they go there. Often the best way is to provide a questionnaire to the learners before they go. A lot of the work can then be done by learners working in groups to answer the questions, without too much help from you. The activities in the Learner's Book will often provide the basis for a questionnaire.

Fieldwork takes time and may have to be fitted in after the normal teaching time—in an afternoon or even a weekend. Learners can often fill in questionnaires during their own time by looking at their own area—either after school or, in boarding schools, during the holidays.

Fieldwork is difficult in town schools but should not be ignored. You may have to rely on questionnaires to help learners to do the

fieldwork in their own time, as described above. Assignments can also be given to learners to do in their home areas during holidays—this helps them to realize that what they are learning applies to their home area.

## Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork, collecting the information through one or more of the techniques explained in this section, and organizing the information in a logical and clear manner. For Year 5 learners you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions in a questionnaire.

Many of the units in the Years 4 and 5 English course teach learners about research and report writing, so you should know what learners are doing—you could even share an exercise as part of their English course.

## Group work

Learners take a more active role and talk naturally when they are allowed to work in small groups. In this way they can express their ideas rather than listening passively to the teacher, as is often the case in the whole class. Group work encourages learners to talk or do things for themselves as part of the learning process. Learners discuss, share views and interact in their learning in small groups and present their collective work to the class. To ensure effective learning during group work, preparation and class management are important for teachers.

Group work must be properly organized and supervised. You must not use it as an excuse to sit back and let learners get on with it. However, learners will often not talk freely if they know the teacher is listening, so you must leave groups to talk on their own. Sometimes it is even effective to walk out of the classroom for a while to give groups a chance to get going without you listening.

The role of the teacher in group work is as follows.

- **Choose the topic.** Groups can only discuss topics that they know something about and that allow a range of points of view or opinions.

You cannot discuss a topic such as 'How is sweat produced?' because there is only one answer to the question and answers are either right or wrong. You can discuss 'What can people do to maintain good personal hygiene?' There are many different answers and each learner can have different ideas.

- **Set the objective.** Make sure groups know exactly what to discuss and have a set of clear questions to answer. It is not enough just to say 'discuss this topic'.
- **Organize the groups.** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all wantoks. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organize the seating.** Good discussion will take place only if learners face each other in a circle. You cannot have a discussion with someone's back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to have their discussion outside.
- **Circulate and listen to progress.** It is best to do this only after giving time for discussion to start. Try to make sure that everyone is given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, give some extra questions or ask individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used.** In Year 5, most learners will want to use Pijin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if all in the group speak it, but try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Report back.** It is often a good idea to appoint a 'Chair', who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion.

## Debate and discussion

Group work involves learners in debates and discussions, which are active ways of engaging learners in the learning. Learners are able to research information to use in debates about a particular topic or share ideas with others in the classroom. They will learn a lot during this process. Discussion can take place in small groups or as a whole class.

Debates are good for encouraging learners to form their own opinions about a topic. Even in Year 5 we should encourage this, using simple topics such as ‘Do you think girls and boys should be treated equally?’. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

## Presentations

Role-play is a type of group work in which learners are given a part to play, in either a discussion or a story. Acting out a role-play encourages learners to participate, interact and learn through talking. Learners imagine themselves in the place of other people and try to think, act and talk as those people would act. Role-play is often best used at the end of a teaching topic, when learners have learnt quite a lot about a topic or about people in a different area. This helps them to think about the ideas, emotions and feelings of those people.

Simulation is similar to role-play, but the emphasis is on a situation rather than the people. Learners are given a situation that is similar to a real-life situation and learners can either be themselves acting in that situation or can act a role-play. For instance, learners are given a story about a dispute leading up to a fight in a school hall. They are asked to play the parts of the people in the story and act it out. This helps them to understand other people and how they feel and also to think about what they themselves would do in a similar situation. For a role-play or simulation to be successful, learners need enough time and information about the person and the situation to enable them to act and talk realistically.

Other types of presentations are:

- drama performances
- dance performances

- talks and reports
- poster presentations
- collage presentations
- cartoon presentations.

The outcomes approach is intended to teach attitudes and values as well as knowledge, understanding and skills. Role-play and simulation are particularly important in teaching attitudes and values.

## Graphs and statistics

Representing information through graphs and statistics is an important and effective way of teaching and learning about a particular topic. Learners may find some information easier to understand when it is represented in graphical or statistical form. You should not use complicated statistics in your teaching, or expect learners to remember statistics. They are there to illustrate a point, not to be learnt.

## Research interviews and questions

There are a number of ways of conducting research interviews with people to collect information about a topic, such as:

- organizing informal chats
- preparing questions to ask particular people
- preparing standardized questionnaires that learners can use with small groups, asking the same questions to a large number of people and later converting the answers into statistical form.

Prepared questions are also useful for fieldwork and can be used alone or with any of the above techniques to collect information.

## Guest speakers

Asking people from outside the school with specialized knowledge and skills on particular topics to speak to the learners is one way of varying the normal classroom teaching and learning. Through this process, learners will appreciate the importance of specialized knowledge that other people in the community have.

## **Visits**

If possible, try to visit areas that are relevant to the topic in the Learner's Book. When you visit, make sure learners go with a questionnaire as they would for fieldwork, so they know what to look for and what to find out.

## **Case studies**

A case study is a detailed study of a particular area or topic. A case study helps learners to translate the abstract topic in the syllabus into concrete reality, and so understand it better.

# Assessment: recording, monitoring and reporting

Assessment is a continuous planned process of gathering, analyzing and interpreting information about learners' knowledge, understanding, skills and attitudes in the various subjects. Assessment enables teachers to judge whether or not the learning outcomes have been achieved and the learner progress to be reported.

A good system for learner assessment involves:

- planning for assessment
- using a variety of assessment techniques
- providing opportunities for learners to demonstrate performance using the specific learning outcomes given in the syllabus
- diagnosing, analyzing and feedback
- gathering and recording evidence of learners' performance
- observing learners demonstrating a certain skill and assessing their competence
- providing feedback to learners
- making judgements on learners' achievement
- using a meaningful system of grading achievement
- reporting on learners' achievements by referring to the learning outcomes.

Teachers are required to use an effective recording, monitoring and reporting system. It is important that teachers keep accurate records of all outcomes assessed for both individual learners and the entire class. It is important for teachers to keep updated and accurate records of all assessments conducted for formative purposes. This type of assessment is also known as continuous assessment. This is the teacher's record of the learner's performance, progress and achievements.

## Purpose of assessment

Assessment is about improving learning for both teachers and learners. It is an important ongoing process in teaching and learning and it should

be used continuously; this means that it should not be done only at the end of a particular topic.

Assessment may be formative or summative. Formative assessment is continuous assessment, which takes place throughout every teaching topic and every chapter of the Learner's Book. The assessment information helps you to continually observe and evaluate learners' achievement, and collect data on areas of improvement and the new skills they acquire.

You should focus on the general and specific learning outcomes stated in the syllabus so that learners are aware of what is being assessed, the assessment techniques being used, and the criteria being used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

To make assessment easier, teachers must develop achievement levels. This is often known as 'achievement-based assessment'. This type of assessment involves the assessing of knowledge, understanding, attitudes and values. It will also assist teachers to identify the level of achievement or attainment for individual learners as well as suggesting remedial work for underachieving learners. You can use the specific learning outcomes to identify what to assess. Teachers must also develop descriptors or specific statements to use as evidence to justify whether or not a learner has achieved an outcome.

Summative assessment tells you what learners have learnt or can do after a whole section of teaching, for example a unit or chapter test. Tests must assess skills as well as knowledge. You should test whether or not learners can read a thermometer, use a compass or interpret directions using a compass, as well as test the factual knowledge they have learnt.

The other type of assessment is 'competency-based assessment'. This type of assessment involves the assessing of skills. This type of approach is useful for finding out whether or not learners have acquired the skill competently. Such assessment does not need achievement levels.

The purpose of classroom assessments is to support the learning process and to communicate that learning process with others. Learners need to identify what they already know and what needs to be learnt, and be able to apply what they have learnt. Likewise, parents and guardians need to know how their children perform in the classroom.

This assessment approach is known as 'assessment as learning'. This process will help learners to do self assessment and to build a shared language that teachers can use to describe effective learning in the classroom. Learners need to identify their own strengths and weaknesses. They also need to identify their own learning progress and ways that they can improve their learning in the classroom.

## Principles of assessment

To ensure that assessment is effective, assessment practices should:

- be based on an understanding of how learners learn
- be a component of course design
- be based on clear standards and criteria
- embrace a variety of measures
- be valid, reliable and consistent
- be an integral part of the teaching and learning process
- give feedback which can be used by teachers to assess the achievement of the learning outcomes and to provide reports to parents and guardians.

## Assessment techniques

Assessment techniques include the following:

- verbal assessment
  - answering questions
  - making a verbal report
  - interviews
- written assessment
  - doing an activity (from textbooks or self-prepared)
  - doing an assignment
  - writing a report
  - sitting for a test or an examination
- practical assessment
  - carrying out a simple activity, as in many of the activities in the Learner's Book
  - participating in a field trip/excursion and collecting information

- demonstrating a particular task
- undertaking basic library research and collecting information
- group work assessment
  - participating in a group task and discussion
  - participating in a role-play and drama
- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analysis of learners' work, such as a portfolio, or a collection of work they have done, to determine how they are performing in their learning process.

## Recording learners' achievements

It is important to keep accurate records of both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. Teachers must indicate if learners have achieved an outcome, with an A; have partially achieved an outcome, with a PA; or have not achieved an outcome, with an NA. The recommended recording template is shown in Appendix 3.

Up-to-date and accurate records are essential for monitoring and reporting learners' performance, progress and achievements. They are also useful for teachers to show parents, the learner and other key stakeholders.

Sample recording forms are provided for individual learners and the entire class in Appendices 3 and 4. Assessment events should be described in the appropriate columns on the recording forms. Learners' achievement should be described as achieved, partially achieved and not achieved.

Teachers must understand the way outcomes are arranged in the syllabus. Section 11 of the syllabus outlines the structure of the syllabus, which differentiates general learning outcomes (shown in column 1) and specific learning outcomes (shown in column 2). Both columns contain learning outcomes that reflect the OBE curriculum approach but are separated to show that the general learning outcomes are open-ended statements, while specific learning outcomes are specific statements and

are measurable, observable and do-able (can be demonstrated). The coding of the syllabus indicates the specific learning outcomes for each general learning outcome. The achievement of specific learning outcomes will mean that appropriate general outcomes are also achieved.

The focus of the syllabus is the specific learning outcomes because these are the statements that describe the highest level of performances expected of learners to acquire and demonstrate at the end of each learning activity in a term, semester or year. These are the curriculum requirements or benchmarks of the approved national school curriculum and are often referred to as the Curriculum Standards. A continuous record of achievement using approved forms will act as a report card for an individual learner. It also evaluates the effectiveness of the teaching program. These forms are also integrated in the recording, monitoring and reporting systems in the National Examination and Standards Unit (NESU), Inspectorate Division, Primary and Secondary Divisions and other divisions of the Ministry of Education and Human Resources Development.

## Monitoring learners' achievements

With accurate records, you can monitor the learning performance, progress and achievements of individual learners and the whole class. You can monitor individual learners' performance, progress and achievements at the end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked over a period of time, such as a term or semester in any one year. This information provides useful data when you need to advise learners, parents and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classroom, you need to keep accurate records of the performances of all learners in the class against the performances of an assessed outcome at the end of an assessment event. In this way you can identify which learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify those who need enrichment support and those who

need remedial support to achieve the outcomes required by the national curriculum. The recommended monitoring template is shown in Appendix 6.

Teachers are also encouraged to build learners' portfolios, or profiles. A portfolio should contain details of knowledge, understanding, skills, attitudes/values and achievements that learners acquire in class. Such information can be obtained from observation of assessment tasks, products resulting from performances, documentary evidence of completed tasks and written accounts of activities. A learner portfolio must be constructed to keep accurate record of a learner's achievements for the purposes of effective monitoring and accurate reporting.

## Reporting learners' achievements

With accurate records and effective monitoring systems, you can make a balanced, accurate and fair report on the learner's performance, progress and achievements in a given assessment period. This type of report, which is recommended by the Ministry of Education, must give a descriptive account of the learner's achievements during a particular term or semester.

This descriptive report does not use marks or grades but instead specifies whether a learner has achieved, partially achieved or not achieved a required outcome. Such statements will be indicated with an A, PA or NA in the approved reporting form. At the end of each assessment period, the teacher has to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of each of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner for a specified assessment period. The recommended reporting template is shown in Appendix 8.

### **Calculation of progressive achievement level for formative assessment**

To calculate the progressive achievement level for the learner, you need to add the values of the achievement levels for all outcomes assessed and divide by the number of outcomes assessed.

### Calculation of progressive achievement level for summative assessment

To calculate the progressive achievement level for the learner, you need to add the values of the achievement levels for all outcomes assessed and divide by the number of outcomes assessed.

### Calculation of overall achievement level—formative and summative assessment

To calculate the overall achievement level, you need to add progressive achievement levels for formative and summative assessment and divide by 2. An award is issued to the learner in the form of a coloured certificate in recognition of their achievement. The table below shows achievement levels and the corresponding achievement awards.

Standard percentage of performance	Achievement levels	Descriptors	Achievement awards
95–100	Level 5	Learner is competent in 95% or more of the learning outcomes	Achieve with excellence
80–94	Level 4	Learner is competent in 80–94% of the learning outcomes	Achieve with merit
50–79	Level 3	Learner is competent in 50–79% of the learning outcomes	Achieve
20–49	Level 2	Learner is competent in 20–49% of the learning outcomes	Achieve below standards
1–19	Level 1	Learner is competent in less than 20% of the learning outcomes	Achieve far below standards
0	Level 0	Learner is not competent. Does not achieve learning outcomes	Not achieve

## Meetings with parents, learners and other stakeholders

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways in which each learner can improve. This is a very important process because it involves giving

proper feedback to the learners, parents and other key stakeholders. Meetings can be organized by the school administration with the teacher and the parents, or with the teacher, parents and learner. Teachers should keep accurate records of each learner's performance, progress and achievements and at the same time be able to identify the learning progress for a given period of time during a term, semester or year. These results and data should provide the substance and guidance for the teacher to identify remedial work for each learner and also provide effective feedback to parents, guardians and other stakeholders. The teacher will also need to provide results after each remedial work has been carried out with the learner. Learners who are unable to achieve the curriculum standard or requirement for a particular specific learning outcome are referred to as 'under-achievers'.

These very important meetings make important links with parents and key stakeholders, and give parents and stakeholders the confidence to support their children's education in our schools and to become part of the learning community.

# Resources for Primary Health Education

Following is a list of materials and equipment that a teacher should have.

Learners can collect many of these items. The school should use some of its grant money to buy the other items in the shops. They are all available.

Aluminium foil	Crayons	Paper clips
Balloons	Drawing pins	Paper towels
Bamboo pipes	Egg cartons	Pieces of cloth materials
Batteries	Eraser	Pieces of wood
Bicarbonate of soda (for baking)	Food colouring	Pipe cleaners
Blotting paper	Funnels (for pouring liquids into bottles)	Plastic bags
Blu-Tack®	Glue (carpenter's white PVA wood glue)	Plastic blocks
Bolts and nuts	Glue stick	Plastic cups, knives, forks
Bricks	Gravel	Protractor
Buckets	Jars and bottles with lids	PVA wall paint
Candles	Lids (from jars)	Rubber bands
Cardboard	Lime juice	Rulers (30 cm and 1 m)
Chalk	Magnets	Safety pins
Cling wrap	Masking tape	Sago palm pith
Clothes pegs	Match box	Sand
Coconut fronds, stalks, shells	Measuring jugs	Scissors
Coins	Metre sticks	Set square
Coloured card	Milk packets	Sieve
Coloured pencils	Mirrors	Small stones and sea shells
Containers and cans	Modelling clay	Soap
Corks	Nails, screws, pins	Soft drink bottles
Cotton wool	Needles	Split pins
Counters, marbles, stones, shells, bottle tops, seeds, buttons	Oil	Squared paper
	Paint brushes	Sticky labels
		Sticky tape

Stiff card

Straws

String

Styrofoam

Thread

Toothpicks

Torches

Trundle wheel

Vaseline

Vines

Wax crayons

# Chapter 1 Coping with Body Changes, Emotions and Stress

**Strand: Personal Health, Growth and Development**

**Suggested periods: 8 (4 weeks)**

## Sub-strand statement

People need basic skills and information on how to deal and cope with their emotions and with stress related to school, home and peer pressure. In this chapter learners acquire strategies to make healthy decisions and promote a positive personal identity and sense of self-worth.

### General learning outcomes

Learners should:

- 5.1.1 understand what emotions and stress in people are
- 5.1.2 recognize different types of emotions and feelings
- 5.1.3 recognize the causes and some positive effects of stress
- 5.1.4 recognize their own emotions and what triggers them
- 5.1.5 know some ways of dealing and coping with their emotions.

### Specific learning outcomes

Learners should be able to:

- 5.1.1.1 give some examples of emotions and stress
- 5.1.2.1 identify different types of emotions as they grow up
- 5.1.3.1 identify some causes or triggers of emotions and stress
- 5.1.4.1 identify negative feelings or situations which may lead to lack of confidence or low self-esteem
- 5.1.5.1 role-play how to deal and cope with emotion and stress, for example communicate fears and anxiety, especially to those close to them, such as friends, parents and teachers
- 5.1.5.2 identify some strategies for coping with the negative impacts of stress, for example sharing their feelings with others, playing sport, listening to music, reading for leisure and walking in nature
- 5.1.5.3 identify feelings or actions that can help a person cope with stress.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Discuss and share experiences about different emotions and feelings.</p>		<p><b>Activity 1</b> Learners quietly read the text on emotion and feelings. Encourage learners to reflect on what they have read and understood about the text. Give an example of a real situation before they do the activity. Summarize and explain the different situations that trigger these types of feelings, for example happy, sad, afraid and angry. Ensure learners talk about their own experiences and what usually makes them happy or sad. Discuss and share their experiences with the whole class.</p>	Page 3
<p>Identify and share information about physical and emotional changes. Make decisions, considering options and consequences.</p>	Chart paper, markers	<p><b>Activity 2</b> Learners quietly read the information individually about how the body goes through changes, physically, socially and emotionally. Ask learners what the text is about. Encourage learners to explain in their own words what they understand about the information. Talk about some of the changes, about what they experience growing up. List them and explain it. Encourage learners to talk about the changes they notice in themselves and their friends, what body changes they are looking forward to and body changes they are worried about. Conclude by explaining and elaborating on what each group presents. Clarify any information that learners misunderstood. <i>Tip</i> It is important at the beginning of the lesson that the whole class make and agree on some guiding rules, such as respect for each other, listening to each other, everyone taking part and solving problems as a group, helping each other with problems, and not being afraid to ask questions of the teacher. Remind learners of the guiding rules if they get excited and use insulting words, laugh or giggle.</p>	Page 3

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Communicate, discuss, share and express thoughts. Role-play a situation.</p>		<p><b>Activity 3</b> Allow learners to read the information on pages 3 and 4 of the Learner's Book quietly, before instructing them to do the activity in groups. Reflect on what they have read and ask learners to relate it to their own experiences. Organize learners into same-sex groups—females in one group and males in another group. It is important to emphasize to learners that if they experience some of these physical and emotional changes, it is normal, natural and okay. It is part of how the body grows and develops. Stress the importance of learning to control and cope with these changes and emotions. Ensure that each group discusses the activity questions and dramatizes the situation. The class can reflect on each group's role-play. Summarize by talking about any key points that come up during the role-play.</p>	Page 5
<p>Communicate, discuss, share and role-play. Demonstrate healthy behaviours. Make decisions, considering options and consequences.</p>		<p><b>Activity 4</b> Allow a few minutes for learners to read the information quietly on the topic. Ask learners what they know about respect. Encourage them to talk about their own experience in regard to respecting other people. Learners should feel comfortable about expressing their opinions and experiences. Summarize the examples or points that learners came up with. It is better to give real situations or stories to elaborate on their examples. Allow learners to give a few examples. Learners should read the scenario in question 2 with their partner. Make sure learners discuss how the case study relates to their own life. Conclude the activity by going through key points with learners.</p>	Page 6

Processes and skills	Resources	Teacher's support notes	Learner's Book
Communicate, discuss, share and role-play.		<p><b>Activity 5</b> Ask learners to talk about what they know about stress. Have they experienced stress before? What causes stress? Allow learners to read the information on stress individually. Reflect or talk about what they understand about the text. Encourage them to talk about how it can affect their bodies. Emphasize the steps or things they could do when faced with emotions and stress. In pairs, role-play question 1 in the activity. Discuss with the whole class what the role-play means to them. Ask learners to complete the missing words activity. Learners should practise and role-play the situation with their partner. Summarize by discussing how they would feel if a teacher laughed and talked about their behaviour in front of the class.</p>	Page 9
		<p><b>Assessment activity</b> Allow learners to copy the table into their exercise book. Give them enough time to complete the activity. When they have finished they should hand in their books for marking. Make sure to provide feedback on the assessment activity upon return of their books.</p>	Page 12

## Activities and assessment answers

### Activity 1 (page 3)

Learners' answers will depend on their experiences. Possible experiences are:

- happy: in a game, receiving birthday presents, scoring a high mark in maths, going home to see friends
- sad: someone in family dying, having no money
- afraid: seeing a snake, an angry dog, or a stranger; being in the dark
- angry: someone stealing their bag, others making fun of you.

### Activity 2 (page 3)

Learners are likely to come up with a range of answers. There are no wrong answers. Possible answers are:

- physical: growing taller or more muscular; hair growing on the face, in the arm pits or in the pubic area
- social: making more friends, associating with the same age and sex group
- emotional: feeling love, wanted, shy, jealous, fearful, happy, moody, embarrassed, confused.

### Activity 3 (page 5)

- 1 a Possible answers: angry, sad, upset  
b Possible answers: angry, sad, upset  
c Learners' answers will depend on their experiences.
- 2 Each group will vary in the way it demonstrates these two scenarios.

### Activity 4 (page 6)

- 1 Learners' answers will depend on their experiences. Possible answers are:
  - helping other people
  - giving way for others to pass
  - talking to people in a polite way
  - caring for elders or older
  - showing respect for old people.
- 2 Learners' answers will depend on their experiences. They are likely to come up with different reactions.
  - a get angry, upset, disappointed, or resist, do not want to follow advice

b either yes or no depending on learners' situations.

### Activity 5 (page 9)

- 1 Each group will dramatize or role-play the situation.
- 2 Discussion question will have many different answers. Some possible answers are:
  - a both may end up fighting each other
  - b no, solving or talking about it by not shouting at each other would be better. Talking calmly and confidently.
- 3 Answers could be: do not talk while you are angry; talk to the person in an affirmative and calm way; talk to the person you are angry about when you are not angry; if you are angry, calm down and control your anger or emotion and talk to the person later.
- 4 It is not good for your health, as it harms your physical and emotional health. It causes stress or illness if you continue to be angry.
- 5 Learners' answers will depend on their experiences.

### Assessment activity (page 12)

Answers will vary from learner to learner. It is all right if learners come up with different positive statements. Some possible statements are listed in the following table.

Negative statement	Positive statement
I am no good at sports. In softball, I always fail to hit the ball with the bat.	Not everyone is good at this game. I'll try my best. I can also find another game that I am good at.
I do not get high marks in art and crafts. I am not very good at art and crafts.	I will try my best next time. I will ask someone who is good at art to help me. I am good at other subjects.
I do not think I can cope. I just cannot get all my homework done on time. I am useless with managing time.	I will plan my schoolwork. I will ask my parent, teacher or friend to help me work out how to organise my time more effectively.
My friends do not seem to understand me. I do not know how to talk to them.	I must try to be patient. There are other ways that I can make them understand me.

# Chapter 2 Making Healthy Food Choices

## Strand: Food and Nutrition for Health

**Suggested periods: 8 periods (4 weeks)**

### Sub-strand statement

Ensuring a healthy diet requires understanding of the three food groups—energy foods, body-building foods and protective foods—and their nutritional value.

### General learning outcomes

Learners should:

- 5.2.1 know what a healthy, balanced diet or meal is composed of
- 5.2.2 understand the three food groups and their functions for the body
- 5.2.3 know what processed foods are
- 5.2.4 know how to choose and prepare a nutritious meal using locally available foods
- 5.2.5 know how stable eating, unbalanced eating, over-eating and under-eating affect the body.

### Specific learning outcomes

Learners should be able to:

- 5.2.1.1 compare a healthy, balanced meal with an unhealthy, unbalanced meal
- 5.2.1.2 choose the healthy food option when both healthy and unhealthy options are available
- 5.2.2.1 identify and collect local foods and arrange them according to the three food groups
- 5.2.2.2 explain the functions of the three food groups for a healthy body
- 5.2.3.1 assess the nutritional values of processed food by reading and interpreting the information available on food labels, for example sugar, salt, fat

- 5.2.4.1 prepare a balanced meal from local foods and write a report to explain why particular foods were chosen
- 5.2.4.2 select food products on the basis of the label information to prepare balanced meals
- 5.2.5.1 explain how stable eating, unbalanced eating, over-eating and under-eating affect the body.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Discuss and share experiences of food. Compare, think critically and solve problems.</p>		<p><b>Activity 1</b>            Begin this chapter by enquiring what food learners have eaten recently or before they came to school. Ask what they know about the different foods that they eat. Allow them to read the information on nutrients in food quietly. Explain what the two plates represent before they work on the activity. Learners may discuss the activity in pairs or individually. Make sure they talk about their answers to the class.            Summarize key information highlighted by learners.            To conclude, explain what a healthy plate is, what a nutritious and balanced diet is composed of and the difference between a healthy, balanced diet and an unhealthy diet.            Emphasize that the healthy plate or meal has foods from the three food groups: energy foods (potatoes, yam, taro, tapioca etc.), body-building foods (fresh meat, fish etc) and protective foods (fresh vegetables).            The other plate is not healthy because it has doughnuts, buns and cookies, all of which contain a lot of sugar and fats, and are low in vitamins and proteins.</p>	Page 14
<p>Plan for reaching a goal.            Practise preparing, handling and serving food.            Practise team decision making.</p>	<p>Any available fruits or vegetables, paper plates, traditional coconut plates, spoons, knives, trays and other kitchen utensils</p>	<p><b>Activity 2</b>            Learners should read the information on pages 15 to 18 of the Learner's Book before doing the activity in groups. Pose questions about the three food groups or give examples of the foods. Allow learners to talk about what the three food groups are and their purposes in the body.            Allow learners to discuss the questions in groups. The groups must share their views with the class. Use plain paper to draw a round plate and make three portions for the three food groups to communicate the concept of a healthy, balanced diet.            To summarize this activity, stress the importance of eating a variety of foods from three food groups every day. Emphasize that a healthy, balanced diet means that the foods we choose to eat must come from the three food groups.</p>	Page 18

Processes and skills	Resources	Teacher's support notes	Learner's Book
Plan, organize and make decisions.		<p><b>Fruit and vegetable day</b> Use this activity to talk about fruit and vegetables. With the class, choose a date to hold a fruit and vegetable day. For example, choose a Friday or a Wednesday in Term 1 (Week 6 to 8 ). Once the day is chosen, that day can be observed by the school every year as a fruit and vegetable day.</p> <p>Ask learners to bring along one fruit or vegetable to school on the day.</p> <p>Discuss the importance of eating fruit and vegetables every day.</p> <p>Each learner in the class must participate in the preparation of the fruit or vegetable they bring. Each learner should eat the food that they bring along.</p> <p>Ensure learners observe food hygiene and safety learned in Year 4 when preparing, handling and serving food.</p>	Page 18
Plan, organize and make decisions. Find a solution to a problem.		<p><b>Activity 3</b> Learners do the first part of this activity individually. Explain what they need to do in the activity. They should use their exercise books to write down the answers. Provide feedback to them about their answers.</p> <p>Ask learners to do the second part of this activity in groups. They will need to go back to previous pages to answer questions a and b.</p> <p>Provide feedback after each group's presentation.</p> <p>To conclude, emphasize the purpose or functions of energy foods, body-building foods and protective foods in the body.</p>	Page 19
Explore a variety of solutions.		<p><b>Activity 4</b> Learners must read the illustrations and complete the activity.</p> <p>Allow a few minutes for learners to write about the illustrations. Discuss what the bubbles mean. Go through this activity with the whole class.</p>	Page 19
Make and create a balanced meal with paper plates. Make healthy choices.	Plain A4 paper, scissors, coloured pencils or crayons	<p><b>Activity 5</b> Ask learners to read 'A balanced meal' quietly. Ask them each to name one key point from the information they have read.</p> <p>Instruct learners what to do in the activity before they form into groups.</p> <p>This activity may require more than one period. Display each group's work in the classroom.</p>	Page 20

Processes and skills	Resources	Teacher's support notes	Learner's Book
Think critically and solve problems.		<p><b>Activity 6</b> Ask learners to complete this activity in groups after reading the text. In order for the groups to discuss and answer the two questions they must understand the four types of eating habits. It is important to stress to learners that these four types of eating habits affect their bodies and health. Allow each group to share their answers to the questions with the class. Summarize this activity by emphasizing to learners that they are likely to develop serious health problems in later life if they do not develop healthy eating habits.</p>	Page 22
Fill out missing words and make decisions.		<p><b>Activity 7</b> Learners complete this activity individually. Collect their books for marking and provide feedback on their answers.</p>	Page 22
Plan a meal and make decisions in teams.		<p><b>Activity 8</b> Learners should read 'Choosing healthy foods' on page 23 of the Learner's Book. Explain to learners what to do in the activity. Learners must do this activity in groups and they must use the three food groups or foods in the pyramid as a guide to plan the menu. Encourage the groups to use the menu planner on page 23 of the Learner's Book to guide them. Allow each group to present their work to the class.</p>	Page 24
Find and access information. Read and interpret labels. Make healthy choices.		<p><b>Activity 9</b> Learners should read 'Processed foods' on page 25 of the Learner's Book. Discuss the text and the illustrations with the bubbles. Encourage learners to talk about the text in the bubbles. Tell learners to collect three empty containers before they do this activity. Summarize the activity by going through the key points with learners. Stress the importance of reading labels when buying processed foods.</p>	Page 26

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Make healthy food decisions.</p>		<p><b>Activity 10</b>  This activity requires learners to visit any place where food is sold. Ask them to list the names of the foods displayed or sold in their exercise books.  The aim of this activity is to allow learners to differentiate healthy foods from not so healthy foods sold in shops or at food stalls. Ask learners to make a simple poster advertising healthy food choices. Display their work in class.</p> <p><b>Assessment activity</b>  Learners should complete the assessment activity individually. They can use the Learner's Book to help them.  When they have completed the activity, collect their exercise books for marking. Provide feedback to the class about their answers.</p>	<p>Page 26</p>
			<p>Page 26</p>

## Activities and assessment answers

### Activity 1 (page 14)

The dish of mixed vegetables and fish is healthy food whereas the other picture shows unhealthy buns, doughnuts and cakes.

### Activity 2 (page 18)

- 1 A balanced diet includes foods from the three food groups: energy foods, body-building foods and protective foods.
- 2 Possible answers are: potatoes; taro; cassava; proteins such as fish, chicken, beef and nuts; vegetables and fruits such as pumpkin, beans, cabbage, tomatoes, pawpaw, mangoes, melons and bananas.

### Activity 3 (page 19)

1

Energy foods	Body-building foods	Protective foods
Yam, potato, cassava, bread, navy biscuit, rice, taro, noodles	Fish, shellfish, chicken, beef, pork, lamb	Slippery cabbage, mango, pawpaw, beans, tomato, orange, lettuce, banana, pineapple, eggplant, guava, fern, taro leaf, pumpkin, carrot, ball cabbage, cucumber

- 2
  - a Energy foods: provide energy for the body to do work and play.  
Body-building foods: help the body to grow properly.  
Protective foods: protect the body from diseases and illness.
  - b Children need more energy because they are still growing, and are very active in work and play.
  - c Easy access for cooking healthy meals, don't have to go far to collect food, food can be picked fresh.

### Activity 4 (page 19)

Learners' answers will depend on their understanding of the information in this chapter and may include the following.

- Eat lots of fresh fruits and vegetables.
- Eat fewer foods that contain sugar, sweet drinks, fat foods and oily foods.
- We must eat fewer foods that are high in fat, sugar and salt.

### Activity 5 (page 20)

Each group will draw pictures of healthy foods from three food groups. Draw using a pencil and colour them in, cut them out and paste them onto

a paper plate with glue. For example, draw pieces of melon and colour them in, cut them out and paste them onto the paper plate.

### Activity 6 (page 22)

- 1 When a person over-eats or eats a lot, and does no physical activity, he or she is likely to become overweight or obese. This leads to heart disease, diabetes, strokes and high blood pressure.
- 2 Not eating enough food or under-eating will cause malnutrition. This causes people to become sick easily, and they may find it difficult to learn or concentrate well at school.

### Activity 7 (page 22)

Across: 1. Sugar; 2. Vegetables; 3. Less

Down: 4. Lean; 5. Healthy; 6. Fats

### Activity 8 (page 24)

Learners can list any foods as long as they are in the three food groups. Learners can choose the foods in the table on page 23 or any foods from Activity 3 on page 19 of the Learner's Book.

### Activity 9 (page 26)

Learners' answers will depend on what they can collect. For example:

Food item	Fat	Salt	Sugar
Milo	200 g	125 g	550 g

### Activity 10 (page 26)

Learners should make a list and record some food items from their visit to the food canteen or food stalls.

The types of food they record will depend what they find on the food stalls.

### Assessment activity (page 26)

The table below is only an example. Learners can come up with different food items, as long as they are listed under the right food category.

Meal times	Energy food	Protective food	Body building
Breakfast	bread	pawpaw	canned tuna
Lunch	rice	cabbage, melon	chicken
Dinner	potato	fern, pineapple	fish

# Chapter 3 Healthy Living During Puberty

## Strand: Personal Body Care and Safety

### Suggested periods: (4 weeks)

#### Sub-strand statement

During puberty, boys and girls experience many physical, mental and emotional changes. They need to acquire good personal hygiene habits so that they know how to handle these physical changes and also develop strategies to cope with the mental and emotional changes.

#### General learning outcomes

Learners should:

- 5.3.1 know how to maintain personal hygiene during puberty
- 5.3.2 appreciate the importance of good personal hygiene during puberty
- 5.3.3 understand the consequences of bad hygiene practices during puberty
- 5.3.4 know that puberty brings emotional and mental changes.

#### Specific learning outcomes:

Learners should be able to:

- 5.3.1.1 identify practices that promote good personal hygiene during puberty, for example washing with soap, using toilet papers, washing hands before eating, washing pubic area appropriately
- 5.3.2.1 list some appropriate items for use during physical changes
- 5.3.3.1 state four consequences of bad hygiene practices during puberty
- 5.3.3.2 dispose of soiled sanitary towels or tampons in a hygienic way.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Recognize personal hygiene practices. Express ideas about personal hygiene.</p>		<p><b>Activity 1</b> Begin by brainstorming with learners about personal hygiene, or keeping clean, during puberty. Encourage learners to express what they know about personal hygiene. Allow learners to complete the activity. Discuss the points they write in their exercise books with the whole class.</p>	Page 28
<p>Identify correct words for the spaces provided. Express ideas about personal hygiene.</p>		<p><b>Activity 2</b> Before learners do this activity, they need to read the information on pages 28 to 30 of the Learner's Book. Allow them to read in pairs for few minutes. Explain the importance of personal hygiene for girls and boys. Refer specifically to 'Personal hygiene tips for girls' and 'Personal hygiene tips for boys' on pages 29 and 30 of the Learner's Book. Give learners an opportunity to discuss what they have read in the Learner's Book. Explain how to do the activity. After they complete the activity, learners can mark each other's work. Give feedback on their answers.</p>	Page 30
<p>Take a clear health-enhancing stand through singing a song.</p>		<p><b>Activity 3</b> Learners should read 'Good body hygiene habits' on page 31 of the Learner's Book. Allow them to talk in pairs about how they clean their bodies. Introduce the song and actions. Let learners sing and mimic the actions. You can come up with your own tune.</p>	Page 32
<p>Solve problems and think critically. Answer questions about care of the body and body hygiene.</p>		<p><b>Activity 4</b> Encourage learners to talk about some real examples of personal hygiene in groups. Then ask them to read the information on pages 32 to 34 of the Learner's Book before discussing the questions in groups. Learners should complete the activity individually. Collect their books and mark their answers.</p>	Page 34

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Make practical decisions and solve problems.</p>		<p><b>Activity 5</b> Learners need to prepare for this activity at least a day beforehand. They should discuss with their teacher what to wear on the day. Help all learners to come up with some costume ideas if they do not know what to wear.</p>	Page 35
<p>Make a personal health goal. Keep a record.</p>		<p><b>Activity 6</b> Before learners do this activity, they should read 'Hand washing' on page 36 of the Learner's Book. They should also read the activity instructions. Help learners to write a simple personal goal. Use the example given to guide them. Encourage them to come up with a simple and realistic goal that they can achieve. Ask learners to copy the table in their exercise books. This activity requires them to fill in the table every day for two weeks. The parent or the teacher must sign in the parent/teacher column to confirm that the learner has done the activity. Emphasize the importance of this activity. It can be done at home after school or during school time. Parents can take part when it is done at home. Parents can co-sign when they witness the activity being done at home.</p>	Page 37
<p>Think critically and solve problems. Make healthy decisions.</p>		<p><b>Activity 7</b> Explain to learners what they have to do before they begin this activity and ask them to form into pairs. Discuss what the illustrations depict. Allow learners to write about the illustrations in their exercise books. Collect learners' books for marking. Give feedback to learners on their answers when their books are returned. Highlight the important points of this activity in the feedback.</p>	Page 38
		<p><b>Assessment activity</b> Learners complete the assessment activity individually. Collect learners' books for marking. Give feedback to learners on their answers when their books are returned.</p>	Page 40

# Activities and assessment answers

## Activity 1 (page 28)

Possible answers are: washing the body, bathing twice a day, cleaning myself to keep my body clean, caring for my body.

## Activity 2 (page 30)

- 1 every day
- 2 soap
- 3 pubic area
- 4 tissue
- 5 brush
- 6 spit
- 7 front to back
- 8 wash
- 9 twice
- 10 clothes

## Activity 3 (page 32)

This activity requires the teacher to choose or compose a tune for the song, so that learners can sing along.

## Activity 4 (page 34)

Learners will have various answers but the most likely will be:

- 1 Protection from infection, protection from injury, preventing hook worm from entering leg if there is a cut.
- 2 Keeps teeth fresh and clean, stops mouth infection, prevents tooth decay, stops bad breath.
- 3 Keeps us neat and tidy, prevents lice in hair.
- 4 Stops them from smelling bad, helps them last longer.

## Activity 5 (page 35)

Learners should dress up in own creative costumes.

## Activity 6 (page 37)

Learners should be encouraged to write a simple goal. One example could be, 'I will have a shower 2 times a day'. Learners should write their own goals that they can achieve.

Parents or teachers should sign in the box only if they have witnessed learners doing the activities.

I clean my	S	M	T	W	T	F	S	Signature
Hair	✓	✓	✓	✓	✓	✓	✓	_____ (parent)
Body	✓	✓	✓	✓	✓	✓	✓	_____ (teacher)

### Activity 7 (page 38)

Learners are likely to write different expressions to describe the illustration shown. Some examples could be:

- Tim can get sick wearing the same dirty uniform and his uniform smells.
- Lice will breed in Normie's dirty hair.
- Ellen smells bad or stinks.
- Eating food with dirty hands can cause diarrhoea.
- Linnie has a dirty and messy room. This allows bacteria to breed.

### Assessment activity (page 40)

Learners should copy the puzzle into their exercise book. After completing it they should hand in their books for marking. Provide feedback on the answers when returning their books.

# Chapter 4 Understanding Basic First Aid

## Strand: Personal Body Care and Safety

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Learners need to acquire basic first aid skills. Schools should prepare learners to deal with accidents, injuries and emergencies promptly and properly.

### General learning outcomes

Learners should:

- 5.4.1 know what first aid means
- 5.4.2 understand that knowledge about first aid and emergency care for injuries is essential
- 5.4.3 know how to apply the basic steps of first aid and emergency procedures.

### Specific learning outcomes

Learners should be able to:

- 5.4.1.1 list five conditions that require first aid treatment
- 5.4.1.2 role-play basic first aid steps during emergency
- 5.4.1.3 demonstrate how to call for help during emergencies
- 5.4.2.1 explain the basic rules of first aid care
- 5.4.3.1 confidently apply basic first aid methods to treat minor cuts, shock, burns and illness in school, home and public places by using simulation
- 5.4.3.2 list common first aid practices when dealing with an emergency.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Understand what an accident is and what accidents normally occur in the city and villages.</p> <p>Discuss what first aid is and why first aid treatment is important.</p>		<p><b>Activity 1</b> Learners read 'What is first aid?' on page 42 of the Learner's Book and begin the activity by discussing what an accident is and why early attention is important.</p> <p>Encourage learners to talk about their own experiences about accidents and then explain the information in the Learner's Book in their own words.</p> <p>In small groups, discuss why car accidents are common in the city and knife cuts are common in the village, and how they can both be prevented.</p> <p>Summarize the session, highlighting the importance of first aid.</p>	Page 43
<p>Identify and highlight immediate action to take in the event of an accident.</p>		<p><b>Activity 2</b> Learners talk about whether they have seen accidents relating to the pictures on page 42 and 43 of the Learner's Book.</p> <p>Learners should share personal stories of accidents and how they were able to manage them, particularly any stories that reflect the illustrations.</p> <p>Discuss with learners the immediate steps to take if someone breaks a leg.</p> <p>Highlight the main points to end this activity.</p>	Page 43
<p>Identify injuries that commonly occur in the community and their causes.</p>		<p><b>Activity 3</b> Learners should form into groups and read the information on page 44 of the Learner's Book before they begin this activity.</p> <p>Start by encouraging them to discuss injuries that commonly occur in the community. Each group should make a list of these injuries in their exercise books before they do the survey.</p> <p>Each group should present the findings of these interviews to the whole class.</p> <p>Summarize the key points each group raised.</p>	Page 44

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Appreciate the need to assess and identify any potential dangers or risks associated with the situation or potential injurues. Practise and become familiar with the DRABCD steps.</p>		<p><b>Activity 4</b> Learners begin by reading the text on the DRABCD Rule individually. Then ask learners what they understand about the information they have read. It is important to remind learners to follow the correct order (DRABCD) when dealing with an emergency situation or accident. It is important to remind learners what D stands for. Show them how to move an injured person and allow them to demonstrate it in pairs or groups until they are confident. Emphasize the importance of doing the steps properly to avoid causing any further damage or injuries to the injured person. Use an observation checklist to assess and make sure learners are doing the step correctly.</p>	<p>Page 46</p>
<p>Appreciate the important function of the airway. Develop skills and confidence in attending to somebody with an obstructed airway. Gain experience in what this situation might be like.</p>		<p><b>Activity 5</b> Learners should begin by reading 'R for Response' and 'A for Airway' individually on pages 46 and 47 of the Learner's Book. Ask them what they understand about the information they have read. It is important to remind learners what the R and A stand for. Demonstrate these two steps and allow them to practise in pairs, one as a casualty and the other as a first aid worker. Ask learners to describe what the basic function of the airway is and why it is important to have a good and clear airway. Explain the signs of a blocked airway; for example the tongue can fall back and block the airway. Food or any debris can also block the airway. <i>Tip</i> Observe everyone as much as possible. Use an observation checklist to assess and make sure learners are doing the steps correctly. Sum up the session by stressing the importance of a clear airway, the signs of obstructed airway and the immediate steps to take. Review with learners the R and the A steps of the DRABCD rule.</p>	<p>Page 47</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Appreciate what the recovery position is. Practise putting someone in the recovery position.</p>		<p><b>Activity 6</b> Start the lesson by asking learners about their experiences; for example, have they seen an unconscious person? Ask them what they think they could do to help an unconscious person. Learners should then read 'The recovery position' on pages 47 to 48 of the Learner's Book. Encourage them to explain in their own words what the three steps involve. Demonstrate how to place a person in the recovery position using a volunteer and ask learners why such practical steps are taken. Allow learners to demonstrate the three steps of placing someone in the recovery position. Group learners into pairs so that they all have a chance to confidently perform the three steps. Conclude by explaining to learners the importance of placing someone in the recovery position in the event of an accident. <i>Tip</i> When learners practise the steps, use the observation checklist to ensure that they are doing them correctly. When grouping learners into pairs, encourage them to form girl-boy pairs for the activity.</p>	Page 48
<p>Practise checking breathing and circulation.</p>		<p><b>Activity 7</b> Learners should individually read 'B for breathing', 'C for circulation' and 'D for defibrillation' on pages 48 to 50 of the Learner's Book before practising in pairs or groups. Allow them a few minutes to talk and discuss about the information. Learners should practise checking for breathing and checking circulation by feeling the pulse. Do <i>not</i> attempt to demonstrate 'D for defibrillation'. Only qualified advanced first aiders, nurses and health or medical people who have been trained to do this should attempt it. <i>Tip</i> Use the observation checklist to ensure that learners are checking correctly.</p>	Page 50

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Practise making an emergency call. Think critically and solve problems.</p>		<p><b>Activity 8</b> Learners should individually read 'Making an emergency call' on page 51 of the Learner's Book. Divide learners into groups or pairs and ask them to simulate making an emergency call, following the steps on page 51 of the Learner's Book. Give them a scenario and ask them to role-play it.</p> <p><i>Tip</i> When learners practise the steps, use the observation checklist to ensure that they are doing them correctly. Discuss any important points role-played by the groups and rectify any mistakes.</p>	<p>Page 51</p>
<p>Make a first aid kit.</p>	<p>Cardboard boxes, scissors, knives</p>	<p><b>Activity 9</b> This activity is a class project so it may take more than one period. Learners must be familiar with the items listed in the activity. If they are not, explain what they are before dividing into groups. You may have to buy some items from shops. Use the school fund to purchase them. Encourage learners to become involved in making the first aid box and collecting the items. Make sure they check that all the items are in the box. They should also include a checklist as an inventory in the first aid box to ensure that it always contains all of the essential items and that all items that have been used are replaced. This means that the kit will always be ready in case of an accident or an emergency situation. Explain the importance of having a first aid kit available in the school.</p>	<p>Page 53</p>
		<p><b>Assessment activity</b> Learners should complete the assessment activity individually, then hand in their books for marking. Make sure to provide them with feedback on the return of their books.</p>	<p>Page 54</p>

## Activities and assessment answers

### Activity 1 (page 43)

Learners' answers will depend on their own experiences.

### Activity 2 (page 43)

Reassure the person, place them in a secure, safe and comfortable position, check their airway, breathing and circulation, and call for help.

### Activity 3 (page 44)

Learners' answers will depend on the responses they receive from the survey they conduct.

### Activity 4 (page 46)

Learners will perform the task indicated in the activity.

### Activity 5 (page 47)

Learners will perform the task indicated in the activity.

### Activity 6 (page 48)

Learners will perform the task indicated in the activity.

### Activity 7 (page 50)

Learners will perform the task indicated in the activity.

### Activity 8 (page 51)

Learners will perform the task indicated in the activity.

### Activity 9 (page 53)

Item	What it is used for
1 Gloves	Protection and cleanliness
2 Sterile dressings	Covering wounds Protecting from flies
3 Sterile pads	Covering wounds
4 Clean gauze or cotton swabs	Holding the dressing in place
5 Tape or sticking plaster and bandages	Holding bandages on
6 Eye wash solutions and antiseptic ointments	Cleaning eyes and wounds
7 Scissors and tweezers	Cutting bandages, removing clothing and extracting small items
8 CPR masks	Putting onto the mouth and nose to help with breathing during CPR
9 Thermometer	Measuring temperature
10 Pain killers	Relieving pain

### Assessment activity (page 54)

- 1 Fourth picture
- 2 Third picture
- 3 Sixth picture
- 4 Fifth picture
- 5 Second picture
- 6 First picture

### Observation checklist for first aid skills (sample)

Learner's name :	Date:
Performance required	Competent : Yes or No
Ensures safety of self, bystanders and environment	
Checks the person's response levels	
Appropriately reassures the patient	
Asks the patient what is wrong	
Checks the person's airway	
Places the patient in the recovery position correctly	
Checks the patient's breathing and circulation	
Keeps the patient warm	
Calls for help or ambulance	

# Chapter 5 Pollution and Health

## Strand: Healthy Community and Environment

**Suggested periods : 8 (4 weeks)**

### Sub-strand statement

Pollution of the environment is a health hazard. Understanding the short-term and long-term effects of pollution on human health is crucial. Learners need to acquire good positive attitudes and behaviours towards caring for and respecting their environment.

### General learning outcomes

Learners should:

- 5.5.1 understand what a polluted environment is
- 5.5.2 know the different types of pollution
- 5.5.3 understand the effects of a polluted environment on people's health
- 5.5.4 know factors that cause environmental hazards
- 5.5.5 know how the types of pollution affect human health
- 5.5.6 recognize their own responsibility for caring for the environment
- 5.5.7 appreciate that a clean, healthy, safe and pollution-free environment contributes to good health.

### Specific learning outcomes:

Learners should be able to:

- 5.5.1.1 describe a polluted environment
- 5.5.2.1 identify some examples of a polluted environment
- 5.5.3.1 state some short-term and long-term effects of pollution on human health
- 5.5.4.1 identify human behaviours that cause environmental pollution
- 5.5.5.1 state some examples of health problems caused by air, water and land pollution
- 5.5.6.1 state five things they can do to make a clean, healthy, safe and pollution-free environment
- 5.5.7.1 state one reason why a pollution-free environment is important for our health and wellbeing.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Suggest ways to make the environment pollution free. Develop a sense of self-responsibility. Appreciate having a clean environment that improves the school culture.</p>	<p>Chart paper</p>	<p><b>Activity 1</b> Begin with learners reading the text 'What is pollution?' Allow learners to explain what they know about pollution. Organize learners in small groups and visit your school dump site or any rubbish dump. Ask learners to record what they observe regarding pollution impact in their school. Learners present their findings to the whole class. Discuss and talk about the key points raised during their presentation. To conclude, suggest ways to make the school pollution free.</p>	<p>Page 56</p>
<p>Take a clear, health-enhancing stand by advocating a pollution-free environment. Make a good, healthy decision. Recognize that this activity will lessen greenhouse emissions and contribute to creating a pollution-free environment. Recognize that pollution is hazardous to humans and animals.</p>	<p>Chart paper</p>	<p><b>Activity 2</b> Start by enquiring what learners know about different types of pollution. Ask learners to read 'Air pollution' on page 57 of the Learner's Book. Encourage them to talk about it before they complete the activity individually. Summarize this activity by explaining how air pollution such as smoke from factories, smoke from cars and trucks, and smoke from fires at home can affect our health.</p>	<p>Page 57</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Recognize that pollution is hazardous to humans. Take a clear, health-enhancing stand by advocating a pollution-free environment.</p>	<p>Chart paper</p>	<p><b>Activity 3</b> Ask learners about what they know about water pollution. Discuss their own water environment with them. Allow learners a few minutes to read 'Water pollution' on pages 58 and 59 of the Learner's Book. Encourage learners to express and talk about their ideas and opinions about the text and pictures. It is important to ensure that learners understand what to do before they begin the activity in small groups. Take a trip to a nearby river, beach or stream, if possible. Make sure the groups present their findings to the whole class. Use questions 1 to 4 to guide them. Summarize all the groups' points on chart paper and make suggestions about how they could stop pollution within their school and community.</p>	<p>Page 59</p>
<p>Identify and explain land pollution and how some chemicals used on land can affect human health. Make a critical decision about reducing land pollution.</p>		<p><b>Activity 4</b> Begin the activity by asking learners what they know about land pollution. Allow learners to talk about how they would feel about a rubbish dump in their area. Learners should read 'Land pollution' on page 60 of the Learner's Book. Explain and highlight the main points. It is important to stress that human behaviour causes all this pollution. Encourage learners to come up with ideas for stopping land pollution. The activity requires learners to study the pictures carefully and write the answers in their exercise book. They should hand in their books for marking. Provide feedback to learners on return of their books.</p>	<p>Page 61</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Make a critical decision about reducing pollution. Suggest ways to make a pollution-free environment and create an attractive place.</p>	<p>Chart paper</p>	<p><b>Activity 5</b> Learners read 'Stop pollution!' on pages 62 to 63 of the Learner's Book. Ask them to talk about rubbish or waste in their own towns, communities or villages. Brainstorm how they could stop rubbish being dumped on the streets or any place. Discuss the three questions on page 63 of the Learner's Book. Highlight the main points on the board or chart paper. Complete the activity in small groups.</p> <p><b>Assessment activity</b> Learners complete the activity individually and hand in their exercise books to the teacher for marking. Provide feedback upon return of their books.</p>	<p>Page 63</p>
			<p>Page 64</p>

## Activities and assessment answers

### Activity 1 (page 56)

- 1 Learners' answers will depend on their school context and environment.

### Activity 2 (page 57)

- 1
  - a Smoke from factories and industries.
  - b Fumes from vehicles and ships.
  - c Smoke from cigarettes and tobacco.
- 2 By breathing the dirty or polluted air into our nose or mouth down to the lungs.

### Activity 3 (page 59)

Learners' answers will depend on the area where the field trip is.

- 3
  - Dig a pit to throw rubbish that cannot be burnt.
  - Bury all unwanted wastes.
  - Recycle wastes for teaching aids.
  - Build compost from waste.

### Activity 4 (page 61)

- 1 Picture 1 (car emitting carbon monoxide) = air pollution  
Picture 2 (ship emitting oil on water) = water/sea pollution  
Picture 3 (rubbish and debris) = land pollution  
Picture 4 (person smoking) = air pollution  
Picture 5 (person washing) = water pollution  
Picture 6 (rubbish on beach) = land and sea pollution
- 2
  - a Regulate to control factories emitting smoke into the air, encourage people to use public transport more, use bicycles rather than cars, use carbon filters on cars, do not burn rubbish.
  - b Stop throwing rubbish into the water or sea, regulate to prevent pollution of the water or sea.
  - c Stop throwing rubbish just anywhere, throw rubbish away appropriately, recycle waste, bury rubbish such as tins, clean up rubbish.

### Activity 5 (page 63)

- 1 Draw up regulations to keep the school pollution free.
- 2 Have rules about dumping rubbish appropriately and not carelessly.
- 3 Have rubbish bins around the school.
- 4 Recycle biodegradable rubbish, avoid burning rubbish.
- 5 Clear rubbish every day.
- 6 Plant more trees around the school.

### Assessment activity (page 64)

Type of pollution	Health problems caused by pollution
Air pollution	Lung problems, cancer of the lungs, irritates eyes, aggravates asthma
Water pollution	Diarrhoea, dysentery, cholera, typhoid
Land pollution	Cholera, typhoid

# Chapter 6 Water, Sanitation and Health

## Strand: Healthy Community and Environment

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

A safe environment and good hygiene contribute to good health.  
Learners acquire proper personal hygiene habits and become aware of proper sanitation and the need to use clean water.

### General learning outcomes

Learners should:

- 5.6.1 understand that adequate provision of clean water, proper sanitation and good hygiene contribute to good health
- 5.6.2 recognize the health problems caused by unclean water, poor sanitation and poor hygiene.

### Specific learning outcomes

Learners should be able to:

- 5.6.1.1 show the links between dirty water, bad sanitation, poor hygiene and a person's health
- 5.6.1.2 write five strategies for preventing and controlling water and sanitation problems
- 5.6.2.1 list four activities for a public awareness campaign about proper water, sanitation and hygiene.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify proper facilities for drinking. Appreciate that hand washing and bathing with clean water and soap promote good, healthy standards of living.</p>	<p>Pencils, A4 paper, brown chart paper, pentals</p>	<p><b>Activity 1</b> Learners should begin by reading 'Clean safe water for living' on pages 66 to 67 of the Learner's Book. Divide the class into groups and ask them to begin the activity. They will need to walk around the campus in their groups, writing down their findings. Discuss or talk about the groups' observations or findings.</p>	<p>Pages 68–69</p>
<p>Identify a proper toilet site. Recognize the importance of having and using proper toilets.</p>	<p>Coloured pencils, crayons, brown or white chart paper, paper pins, glue</p>	<p><b>Activity 2</b> Begin this activity by raising questions about toilet building in learners' homes and communities. Where do they go to toilet? What type of toilets do they have or use? Then allow learners to read 'Proper clean toilets' and look at the pictures on pages 70 to 71 of the Learner's Book. Discuss the different types of toilets shown. Complete the activity and summarize learners' answers to the questions. Explain the importance of using proper toilets rather than the bush, beach, river etc.</p>	<p>Page 71</p>
<p>Identify proper toilet site. Recognize that proper use of toilets will help sustain healthy living.</p>	<p>Brown or white chart paper, pentals</p>	<p><b>Activity 3</b> Learners should study the diagram on page 72 of the Learner's Book before answering questions 1 and 2. Learners can work in pairs or individually. Ask learners to study the series of illustrations on page 73 and then to list the rules on the usage of toilets on the chart paper. Learners present their work in the class. Conclude by reinforcing the proper use of toilets and display the charts in the classroom.</p>	<p>Page 72</p>
Processes and skills	Resources	Teacher's support notes	Learner's Book

<p>Observe, analyze problems and find solutions. Recognize that proper toilets contribute to healthy living.</p>	<p>Exercise books, biros and rulers, white or brown chart paper, pentals, duster, green/black board and ruler</p>	<p><b>Activity 4</b> Learners should study the pictures on page 73 of the Learner's Book. Allow them to talk about what the boy is doing in the pictures. Learners can work in pairs or groups to answer the activity questions. Learners then present their work in the class. Conclude by reinforcing on the proper use of toilets and display charts in the classroom.</p>	<p>Page 74</p>
<p>Discuss the importance of cleaning the toilet everyday.</p>		<p><b>Activity 5</b> Learners should read 'Dirty toilets' on page 74 of the Learner's Book. Organize learners in small groups and visit the school ablution block. Learners answer questions 1 to 6 and record their findings in their exercise books. Make sure learners understand what the activity requires them to do. Discuss the questions and the answers learners write in their exercise books. Collect their books for marking and give them feedback on return of their books. Conclude the lesson by reading 'Looking after the toilets' on page 75 of the Learner's Book. Talk about the pictures and what they really mean. Emphasize the importance of looking after toilets at school, at home and in the community to prevent diseases or illnesses.</p>	<p>Pages 74 and 75</p>
<p>Sing songs about keeping the toilet clean.</p>	<p>White or brown chart paper, pentals, coloured pencils, crayons, paper pins and pencils</p>	<p><b>Activity 6</b> Learners should read the song aloud. Ask them to come up with a tune, or make up a tune for them. Sing the song for them first and then they can sing it. Conclude by reinforcing what the song is about.</p>	<p>Page 76</p>
<p><b>Processes and skills</b></p>	<p><b>Resources</b></p>	<p><b>Teacher's support notes</b></p>	<p><b>Learner's Book</b></p>

<p>Solve problems, set a simple goal and write up a plan.</p>		<p><b>Activity 7</b> Learners should form groups and discuss how to make toilets clean and attractive. They should write a simple goal, such as 'We will have the most attractive toilet in Honiara'. Plan how they will achieve their goal, for example by painting, planting flowers or landscaping around the toilet house. Help learners determine how they are going to achieve their goal. Allow them to carry out their plan, for example by planting flowers around their school toilet. If this activity requires more time, it can be done during break or lunch time.</p>	<p>Page 76</p>
<p>Do a small survey. Solve a problem about improving sanitation. Advocate good health by creating posters.</p>		<p><b>Activity 8</b> Learners should read the information on pages 77 to 81 of the Learner's Book. Allow them to share their opinions or experiences about the information they have read. Emphasize the key points in the text about avoiding problems associated with polluted water and problems caused by poor hygiene. For this activity, organise learners in groups according to the communities or villages that they come from. Learners do a survey on the types of toilets in their community or village. They need to draw posters of proper toilets and write simple statements. This activity could be a project for assessment. After marking the group tasks, display the posters in the classroom or pin the best posters on the school or community noticeboard.</p>	<p>Page 78</p>
		<p><b>Assessment activity</b> Learners complete the activity and hand in their exercise books for marking. Give them feedback on return of their books.</p>	<p>Page 82</p>

## Activities and assessment answers

### Activity 1 (page 68)

Learners' answers will depend on what is available in their school.

### Activity 2 (page 71)

- 1 The toilet on the right would be preferable. It has a clean bowl and a clean floor.
- 2 Dirty toilet bowl and floor. Not washed or cleaned for a long time. It can attract germs.
- 3 Learners' answers will depend on what is available in their school.

### Activity 3 (page 72)

- 1 The best site is 'D', because:
- 2
  - it is a distance from home and the well
  - the site is downwind from the house
  - toilets should be built 100–200 metres away from the water source
  - the toilet will not pollute the well because it is downhill from the well.

### Activity 4 (page 74)

These are some points that you should look for in learners' work.

- 1 The boy in the picture is using the toilet properly.
- 2 Some examples of rules:
  - Open the lid gently before you use it.
  - Shut the toilet lid gently after using it.
  - Flush the toilet before you leave.
  - Sit on the toilet.
  - Don't stand or squat on the bowl.
  - Don't use hard papers, coconut husks, sticks, leaves, stones or sharp objects to clean yourself.
  - Wash your hands with clean water and soap.
  - Dry your hands before writing or eating.
- 3 Practise at school or at home every day.

### Activity 5 (page 74)

Possible answers are:

- 1 To be fresh and germ-free, and to reduce bad smell.

- 2
  - a Wash with washing detergent.
  - b Use disinfectant.
  - c Use a brush and broom and spray with clean water.
- 3 Three times a day (morning, after break and after school)
- 4 Should also be cleaned daily (once a day)
- 5
  - a To kill germs.
  - b To keep the toilet fresh and clean, and reduce bad smells.
- 6 To avoid stomach aches, diarrhoea and dysentery. To reduce or prevent germs or bacteria.

### **Activity 6 (page 76)**

Learners and teacher to make a tune and practise singing together.

### **Activity 7 (page 76)**

- 1 Learners' suggestions will vary.
- 2 Goals: something related to good living, for example making a clean, attractive toilet.

Plan: something to do with building decent toilets, for example building a toilet using local materials.

Some steps or action your group could take:

- Paint or do drawings on the walls of the toilet house to make it attractive.
- Paint artworks on the inside walls of the toilet.
- Put flower pots in the toilet house.
- Make a simple bench or table and place a vase of flowers on it.
- Pour pebbles inside or create walkways.
- Paste simple rules on the wall about how to use the toilet properly and keep the toilet clean at all times.
- Plant flowers around the toilet house.

### **Activity 8 (page 78)**

- 1 The groups' responses will vary according to what they have seen or types of toilets in the village.
- 3 Same answers on ideas can come from activity 7.

### **Assessment activity (page 82)**

- 1 clean
- 2 lid

- 3 soap, water
- 4 contaminated, toilet
- 5 water source
- 6 boil
- 7 animal, human
- 8 diarrhoea
- 9 hookworm
- 10 washing.

# Chapter 7 Preventing Non-communicable and Chronic Diseases

## Strand: Diseases and Drug Education

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Most non-communicable diseases are preventable and can be controlled at an early stage. Understanding the causes, symptoms and ways of preventing different types of common non-communicable diseases contributes to better health and wellbeing in the community.

### General learning outcomes

Learners should:

- 5.7.1 know of some non-communicable or chronic diseases
- 5.7.2 recognize the difference between communicable and non-communicable diseases
- 5.7.3 understand that healthy behaviours and lifestyle can prevent non-communicable or chronic diseases.

### Specific learning outcomes

Learners should be able to:

- 5.7.1.1 identify the common communicable diseases in the country
- 5.7.3.1 state the causes of non-communicable diseases, such as diabetes and heart problems
- 5.7.3.2 list the practices that prevent non-communicable diseases
- 5.7.3.3 obtain information from health centres on non-communicable diseases.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Communicate, share and express opinions. Recognize that there are different types of diseases.</p>		<p><b>Activity 1</b> Find out what learners know about common illnesses. Encourage them to talk briefly about their own experiences. Ask learners to read the information on non-communicable and communicable diseases on pages 84 to 85 of the Learner's Book. Encourage them to talk about what they have read in their own words. Learners should complete the activity in small groups. Summarize and clarify any points they raise.</p>	Page 85
<p>Explore and find solutions to a problem. Make decisions about eating habits and food choices.</p>		<p><b>Activity 2</b> Begin with learners individually reading the information on the causes of non-communicable diseases and unhealthy diet on pages 86 to 87 of the Learner's Book. They should take turns to read the speech bubbles in the illustrations. Talk about the information they read. Learners complete the activity and reflect on each group's answers to the questions. It is important to stress to learners that eating unhealthy foods can lead to many health problems.</p>	Page 87
<p>Explore and find solutions to a problem.</p>		<p><b>Activity 3</b> Allow learners to read 'Lack of physical activity or exercise' on page 88 of the Learner's Book before they begin the activity. Ensure learners talk about what people do in towns compared with what people do in the villages. Ask learners to read the case study about Mary. Talk about her lifestyle. Organize learners into groups and allow time for them to discuss and complete the activity. It is important to relate the story in the activity to their own lifestyle. Summarize the activity with each group's points and clarify any points that are misunderstood.</p>	Page 89

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Practise taking a healthy stand by saying 'No' to drugs.</p> <p>Demonstrate a healthy behaviour.</p> <p>Make decisions and take action.</p>	<p>Chart paper</p>	<p><b>Activity 4</b></p> <p>Ask learners to collect items such as empty packet cigarettes, betel nuts or empty cans of beer and bring them to class the day before this activity. Use these items to talk about what people do with them.</p> <p>Learners should individually read 'Drugs' on pages 90 to 91 of the Learner's Book. Ask them to explain what they gathered from the information and encourage them to talk about their own experiences. For example, does somebody in their family or someone they know use these drugs?</p> <p>Ask them how they feel about people using these drugs. In what ways can learners help people to stop taking these drugs? Allow them to come up with strategies or solutions.</p> <p>Put learners in groups and allow enough time to complete the activity. Elaborate and sum up their answers on the board or chart paper.</p>	<p>Page 91</p>
<p>Make decisions and healthy choices.</p> <p>Explore solutions to a problem.</p>	<p>Hard chart paper, pencil, glue, scissors</p>	<p><b>Activity 5</b></p> <p>Learners should quietly read the information about non-communicable diseases and a balanced diet on pages 92 to 93 of the Learner's Book.</p> <p>Make sure learners understand what they have read and encourage them to talk about it. It is important that learners understand the concept of a healthy balanced diet and the food pyramid when they do this activity.</p> <p>Explain the activity before allowing them to form teams. Complete the activity by giving them feedback on the discussion questions after the game.</p>	<p>Page 93</p>
<p>Set a goal and participate in activities that maintain a healthy lifestyle.</p>	<p>Chart paper or A4 paper, pens, paper pins</p>	<p><b>Activity 6</b></p> <p>Learners should begin by reading 'Doing physical activity or exercise every day' on page 94 of the Learner's Book. Allow them to take turns in reading the bubble speeches and explaining what they mean.</p> <p>Encourage learners to talk about the physical activity they usually do at home or at school each day.</p> <p>Learners should then do the activity, answering questions 1 to 3.</p> <p>Guide learners to write a simple goal on a piece of paper. Pin each piece of paper on the wall of the classroom.</p> <p>Stress the importance of setting the goal of a healthy lifestyle.</p>	<p>Page 95</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Participate in making decisions about own health.	A4 paper, pens, paper pins	<p><b>Activity 7</b> For this activity begin with two-minute stretches. Enquire about how learners feel after the light exercise. Ask learners why it is important to do physical activity every day. Learners should think about what they wrote in Activity 6 about the importance of physical activity.</p> <p>Before learners do the remainder of the activity, elaborate and give them at least one example of what tracking their activities in a week might look like by drawing and filling in the chart on the blackboard.</p> <p>Pin learners' charts on the wall where all can see them. This is not a competition; it is about the importance of physical activity in keeping fit and healthy.</p>	Page 95
Practise decision making. Consider options and consequences. Take a health-enhancing stand by inviting friends to sign a pledge.		<p><b>Activity 8</b> Allow learners to read 'Avoiding taking or using drugs' on pages 96 to 97 of the Learner's Book. Reflect on what they have read by asking them to raise one point they understand about the text. Encourage learners to discuss what they have observed of drug use such as smoking cigarettes and chewing betel nut. Then ask them to complete the activity.</p> <p>Organise students into groups. Using the illustration, ask them to role-play saying 'No' to cigarettes or betel nut. Discuss with the whole class how to avoid engaging in tobacco smoking and chewing betel nut at the end of the role-plays.</p> <p>Allow a few minutes for learners to complete the pledge. Explain to them that the purpose of the pledge is about making a decision to stay healthy and active. Explain why they should invite other learners to sign a pledge.</p>	Page 97
		<p><b>Assessment activity</b> Learners may draw up the table in their exercise books. Learners should hand in their books for marking. Provide feedback on return of their books.</p>	Page 98

# Activities and assessment answers

## Activity 1 (page 85)

1 Non-communicable diseases are due to:

- unhealthy lifestyle
- not eating healthily.

Communicable diseases:

- usually infectious—spread easily from one to another
- pass to another through physical contact, air, water, food.

2 Examples of non-communicable diseases are:

- heart disease
- diabetes
- cancer
- gout
- kidney problems
- high blood pressure
- obesity.

Examples of communicable diseases are:

- malaria
- common cold
- red eye
- dysentery
- chicken pox.

## Activity 2 (page 87)

Possible answers are:

- 1 Tom is not eating healthily. His meals are not well balanced.
- 2 Vegetables and fruits.
- 3 Use the 'My menu' table on page 23 of the Learner's Book as a guide to planning Tom's diet.
- 4 He may become overweight or obese, and he may develop diabetes, heart disease, gout, cancer and/or high blood pressure.

## Activity 3 (page 89)

Possible answers are:

- 1 Inactive lifestyle.
- 2 Watching TV is not a healthy activity because the body is not active.

- 3 Doing physical activity every day reduces the likelihood of diseases such as diabetes, high blood pressure and heart disease, and also helps you to maintain an ideal weight.

#### Activity 4 (page 91)

Possible answers are:

- 1 They are copying or being influenced by friends or peers, pressure by peers, parents who smoke, they think it is cool or trendy to smoke.
- 2 Warn them about the bad sides of smoking. Refer them to a health professional such as a nurse or a doctor for advice on how to quit or reduce smoking by cutting down gradually.

#### Activity 5 (page 93)

Possible answers are:

- 1 Energy foods.
- 2 Protective and body-building food.
- 3 Fatty, oily, salty, sugary foods and sweet drinks.

#### Activity 6 (page 95)

- 1 Learners' answers will depend on their own likes.
- 2 Possible answers are: keeps me active, exercises muscles, burns energy.
- 3 An example goal: I will exercise 3 times a week for 2 months.

#### Activity 7 (page 95)

Example table:

Peter

Activity	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Signature
Walking	✓	✓	✓	✓	✓	✓	✓	_____
Playing								_____

#### Activity 8 (page 97)

- 1 Live longer, be healthy and fit, have no addictive habits, save more money, live a healthy lifestyle.
- 2 Learners simulate and role-play how to say 'No' to drugs.
- 3 Learners will invite two friends to sign the pledge and bring it to school.

## Assessment activity (page 98)

Risk behaviour	Ways to avoid this risk behaviour
Not eating a well-balanced diet	<ul style="list-style-type: none"><li>• Plan a proper balanced meal before cooking.</li><li>• Prepare balanced meals by including foods from the three food groups.</li><li>• Try to be physically active in as many ways as you can.</li></ul>
Not being physically active	<ul style="list-style-type: none"><li>• Try to be physically active in as many ways as you can.</li><li>• Walk more, etc.</li></ul>
Using or taking drugs	<ul style="list-style-type: none"><li>• Do not associate with unsuitable friends.</li><li>• Learn to say 'No' when you are being pressured by friends.</li><li>• Engage in healthier activities.</li></ul>

# Chapter 8 Alcohol and Illegal Drugs

## Strand: Diseases and Drug Education

**Suggested periods: 8 (4 weeks)**

### Sub-strand statement

Misuse of alcohol, marijuana and illegal homemade drugs is increasing in Solomon Islands. Understanding why people misuse these drugs is important. The short-term and long-term effects of misuse are serious. Through studying this chapter, learners will develop positive attitudes to drug prevention.

### General learning outcomes

Learners should:

- 5.8.1 understand that alcohol, marijuana and illegal homemade drugs can damage health
- 5.8.2 recognize the negative effects of alcohol, marijuana and illegal homemade made drugs
- 5.8.3 appreciate that each individual is responsible for not misusing drugs.

### Specific learning outcomes

Learners should be able to:

- 5.8.1.1 identify alcohol, marijuana and illegal homemade drugs/substances
- 5.8.2.1 state the effects (short or long term) of alcohol, marijuana and homemade drugs on health
- 5.8.3.1 develop a simple poster for a zero tolerance drugs campaign in school
- 5.8.3.2 compile information on the effects of drugs by citing sources, for example guest speaker, media.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Understand and appreciate what substance abuse is. Recognize the adverse effects of substance abuse.</p>	<p>Pictures of substances such as alcohol, tobacco, marijuana and betel nut, and a list of legal and illegal drugs in Solomon Islands</p>	<p><b>Activity 1</b>            Ask learners what they know about substances such as alcohol, tobacco, marijuana and betel nut, and record their responses on the board or chart paper.            Explain to learners what substance abuse means and ask them to describe any encounters they may have had with marijuana or alcohol. Write their responses on the board.            Ask learners to read 'Substance and drug abuse' on page 100 of the Learner's Book.            Ask learners what legal and illegal drugs are, clarifying the two words if necessary. List the legal and illegal drugs.            Explain that some legal drugs can be obtained or bought with permission from a doctor.            Sum up the session by reviewing with learners what substance abuse is, emphasizing its impact and highlighting the difference between legal and illegal drugs.</p>	<p>Page 100</p>
<p>Recognize that drugs such as alcohol, marijuana, tobacco and betel nut can alter people's minds.</p>	<p>Chart paper</p>	<p><b>Activity 2</b>            Begin the lesson by inquiring what learners know about drugs such as beer, kwaso etc.            Then allow them to read the information on drug use and mind-altering drugs on pages 101 to 103 of the Learner's Book.            Discuss and talk about the drugs they have read about. Jot down their points on the chart paper or board. Explain briefly to learners how alcohol, marijuana, tobacco and betel nut affect the body.            Explain addiction and the problems, diseases and complications that can affect a person who takes these drugs for a long period of time.            Learners should do the activity individually and hand in their books for marking.</p>	<p>Page 104</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Learn about what happens to someone who consumes drugs.		<p><b>Activity 3</b> Ask learners to describe the bad things that happen when someone takes alcohol, tobacco, marijuana and betel nut. Write their responses on the board. Read out the story or testimony of someone who has recovered from alcohol, tobacco, marijuana or betel nut abuse and ask learners to describe what they hear. Write their responses on the board. Clarify and highlight key aspects of the story. Summarize the session by asking questions on key areas discussed.</p>	Page 104
Recognize that substance abuse affects different parts of the body.		<p><b>Activity 4</b> Ask learners to read 'What drugs do to the body and mind' on page 105 of the Learner's Book. Ask them if what they have seen or know about drugs corresponds with what they have read in the text. Read the activity and make sure all learners do it in pairs. Learners should answer questions 1 to 4 after they complete the spinning activity. To sum up, stress the impact of taking drugs on vision, decision making, thoughts, judgement and movement.</p>	Page 106
Appreciate the power of choice and a drug-free lifestyle.		<p><b>Activity 5</b> Learners should read 'How drugs affect lives' on page 107 of the Learner's Book. Ask them to explain to you about the text or even talk about their experiences. They should then do the activity and hand in their books for marking. Give them feedback on their answers upon return of their books.</p>	Page 108

Processes and skills	Resources	Teacher's support notes	Learner's Book
Practise decision-making skills.	Chart paper, pins, markers	<p><b>Activity 6</b> Learners work in groups to create a simple poster with a message. Ensure that they create a simple message that is clear and easy to understand.</p>	Page 108
Develop the skills and confidence to say 'No' to substance abuse.		<p><b>Activity 7</b> Learners begin the lesson by reading 'Live a drug-free lifestyle' on page 109 of the Learner's Book. Stress the important steps to be taken when making decisions about drugs and allow students to discuss them. Discuss the four friends (in the illustration) and what they say if they are confronted with a choice about taking drugs. Ask students to discuss how bad personal choice can affect them as well as their family and friends. In a big group, ask learners to discuss what 'good company of friends' and 'bad company of friends' mean and link this to substance abuse. Review the session by highlighting the importance of decision making and impact of having bad friends. Ask learners to read the activity. Before they begin the activity, outline the refusal steps. Practise refusal skills, or how to say 'No' to peer pressure. Learners divide into pairs of boys and girls and do the activity, following the refusal steps.</p>	Page 110
		<p><b>Assessment activity</b> Learners complete the assessment activity individually and hand in their books for marking. Give them feedback on their answers upon return of their books.</p>	Page 110

## Activity and assessment answers

### Activity 1 (page 100)

Learners' answers will depend on their experiences or knowledge about drug abuse.

Some examples of drug abuse are: smoking a lot, chewing betel nut a lot, drinking a lot of alcohol, getting drunk all the time.

- Physical warning signs of drug abuse
  - 1 Bloodshot eyes or pupils that are larger or smaller than usual.
  - 2 Changes in appetite or sleep patterns. Sudden weight loss or weight gain.
  - 3 Deterioration of physical appearance and personal grooming habits.
  - 4 Unusual smells on breath, body or clothing.
  - 5 Tremors, slurred speech or impaired coordination.
- Behavioural signs of drug abuse
  - 1 Drop in attendance and performance at work or school.
  - 2 Unexplained financial problems or need for money. May borrow or steal to get it.
  - 3 Engaging in secretive or suspicious behaviours.
  - 4 Sudden change in friends, favourite hangouts or hobbies.
  - 5 Frequently getting into trouble (fights, accidents, illegal activities).
- Psychological warning signs of drug abuse
  - 1 Unexplained change in personality or attitude.
  - 2 Sudden mood swings, irritability or angry outbursts.
  - 3 Lack of motivation; appears lethargic or 'spaced out'.
  - 4 Appears fearful, anxious or paranoid.

### Activity 2 (page 104)

Types of drug	Description
1 Illegal drug	E
2 Prescribed medicine	D
3 Alcohol	A
4 Legal drugs	C
5 Tobacco	B

**Activity 3 (page 104)**

Learners' answers will depend on their experiences and understanding.

Drinking, smoking, spitting betel nut juice, walking disorderly when drunk.

**Activity 4 (page 106)**

- 1 Mostly the response will be no.
- 2 Blurred or double vision.
- 3 This should be very difficult to do.
- 4 Learners' answers will depend on the effects of the spinning but they may feel drowsy.

**Activity 5 (page 108)**

Brain, liver, intestine, muscles, heart, stomach, pancreas, nervous system.

**Activity 6 (page 108)**

Guide learners to make simple posters with a message of how to stop or quit.

**Activity 7 (page 110)**

Allow learners to role-play or simulate how to say 'No' using the scenarios.

Refusal steps:

- 1 Say no.
- 2 Respect the refusal.
- 3 Suggest an alternative.
- 4 Use body language to say 'No'.

**Assessment activity (page 110)**

Answers are:

- 1 relationships
- 2 healthy
- 3 alcohol
- 4 brain
- 5 change
- 6 addict.

## Appendix 1: Glossary of terms

The glossary in the Learner's Book lists important words and concepts for each chapter. Each of these words is printed in bold where it appears in the Learner's Book. You may need to explain other difficult words to learners, or encourage them to use a dictionary.

Learners should be encouraged to use the glossary whenever they come across a word in bold that they do not know or understand clearly, but they do not need to learn the definition. They should make sure they understand the word and then practise using it for themselves. The real test is being able to use the word correctly in a sentence, not being able to repeat the definition.

The glossary from the Learner's Book is repeated in the following pages.

## **A**

<b>Abuse</b>	To treat a person or an animal in an unkind or violent way
<b>Addict</b>	Someone who cannot stop taking harmful drugs (a drug addict)
<b>Adolescence</b>	Period of life between puberty and adulthood
<b>Air pollution</b>	Air we breathe that is polluted by poisonous or dirty substances
<b>Alcohol</b>	Drinks that can affect the brain and make people drunk, such as beer, wine and whisky
<b>Anxiety</b>	The feeling of being very worried about something
<b>Antiseptic</b>	A chemical or substance that kills germs and prevents infection
<b>Areca nut</b>	Another name for betel nut

## **B**

<b>Bacteria</b>	Very small (microscopic) living things, some of which cause illness or disease
<b>Balanced diet</b>	A diet with the right types of food and in the right amounts
<b>Behave</b>	To act or react in a correct or polite way, with good manners
<b>Behaviour</b>	The way a person behaves towards another people; their attitude or manners
<b>Betel nut</b>	A nut chewed with lime powder; a drug
<b>Blood pressure</b>	The pressure of the blood as it pumps around the body
<b>Body building foods</b>	Foods that help the body to grow, for example, fish, meat, nuts

## **C**

<b>Cancer</b>	A serious disease in which abnormal growths form in the body
<b>Cholera</b>	A serious disease that affects people's digestive organs. It is caused by drinking dirty or contaminated water or eating contaminated or dirty food.

<b>Circulation</b>	The movement of blood through all parts of the body
<b>Cirrhosis</b>	A serious disease of the liver often caused by too much alcohol over a long period of time
<b>Communicable disease</b>	A disease that is capable of being passed from one person to another
<b>Conjunctivitis</b>	Also called 'red eye'. A contagious eye infection
<b>Conscious</b>	Aware; able to notice or realise what is happening
<b>Contaminate</b>	To make something or somebody impure, unclean or dirty
<b>Cope</b>	To deal successfully with a difficult problem or situation
<b>D</b>	
<b>Defibrillator</b>	A machine that gives the heart an electric shock to make it start beating again after a heart attack
<b>Deodorant</b>	Lotion applied in the armpits to prevent sweating
<b>Detergent</b>	A chemical substance usually in the form of a powder or liquid that is used for washing things like plates, dishes, clothing
<b>Diabetes</b>	A disease where the body cannot adjust its levels of sugar in the blood, which can make the person very ill and cause damage to the body
<b>Diarrhoea</b>	An illness which makes a person empty their bowels frequently
<b>Diet</b>	The sorts of food usually eaten by a person or animal
<b>Disease</b>	Illness of the body, mind or plant caused by infection
<b>Disinfectant</b>	A chemical substance that kills germs, for example, toilet cleaner
<b>DRABCD</b>	A way of remembering the rules about what to do when giving first aid: Danger, Response, Airway, Breathing, Circulation, Defibrillation
<b>Drowsy</b>	Feeling sleepy

<b>Drug</b>	An illegal substance, such as marijuana or home brew (kwaso). It is an addictive substance that causes changes in behaviour and thinking when is taken. Legal medicines like Panadol are also called drugs.
<b>Dysentery</b>	An infection in a person's intestine that causes severe diarrhoea
<b>E</b>	
<b>Emergency</b>	An unexpected, sudden event or dangerous situation that must be dealt with immediately
<b>Emotions</b>	Strong feelings that a person has, such as love, hate, anger, sadness
<b>Energy foods</b>	Foods that give energy to the body, such as cassava, bread
<b>F</b>	
<b>Faeces</b>	Solid waste that people and animals pass from the bowel through the anus
<b>Fatty foods</b>	Foods that contain a lot of fat
<b>Fibre</b>	Part of foods that your body cannot digest but helps waste to pass from the body
<b>First aid</b>	Giving help to an injured person before a doctor or nurse arrives
<b>Food pyramid</b>	A way of showing the types of food you should eat more and less of every day
<b>Foreskin</b>	The loose fold of skin that covers the end of the penis
<b>Fracture</b>	A broken bone
<b>Fruit</b>	Part of plant that grows on a tree and has seeds or stone covered by edible flesh. Examples include apples, pawpaw, oranges, mangoes
<b>Fungus</b>	Tiny plant-like growths that can grow on the skin
<b>G</b>	
<b>Genital</b>	Relating to the sexual organs

<b>Giardia</b>	A small organism that lives in the intestines and causes diarrhoea
<b>Gout</b>	A disease that makes your toes, feet, fingers and knees swollen and painful
<b>H</b>	
<b>Healthy</b>	Well and fit. Not suffering from any illness or injury
<b>Heart attack</b>	A sudden illness in which the heart beats very fast or cannot beat properly, causing great pain, and can make the heart stop and cause death
<b>Heart disease</b>	Problems with the heart that can result from an unhealthy lifestyle
<b>Hepatitis</b>	A serious disease of the liver
<b>High blood pressure</b>	When the blood is pumped with too much force around the body. High blood pressure can cause strokes.
<b>Hookworm</b>	A blood sucking worm that lives in the intestines of humans and other animals
<b>Hygiene</b>	The practice of cleanliness and good health
<b>I</b>	
<b>Inactive lifestyle</b>	Not doing any exercise or physical activity to keep your body fit and healthy
<b>Infection</b>	Illness caused by germs or bacteria entering the body, for example, in a sore throat or a through a cut
<b>Influenza</b>	Also called 'flu'. A communicable virus that causes aches, pains, sore throat and coughing
<b>Inherit</b>	When a condition or illness is passed on from a parent to child before the child is born
<b>K</b>	
<b>Kwaso</b>	Illegal home-brewed alcohol

## **L**

**Legal drugs** Drugs that are not prohibited by the government. Examples are alcohol, cigarettes, Panadol, and medicines obtained with a doctor's permission

**Lung disease** A group of diseases or illnesses of the lungs

## **M**

**Malaria** A disease spread by a certain type of mosquito

**Mangroves** A tree with roots which are above the ground. It grows along coasts or river banks in hot wet countries

**Marijuana** The dried leaves and flowers of the hemp plant, which some people smoke or eat. It is an illegal drug.

**Menstruation** Discharging of blood from a woman's womb about once a month. A period

**Mental** Relating to thinking or the mind

**Mood** State of mind or feeling at a particular time

## **N**

**Negative emotions** Strong feelings that make a person miserable or sad, for example, anger, hate, fear, jealousy and sadness

**Nicotine** An oily substance in tobacco that is dangerous to one's health and is addictive

**Nutrients** Health-giving parts of food

**Non-communicable diseases** Sometimes called lifestyle diseases. These diseases happen due to unhealthy eating and living an unhealthy lifestyle. Examples include heart diseases, diabetes and obesity

## **O**

**Obesity** Being very fat. Eating too much sugar or sweet foods leads to problems of obesity

**Over-eating** Eating a lot of food

**P**

<b>Personal</b>	Relating to one particular person or private areas of your life
<b>Personal hygiene</b>	Caring for and keeping your body clean to avoid illness and disease
<b>Pesticide</b>	A type of chemical used for killing insect pests such as mosquitoes and flies
<b>Physical</b>	Relating to our bodies
<b>Pimples</b>	Small spots on the skin, particularly the face, and common in puberty
<b>Pit latrine</b>	A toilet, usually a hole in a ground
<b>Pledge</b>	To make a serious promise
<b>Pollute</b>	To make a place dirty
<b>Pollution</b>	Poisonous or dirty substances that are polluting water, air or land
<b>Processed</b>	Made by treating or preparing in an artificial way
<b>Protective foods</b>	Foods that protect the body from disease
<b>Puberty</b>	The time in life when a child physically develops into an adult
<b>Pubic area</b>	Relating to the area around the sexual organs
<b>Pulse</b>	The heart beat that can be felt in the neck and wrist

**R**

<b>Recovery</b>	The process of getting better after an illness or injury
<b>Recovery position</b>	The position in which an unconscious person should be placed so they can breathe
<b>Respect</b>	To admire, care or have a high opinion of others
<b>Responsibility</b>	A duty to be in charge of someone or something
<b>Role-play</b>	Act out a situation

**S**

<b>Salty foods</b>	Foods that contain too much salt
<b>Sanitation</b>	The process of keeping places clean and hygienic, especially by providing a sewage system and clean water supply

<b>Scabies</b>	An infectious skin disease
<b>Secretion</b>	A substance, usually liquid, produced and discharged by the body, plants or animals
<b>Sensitive</b>	A situation or subject that is sensitive needs to be dealt with very carefully, because it is secret or because it may offend people
<b>Sexual</b>	Relating to the physical relationships between men and women
<b>Sexual desires/urges</b>	To feel physical attraction, interest or feelings for another person
<b>Simulate</b>	To make or reproduce something so that it looks, feels and sounds real
<b>Social</b>	Relating to the way in which people in groups behave and interact
<b>Source</b>	The place where something comes from or starts
<b>Stable eating</b>	When a person eats the right amount and right type of food
<b>Sterile</b>	Free from germs and bacteria
<b>Stress</b>	Worries caused by difficulties in life
<b>Stroke</b>	A blockage of blood vessels in the brain that causes damage to the brain, so that the person may not be able to use some muscles, or may even die
<b>Sweat glands</b>	An organ or group of cells that release salty water from the skin
<b>T</b>	
<b>Tampon</b>	A plug of soft material, such as cotton, used during menstruation
<b>Tapeworm</b>	A worm that lives in the intestines of humans and other animals
<b>Toothpaste</b>	Paste used on a brush for cleaning the teeth
<b>Transmit</b>	To pass something on from one person or place to another
<b>Tuberculosis</b>	Also called 'TB'. A serious infectious disease that affects the lungs and other parts of the body

<b>Typhoid</b>	A serious infectious disease that produces fever and diarrhoea, and can cause death
<b>U</b>	
<b>Ulcer</b>	An open sore, usually making a hole in the skin or mouth
<b>Unbalanced eating</b>	When a person does not eat foods from the three food groups. Eating the same food everyday is unbalanced.
<b>Unconscious</b>	Unable to see, move, feel or hear in a normal way because you are 'knocked out' as a result of an accident or injury
<b>Under-eating</b>	Not eating enough food
<b>Unhealthy lifestyle</b>	A way of living that is not good for the health or is not healthy
<b>Unhygienic</b>	Not clean, therefore harmful to health
<b>V</b>	
<b>Vegetables</b>	Plants such as cabbages, beans, cucumber, pumpkin, potatoes, onions
<b>W</b>	
<b>Water pollution</b>	Water that is polluted with dirty or poisonous substances
<b>Wet dream</b>	Dreams of a sexual nature that boys may have at night

## Appendix 2: Lesson plan format

<b>Name of school:</b>		<b>Class teacher:</b>	
<b>Lesson title:</b>			<b>Date:</b>
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes?</li> <li>• What are other things I want learners to learn as well?</li> </ul>			
<b>Lesson content:</b> <ul style="list-style-type: none"> <li>• What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson?</li> </ul>			
<b>Introduction:</b> <ul style="list-style-type: none"> <li>• How will I get learners motivated, curious and ready to learn?</li> <li>• This section should be allocated 3–5 minutes.</li> </ul>			
<b>Teacher activities:</b> <ul style="list-style-type: none"> <li>• What am I going to do during the lesson in order for learners to achieve the learning outcome?</li> <li>• This section should be allocated 8–10 minutes.</li> </ul>		<b>Learner activities:</b> <ul style="list-style-type: none"> <li>• What are the learners going to do during the lesson in order for them to achieve the learning outcome?</li> <li>• This section should be allocated 20–25 minutes.</li> </ul>	
<b>Conclusion:</b> <ul style="list-style-type: none"> <li>• How will I bring the lesson to a logical and meaningful conclusion?</li> <li>• This section should be allocated 5–7 minutes.</li> </ul>			
<b>Learner assessment:</b> <ul style="list-style-type: none"> <li>• How will I know that learners have achieved what I wanted them to achieve?</li> </ul>			
<b>Lesson evaluation:</b> <ul style="list-style-type: none"> <li>• How will I evaluate the success of the lesson?</li> </ul>			
<b>Lesson endorsement:</b> (to be signed by Head of Department/Head Teacher/Principal) Head of Department: Head Teacher/Principal:			





# Appendix 5: Sample individual monitoring form

Learner name:		Class:		Year:	
Strand:		Topic/unit:			
Sub-strand:		Remarks: comment on learning progress: improved, steady or not improved			
Assessment event	Code	Outcome assessed	A	PA	NA
1	5.1.1.1	Give some examples of emotions and stress	*		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Class teacher:		Signature:			Date:



# Appendix 7: Sample individual remedial work form

Learner name:		Class:			Term/semester:	Year:	
Strand:		Sub-strand:					
Assessment event	Specific learning outcomes (use appropriate code)	A	PA	NA	Remedial work required	Results after remedial work	
	Code	Outcome assessed					
1	5.1.1.1	Give some examples of emotions and stress	*		Do a specific activity to provide examples of emotions and stress.	Able to give examples of emotions and stress. Achieved the requirement.	
Class teacher:					Signature:	Date:	

# Appendix 8: Sample individual report form

Learner name:		Class:	Term:	Year:
<b>Strand:</b>	<b>Sub-strand:</b>		<b>Specific learning outcomes: Achieved (A), partially achieved (PA) or not achieved (NA)</b>	
<b>Code</b>	<b>Specific learning outcome assessed (use appropriate code)</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
5.1.1.1	<i>Give examples of emotions and stress</i>	*		
Descriptive remarks:				
<b>Strand:</b>	<b>Sub-strand:</b>		<b>Specific learning outcomes: Achieved (A), partially achieved (PA) or not achieved (NA)</b>	
<b>Code</b>	<b>Specific learning outcomes (use appropriate code)</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
5.1.2.1	<i>Identify different types of emotions as they grow up</i>		*	
Descriptive remarks:				

# Appendix 8: Continued

Results for summative assessment:		The progressive achievement level for summative assessment is:			
Strand:	Combination of sub-strands	Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)			
Code	Specific learning outcomes (use appropriate code)	A	PA	NA	
		*			
			*		
				*	
Descriptive remarks from summative assessment:					
Overall achievement level:		Overall achievement award:			
<b>School administration report on learner's behaviour and character</b>					
Class teacher:		Signature:		Date:	
Class teacher comments:					
Head Teacher/Principal:		Signature:		Date:	
Head Teacher/Principal comments:					





In the *Solomon Islands Primary Health Education Learner's Book Year 5*, health is made exciting and enjoyable through interactive, interesting and colourful presentation that is aimed at helping learners to develop positive health behaviours and skills through opportunities in their environment.

The *Solomon Islands Primary Health Education Teacher's Guide Year 5* provides the necessary supporting material and recommended resources that teachers will need when working through the activities in the Learner's Book with students. The Teacher's Guide also provides information on the Learner's Book glossary, time allocation and use of assessment recording charts for Primary Health Education.

The *Solomon Islands Primary Health Education* series for Years 3–6 addresses the Key Learning Outcomes for the Primary Health Education Syllabus 2008 that was developed during the Solomon Islands curriculum reform. The series uses common health terms and encourages practices that contribute to healthy living. Throughout the series teachers will help learners to develop appropriate understanding, attitudes, behaviours and skills to handle health and social issues in their everyday lives.

