



Solomon Islands Health Education

Year **8**

Learner's Book



Solomon Islands
Health Education
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Solomon Islands Curriculum Development Division

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Introduction

Health Education Learner's Book Year 8

will help learners to develop the appropriate knowledge, attitudes and skills to enable them to handle everyday health and social issues. The book specifically deals with the key health and social issues that challenge young people in Solomon Islands.

The Learner's Book is designed to generate enthusiasm for learning about health, and to allow learners to get involved in and participate in their own education. Each of the 14 chapters assists learning by providing instructive text, along with activities to help learners understand and remember the information available in this text.

The activities provide opportunities for learners to work both in groups and on their own. Activities are varied, and include tasks such as carrying out research and simple surveys, making posters, and contributing to group presentations and class discussions.

Many of the activities ask learners to undertake a range of actions. However, each activity has a particular skill as its main focus, which is indicated by an icon.



This icon indicates that the activity will require learners to think about their answers, using their own knowledge or experience, or what they have read in the book.



This icon indicates that the activity is a practical one. It may, for example, involve creating a poster or making observations about the local community or environment.



This icon indicates that the activity will require learners to write in their exercise book or elsewhere.



This icon indicates that the activity will involve group work. Learners will be expected to discuss a question or topic in groups and to help report their group's findings to the class. In this way, learners can learn from each other.

Some of the content in this book is of a sensitive nature. Some activities will ask learners to share their thoughts and experiences with others. Remember to respect others when it is their turn to share and to keep personal information private.

In this chapter you will:

- explain the reasons for eating a variety of nutritious foods
- describe the guidelines for healthy eating and drinking for Solomon Islands
- identify and select food products on the basis of label information and the food pyramid to prepare balanced healthy meals
- explain the relationship between energy intake and energy expenditure and list examples
- choose foods from the three food groups to make a balanced healthy meal
- identify and explain some benefits of eating a healthy meal.

**Eat for health**

Food is fuel for your body. It is important to eat food that provides energy for your body, helps you to grow strong and protects you from illness. You should eat fresh local foods where possible, and limit the amount of food that is high in sugar, salt and fat.

Each day the food and drink you consume is converted by your body systems into energy that your body uses to move around and perform physical activities. The food that you eat also contains vitamins and minerals that help to protect you from sickness.

The types of food and drink that you consume directly affect your health and well-being. It is important to choose a variety of foods that meet the needs of your body. You need to make choices about what types of food and how much food you will give to your body. If the food is not used by the body immediately it will be stored as fat for later use.

There is a popular saying that 'you are what you eat'. Choosing healthy food and not overeating will help you maintain a healthy body weight and reduce the likelihood of developing long-term diseases that may shorten your life.

Healthy food choices should be made at every meal, every day, and combined with exercise.

**Activity 1**

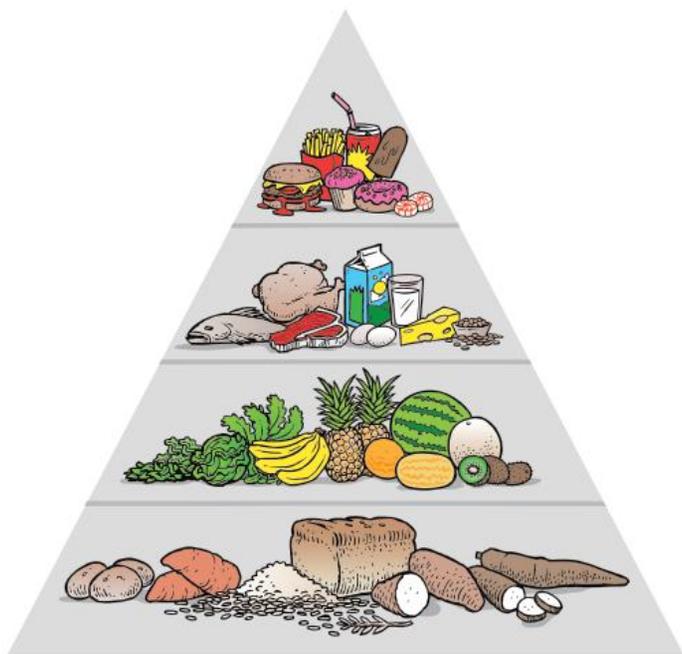
- 1 Copy the following table into your exercise book. List all the food items and drinks you have in a normal school day in the correct columns. Leave a blank if there is nothing to write for a particular column.

Breakfast	Break time	Lunch	Afternoon snack	Dinner	Other snacks

- 2 In small groups, record on chart paper a list of all the food items and drinks your group have in a normal school day.
- 3 Present your group's list to the whole class.

DO
NOT WRITE
IN THIS
BOOK

Food pyramid



The diagram above shows a healthy eating pyramid. At the base are 'energy foods'. These are foods such as bread, potatoes, cassava, taro, yam and other carbohydrates.

At the next level are 'protective foods' such as fruit and vegetables.

At the third level are 'body-building foods' such as meat and other proteins, for example milk, eggs and cheese.

The top layer shows foods to eat infrequently, such as chips, soft drinks, lollies and ice-creams (foods that are high in salt, fat and sugar).



Activity 2

- 1 Draw a pyramid in your exercise book, divide it into four levels shown in the diagram on this page and write the names of food items in the appropriate level of the pyramid.
- 2 Circle the foods that you eat regularly. Are you eating healthy food? Does the food you eat contain a balance of energy foods, body-building foods and protective foods?
- 3 Make a health plan in your exercise book, then write down one of the sentences below to show your intentions.
 - I may continue to eat the way I have been because I think it is healthy eating.
 - I need to change what I eat because my meals are not as healthy or balanced as they should be.
- 4 Complete the following sentences in your exercise book.
 - I need to eat more _____
 - I need to eat less _____
 - I need to drink more _____
 - I need to drink less _____



Energy needs and physical activity

Physical activity, including exercise and sport, helps to build your body and protect you from illness. Physical activity also requires energy. The food you eat affects how well you perform physical activity, exercise and sport. Your body needs fuel to perform well and you get that from the food you eat and the fluids you drink.

The level of exercise and sport that you do affects the amount and type of food and drink your body needs. Normal physical activity, such as walking to school, does not require a lot of energy. For moderate exercise and playing sport you may need to increase the amount of water you drink and the energy foods you eat to ensure that you perform well.

Soft drinks and fruit juices are not a good choice of fluid because they are full of sugar, which does not provide the slow release of energy that the body requires during physical activity. Water is the best drink to prevent dehydration from loss of fluid.



When you participate in a sporting event, make sure you follow these guidelines:

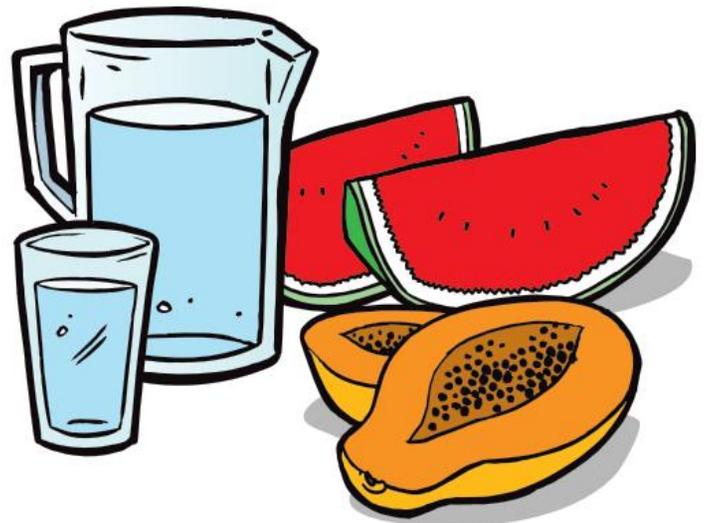
- Well before the sporting event: get plenty of rest; drink water; eat lean meat, eggs, peanuts, noodles, potatoes, rice and fruits that contain water such as watermelon, pawpaws and bananas.
- Just before the sporting event: avoid eating food; drink water but not too much.
- During the sporting event: drink water to replace fluid loss.
- After the sporting event: continue to drink water; eat energy foods such as rice, potatoes, bread and fruit and vegetables for energy and fluid replacement.



Activity 3

Imagine that you are in charge of a national sports team, for example the soccer or netball team.

- 1 In small groups, discuss your responsibilities. Design a meal plan for the team on the day prior to a major game against another country in the evening.
- 2 List the foods and drinks you would give them for breakfast, lunch and dinner as well as after the game.
 - Consider foods that you think are energy giving.
 - Choose other foods to eat before the game.
 - Decide how much they should drink before and during the game.



Healthy eating guidelines



Eating healthily is about making sure you eat a variety of foods from the energy, body building and protective food groups. One way to ensure that you are making a healthier choice is to follow the *Solomon Islands Food-based Dietary Guidelines—A Guide to Healthy Eating for Solomon Islanders*. You can use these guidelines to help you choose food wisely and live a healthy lifestyle.

Solomon Islands Food-based Dietary Guidelines—a Guide to Healthy Eating for Solomon Islanders

- 1 Eat a variety of foods from the three food groups every day, in the right amount.
- 2 Eat plenty of fruit. It is a great snack.
- 3 Include a generous serving of vegetables in two meals each day.
- 4 Eat more foods from the garden, market, sea, rivers and forests.
- 5 Eat fewer fatty foods and salty foods, and less sugar.
- 6 Avoid heavy drinking of alcohol and kava. Don't drink kwaso or homebrew.
- 7 Feed your baby only with breast milk from birth to six months. Continue breastfeeding for at least two years, while introducing healthy foods.
- 8 Always wash your hands before food preparation and eating and after using the toilet.
- 9 Keep all cooked and undercooked food in a safe, clean and healthy place.
- 10 Drink at least eight glasses of clean water every day.



Activity 4

- 1 In small groups, read the dietary guidelines and discuss them.
- 2 The teacher will allocate two guidelines to each group. Groups should translate each guideline into a simple message for Year 4 students so they can understand it.
- 3 Talk about your guidelines with the class.
- 4 Make a poster and present it to a Year 4 class.

Servings of food

It is important to know how much food you should eat from each food group every day. The following examples will help you decide what to eat and how much to eat. Try to make a point of eating the recommended servings per day. It will become easier as you think about what food to eat each day.



Potatoes and other carbohydrates

You should have at least five servings per day from this food group. One serving is equal to:

- a half-bowl/plate of rice or noodles
- a half-bowl of cereal
- 2 medium slices of potato
- 2 slices of bread
- 2 plain hard navy biscuits.

A plan for a day could look like this:

- breakfast: 2 slices of bread
- mid-morning snack: 2 plain hard navy biscuits
- lunch: 1 half-bowl/plate of rice
- afternoon snack: 2 plain biscuits
- dinner: 2 medium slices of potato.

Fruit

You should have at least two servings per day from this food group. One serving is equal to:

- 1 small apple/mango/orange
- 1 medium-sized banana
- 1 slice of pawpaw/watermelon/pineapple
- 6 rambutans
- 10 grapes.

A plan for a day could look like this:

- Breakfast: 1 medium-sized banana
- Mid-morning or afternoon snack: 1 small apple.

Vegetables

You should have up to five servings per day from this food group. One serving is equal to:

- 1 cup of cooked leafy vegetables (for example slippery cabbage)
- half a cup of non-leafy vegetables (for example carrots, pumpkin, eggplant).

A plan for a day could look like this:

- lunch: leafy vegetables with rice
- dinner: potato with carrots, cabbage and eggplant.

Meat and other proteins

You should have two servings or less per day from this food group. One serving is equal to:

- 1 palm-sized piece of meat/fish/chicken/duck
- 5 medium-sized prawns
- 3 eggs
- 2 glasses of milk
- 1 cup of beans.

A plan for a day could look like this:

- breakfast: 1 glass of milk
- lunch: 1 palm-sized piece of chicken with rice
- dinner: 1 or 2 eggs with potato.



Activity 5

Read the following case study.

Joseph ate a bowl of cereal for breakfast and had some mango and pawpaw at break time. For lunch he ate some rice and chicken with a glass of water. For his afternoon snack he had one banana before he went to play. For dinner his mother cooked fish and potato, which he was happy to eat.

- 1 Use the following words below to classify the food items that Joseph ate throughout the day:
 - potato and other carbohydrates
 - fruit
 - vegetables
 - meat and other proteins.
- 2 Work in pairs to identify what Joseph should have eaten more or less of to be sure he had a balanced meal plan for the day.

Selecting and choosing foods

There are many healthy and unhealthy foods available in Solomon Islands. Some of these foods have originated in other countries such as Japan, Australia, France and China. It is important to limit unhealthy foods and choose healthy foods.



Activity 6

- 1 Work in a group to survey the local area and make a list of restaurants or food outlets and markets that sell foods or dishes from Solomon Islands and other countries.
- 2 Collate your findings and discuss the healthy and unhealthy options available.

Healthy eating tips

When it comes to choosing and selecting foods it is important to remember these healthy eating tips:

- Choose fresh natural local foods from the garden or sea, rather than canned foods from shops.



- Eat at least two servings of fruits and five servings of vegetables per day to provide vitamins and minerals for your body.
- Eat more fibre, which is found in fruit, vegetables, legumes and whole grains, to aid digestion.
- Eat very little of foods that are high in salt because they will cause you to gain weight and possibly become obese. Put less salt into your cooking and do not add more salt in your cooked food. Eating too much salt can also lead to high blood pressure, stroke and heart diseases.



- Eat very little of foods that are high in sugar. Alcohol, fruit juices, soft drinks, chocolates, biscuits, lollies and ice-creams are all high in sugar. Sugar can also contribute to excess weight and obesity, and can lead to high blood pressure and diabetes.



- Eat fewer fats by limiting the intake of saturated and trans-fats. You can eat unsaturated fats such as polyunsaturated and monounsaturated fats.
 - **Trans-fats** are found in processed foods such as butter, margarine, cookies, fried foods, snack foods and hydrogenated vegetable oils.



- **Saturated fats** come from animal foods such as butter, ghee, cream, fat on meat, milk fat, cheese and vegetable fats such as coconut oil, palm kernel oil and palm oil.



- **Polyunsaturated fats** are also called omega 3 fatty acids. They are good fats. They help to lower blood cholesterol. These fats are mainly found in nuts, grains, seeds like sunflower and sesame, soya beans, corn and oily fish like sardine, salmon and mackerel.



- **Monounsaturated fats** are also good fats and are mainly found in olive oil, canola oil, peanuts, sesame oil, almonds and avocados. These fats can help to lower LDL-cholesterol (bad cholesterol) and increase HDL-cholesterol (good cholesterol).



- To have a healthy heart you must choose your fats and oils wisely.

Energy intake and energy expenditure

As we have already discussed in this chapter, when you eat and then do regular physical activity or exercise you burn energy. Regular physical activity or exercise helps you to maintain your ideal weight and prevent weight gain and lifestyle diseases.

If you do not eat foods from the three food groups your eating is unbalanced. Eating the same type of food, such as rice, potatoes, noodles and tuna fish every day, is not balanced.

Not eating enough food can lead to illness and cause malnutrition. This means that the body does not have enough nutrients. Children and adults who do not eat enough can become sick easily and may not learn well at school.



Activity 7

Work in pairs to explore the connection between food and physical activity.

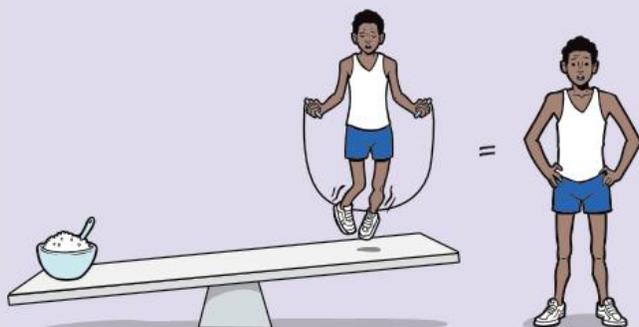
- In the following situation, the balance of energy taken in by eating food and the energy used up by physical activity is correct. As a result the body maintains a healthy weight.



- In the following situation, a person is gaining too much weight. In order to lose weight, what sort of foods should the person avoid?



- Can you suggest an exercise program?
- In the following situation, the person is losing weight. Suggest what sort of food the person should eat to get back to his normal weight.



Making balanced nutritious meals

Eating healthily is not difficult. You need to plan to make healthy choices and use the food pyramid as a guide to plan healthy meals.



When buying food from the shops, choose healthy fresh fruit and vegetables. If you buy canned or packet food the label will explain what is in the packet or can. You should check that the food does not contain high levels of salt, sugar or fats that are not good for you. The label will also tell you the calorie or energy levels in the food. You will need to read the label to check the expiry date.

Nutrition Facts	
Serving Size 3/4 cup (56g)	
Servings Per Container 8	
Amount Per Serving	
Calories 210	Calories from Fat 10
% Daily Value*	
Total Fat 1g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0g	
Monounsaturated Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Potassium 105mg	2%
Total Carbohydrate 41g	14%
Dietary Fiber 2g	8%
Sugars 2g	
Protein 7g	

BEST BEFORE (DD/MM/YY)
25.06.12
此日期前最佳(日/月/年)



Activity 8

In groups, create a meal plan for your family for one day (that is, for breakfast, mid-morning snack, lunch, afternoon snack and dinner, as well as drinks throughout the day). Use the food pyramid and the plan on page 3 to help you. Ensure that your meal includes foods from the three groups:

- energy foods (potatoes and other carbohydrates)
- body-building foods (meat and other proteins)
- protective foods (fruits and vegetables).



Assessment activity

1 List and explain the *Food-based Dietary Guidelines—a Guide to Healthy Eating for Solomon Islanders*.

OR

2 Plan a healthy menu.

- Imagine that you can access any food you want. Design a healthy menu for a party and explain why your choices are healthy.
- Explain how your body would benefit from your healthy choices.

REMEMBER THAT IT IS IMPORTANT TO EAT HEALTHY FOOD THAT PROVIDES ENERGY FOR YOUR BODY, HELPS YOU TO GROW STRONG AND PROTECTS YOU FROM ILLNESS.

BE AWARE OF THE FOOD AND DRINK CHOICES THAT YOU MAKE EVERY DAY - AND CHOOSE WISELY!

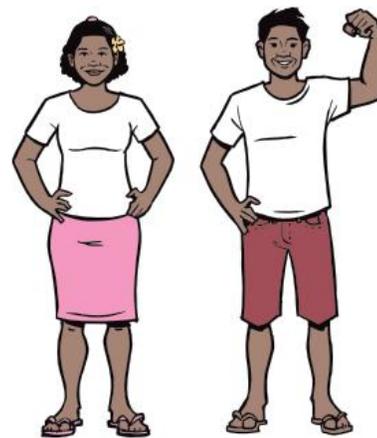


CHAPTER 2

Living an active, balanced, healthy lifestyle

In this chapter you will:

- explain what an active healthy lifestyle is
- identify factors that contribute to an active healthy lifestyle
- describe ways of maintaining a healthy lifestyle
- devise some activities for developing an active healthy lifestyle
- explain the link between food, physical activity and good health
- explain the benefits of maintaining a balanced, healthy lifestyle.



All five dimensions of health interact with and affect each other. If one dimension of your health is weak, the other four aspects are affected.

- Physical health—a person who is physically fit usually eats a balanced diet and is physically active.
- Emotional health—the person usually sleeps better because of physical activity and therefore can manage stress better.
- Mental health—the person's concentration at school will be good.
- Social health—the person feels good about himself or herself and this affects their relationships with others.
- Spiritual health—the person who feels connected with others and the community as well as the world at large will have a positive purpose in life.

Five dimensions of health

To be healthy you need to be responsible for your total health and well-being. To achieve overall good health you need to develop and maintain your physical, mental, emotional, social and spiritual well-being. These types of well-being are known as the five dimensions of health. It is important to pay attention to each dimension of your health to maintain lifelong good health.



Activity 1

- 1 In your exercise book, draw pictures to illustrate each of the five dimensions of health.
- 2 Next to each picture write a definition of the dimension of health that you have illustrated.
- 3 Write about one way to maintain good health for that particular dimension.



Activity 2

- 1 In pairs, read the following case studies.

Peter loves spending time with his friends after school. If he doesn't get to go shopping, he stills gets to chat on the phone most evenings. He stays up very late and is often tired in the morning. He usually wakes up grumpy. Unfortunately his social life often does not leave him with enough time to finish his school assignments. This generally means lunchtime detention.



Jocelyn has not been well for a year now. Diabetes has made her very tired and she cannot get through the day at school. Jocelyn cannot do any physical activity. She feels as if her muscles have completely disappeared. She becomes short of breath (puffs) just walking up the stairs to her front door and she is gaining weight. She feels very lonely because all her friends are outside playing sport and having fun.



Moses is working very hard at school and he is also trying to earn money so he can go to university in Australia. He stays up very late studying, does not eat regular meals and has stopped going to church. He used to walk in the bush a lot but now he worries about how much money he will need to go to Australia. He thinks he is the only one with all these worries.



- 2 Answer the following questions. In your exercise book:
- Identify the dimensions of Peter's, Jocelyn's and Moses's health that are being affected by their lifestyles.
 - For each person, explain why you chose the dimension of health being affected.
 - Suggest some ways in which Peter, Jocelyn and Moses could improve their health and well-being.

Physical activity

Daily physical activity is very important for your overall health. Physical activity means different things to different people. It includes:

- rushing around during the day, walking to school or doing some housework
- going for a jog or a swim a few times a week
- working in the garden or fishing
- taking a walk each morning or evening
- participating in sport and other types of exercise.



Exercise is any physical activity that raises the pulse rate by at least 20 per cent. Exercise will help you to become fit.



Activity 3



- 1 To take your resting heart rate you place three fingertips on the inside of your forearm, close to the wrist, and feel for a beat. This beat is as a result of the contraction of your heart, which happens automatically. The beat is usually regular and is known as your pulse rate or heart rate.
- 2 To measure your resting pulse rate, sit down and count the number of beats for 60 seconds (that is, 1 minute).
- 3 To calculate the rate at which your heart should be beating when you are physically active, multiply your resting heart rate by 1.2.

Physical activity levels

Throughout your life, your patterns of physical activity will vary.

Some young people start life being very active then slow down in middle age and keep slowing down into old age. Many young people are now less active than young people of the past because of their use of media, transport, technology and labour-saving devices.

The reduction of physical activity levels in young people can lead to health problems such as obesity, diabetes and heart disease in later life.

Types of physical activity

Incidental physical activity occurs when a person is active while doing everyday activities such as walking or paddling a canoe home from school, doing household duties, walking to the store, running and chasing friends, and working in the fields or garden.



Accumulated physical activity is any physical activities that when added together have a health benefit. For example, 10 minutes playing soccer at school plus 10 minutes quickly walking home plus 10 minutes playing and running in the yard with younger family members is equivalent to 30 minutes of physical activity.



Exercises are forms of physical activity planned to improve or maintain fitness of particular parts of the body and contribute to overall physical fitness.



Physical fitness is a physical state a person can achieve as a result of doing regular exercise, sport or physical activity for prolonged periods of time to develop muscles as well as heart and lung capacity.





Activity 4

Answer the following questions in your exercise book.

- 1 How many hours per week are you involved in physical activity?
- 2 How often do you take part in physical activity during the school day?
- 3 How often do you take part in healthy physical activity outside school?
- 4 Do you participate in any vigorous physical activity on a regular basis?
- 5 Suggest ways in which you could increase your level of physical activity.
- 6 Create a goal sheet.

My Physical Activity Goal

I have decided to be more physically active each week.

My goal is to (e.g. to walk around the house three times a week)

I will do this for (a time period to achieve this goal)

(Insert name) _____ will support me and encourage me to reach this goal.

Support person's signature: _____



Keeping healthy

Eat a healthy balanced diet

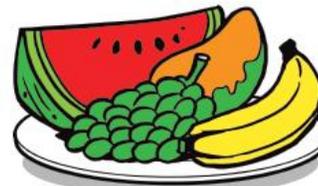
As discussed in the previous chapter, a balanced diet is one that includes foods from the three food groups: energy-giving food, body-building food and protective foods. It is important not to eat too much food and only to eat three healthy meals each day. Avoid snacking, as many snack foods are high in sugar, salt and fat. Remember that you should eat food as fuel for your body, not just to make you feel happy.



ENERGY GIVING



BODY BUILDING



PROTECTIVE

Be active every day

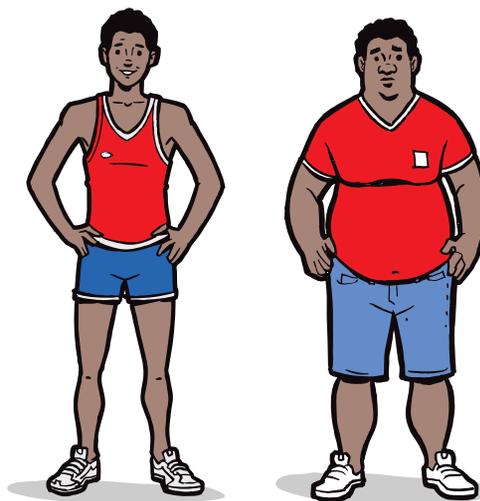
Physical exercise helps you to be energetic and grow to be strong and healthy. You need to be physically active every day with at least 30 minutes of heart pumping physical exercise. You can increase your exercise time by walking, swimming, climbing up or down the hills or stairs, and helping your parents with housework and gardening. You should try to spend less time sitting around in front of the television and computer.

Physical activity will help you lose weight or maintain a healthy weight, improve body flexibility, ward off depression, reduce stress, boost your immune system, increase your life expectancy, build strong muscles, bones and joints, and improve your mood and sense of well-being.



Fight off fat

Your body weight is affected by how much you eat and exercise. If you eat too much and do not do enough physical activity and exercise, fat builds up in your body and you gain weight.



Develop your spirituality

Spirituality can refer to a connection with nature, meditation and a relationship with God. Spiritual activities affect your human spirit or soul and can include things such as going to church, praying, reading spiritual material or having spiritual conversations with members of your church or family. They can also include walking in the bush and appreciating the wonders of nature, as well as sitting and thinking quietly about yourself and the world you live in. These activities can help you to build feelings of peace within yourself and connectedness with others, and find purpose in life.



Take part in things you enjoy

Choose to involve yourself in any activity that you enjoy with friends and family, as well as doing things on your own. These different activities contribute to feelings of well-being and connectedness with others. They help to create your uniqueness as an individual. Learn to appreciate your differences and accept who you are. Examples of such activities are playing sport, taking part in cultural activities such as dancing and singing, and participating in recreational clubs and church groups. Other benefits of these activities include the development of positive feelings about yourself, improving friendships, making friends and helping others in the community.



Take time to relax

It is very important to sleep and rest. Your body needs sleep. Sleep and rest helps your mind and body to rejuvenate and you are better able to manage stress and negative thoughts.

Self-talk

It is also important to use positive self-talk. Remind yourself of all the good things you do for others and all the things you are capable of doing and achieving in your life. Negative thoughts can cause you to feel lonely and sad. Remember, no one can make you feel lonely or sad: it is how you talk to yourself that will make you feel this way. You are responsible for how you feel. Mix with friends who make you happy and who you enjoy being with.



Activity 5

- 1 Work in groups to identify some things you can do to maintain a healthy active balanced lifestyle.
- 2 List them from most important to least important and present your work to the class.

Assessment activity

- 1 Identify what makes a healthy lifestyle. Be sure to consider the physical, mental, social, emotional and spiritual dimensions of health.
- 2 Design a weekly schedule for healthy balanced living. Include, for example:
 - physical activity
 - balanced meals
 - sleep time
 - recreational activities
 - helping others such as chores, being with the elderly.
- 3 Complete the weekly schedule over a four-week period.

Safe and unsafe behaviour in the community

In this chapter you will:

- describe behaviour that can be hazardous or contribute to safety in the home and public places
- identify some behaviours that are a threat to your health
- identify common hazards found in your home and in public places
- describe ways to remove hazards at home, school and in public places
- describe safe and unsafe situations at home and in public places
- explain ways in which you can minimise or avoid injury when faced with unsafe situations or people who exhibit dangerous behaviours
- explain life skills that can be used to cope with risky or unsafe situations and inappropriate behaviour
- role-play refusal and assertive skills.

Hazards

A hazard is anything that has the capacity to harm or have a negative effect on a person's health or safety. Sometimes people behave in ways that affect the safety of other people.

Risk is the chance, or likelihood, that a person will be harmed or suffer a negative health effect if they are exposed to a hazard.





Activity 1

- 1 Look at the pictures on the opposite page. Identify the hazards they show.
- 2 In your exercise book, write a paragraph about how each of these hazards affects people and explain how you could reduce the negative effects on people.

Safe behaviours

Safe behaviours include:

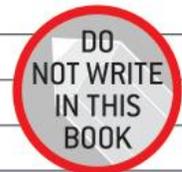
- saying ‘no’ to drugs such as betel nut, tobacco, alcohol and marijuana
- removing dangerous objects and keeping substances such as kerosene, household cleaning items and medicines in a locked cupboard away from younger children
- not swimming in deep water, rough seas or flooded rivers, and not swimming alone
- letting adults know where you are going and when you will be home
- crossing town roads carefully
- looking out for your friends and peers, the elderly and family members
- abstaining from sexual activity or practising protected sex
- cleaning up rubbish, using bins and keeping our homes and towns or settlements clean.



Activity 2

- 1 As a class, brainstorm a list of common hazards found in the home and public places.
- 2 List ways you can help remove those hazards.
- 3 In groups, discuss behaviours that will protect you from harm in the home and in public places. Draw up a table based on the one below to record your answers.

	Protective behaviours
Hazards in the home	
Hazards in public places	



- 4 Identify four of the most important safety behaviours in the home and public places for students of your age and record them in your exercise book.

Risky behaviours

Some behaviours can damage your health and the health of others. There is a direct link between behaviour and health. The table below lists some of these links.

Risky behaviours	Effects on our health and the health of others
Smoking tobacco	Shortness of breath; lung disease; heart disease; cancer; bad breath
Drinking alcohol	Damages the brain, liver and other body organs; leads to fighting, domestic violence, road accidents, shortage of money
Using marijuana and betel nut	Damages the brain; mouth and throat cancer; road accidents
Having unsafe, unprotected sex	Sexually transmitted infections including HIV/AIDS; teenage pregnancy; infertility

Coping with hazards and risky behaviour

When you have knowledge about hazards and risky behaviours you can make decisions to avoid these dangers. Safe or protective behaviours help you to protect yourself and others from hazards and risky situations.

Good decision-making results from gathering information about the situation. You can gather the information before you are exposed to the risky situation, while you are involved in the risky situation or even after you have been in a risky situation. Critically analysing information helps you to make good decisions. The following steps are a guide to good decision-making.

A guide to good decision-making

- 1 Gather information: critically analyse all the information. Ask yourself:
 - Is the information true?
 - Can I check the information?
- 2 Recognise all your options: think of as many possible options as you can.
- 3 Identify the consequences: identify the consequences for each option. Consequences can be positive or negative.
- 4 Establish the values attached to the consequences: your family and personal values will affect whether you feel comfortable accepting the consequences.
- 5 Make your decision or choice: remember, you can change your mind if you feel uncomfortable about your choice.



Activity 3

- 1 Read the following case study.

Returning home from school, you find the river is flooding. Your friends have started to cross the river. They encourage you to do the same. How do you handle this risky situation?



- 2 Using the decision-making steps, gather the information, recognise your options, identify the consequences, consider your personal and family values and then make your choice.
- 3 Present your decision-making process to the class.
- 4 As a class, identify rules that will help to keep you and others safe in this risky situation.



Activity 4

- 1 On a clean sheet of paper, describe a situation in which you have been under pressure to do something you do not want to do; for example smoke a cigarette, have sex, use betel nut or other drugs, steal, or do something you know is dangerous. Do not write your name on the paper.
- 2 Place your piece of paper in the box your teacher provides.
- 3 Choose some situations for the class to role-play in groups.
- 4 In groups of three or four, role-play the situation you have been given, where a person needs to say, 'No!'.
- 5 The class gives feedback to your group about how well you did in being assertive. They can suggest some other actions you could have taken that would have helped.

Refusal and assertive skills

Saying 'no' assertively

Saying 'no' assertively means being able to say 'no' with confidence and making it very clear that you mean it. There will be many times throughout your life that you will need to be able to say 'no' in order to protect yourself from a dangerous or uncomfortable situation. Here are some steps to follow and practise.

- 1 State the situation: for example, 'When you touch me ...'
- 2 State how you feel: for example, 'I feel ...'
- 3 State what you would like to happen: for example 'I would prefer to ...'
- 4 State the consequences: for example, 'If you do I will remain your friend ...'; 'If you do I will not tell on you ...'; 'If you do not I will ...'

Being assertive is not only the words you choose but also the tone, volume and pitch of your voice, as well as the body language you use. Assertion requires strong body language with words that match.

Resisting peer pressure

Peer pressure is when you feel pressure to 'fit in' with your friends or peers by acting in a certain way or doing something that you don't want to do because they are doing it. You might also experience pressure not to do something that you really want to do.



Feeling part of a group is really important to all of us, so it is understandable that most people feel pressure to go along with the group. But if you are doing or not doing something that doesn't feel right because you want to fit in then you may be putting yourself in a very risky situation. You need to be able to resist peer pressure and stay true to yourself. Here are some steps for resisting peer pressure.

- 1 Look at the person.
- 2 Use a calm, assertive voice and tone.
- 3 Say clearly that you do not want to engage in the inappropriate activity.
- 4 Suggest an alternative. Give reasons.
- 5 If the person persists, continue to say 'No'.
- 6 Ask them to leave or remove yourself from the situation.

Inappropriate sexual behaviour

Just as it is important for you to be able to say 'no' to anything that you are uncomfortable with or that you do not want to do, it is also very important that you recognise and respect other people's right to refuse your advances. It is never okay to force another person to do something that they don't want to do. This is especially the case when it comes to touching someone sexually without their permission. Touching a person against their wishes on the genital area, on the buttocks, or on the breasts (girls) is called sexual harassment. This is highly unacceptable behaviour and is a serious crime.

If you are the victim of such a crime or feel that you are in danger of being a victim, it is important that you feel empowered to speak up and ask for help from adults and friends. These adults should be people you trust and you can expect help from, such as a parent, elder, teacher or the police. It is important to tell them what has happened so they can help you and prevent this from happening again.

Always remember that your body is your own. Others do not have the right to touch you in a way you do not like. It does not matter if the person is a friend, a family member, a stranger or a community member. If someone tries to abuse you in this way, you should seek help.



Activity 5

- 1 As a class, use the decision-making steps to help the girl in the picture on this page decide what she can do.
- 2 In small groups, discuss how the girl could avoid such a difficult situation.
- 3 In the same small groups role-play 'Saying no assertively' (page 21).
- 4 Make a list of suggestions after all the role-plays. This list should include suggestions to both boys and girls on how to avoid this kind of harassment.

Assessment activity

For the following situations, describe what needs to happen to make each situation safe.

- 1 Some building work has been done at school near the classrooms. The builders have not had time to tidy up before the children come to school the next day. What hazards might be there? What needs to happen to make the area safe?
- 2 A family group is enjoying a picnic at the river. When they get there they see the river has flooded and is flowing quite fast. What action should the parents take and what advice should they give to their children?
- 3 Three boys who have left school are hanging around the school grounds offering betel nut and drugs to students. They become threatening if the students resist them. What should the students do?

Building healthy relationships

In this chapter you will:

- identify and compare healthy and unhealthy relationships
- describe the appropriate actions to address problems in relationships
- discuss issues involved in decisions about having a relationship with someone
- discuss reasons and benefits of teenagers abstaining from sexual activity with a partner
- discuss some reasons for having and not having a relationship
- compare and explain traditional and religious perspectives on relationships.

Types and nature of relationships

Positive, healthy relationships contribute to how you feel about yourself and your life. Without them you may feel alienated, lonely and lost. Relationships can be many and varied, close or distant, old or new. Factors such as emotional commitment, authority, power, age, respect and your ability to relate to others can influence the type and quality of a relationship.

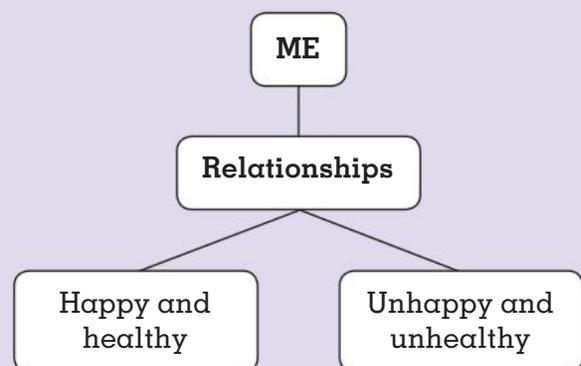
Some common types of relationships are those you have with your family, friends (sometimes called peers), authority figures and people in your community.

Healthy and unhealthy relationships



Activity 1

- 1 In small groups, discuss the factors that you think make a healthy relationship and an unhealthy relationship.
- 2 Use the following mind map to help you, and list the factors on chart paper.
- 3 Present your list to the whole class.



Happy, healthy relationships

In healthy relationships, both people:

- love and take care of each other
- respect individuality, embrace differences and allow each person to be themselves
- express and listen to each other's feelings, needs, and desires
- discuss things, allowing for differences of opinion, and compromise equally
- trust and are honest with each other
- respect each other's need for privacy
- resolve conflicts in a rational, peaceful and mutually agreed upon way
- respect sexual boundaries and are able to say 'no' to sex or any other behaviour that makes them feel uncomfortable
- provide room for positive growth and learn more about each other as they develop and mature.

Relationships can affect your health and well-being in both positive and negative ways. Close and healthy relationships can bring satisfaction and improve the health and well-being of both people involved.



Positive, healthy and happy relationships involve qualities such as trust, empathy, intimacy and commitment. They also require good communication, problem-solving and decision-making skills.

During your teenage years you will develop relationships that will require you to communicate well. You will need to improve all your personal and interpersonal skills, including problem solving and decision making, goal setting, stress management and coping skills.



Think back to your close relationships in years 6 and 7. You will probably remember sharing some fun times, constantly chatting, sharing ideas and goals. As you grow older, your close relationships change. An increase in trust and commitment allows for communication on a meaningful level. Your talks may include the discussion of personal issues, problems you may be experiencing, secrets, desires, dreams and personal goals.

Loving relationships allow you to express your feelings, be more accepting of your friends' strengths and weaknesses, value their honesty and be considerate of their needs.

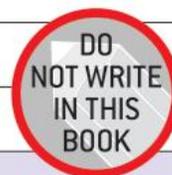
Trustworthiness, honesty and caring are all important values in friendship.



Activity 2

In pairs, research these words, and write the definition or meaning in your exercise book. Share what you find with the class.

Term	Definition
Love	
Trust	
Empathy	
Negotiation	
Intimacy	
Commitment	
Power	
Communication	
Problem solving	
Decision making	



Unhappy, unhealthy relationships

In unhealthy relationships, one or both people:

- care for and focus on the other person only and neglect themselves; or focus only on themselves and neglect the other person
- feel pressure to change to meet the other person's standards, are afraid to disagree and their ideas are criticised; or they pressure the other person to meet their own standards and criticise their ideas
- feel unheard and are unable to communicate what they want
- make all the decisions and control everything without listening to the other
- lie to each other and find themselves making excuses for the other person
- don't have any personal space and have to share everything with the other
- yell, hit, shove or throw things at the other in an argument; or one person refuses to talk and will not communicate to resolve the situation

- force the other to have sex when they do not really want to
- feel stifled, trapped and stagnant
- are unable to escape the pressures of the relationship.

Unhealthy relationships can lead to lowered physical, social, emotional, mental and spiritual health. These relationships take a lot of effort and many problems need to be solved.





Activity 3

In small groups, discuss the following questions:

- 1 What should you should do to contribute to a happy, healthy relationship?
- 2 What must the other person do to contribute to the relationship?

Solving problems in relationships

Communication

Relationships can be happy and healthy as a result of good communication. Poor communication can contribute to people being unhappy in a relationship.

Communication skills can be improved through practice. Communication skills involve more than just talking and listening. Skills such as negotiation, conflict resolution and assertiveness are all part of communication. A good communicator works to continually improve their skills.



Negotiation is used to reach a compromise. Both people in the relationship need to give and take until a solution is reached or agreement made.

Dealing with conflict

Conflict is a normal part of a relationship. For the relationship to continue, the conflict must be dealt with. This will involve open and honest communication and admitting when you are wrong.

Problem solving is the process of resolving conflict. It may involve negotiation and compromise. The process involves some of the following, depending on the situation. You may:

- reveal personal thoughts and feelings
- admit being wrong and apologise
- accept apologies
- compromise
- accept the other's point of view
- see the conflict from the other person's point of view
- promise to change a behaviour or attitude
- not hold a grudge.



Activity 4

- 1 Read the following case study.

Lilly and Louise were best friends. For over two weeks, though, they have not spoken to each other. Louise believes that Lilly told other Year 8 students about her crush on Lenny in Year 11. As it happens, it was Louise's younger sister who told this secret. Lilly has tried to explain this, but Louise is so angry that she will not listen to Lilly.



- 2 In groups, discuss the options for Lilly and Louise. Consider the feelings of both Lilly and Louise.
- 3 Create a role-play showing a way that Lilly and Louise can come to an agreement and save their friendship. Share your group role-play with the class.

Family relationships



A family is created when two people establish a relationship and make a commitment to each other for life. As a result of this commitment children may be born and the family lives together and cares for each other's basic needs. Close or distant relatives may also live together with the family, in an extended family.

Your relationships with your family members are very important. At times, family members may not like each other's behaviour, but they will still love each other. People in your family usually know more about you than any other person and will care for you and support you in many ways throughout your life.

Teenage relationships

Many young people feel that something must be wrong with them if they are not dating. Some magazines and other media can lead them to believe that most young people aged 13–18 have a steady girlfriend or boyfriend. In reality, this is far from the truth and many teenagers are happy to not have a boyfriend or girlfriend.

Some people may not want to be involved or have any relationship with the opposite sex because they:

- want to be single and enjoy their freedom
- are happy own their own
- cannot seem to find a potential partner
- like their independence and prefer their own company, so avoid finding and starting a relationship
- have been hurt in the past and are defending themselves from being hurt again in the future
- have religious values and beliefs about staying single and not engaging in relationships.

Intimate relationships

Developing friendships with the opposite sex is a normal part of adolescence. The changing levels of hormones in the adolescent body trigger not only physical changes, but also emotional ones. Interest in members of the opposite sex is one of these emotional changes. These adolescent friendships help prepare young people for closer and more intimate relationships later in life.

Intimacy is about your level of closeness. Close relationships can be formed between good friends. When thoughts, feelings and hopes are shared, a relationship is likely to be intimate. Therefore, an intimate relationship does not need to be a sexual one.

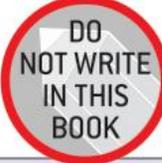
Individuals practise communication skills, explore rights and responsibilities, and learn what is required to develop and maintain a positive healthy relationship.



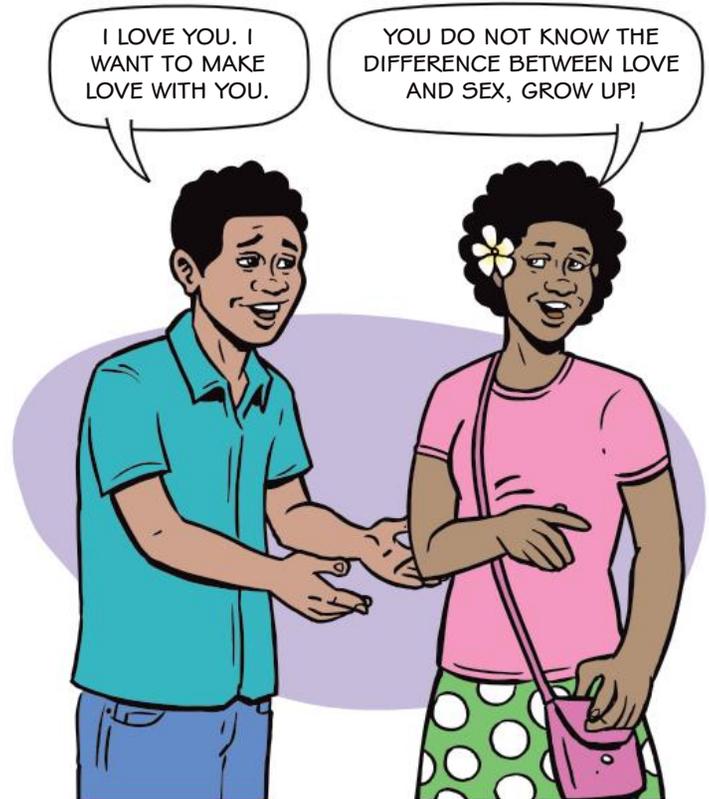


Activity 5

- 1 In small groups, discuss and list the positive and negative aspects of being single and dating. Copy and complete the following table into your exercise book.

	Positive aspects	Negative aspects
Staying single		
Dating and forming a new relationship		

- 2 Identify five qualities that would be important to you in a boyfriend or a girlfriend. Rank them from 1 to 5.



Making wise decisions about relationships

One of the major decisions that teenagers may have to make is whether or not to be involved in a sexual relationship.

A sexual relationship does not just refer to sexual intercourse, but can involve kissing, touching, stroking, petting or other physical contact with a chosen person. It is every person's right to decide how far they will go with a boyfriend or a girlfriend, and no external pressure should be involved. It is important that the rights of each person are respected by the other.



Activity 6

Review the decision-making guide (page 20) before starting this activity.

Read the following case study and discuss in small groups how to solve the problem using the decision-making guide. Present your ideas to the class.

Sarah is 16 years old. She has been going out with Pit now for 12 months and they have developed a very close relationship. Pit and Sarah have reached a stage in their relationship where they are thinking about sexual intercourse. Pit seems keen but Sarah is unsure. As a group, help Sarah work towards making a decision.

Traditional and religious perspectives on relationships

Every culture has traditional beliefs that shape the way a community views relationships, including what is acceptable and unacceptable, the roles that men and women are expected to play and how they form relationships. Some traditions are good and helpful. Some are negative and harmful. Some common traditional cultural practices in Solomon Islands include arranged marriages and taboos on boys and girls being friends or forming intimate relationships before they are married. These views are changing in many communities and it is becoming more common for boys and girls to form friendships and openly spend time together. Many marriages are also now the result of two people falling in love, rather than their union being the result of an arrangement between their parents or community elders.

Religious beliefs also play a large role in shaping the way we view relationships, especially between men and women. For example, many religions, including Christians, have very strict attitudes to relationships, love and sex, especially in regard to men and women living together or having sexual relations outside marriage.



Assessment activity

- 1 a Identify the actions you could take when faced with a difficult situation in your relationship with friends or family.
- b Role-play the situation and your responses for your class.

OR

- 2 a Identify a variety of situations in relationships when pressure is put on a partner to do something they do not want to do.
- b Select one situation and use the decision-making guide to write a script for a conversation that might take place.
- c Role-play your assertive response to the pressure.

Reproductive and sexual health issues

In this chapter you will:

- identify different forms of relationships between people
- explain that some types of relationship are sexual or have a sexual element and others are not
- explain what 'sexual' and 'sexuality' mean
- explain how people have feelings for each other as a result of their personalities
- discuss why people experience different types of attraction
- discuss how gender affects sexual health
- explain why individual sexuality is unique
- explain and discuss discrimination in relation to sexuality in some countries and the negative effects of this
- role-play a situation in which a teenager discusses a personal relationship with a trusted friend or relative.



Relationships

Relationships are formed with people we know and people who know us. These relationships can include family, peers, school friends, team mates and friends outside school. Throughout our lives we have many types of relationships. These relationships should be characterised by love, care, affection and commitment. Other relationships can be more challenging and, at times, even damaging to us. Relationships can make us happy and relaxed or unhappy and anxious.

As was discussed in the previous chapter, feeling connected and being part of a satisfying relationship can have positive effects on your well-being. Poor, destructive relationships can lead to negative effects on your well-being.

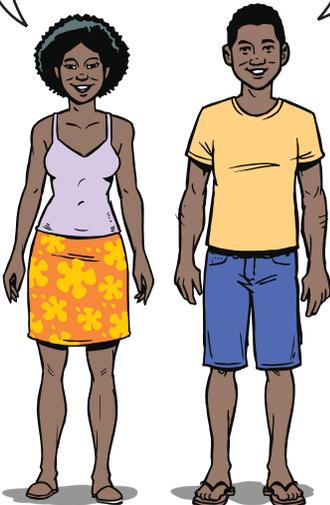
Friendly relationships between boys and girls

Boys and girls can be good friends without being a couple or having sex. Friendships between boys and girls help you to understand each other better and share new ideas. They help to improve gender relations throughout your life.

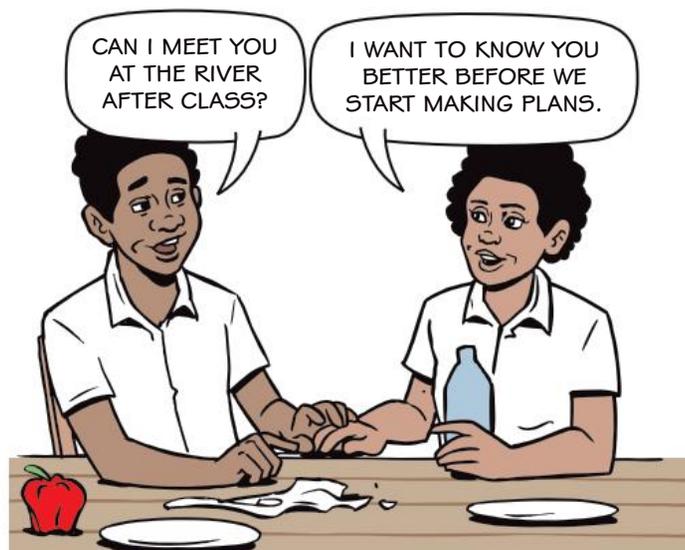
Traditionally, boys and girls were not allowed to spend time together before marriage because adults thought that they would have sex—but they still met in secret.

HEALTHY SEXUALITY INVOLVES RESPECT FOR YOUR SEXUALITY AND THE SEXUALITY OF OTHERS.

AND TAKING RESPONSIBILITY FOR YOUR SEXUAL AND REPRODUCTIVE HEALTH.



Now times have changed. We need to encourage adults to accept friendships between boys and girls. Boys and girls marry later and it is good to get to know each other as friends before finding a marriage partner.



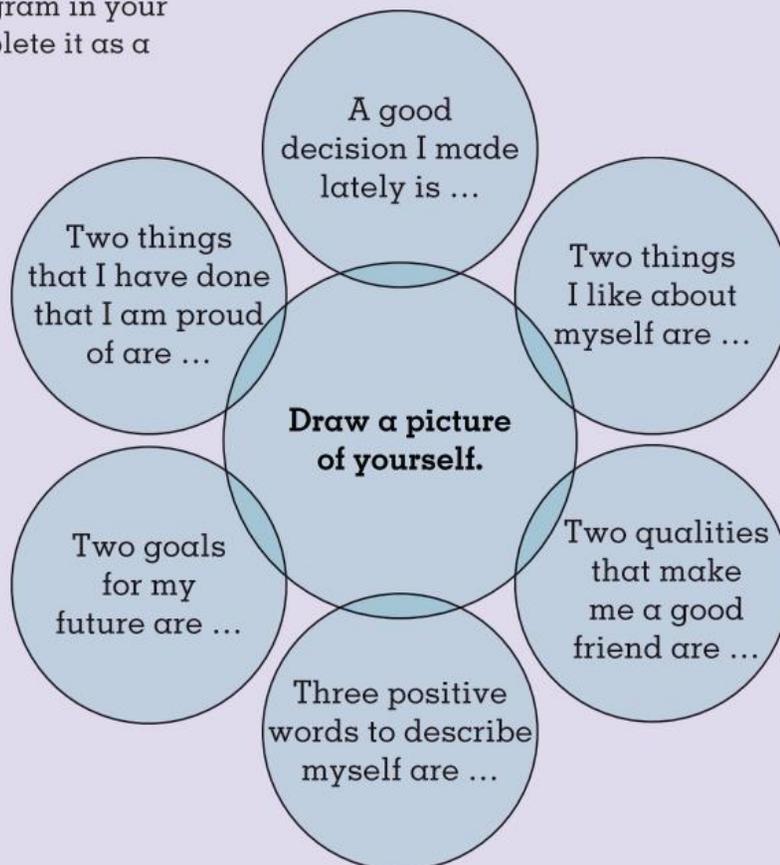
Sometimes boys and girls who are friends start to get sexual feelings for each other. When you are young, it is best to delay sex until you are mature. Friends can find ways to remain friends without having sex and may need to avoid spending a lot of time alone together.

To be able to contribute to a happy, healthy relationship you need to be happy with yourself.



Activity 1

Copy the following diagram in your exercise book and complete it as a homework task.





Activity 2

In pairs or groups of three:

- 1 Brainstorm some of the positive effects of a happy, healthy relationship with friends. Draw linked chains in your exercise book. Begin by drawing a series of linked circles (like a chain) in your exercise book and write an idea in each. Share your ideas with the class.
- 2 Brainstorm some of the negative effects of unhappy, unhealthy relationships. Begin by drawing a series of broken circles (like a broken chain) in your exercise book and write an idea in each. Share your ideas with the class.
- 3 Using your linked chain list, make a role-play to show happy, healthy relationships. Consider your body language and the words you use. Talk about how the people in these relationships care for each other.
- 4 In your exercise book record your answers to the following questions:
 - What behaviours would show you that someone is a good friend?
 - What behaviours would show you that the friendship is not going well?



The following table provides an explanation for some important terms:

Sex	The biological form you are born with, for example male or female.
Sexuality	Includes your sexual identity, your sexual behaviour, what you think and feel about your body and how you act towards others. Sexuality is influenced by many things, including your personal experiences as a boy or girl, culture, religion, the media, science, your family, and expected gender roles. Sexual feelings and your sexuality are a normal and natural part of how you are made up. Everyone's sexuality is unique to them.
Sexual identity	Whether you are heterosexual (attracted to the opposite sex), homosexual (attracted to the same sex) or bisexual (attracted to the both sexes).
Gender identity	Whether you identify as male or female.

Sexuality

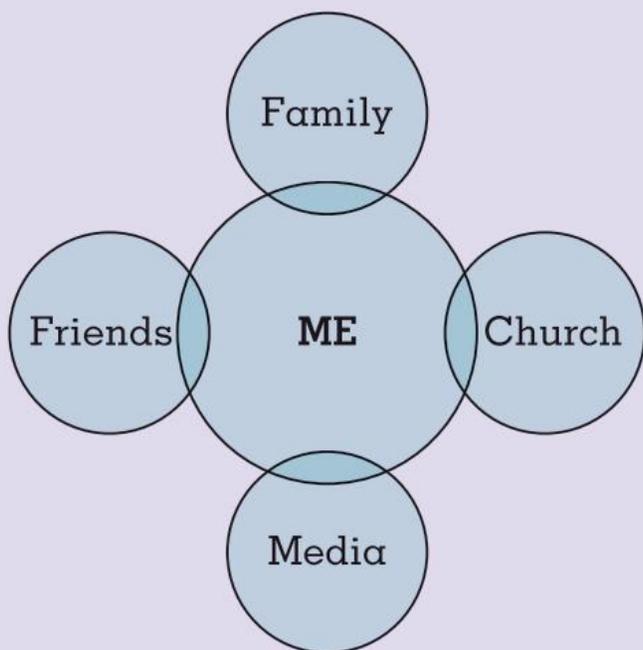
Sexuality is unique and personal to the individual. You have the right to express yourself and your sexuality in a positive way. You must make your own decisions about your sexuality. Healthy sexuality is about respect for yourself and respect for others as well as taking care of your own sexual and reproductive health.

Sexuality includes:

- your body and how it works and functions
- your gender and whether you identify with males or females
- what you value about your relationships and your sexuality.

Activity 3

Working in groups, copy the following diagram onto chart paper and identify how the media, the church, your family and your friends influence your sexuality.



- 1 Discuss negative influences on your behaviour.
- 2 Discuss positive influences on your behaviour.



Activity 4

As a class, decide whether you agree or disagree with the following statements. Give reasons why you agree or disagree.

- 1 Parents/family—'Study and work are more important than having a boyfriend or girlfriend.'
- 2 Friends—'Sex is fun. Everyone is doing it.'
- 3 Media—'Smoking makes you attractive to the opposite sex.'
- 4 Church—'Sex before marriage is a sin.'
- 5 Culture—'Young couples should wait until they are married to have sex.'

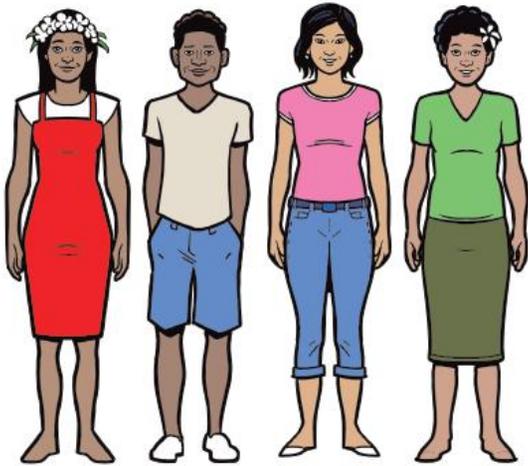
We are unique

Each of us is unique. God made each of us different from each other. What makes us unique is:

- our family and cultural background
- our life experience
- our gender
- our education level
- hereditary factors
- our likes and dislikes
- our relationships
- our abilities
- our perceptions about self and the world
- our personality
- where we live
- our socio-economic status.

Gender stereotypes

Gender expectations can influence the sexual and reproductive health of boys and girls. According to the gender stereotypes in our society, boys are expected to behave in certain ways, such as be strong, not show their feelings, and take the lead in sexual activity. Girls are expected to behave in different ways, such as be gentle, always look nice, not express ideas too strongly, and not have an opinion. Do you agree that these stereotypes exist in Solomon Islands?



Some people are sexually attracted to people of the opposite sex and they are called heterosexual.

Some people are attracted to people of the same sex and they are called homosexual, gay or lesbian.

Some people are attracted to both sexes and they are called bisexual.



Activity 5

- 1 In small groups, discuss how you can show respect, understanding and compassion to someone who is sexually attracted to a group different from your choice.
- 2 Role-play a situation in which you show respect or compassion to a friend.

Activity 6

Your friends, family, media and church may put pressure on females and males to behave in certain ways in relationships.

In small groups, answer the following questions:

- 1 What are the pressures on girls to have sex?
- 2 What are the pressures on boys to have sex?
- 3 Are men and women equally responsible for contraception?
- 4 Who mostly takes responsibility for unwanted pregnancies?
- 5 What do you think needs to happen to have more equal rights for females and males?

WE MUST WORK TOGETHER, SUPPORT EACH OTHER, SHOW KINDNESS, CARE, RESPECT AND BE THOUGHTFUL OF OTHER PEOPLE AND THEIR FEELINGS.



Prejudice, discrimination and tolerance

Prejudice occurs when you have a preconceived opinion about someone or something on the basis of insufficient information. It is usually a negative

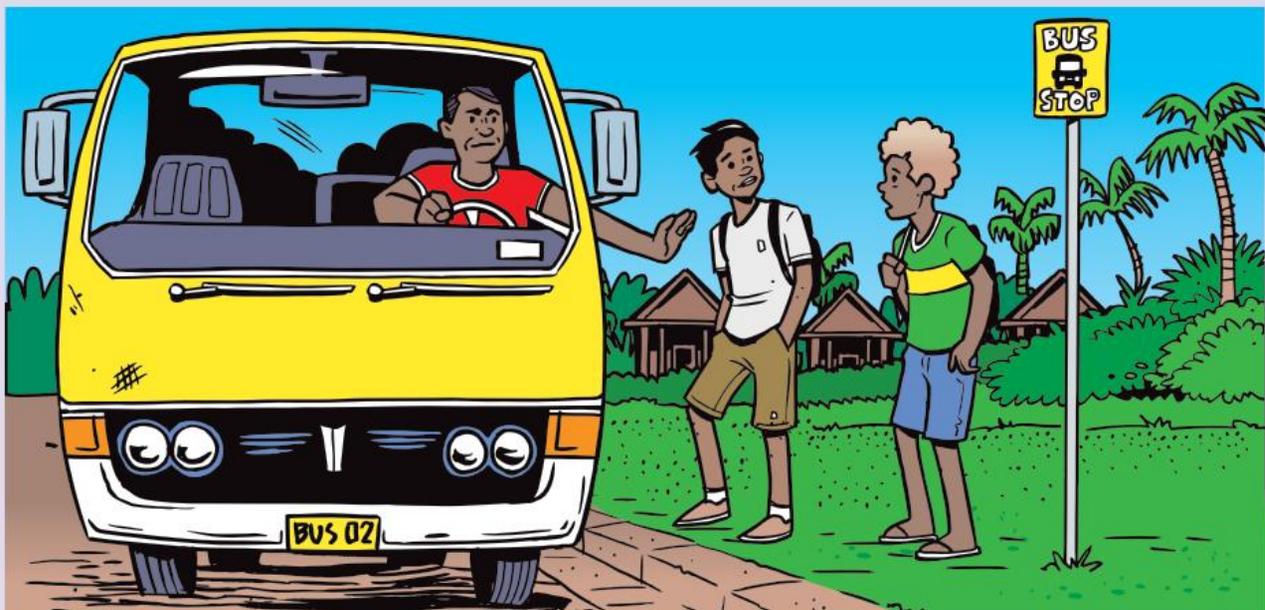
opinion. Prejudice may be due to age, gender, cultural background, religion, sexual orientation, abilities, appearance, values and behaviours.

People who do not let themselves get to know people with different life experiences or who look different to them may develop prejudices and may be missing the chance to have many more friendships. Prejudice hurts people's feelings.



Activity 7

- 1 Imagine you wake up one morning to find that all people with curly hair (this includes any wave at all) have lost their basic human rights. They are not allowed to use public transport—buses, taxis—speak in public places or shop in the same shopping centres as people with straight hair. Going to school, college or university is difficult because people with curly hair must pay additional fees. Often curly-haired people are attacked by straight-haired people and many are afraid to leave their homes.
 - a Describe to the class how this change in society would affect you.
 - b As a class, identify strategies or ways to improve this situation.
- 2
 - a Form small groups to discuss your response to one of the following scenarios.
 - You are sitting having lunch in a food stall with a friend who is from a different province when a group sits at the table next to you and starts making racist remarks about your friend. What would you do?
 - OR
 - You are walking through the playground with a friend. Some students start teasing your friend about being tall and ugly and dressing strangely. Your friend is upset but too embarrassed to respond. What would you do?
 - b As a group, vote for the solution that you feel is most realistic and you would be prepared to use.
 - c Share your findings with the class.





Discrimination laws in other countries

Countries such as Australia, New Zealand, the United States of America and some European countries have laws against sexual discrimination. It is illegal, or against the law, to discriminate against people based on their gender (whether they are a woman or a man) or their sexuality (whether they are heterosexual, homosexual or bisexual).

Types of discrimination that are against the law in Australia, for example, include:

- sex discrimination: unfair treatment because of your gender; also includes discrimination against a woman because she is pregnant
- sexual orientation discrimination: unfair treatment because you are gay, lesbian, bisexual or because someone thinks you are gay or lesbian or bisexual
- marital status discrimination: unfair treatment because you are married, single or living in a de facto relationship
- discrimination because of who you are related to, or who you associate with.

Have you ever had a preconceived idea about a person then found out you were wrong once you got to know them?

Respecting each other's differences

Since each of us is different, we need to respect each other's differences. You cannot expect others to always act, think and feel the same as you. Imagine if all your friends looked, thought and behaved exactly the same, and they all were the same age, religion, gender and race. Life without diversity would be very dull.

As you practise tolerance and become more comfortable with differences by experiencing them first-hand, you will gain a deeper understanding of yourself and others.



Activity 8

- 1 Discuss the meaning of the following words:
 - tolerance
 - diversity
 - harmony.
- 2 Role-play a situation that demonstrates one of these qualities in the face of difference or diversity.



Activity 9

- 1 In small groups, create a role-play about how you would stop students discriminating against a close friend of yours who is different from everyone else at school. Take turns presenting the role-plays to the class.
- 2 After each role-play, discuss the following questions as a class:
 - What do you think about the role-play?
 - How do you feel about the role-play?
- 3 At the end of all the role-plays, discuss the following question:
 - What do you do if you see someone being bullied, teased or discriminated against?

Assessment activity

- 1 Write a column for a newspaper telling people how to manage or prevent discrimination on the basis of sexuality.

OR

- 2 Identify one or two pictures from a newspaper, magazine or advertisement that best reflect what the word 'sexuality' means to you, and explain why.



Birth control and family planning

In this chapter you will:

- explain what birth control is
- explain different types of birth control methods and who needs birth control
- identify ways of preventing conception
- list some examples of contraceptives used by men and women
- explain how to use contraceptives properly
- identify and explain benefits of family planning and birth control
- discuss myths and misconceptions about contraception
- discuss the right of men and women to control how many children they want and the risks of having too many children.

Birth control

When people use birth control, they are able to determine whether or not they will have a baby when they have intercourse. They do this by using a method of contraception.

Now that you are growing up and reaching puberty, it is important to know about contraception and birth control.



What is birth control?

Birth control is about:

- not getting pregnant—if you are female
- not getting someone else pregnant—if you are male
- having a baby only when you want a baby.

Conception occurs when a male sperm impregnates a female egg, which develops into a baby.

Contraception is the prevention of the sperm impregnating the female egg.

Who needs birth control?

When girls reach puberty, their bodies become fertile. Girls produce eggs and when fertilised by male sperm, they can conceive and become pregnant. When boys reach puberty, their sperm can impregnate the egg of the girl and she will become pregnant.

Anyone who is sexually active—that is, having sex—needs to practise birth control as well as safe sex.

Men and women, boys and girls, need to practise birth control from the first time they have sex. This is important not only for birth control but also for the prevention of sexually transmitted infections (STIs).

When a man and woman want to have sex, they must decide what is best for them both. Some people think that women should be responsible for contraception. Men often think like this because it is women who have babies. However, this is not the case.

Contraception must be a shared responsibility. What do you think?

Methods of contraception



Activity 1

- 1 In your exercise book, list four ways in which you think pregnancy can be prevented. Then read the following information.
- 2 Form into groups and discuss your lists. How many ways of contraception do you think there are?

There are two types of contraception methods: natural methods and artificial methods.

Natural methods

Abstinence

Abstinence means not having sexual intercourse. This method is 100 per cent safe. This means that sperm never enter the woman's body.

Safe days

'Safe days' are the days in a woman menstrual cycle when the egg cannot be fertilised. However, menstrual cycles are not perfectly regular and, because of this, many women are not certain about their safe days. Ask your local health clinic if you want more information.

Safe days aren't always safe!

Safe days are not good contraceptives.

Withdrawal

Withdrawal refers to the man pulling his penis out of the vagina just before it ejaculates semen. Young men often try to do this when they first have sex. However, a drop of semen often comes out of the penis before ejaculation. This drop can enter the vagina before the penis is withdrawn. There are millions of sperm inside this drop.

Withdrawal is not a good contraceptive.



Artificial methods

Condom

The condom is a sheath of thin, stretchy latex that is specially designed for this purpose. It covers the penis and stops sperms going into the vagina. It prevents the sperm from meeting and fertilising the egg.

There are female condoms but these are not widely used and are difficult to obtain in Solomon Islands. They are made of the same material as a male condom and are inserted in the vagina.



■ A male and a female condom

The diagram below shows how to put on a condom by pinching the end of the condom and rolling the rest down over the erect penis.

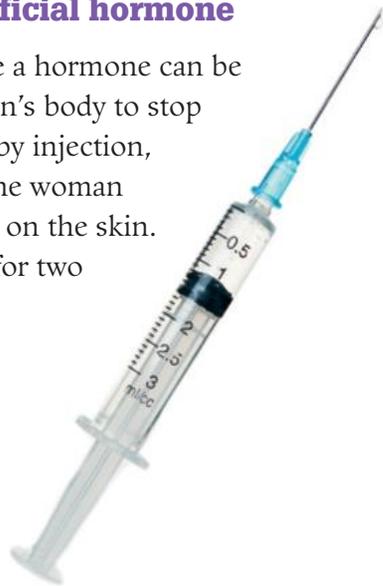
A condom can be used only once. Use a new condom each time you have sex to prevent pregnancy as well as STIs, including HIV.

Dispose of condoms correctly by tying a knot in the end and placing it in the rubbish bin.



Injection of an artificial hormone

A chemical that acts like a hormone can be introduced into a woman's body to stop ovulation. This is done by injection, usually by a nurse. All the woman feels is a small pin prick on the skin. Ovulation is prevented for two or three months.

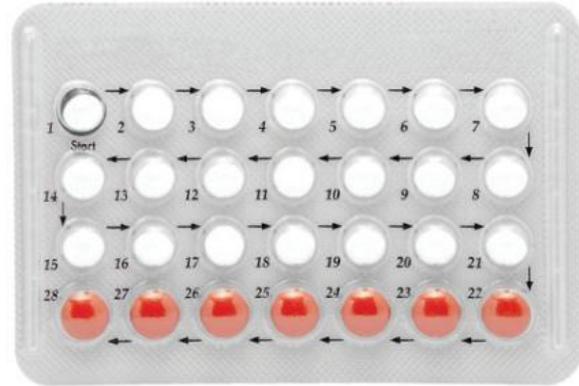


Contraceptive pills

Contraceptive pills are also chemicals. They stop the ovaries releasing eggs.

There are many types of contraceptive pills available, and a doctor prescribes the correct type to meet the needs of the woman. In most cases, a woman takes twenty-eight pills in a month to mirror her cycle (twenty-one pills contain the hormones to prevent

ovulation and seven are non-active or sugar pills for the days that she is menstruating). It is recommended that a woman takes the sugar pills so that she doesn't break the habit of taking a pill each day. She takes a pill each day, beginning at the start of her monthly cycle. If she forgets to take the pill or combines it with other medication such as antibiotics, she can become pregnant if she has sex. It is important to follow the directions on the pack.

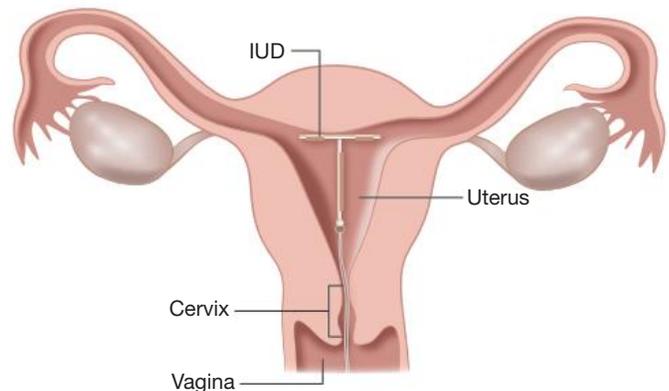


■ This is an example of a typical packet of contraceptive pills. The red pills are taken during the seven days of menstruation.

Contraceptive pills change the way the body works. It is important that you talk to a nurse or a doctor before taking the contraceptive pills. Contraceptive pills are not recommended for young girls or for women over 35 who smoke cigarettes.

IUD (copper T)

This method of contraception involves the use of a piece of plastic, shaped like a T, which is placed inside the uterus. The full name for this is 'intra-uterine device' (IUD). This illustration shows the copper T inside a woman's uterus.



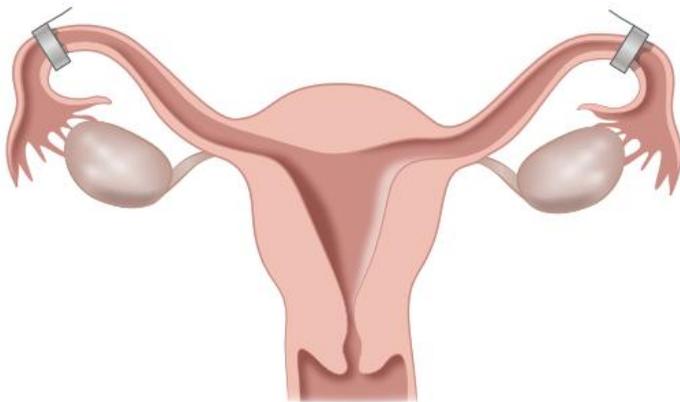
The copper T has a string on the end. The string hangs down in the vagina when it is in position. A trained nurse should insert the Copper T. This is a successful method of contraception, with only six to eight women in 1000 becoming pregnant in the first year of use.

Sterilisation

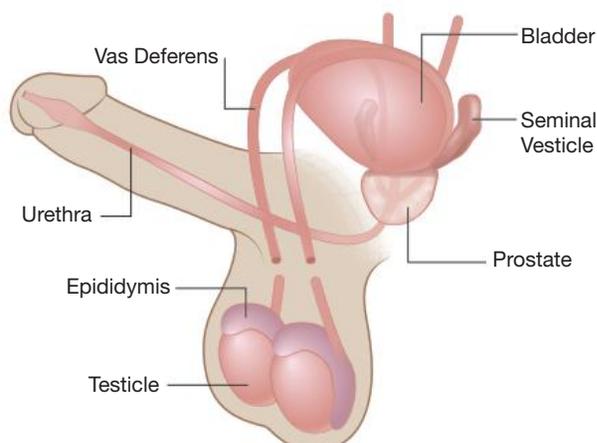
Sterilisation is a permanent contraceptive.

For both men and women, sterilisation requires a small operation. Doctors perform the operation in hospital. People who are sure that they do not want to have children can use this method.

In a woman, the fallopian tubes are cut and tied. The illustration shows this. As a result, the eggs cannot travel from the ovaries to the uterus. The menstrual cycle doesn't change. The woman feels just the same.



In a man, the sperm tubes are cut and tied. The illustration below shows this. The sperm can't travel from the testicles. This operation is called a vasectomy.



When a sterilised man ejaculates, only semen (the liquid) comes from the penis. The semen does not contain sperm. Some people think that if men are sterilised, the penis does not become erect. This is not true. Men and women who have been sterilised have sex just the same as before sterilisation. They do not feel any different about it, nor do their partners. However, they still need to use condoms to ensure they are protected from STIs.

Benefits of birth control

The main benefits of birth control are:

- allowing spacing or time between children
- avoiding unintended pregnancy
- reducing medical or health problems
- being able to determine the number of children you have, which then has social and financial advantages, including educational advantages for your children.



Activity 2

In groups, discuss and list three health benefits of birth control. Share your points with the whole class.



Activity 3

People have some strange ideas and beliefs about getting pregnant. Read the following statements:

- 'You won't get pregnant if you drink lemon juice soon after sex.'
 - 'You can't get pregnant if you have sex standing up.'
 - 'A girl can get pregnant even if she is having her period.'
 - 'A boy of 13 years can't make a girl pregnant.'
 - 'You can't get pregnant the first time you have sex.'
 - 'Urinating, washing or jumping up and down after sex prevents pregnancy.'
- 1 Form small groups and discuss the statements. Which are true and which are not true?
 - 2 As a class, list what other myths you have heard about pregnancy.

Family planning



Activity 4

- 1 What do you think is the ideal family size? Give reasons for your answer.
- 2 Form a group with three other people and discuss your ideas with each other.
- 3 Choose one person from your group to report your ideas to the class.

Every married couple has a right to decide on the number of children they want to have and to plan when the woman becomes pregnant. Planning the number of children they will bring into the world is called family planning. People use various types of birth control to prevent unwanted or unplanned pregnancies.



In families with many children:

- there may not be enough nutritious food for all children
- the parents may be unable to provide enough safe shelter for all children
- the parents may be unable to afford to send all children, both boys and girls, to school
- the parents may be unable to cater for all their children's health needs
- there may be health risks to a mother who is frequently pregnant.

Family planning helps couples to avoid the following risks:

- pregnancy before 18 or after 35 years of age
- pregnancy after four births
- pregnancies less than two years apart
- pregnancy in medically high-risk situations.

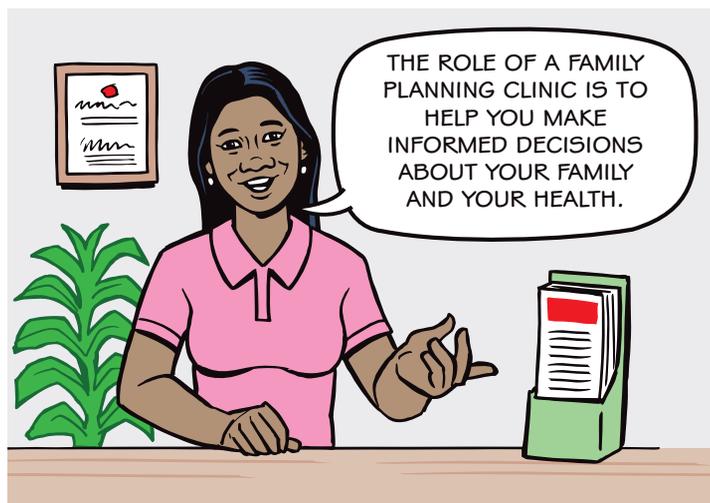
Children are born with basic rights and sometimes these can be difficult to provide for if there are too many children to cater for. The Convention on the Rights of the Child states that 'children have rights as human beings and also need special care and attention'.

The World Health Organization conducted a study of infants who died before their first birthday in a developing country. The study found that where women had a birth each year, 200 infants for every 1000 births died. However, where women had a space of three to four years between births, only 80 infants for every 1000 births died.

Family planning clinics

It is important to visit or talk to a health worker, nurse or a doctor for advice if you plan to use contraceptives. The main reason to go is to find out the options you have to prevent pregnancy.

Family planning clinics provide appropriate information and advice, free to anyone who goes there. You should not be worried or embarrassed because they are required to keep your information confidential. It does not matter if you are a boy or a girl. You don't have to be married or planning a family.



Visiting a clinic or health centre just to collect some information leaflets on contraception, STIs and family planning can be a good way of finding out what clinics are like.

Assessment activity

- 1 Decide whether the following statements are true or false:
 - a Conception is when a sperm impregnates an egg, which develops into a baby.
 - b Contraception means prevention of conception.
 - c Abstinence is a method which gives 100 per cent safety in preventing pregnancy.
 - d A condom can be used more than once.
 - e A boy of 13 years old cannot make a girl pregnant.
 - f A girl in puberty can get pregnant the first time she has sex.

OR

- 2
 - a List two methods of artificial contraception that are considered to be most effective in preventing pregnancy.
 - b List two methods of contraception that are risky and could easily result in pregnancy.
 - c List three benefits of using contraception.

OR

- 3 Write a short report to explain the different methods of birth control and family planning.

OR

- 4 Role-play a conversation between an adult (parent, health worker, doctor, nurse, uncle or aunt and a young girl/woman or boy/man). The conversation must offer facts and choices on birth control and family planning. Focus on communication skills and the accuracy of the information.

Pregnancy and the mother's health

In this chapter you will:

- identify factors that promote and maintain a woman's health during pregnancy
- describe components of a healthy and balanced diet for pregnant women
- explain how a woman's poor health habits can damage a growing embryo
- list and discuss substances that pregnant women should take or use
- identify and discuss the special physical and emotional needs of pregnant women
- identify and locate antenatal and other services provided locally for pregnant women
- discuss the role of the father during pregnancy
- appreciate that the mother's health affects the baby's health.



Factors that promote a healthy pregnancy



Activity 1

- 1 Work with a partner to discuss your answers to the following questions.
 - a What should a pregnant woman do to keep herself healthy?
 - b What should a pregnant woman do to keep her baby healthy while she is pregnant?
 - c What are some things that could harm the health of a mother or her baby during pregnancy?
- 2 Join with another pair and compare your answers. Share your answers with the class.

During pregnancy a woman goes through many physical and emotional changes. There are many risks to the health of the mother and the baby. A pregnant woman needs a healthy diet, love from the father of her baby and support from other people in the family and the community.



- This image from an ultrasound shows an unborn baby in its mother's womb

A baby that is born healthy has a good start in life. A pregnant woman can help her growing baby to be healthy by avoiding many things and doing everything that she can to stay healthy. The placenta takes oxygen and nutrients from the mother's blood into the baby's blood. The health of the mother's blood will directly affect the health of her baby, as it can also carry diseases and harmful chemicals to the baby. A pregnant woman should avoid smoking cigarettes, drinking alcohol, lifting heavy objects and doing strenuous work.



■ Things a pregnant woman should avoid doing



Activity 2

Look at the following image of a baby in the womb and answer the following questions in your exercise book.

- 1 How might the baby be hurt by things that its mother chooses to do?
- 2 List three other ways the growing baby might be hurt.



A healthy and balanced diet

A pregnant woman must eat a balanced diet because she needs to feed herself and her baby. Her baby needs nutrients to grow properly. A pregnant woman should consume:

- regular meals, at least three times a day
- foods that are rich in vitamins, minerals such as iron and calcium, and protein to maintain the overall health of the mother and assist in the baby's normal development
- foods that are rich in fibre—to prevent constipation
- lots of water—to keep the body's cells working normally.



Activity 3

Working in a small group, plan a day's meals for a pregnant woman. Look at the picture on this page and choose foods that will give a balanced diet.



Physical and emotional needs

A pregnant woman has to cope with many physical and emotional changes during pregnancy. Friends, relatives and community members can help her, but the most important person for a pregnant woman is the baby's father. Relatives can give support and care but this should only supplement the love, affection and support of the father.

The physical needs of a pregnant woman include:

- a balanced diet
- moderate exercise such as walking, stretching and breathing exercises
- sleep and relaxation
- regular checks at the antenatal clinic or with the nurse at the nearest clinic.

A pregnant woman must avoid:

- smoking cigarettes, which can result in low birth weight, defects or stillbirth (the baby dies before it is born)
- drinking alcohol, which can result in mental and physical birth defects
- taking drugs, as some drugs can cause serious harm to the baby
- having unprotected sex, to avoid STIs, including HIV.

The emotions of a pregnant woman are affected by the major hormonal changes taking place. To deal with her emotional needs, she needs to:

- visit the local health clinic or the nurse and doctor for advice and counselling
- talk to friends and relatives if worried
- have the support of the baby's father and the whole family.



- Antenatal services are community services for the pregnant mother prior to her baby being born.

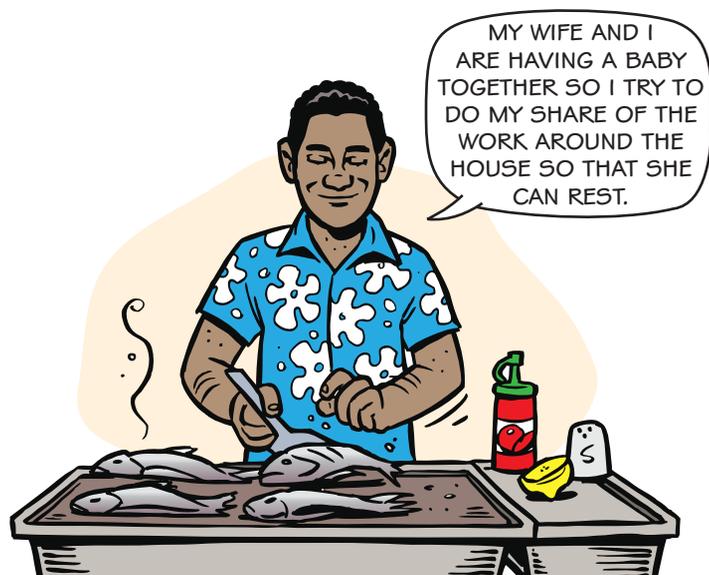


Activity 4

- 1 Visit the local health clinic and talk to the nurse. Collect information about the health activities that are carried out during an antenatal session.
- 2 Write the information in your exercise book then work in a small group to put your findings together.
- 3 Present your findings to the class.

The role of the father

The father has an important role in the family during the pregnancy. The father is encouraged to accompany the pregnant mother to the first check-up to confirm the pregnancy at the clinic. When the pregnant woman visits the local clinic for regular check-ups, the father can accompany her. As the pregnancy progresses the pregnant mother's energy levels may drop and the father may need to help in caring for other children and preparing the family meals.



Assessment activity

- 1
 - a Construct a small survey for pregnant women on a range of health and well-being issues. Consider including questions about their diet, the amount of rest and exercise they take, their alcohol consumption, their cigarette smoking, their attendance at a clinic for antenatal visits, and the contribution of the father to chores around the house.
 - b Interview at least three pregnant women and the fathers of their babies using the survey. Allow mothers and fathers to decline answering any questions they consider too sensitive.
 - c Write a brief report on the findings of the survey.

OR

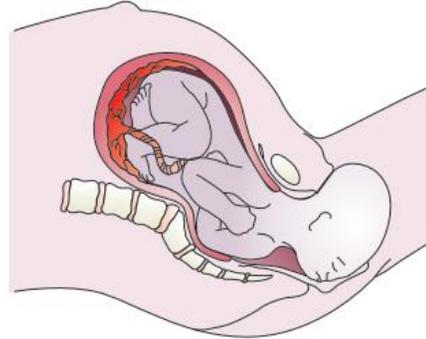
- 2 Write a letter to a pregnant friend or relative suggesting three things she should do to keep healthy during pregnancy and three things she can do that will help her baby to be born healthy. Give a reason for each of the things you suggest.

OR

- 3 What did you find out when you visited the local health clinic about the health activities that are carried out in an antenatal clinic?

In this chapter you will:

- identify some important facts or features of a new baby
- list some things that a baby needs to be healthy and how parents contribute to satisfying those needs
- discuss some ways a father can support a mother with a new baby
- list some activities that are carried out in the postnatal clinic
- explain the importance of immunisation and health checks for babies
- discuss and analyse the financial impact of having a baby
- identify ways the family contributes to the care and well-being of a baby
- describe some strategies for caring for and protecting a new baby.



When a baby is born, it comes out of the fluid sac in the womb but is still attached to the mother by the umbilical cord. It is covered with a thick waxy substance called vernix that protected its skin from the amniotic fluid in the womb. The nurse cleans off the substance soon after the baby is born.

A newborn baby has a large head in relation to its body size. The head has a soft spot on top. This soft spot is only skin. The soft spot allows the bones in the skull to overlap (pass over each other) during labour. This makes it easier for the baby to be pushed out of the mother's vagina. It takes about two years for the skull bones to grow together so you need to handle the baby's head very carefully. Also the muscles in the neck of the baby are very weak when they are first born. When holding the baby, give support to their head so it does not roll around.

**The new baby****Activity 1**

- 1 List five things a new baby can do and five things a baby cannot do.
- 2 Share your list with another learner and talk about your list with the class.

A baby is ready to be born about thirty-eight weeks after the sperm has fertilised the egg. A newborn baby is small and helpless, but it is a complete human being and it can do many things already.

After the birth the umbilical cord is clamped off to stop the flow of blood from mother to baby and then it is cut. A newborn baby has a little bit of cord on its belly. This dries and falls off after a few days. The place where the cord was attached is called the navel or bellybutton.



Some newborn babies have a lot of hair while some have none. Some are active while some are sleepy. Some cry a lot while some cry only a little.

A good start in life

A newborn baby must start to breathe immediately. When it comes into the world it takes a big breath of air. It usually cries when it does this. It has a lot to learn. The newborn baby has many reflexes—these are things it does automatically, such as sneezing and breathing. It cannot stand, but it can move its legs.

A newborn baby can grip with its hands. It can hold a person's fingers tightly. If a newborn baby is surprised, it may stretch its arms wide or cry. You may see this when a newborn baby is put into a bath of water.



When a baby is born, hormones tell the woman's breasts to make milk. Breast milk is the best food for a newborn baby. It has all the nutrients that the baby needs in its first months of life. It has antibodies that help to protect the baby from infection.

Sucking is also a reflex. When a newborn baby feels something on its cheek, it hunts for it and sucks. This reflex helps it to suck milk from its mother's breast.

A newborn baby cannot talk. Most children learn to talk in the first three years of life. When a baby needs something, it cries.



Activity 2

- 1 If possible, observe a relative's newborn baby for an hour.
- 2 In your exercise book, list five things you notice the baby is doing, and five things about the baby's appearance.



Activity 3

- 1 In small groups, collect information from a health centre, clinic or healthcare professional about how many babies are born in your area in a year. Identify how many babies did not survive or died in that year.
- 2 Present your information in table form, pie or histogram and share your work with the class.

Be sensitive about the information you present as there may be family members in your class.

Caring for and protecting a new baby

A newborn baby needs warmth, protection, food and shelter, as well as loving and nurturing. Routines need to be established for the baby to ensure it gets adequate sleep and food to grow and develop. Routines also help mothers to get the sleep that they require, as their bodies use a lot of energy to produce milk.

Newborn babies do not eat food but require milk with special nutrients in it. Any water they drink should be clean and sterilised, as their stomachs are very sensitive. If they are not breastfed, all their bottles must also be sterilised regularly to prevent bacteria that could make them very sick.

They also require a safe place to sleep, free from mosquitoes, pets and environmental factors such as sun, wind, rain, cold and damp. Their bedding should be washed and aired regularly. Babies when born do not move around very much, but as they grow they wriggle and squirm. Care should be taken not to leave them on a surface where they could fall off.

Babies require interaction and stimulation to ensure adequate development of their senses as well as quiet time to observe. Human touch is also important for development of their senses and to convey warmth and love.

No one in the household should smoke in the house or anywhere near the baby. Babies' lungs are very delicate and need to be protected from any kind of smoke, such as cigarette, fire and car and engine smoke.

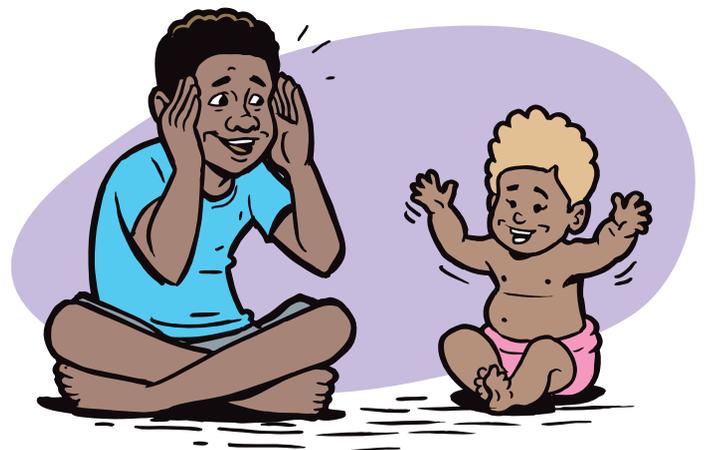
How the family can help

A new baby can bring a lot of happiness to a family but it also brings extra work and responsibility.

Many men think that it is the mother's job to do everything for the baby. Caring for the baby is hard work. She may be tired after the birth and there may be many nights of broken sleep. The mother may have other children and a household to look after.

The father must share the work and take some responsibility for the new baby. They both contributed to bringing the baby into the world. Caring for the new baby should be a shared responsibility.







Health checks

After a baby is born, postnatal checks at a health clinic are necessary. Both the mother and the father are welcome at the postnatal check. The nurse or doctor at the clinic will check the baby to make sure its heart, lungs, spinal cord and genitals are developing as they should. For boys, they will check the penis and the testes also.

They will check if the baby is smiling and making appropriate noises and if it can focus on an object with its eyes. The baby's hearing will also be tested.

This is a good time for the mother to chat about her health and raise any concerns she may have about herself or the health of her baby.

Weighing the baby

A clinic has special scales to weigh a baby. A baby's weight is checked regularly to make sure that it is growing properly. The weight is recorded on a chart in the Baby Book.



Activity 4

- 1 As a class, talk about the responsibilities of the mother and father and the extra work for all family members that a newborn baby brings to the household.
- 2 Working in a small group, look at the drawings on this page and the previous page. List other things involved in caring for a baby.
- 3 Think back to your own family life and compare the responsibilities normally carried out by each family member.
 - a Which family members should provide care for the baby?
 - b Who should take the leading responsibility in caring for the baby and why?
- 4 Share your group's answers with the class.

If the baby is not gaining enough weight, the nurse or doctor will check for any underlying health issues, such as an illness that may be preventing the baby from thriving. They will advise the mother about what she should do, and check that she is breastfeeding her baby correctly.

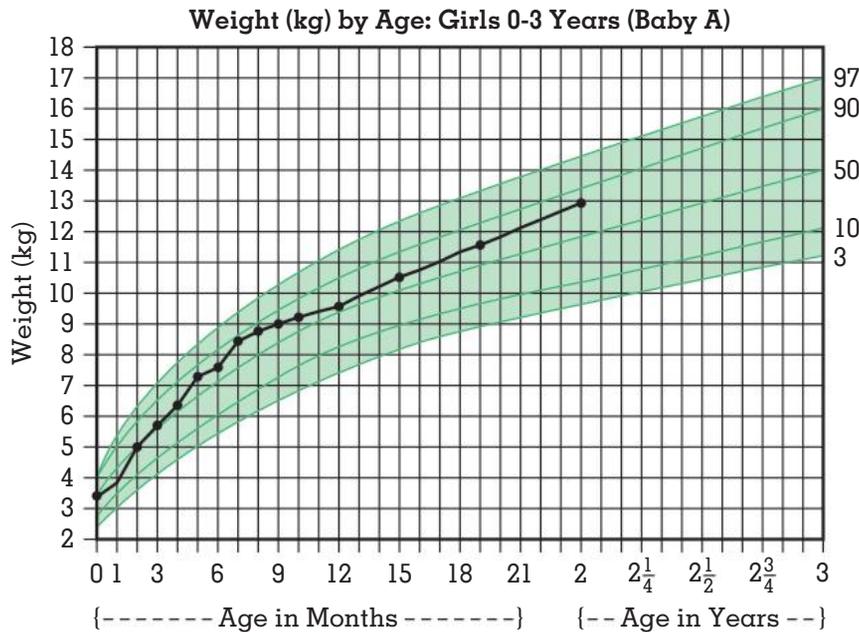
Look at the charts below. They are weight charts for a girl and a boy, between birth and 3 years. The coloured area shows the healthy weight range. Any weights recorded above or below this area are considered to be outside the healthy weight range.



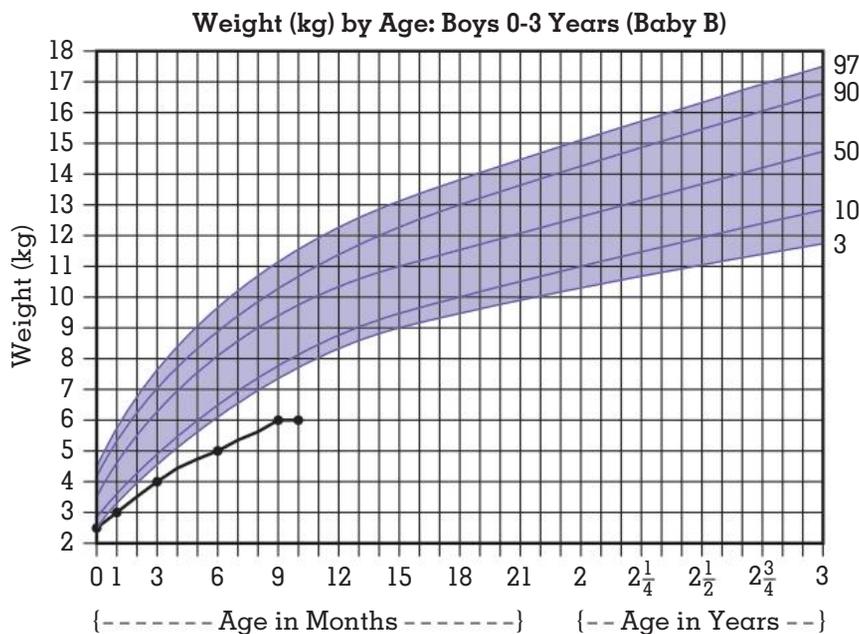
Activity 5

Work in small groups to complete this activity.

- The chart at top left, shows a record for a baby (Baby A) from birth to 2 years. Study the chart and write the answers to these questions in your exercise book.
 - What weight was the baby when it was born?
 - What weight was the baby when it was 9 months old?
 - Do you think that the baby was growing properly?
- Look at the next chart. Baby B is 10 months old and weighs 6 kilograms. Do you think the baby is healthy? Explain why.



■ Baby A's weight chart



■ Baby B's weight chart

Immunisation

We protect new babies and children from dangerous diseases (sickness) by immunising them. Nurses at the health clinic give vaccines to babies. This helps their bodies to fight diseases. Some vaccines are given by injection and others are given by drops.

Parents and other people in the household should also be immunised, as they may carry many childhood infections without knowing.

Parents will be advised by the nurse when to attend the clinic and it is important that they do so.



Activity 6

In small groups, discuss and answer the following question.

Why is it so important to immunise new babies and children?

Assessment activity

- 1 List five things a newborn baby needs to survive.
- 2 List three ways that family members can help care for a baby.
- 3 Explain why regular health checks are so important for babies.

ALL BABIES NEED SPECIAL CARE AND ATTENTION TO ENSURE THAT THEY HAVE THE BEST POSSIBLE START IN LIFE.



CHAPTER 9

Preventing and managing infectious diseases

In this chapter you will:

- identify and describe common types of infectious diseases in Solomon Islands
- collect and analyse information on these infectious diseases from different sources
- identify and describe some causes of these infectious diseases
- explain how infections can be transmitted or spread
- list and describe some signs of infectious diseases
- explain how to prevent and control infectious diseases
- discuss and describe how to seek treatment for these infectious diseases.



Activity 1

In pairs, list all the infectious diseases you can think of. Share one or two common ones you have on your list with the class.

Infectious diseases

Infectious diseases are also known as communicable diseases. They are spread through direct or indirect contact with someone who already has the infectious disease.

Some common infectious diseases in Solomon Islands include malaria, typhoid, chicken pox, polio and influenza.

Direct contact

With direct contact, the infectious disease is spread through touching, biting, sexual intercourse, kissing or direct projection of droplets from one person's nose or mouth during coughing, sneezing or talking. Direct contact can also occur across the placenta from a pregnant mother to her unborn baby.

Indirect contact

With indirect contact, the infectious disease is spread through the air, food, water, objects or substances in the environment, or through animals other than humans. Indirect transmission can be classified in three ways: as airborne, vehicle-borne or vector-borne.

Airborne

Infectious diseases may be transmitted by droplets from spitting, sneezing, coughing or talking that can remain suspended in the air for quite a long time. The common cold or influenza may spread when an infected person sneezes, coughs or spits, releasing germs into the air. Spitting betel nut increases the spread of disease.

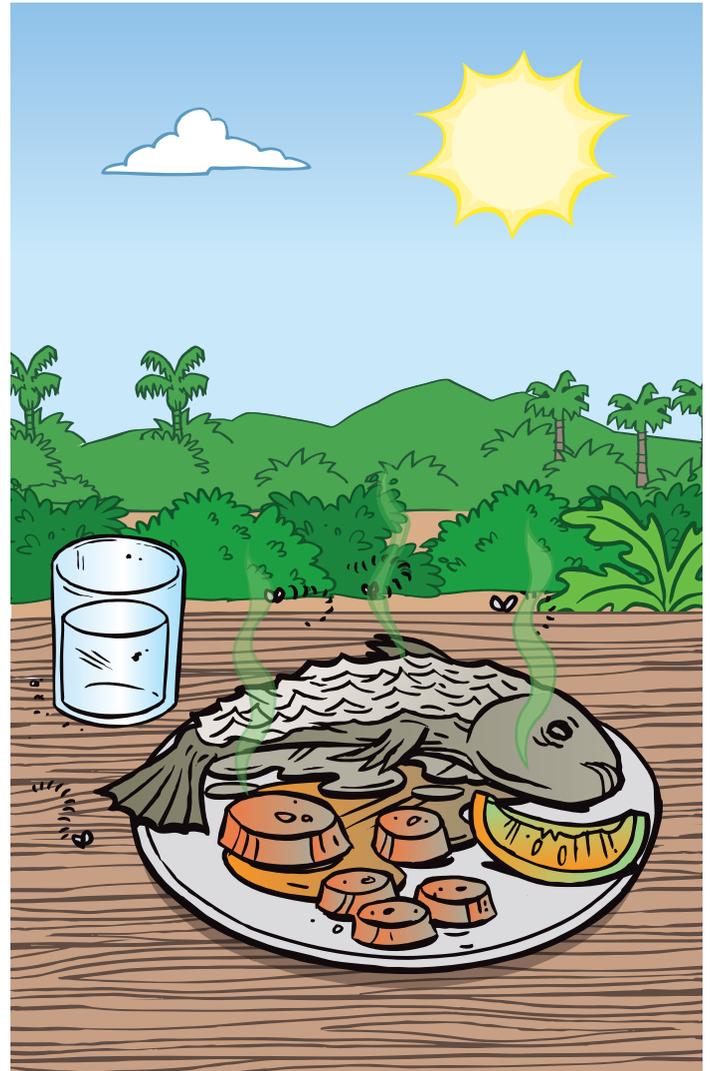


Vehicle-borne

A non-living substance or object, referred to as a vehicle, can become contaminated by an infectious disease. For example, diseases such as dysentery and cholera can be spread by drinking water that has been contaminated by the faeces of an infected person. Using dirty or contaminated water to cook or drink can also spread these diseases. In these cases, water is the vehicle for the spread of the disease.



Other infections can spread by eating contaminated food, such as meat and other foods that have not been properly cooked or stored. Any red meat, fish or chicken exposed for a long time is also risky. If food is not stored in proper containers or an esky with ice cubes the risk of disease is increased.



Objects such as door handles, light switches, money and syringes can also become contaminated by an infectious disease. The infectious disease is then ready to be transmitted to another person. Putting your fingers in your mouth after touching contaminated objects or after visiting the toilet and not washing your hands can also transmit diseases.

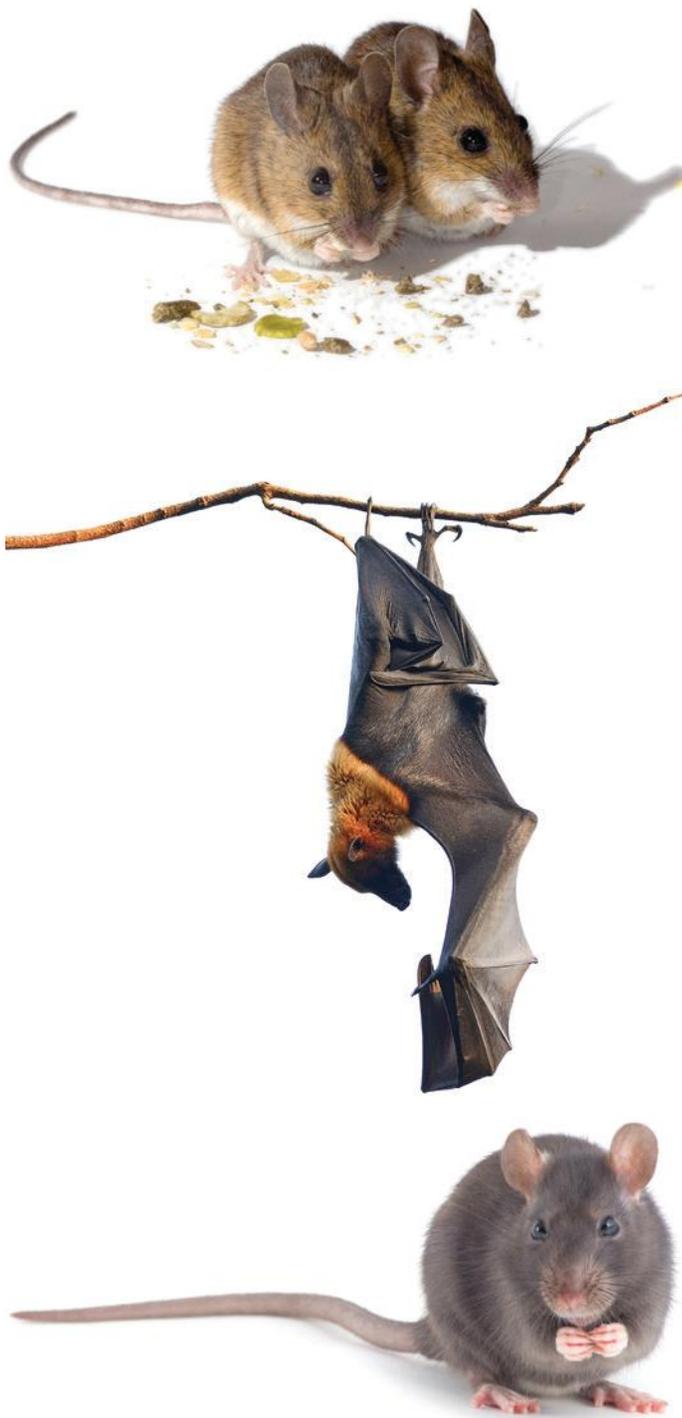
Use of contaminated instruments such as needles, syringes and other instruments can assist the transmission of many bacteria and viruses, including Hepatitis C and HIV.

Vector-borne

A vector is an animal that carries the infectious disease and transmits it to a person. Examples of such animals are household flies, mosquitoes, lice and ticks. Diseases such as malaria and dengue fever are spread by mosquitoes.



Mice, fruit bats and rats also carry diseases easily transmitted to humans. Bites and scratches as well as faeces and urine in drinking water from these animals can spread the disease to people.



Infectious diseases in Solomon Islands

In the table below are some common types of infectious or communicable diseases in Solomon Islands.

Infectious disease	How it is transmitted or spread	Symptoms
Cholera	Contaminated water and food	Severe diarrhoea, dehydration, vomiting in some cases
Chicken pox	Air	Red, itchy spots that become filled blisters after several days, fever and body aches
Common cold	Air	Runny nose, cough, sneezing, mild fever
Influenza	Air	Body aches and pains, sore throat, high fever, tiredness, loss of appetite and maybe sneezing, runny nose and cough
Malaria	Infected female Anopheles mosquito	Body aches, headache, high fever, chill, diarrhoea
Tuberculosis (TB)	Droplets of TB bacteria in the air	Night sweats, high fever, chest pain, coughing up of blood, long-term cough
Dengue fever	<i>Aedes aegypti</i> mosquito infected with dengue virus	High fever, bone and muscle aches, skin rash, runny nose and diarrhoea
Hepatitis A (Hep A)	Eating and drinking contaminated food and water Not washing hands after toileting	Extreme tiredness, loss of appetite, muscle aches and pains, nausea and vomiting, low-grade fever, liver infection resulting in yellow skin (jaundice) or eyes, dark urine
Hepatitis B (Hep B)	Exposure to infectious blood or body fluids such as semen and vaginal fluids Sharing instruments such as acupuncture and tattoo needles, razors or even toothbrushes with an infected person	Liver inflammation, vomiting, and jaundice
Hepatitis C (Hep C)	Intravenous drug use with blood-to-blood contact and non-sterile medical equipment	A person may have Hep C virus for a long time without knowing and may develop cirrhosis, liver failure and liver cancer

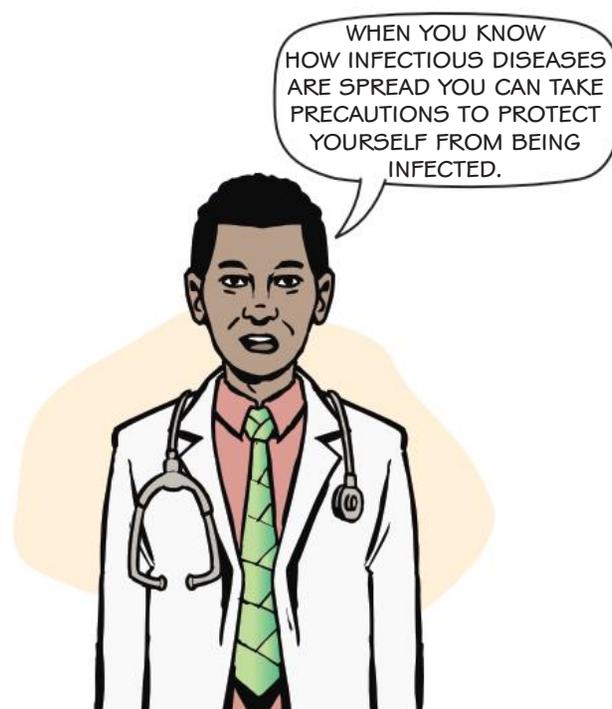
Infectious disease	How it is transmitted or spread	Symptoms
Hepatitis E (Hep E)	Contaminated drinking water	Short illness which the body resolves in 4–6 weeks but may cause liver failure and can lead to death
Parasites—scabies	Frequent skin-to-skin contact with a person who is infected; microscopic female mite burrows into top layer of skin and lays eggs	Rash on skin, particularly between the toes, fingers and neck; intense itching that leads to sores which may become infected by bacteria
Helminths (round worm, flatworm and tapeworm)	Bare feet and skin allow some worms to burrow through the skin Ingestion of contaminated water	Problems with the musculoskeletal system
Human immunodeficiency virus (HIV)	Having unprotected sex with infected person, sharing needles, direct blood contact, from mother to baby.	High fever, mouth or skin infection, weight loss, diarrhoea, lung infections, skin cancer, brain infection or cancer. AIDS is the condition when the body immune system struggles to cope with a variety of diseases of different parts of the body.

Activity 2

In small groups, select four of the infectious diseases and gather more information on how they are treated in Solomon Islands using research and/ or consultation with healthcare professionals.

As a group:

- discuss available treatment for these infectious diseases in your local area
- develop a plan to tell the community where to get treatment
- compose a letter to the government requesting assistance with your plan.



Preventing the spread of disease

It is important that you understand your role in the spread of infectious diseases as well as precautions you need to take to prevent the spread of many diseases. By knowing the routes of transmission of infectious diseases you can develop healthy habits to help prevent the spread of these diseases.

Through air

To prevent the spread of infectious diseases through air:

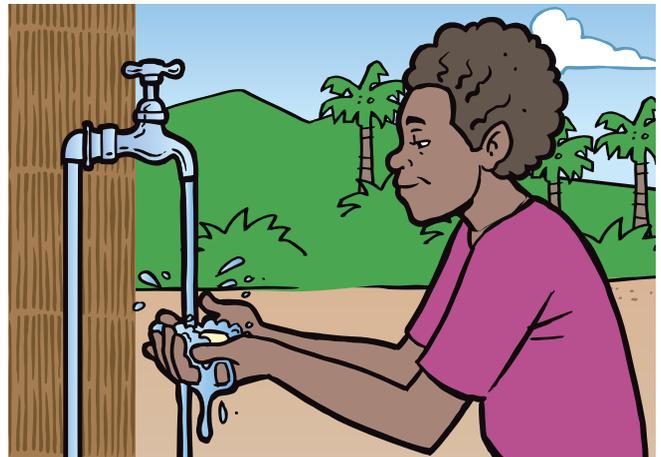
- cover your mouth or nose when you sneeze or cough
- do not spit in the streets or in front of someone
- open windows and doors to allow air into the house.



Through food

To prevent the spread of infectious diseases through food:

- wash your hands before eating
- cover food with clean cloths or leaves
- eat food that is properly washed or cooked
- do not buy food that is exposed or uncovered
- do not buy fish or meat that is not fresh or has been exposed to the air for a long time.



Through animals

To prevent the spread of infectious diseases through animals:

- sleep under a mosquito net, or use mosquito repellent
- if you have a pet, remove, cover or bury faeces with soil immediately after it defecates
- remove water from containers or shells, and drain stagnant water or cover with soil.



Through water

To prevent the spread of infectious diseases through water:

- avoid eating fish and seafood from contaminated water
- boil dirty water before drinking
- wash hands with soap and clean water before eating
- wash kitchen utensils with clean hot water and soap, and dry them in the sun or with clean cloths
- wash all fruit and vegetables with clean water.



Activity 3

- 1 In small groups, select one of the four routes of disease transmission above.
- 2 Visit a market or food place, a river, the sea or a local street and observe where there may be transmission of infectious diseases. Record your findings.
- 3 Report your findings to the class.
- 4 Design a poster and prepare and deliver a presentation to lower grade students in the school.

Immunisation

One way of controlling the spread of disease and protecting the population of Solomon Islands is through immunisation. When you are immunised you are given a vaccine in an injection, or in a syrup that can be taken through the mouth. Vaccines are designed to help your immune system prepare, ahead of time, to fight off particular diseases.



Solomon Islanders have access to free healthcare services. Every child should be vaccinated against common diseases, such as measles and polio. All parents should visit the local clinic or hospital to find out what vaccines are available for children from birth to 18 years of age.

Activity 4

Discuss with your parents what vaccinations you and your family have had. If there are any vaccinations that you or they have not had, and these vaccinations are available, make a plan with your parents to follow up with the healthcare professional in your area.

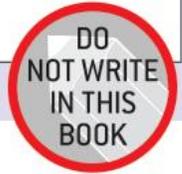




Activity 5

- 1 Invite someone from your local health clinic to come to the school and talk about the vaccines that are available in both the local area and in Solomon Islands.
- 2 Draw up a table in your exercise book and record the information.

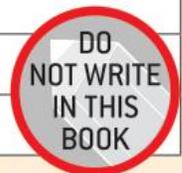
Vaccination	Available in the community	Available in Solomon Islands	Who should be vaccinated	At what age should people be vaccinated



Assessment activity

- 1 Copy and complete the following table in your exercise book.

Infectious diseases	Method of transmission	Prevention of infectious diseases
Malaria		
Chicken pox		
TB		
Helminths		
Common cold		
Cholera		



OR

- 2 Prepare and present to the class a poster detailing preventative actions or treatment options for one infectious disease.

CHAPTER 10

Impact of sexually transmitted infections

In this chapter you will:

- explain what sexually transmitted infections (STIs) are
- describe how STIs are transmitted
- identify and examine facts and myths about STIs
- identify and discuss reasons for delaying sexual activity
- identify and describe positive behaviours that reduce the risk of contracting STIs
- list and discuss how changes in social, cultural and religious beliefs or practices have an impact on the incidence of STIs
- describe the personal, social and emotional consequences of having an STI
- explain the stigma associated with STIs
- explain the impact of STIs.

What are STIs?



Activity 1

In small groups, brainstorm what you know or have heard about STIs, including how they spread from one person to another. Write them down on chart paper. Share your list with the class.



Sexually transmitted infections are caused by bacteria, viruses and parasites that are passed from one person to another during sexual contact. If one person is infected, their partner may become infected.

Common types of STIs

There are more than twenty types of STIs.

Common bacterial infections are:

- gonorrhoea
- syphilis
- chlamydia.

These are caused by bacteria. Antibiotic treatment will cure these infections.

Common viral infections are:

- herpes
- human papilloma virus
- hepatitis B and hepatitis C
- human immunodeficiency virus (HIV).

A common parasite is:

- *Trichomonas vaginalis* (causes vaginal trichomoniasis).

About STIs

- Modern drugs can cure most STIs but not all.
- STIs such as herpes and HIV cannot be cured.
- All STIs can be prevented. People can choose not have sex or they should practise protected safe sex by using a condom every time they have sex.
- Untreated STIs can cause infertility in both men and women.
- STIs can cause damage to the reproductive system, for example the uterus or testes.
- Drugs can be given to reduce the symptoms of many STIs.
- A person can have an STI with no symptoms.

- If a person has an STI they should go to a doctor or nurse at the local clinic for treatment. Their sexual partner must also be treated to avoid re-infection.
- The symptoms of STIs may go away or disappear, but the STI may still be there. The person can still infect someone else.



Preventing STIs

- Do not have sex—abstain.
- If you are married or in a relationship, be faithful to your partner.
- Use a condom every time you have sex.

Facts and myths about STIs

Facts

- A person can become infected with an STI through:
 - having unprotected sexual intercourse with someone who is infected
 - injecting drugs using a needle or syringe which has already been used by an infected person.
- Oral sex with an infected person carries some risk of infection.
- A pregnant woman who has a STI can pass the STI on to her baby either before or during birth.

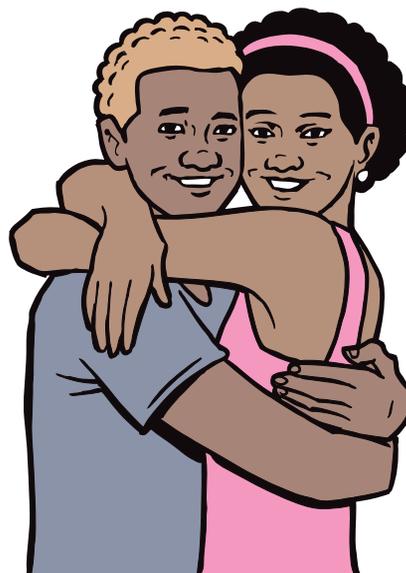
How STIs are spread

STIs are mainly transmitted through person-to-person sexual contact. HIV and syphilis can also be transmitted from mother to child during pregnancy and childbirth, and through blood products and tissue transfer.

High-risk behaviours

Behaviours that increase the risk of contracting an STI are:

- sexual intercourse when very young because young people are often less informed about sex and the risks of having unprotected intercourse
- sexual intercourse with many partners
- not using a condom whenever there is sexual contact
- having sex with a partner who has had many sex partners
- drinking alcohol, which may lead to unsafe unprotected sex
- having sex with a prostitute without using a condom
- not getting treatment for an STI
- not taking the medication prescribed for an STI.



A person cannot become infected with an STI through:

- touching, hugging, kissing or shaking hands
- insect or animal bites
- sharing a cup or cutlery with someone who is infected

- general contact with an infected person
- using the same toilet as someone with STI
- eating food prepared by someone with an STI.



Myths

Sometimes people give you information that is not true but they try to convince you that it is true. You need to critically analyse any information about sexual activity and sexually transmitted infections to be sure that you keep yourself healthy. Here are some examples of common myths about STIs.

- You will not get an STI the first time you have sex.
- You will not get an STI if you wash your private parts with coke or soft drink.
- Candy bar wrappers are as good as condoms.
- Sex does not feel as good with a condom on.



Activity 2

- 1 On a piece of paper write any myths or questions you have about STIs. Do not write your name on the paper. Fold the paper and put it in a box.
- 2 Your teacher will read the myths or questions and then clarify the statements as fact or myth, and answer the questions.

Social, cultural and religious practices and STIs

Many of the beliefs and myths that prevent people from actively protecting themselves from STIs are based on established and widely held cultural and religious views and practices, particularly in regard to the use of condoms. Some religions and cultures continue to view sex outside of marriage as unacceptable and therefore refuse to support and encourage the use of condoms and other contraceptives to protect people from STIs, including HIV/AIDs, and unwanted or unplanned pregnancies.

Some religious leaders actively spread the belief that the use of condoms is evil and, as a result, some people continue to believe that sex without a condom is less of a sin. This has also led to myths about condoms being spread, such as the false assertion that sex with a condom is less enjoyable or that condoms can cause sores or other afflictions. These cultural and religious beliefs put young people, and in fact all women and men, at risk of catching STIs, including HIV/AIDs.

Stigma and discrimination related to STIs

Stigma is shame or dishonour that a person bears due of the judgement of others.

Discrimination occurs when a person or particular group of people is judged or treated differently or unjustly by others. People may be judged or treated differently because of illness, disability, gender, race, their work or religion.

Causes of stigma and discrimination

- Lack of understanding about how sexually transmitted infections can be transmitted.
- Fear of STIs because some infections can result in death.
- Anger from family, friends and infected partners.
- Prejudice, judging someone unfairly, because STIs are sexually transmitted.



Activity 3

Work in pairs. Read the following questions and write the answers in your exercise book. Share your ideas with the class.

- What are other causes of stigma and discrimination?
- What are the negative effects of stigma and discrimination?
- What can you do to reduce stigma and discrimination in our schools and communities?

Coping with stigma and discrimination

People may be stigmatised because they have an STI or they belong to a group seen as having a high risk of STIs, such as sex workers. People may also experience discrimination because families or friends are affected by an STI. Working to reduce or remove the stigma and discrimination is important for adults as well as young people. We must work together to stop and overcome stigma and discrimination.

Consequences of stigma and discrimination

- People may avoid being tested for STIs because they are afraid of discrimination. They may also pretend they are well and not practise safe sex or seek treatment they need.
- The breast milk of a mother with an STI may infect her baby so she avoids breastfeeding and the baby does not get the start it needs in life to build its immune system.
- High stress levels contribute to the decline of a person's health and they may die more quickly.



Preventing stigma and discrimination

- Be aware that many people may be living with STIs without knowing it, because they have not taken an STI test. People who have taken a test are more responsible than those who stigmatise them.
- Treat people with an STI as you would like to be treated. Involve everyone in activities and encourage people living with HIV to share their experiences to teach others.
- Share your knowledge, skills and attitudes on how to deal with people who have an STI with family, friends and peers.
- Speak up when you hear or see any type of discrimination against anyone, for any reason. Be an individual and show courage in such a difficult situation. Remember not to judge others and be willing to help others who are being judged.
- Support friends and family. Help people to feel loved and supported.





Activity 4

This game allows you to feel how it is to be discriminated against and to stigmatise others.

- 1 Stand where there is space to move around. The teacher will call out who is to be stigmatised. For example:
 - people whose hair is short
 - people whose name begins with a vowel.
- 2 These people have to take their shoes off, or walk with their hands on their heads, or some other action to show that they belong to this group.
- 3 Everyone then walks around. The people who are not in the stigmatised group only talk to each other. They avoid being near or talking to the stigmatised ones.
- 4 Change the reasons for stigma so everyone experiences both stigmatising others and being stigmatised themselves. Discuss the following questions:
 - How did it feel to be stigmatised?
 - How did it feel to stigmatise others?
 - How could the stigma be challenged?
- 5 In pairs, describe:
 - a time when you discriminated against someone
 - the reason that you discriminated against them.
- 6 Form into small groups. Take turns to describe to your group:
 - a time when you felt that you were discriminated against
 - how you felt and how you reacted
 - how others could have helped you.
- 7 Think about your experience and discuss with the group how it might feel to be discriminated against because of an STI.
- 8 Discuss what the group can do to challenge stigma and discrimination.





Activity 5

- 1 In small groups, discuss and list some ways in which you can work together to promote a trusting and supportive environment for children and people affected by STIs in your school and community.
- 2 Present your ideas in an interesting way, for example as a drama, jingle/song or chart paper presentation, and present it to the class.

Personal, social and emotional impacts of STIs

When someone has an STI the effects on the individual, friends or family may vary.

- Money in the household may be used to pay for medical treatment, ongoing care and medicines, and possibly to meet funeral costs.
- A person's ability to support, work and provide for their family may be reduced.
- Children may feel afraid and alone and become very frightened at the thought of losing a parent or close family member. This may cause them to act out and behave badly or withdraw from friends and social activities.
- Family members may no longer give hugs or kisses for fear of spreading infections to other family members.
- Children may stay at home to care for their sick parent or younger children.

High rates of STIs also place a strain on resources in communities, for example hospitals, social services, schools and businesses.



Activity 6

- 1 At home, discuss discrimination against people who have an STI. Identify some of the changes in social, cultural and religious beliefs or practices in relation to STIs.
- 2 Share some of the ideas you gather with the class.



Assessment activity

- 1 Collect information and write an essay on STI transmission, causes, signs, symptoms, prevention and treatment options.
- OR
- 2 Research one sexually transmitted disease and make a poster, relevant to young people, about where to seek assistance. Identify ways to protect against transmission.
- OR
- 3 Make a personal goal with strategies to ensure that you remain healthy and free of STIs as you develop in your adult life.

In this chapter you will:

- identify how HIV is transmitted and how to protect yourself from being infected
- explain the difference between HIV and AIDS
- describe the progression of HIV to AIDS using a timeline
- identify some facts about HIV and AIDS
- list some social and cultural practices and beliefs that can have an impact on HIV transmission
- identify and describe some guidelines for reporting and diagnosis of HIV and AIDS in Solomon Islands
- identify and discuss ways to prevent and control HIV and AIDS
- role-play assertive or refusal skills.

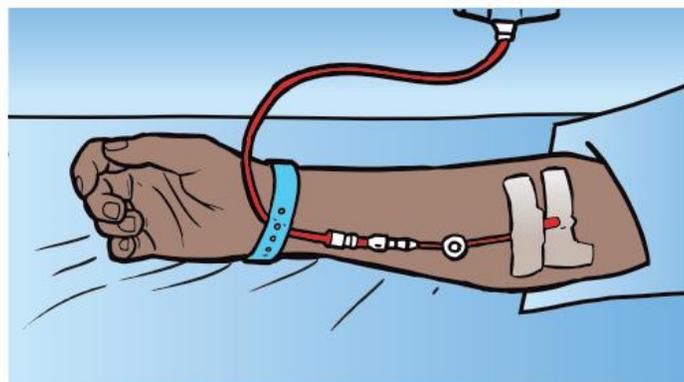
How HIV is spread**Activity 1**

- 1 In small groups, brainstorm what you know or have heard about human immuno-deficiency virus (HIV) and acquired immune deficiency syndrome (AIDS). Record your thoughts in your exercise book.
- 2 List some ways HIV can be transmitted from one person to another.
- 3 Share your list with the class then read the information below.

You learned about HIV and AIDS in Year 7. HIV can be easily spread from person to person because there are no obvious symptoms and someone can be infected and pass on the virus without knowing that they have it.

HIV can be transferred from person to person through bodily fluids such as semen, vaginal fluids, blood and breast milk by:

- sexual intercourse
- mother-to-child contact in birth and breastfeeding
- blood transfusions.



There are many myths about how you can contract HIV/AIDS. It is important to know the facts so that you can protect yourself and others, but also to avoid spreading misinformation and fear. For example, many people still believe that you can catch HIV/AIDS from kissing, shaking hands or sharing a cup with an infected person, all of which is untrue.

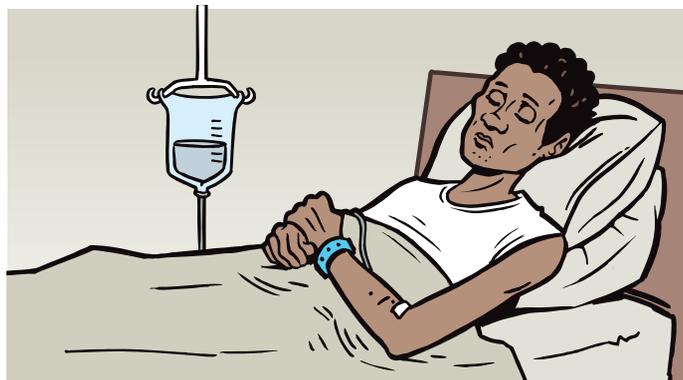
Protection from HIV

- Refrain from using drugs and alcohol as this can increase the likelihood of risk-taking behaviour.
- Do not use intravenous needles or other instruments that may have come in contact with blood of another person.
- Abstain from having sex, which means not having any type of sex at all—oral, anal or vaginal.
- Practise mutual monogamy, which means that you agree to be sexually active with only one person, and that person has agreed to be sexually active with only you. Reducing your number of sexual partners can decrease your risk of contracting HIV.
- If you are sexually active, use condoms. When used consistently and correctly, condoms are very effective in preventing HIV infection. If you are sexually active, condoms provide the best protection against HIV infection.



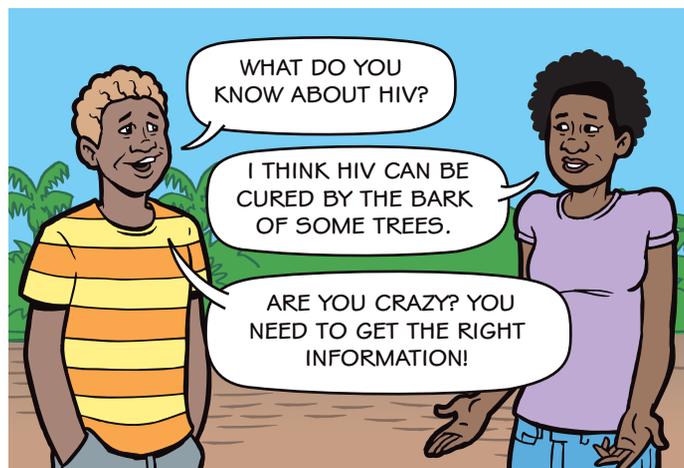
Difference between HIV and AIDS

HIV enters the body and works to destroy the body's defences against all other illnesses. It results in AIDS. AIDS is a collection of illnesses that occur in the body because HIV has depleted or destroyed the body's immune system. People with AIDS can get many different kinds of diseases that a healthy person would normally fight off quite easily.



Treatment of HIV and AIDS

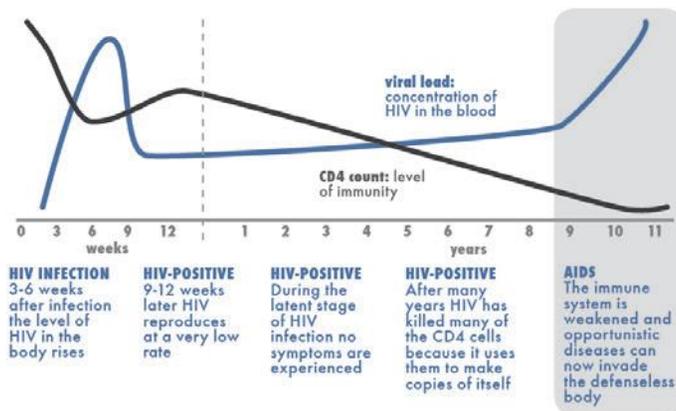
There is still neither a vaccine to prevent HIV nor a cure for the disease. However today, drugs make it possible for people with HIV to live a very long time before developing AIDS. How long you have the HIV infection before developing AIDS depends on a few things. Some of these things you can control, like taking your medicine on time every day. There are other things you can't control, like the kind of HIV, called the 'strain', that you have.



Progression of HIV to AIDS

The diagram below shows the progression of HIV to AIDS in three stages. It shows the initial 'window' period between infection and becoming HIV-positive, followed by the HIV-positive stage when no symptoms are evident, but the virus is slowly destroying the white blood (or CD4) cells that help the body fight infection. The final stage of AIDS is reached when the body's immune system is so weak that it can no longer fight off disease and infections.

HIV progression, CD4 count and viral load



Diagnosing HIV and AIDS

The window period

The window period is a particularly high-risk stage, as a person who has first contracted HIV is highly infectious and can infect others unknowingly.

During the window period, test results could be negative because the HIV test looks for the antibodies in the blood. The test does not detect the virus itself. As the body may not have had enough time to produce enough antibodies, the results could be negative.

Scientists are unsure about the length of the window period: it is probably between two weeks and six months, but in rare cases may be as long as three years. It is possible for someone to test HIV-negative during the window period, but still be infected with HIV and be able to transmit the virus to someone else.

HIV antibody testing

There are no specific symptoms that will tell a person whether they are infected with HIV or not. The only way a person can be certain they do not have HIV is to have the HIV antibody test. If HIV antibodies are present then the person is infected with HIV.

Anyone in Solomon Islands can have an HIV antibody test for free. The HIV antibody test is available from all provincial hospitals and some clinics in the country. If a person visits a hospital or clinic to be tested, their visit will be completely confidential and anonymous. The nurse who does the testing at the clinics is trained in Voluntary Counselling and Testing (VCT).



A doctor or nurse takes a small sample of the person's blood, and sends it away to be tested for HIV antibodies. The results normally take about one to two weeks to come back and then a follow-up test is organised for three months later.



If the follow-up antibody test shows a positive result, the person's records will be given to the Health Department to ensure that they are provided with the best possible treatment and follow-up counselling. During the counselling they will be advised to cease all risky behaviour to ensure that they do not infect other community members. They will also be referred to a number of specialists.

Facts about HIV and AIDS

A person can become infected with HIV by:

- having unprotected sexual intercourse with someone who is infected (oral sex also carries some risk)
- injecting drugs using a needle or syringe which has already been used by an infected person
- receiving a blood transfusion that has not been tested properly for HIV, and carries the HIV infection
- using tools and instruments such as tattoo needles, scissors and knives that have infected blood on them.

A pregnant woman who has HIV can pass it to her baby during pregnancy, labour, delivery or breastfeeding.

A person cannot become infected with HIV by:

- sharing crockery and cutlery
- eating food prepared by someone with HIV
- insect or animal bites



- shaking hands
- sharing a cup or cutlery with someone who is infected
- touching, hugging, kissing or general contact with an infected person
- using the same toilet as someone with HIV.

HIV in Solomon Islands

Solomon Islands is classified as a low-HIV prevalent country with an infection rate of 0.002 per cent of the total population.

The table on the opposite page shows the number of people diagnosed and living with HIV/AIDS, and those who died of AIDS-related causes in Solomon Islands in 2011.

Key populations in Solomon Islands believed to be at higher risk are men who have sex with men, sex workers and young women who have been coerced into sex.



- Practising safe sex by using condoms is one way to avoid infection and spread of HIV

Solomon Islands HIV/AIDS statistics, 2011

Sex	Age	People diagnosed with HIV/AIDS	People living with HIV/AIDS	Deaths from HIV/AIDS
Female	1–15 years	0	0	0
Female	Above 15 years	11	9	1
Male	1–15 years	0	0	0
Male	Above 15 years	6	1	6
Total		17	10	7



Activity 2

- 1 Write on a piece of paper any questions you have about HIV/AIDS. Do not write your name on the piece of paper. Fold the paper and put it in a box that the teacher has provided.
- 2 Your teacher will collect the papers and answer the questions.

Healthy behaviours prevent HIV and AIDS

Social and cultural practices and beliefs can have an impact on the transmission of HIV. Social practices include risky behaviours as a result of mood-altering substances such as alcohol, betel nut and other drugs, which can mean that people are not making rational and sensible decisions, especially in regard to abstaining from sex or practising safe sex by using condoms.

Cultural practices and beliefs can mean that some families do not like to talk about sex and the importance of practising safe sex to prevent the spread of HIV and other STIs. Churches also often refrain from discussing sensitive issues such as safe sex practices and the use of condoms, so very little accurate information is available for young people. Parents tend to believe that their children do not have sex and are too young to need to understand the risks of having unprotected sex.



Your health is your responsibility. Prevention is better than cure. You should consider your behaviour, and assess the risk to you, your friends and family of risky behaviours. Take the necessary precautions to prevent the spread of infectious diseases. This will help maintain your health and the health of your family and friends.

Assertive or refusal skills

As discussed in Chapter 3, being able to refuse unwanted sexual attention or pressure to be involved in unsafe or risky behaviour is a skill you can learn.

When you are assertive you respect your rights and the rights of others. Aggression may only make the situation worse and submission may make you appear weak and vulnerable.

It is not easy to say 'no' in front of a group or to a close friend or relative. When saying 'no' you need to consider:

- the location
- the timing
- the relationship
- the issue.

Sometimes it is better to do it in private so the person you are dealing with does not lose face or feel embarrassed, as it may cause them to behave aggressively toward you.

The most important thing when you are trying to refuse or say 'no' is the decision to commit to saying 'no'. Gathering all the information, thinking about the consequences and making a choice that reflects your values will assist you to stand by your decision. It is not easy and you will need to practise your refusal skills in many different situations.



Saying 'no' assertively

- 1 Look at the person.
- 2 Use a clear, firm voice.
- 3 State the situation: for example, 'When I am offered cigarettes ...'
- 4 Explain how you feel: for example, 'I feel ...'
- 5 Specify the behaviour you want from them: for example, 'I would prefer ...'
- 6 Explain the consequences (preferably positive): for example, 'If you do I ...'
- 7 Remain calm and committed to your decision.
- 8 Remove yourself from the situation or walk away.

'No' means 'no'!

Just as it is important for you to be able to say 'no' to anything that you are uncomfortable with or that you do not want to do, it is also very important that you recognise and respect other people's right to refuse your advances. It is never okay to force another person to do something that they don't want to do. This is especially the case when it comes to sex or touching someone without their permission.



Activity 3

- 1 As a class, brainstorm situations in which you may need to say 'no'.
- 2 Select one of these situations. Practise the steps described previously and role-play the situation, practising your refusal skills.



Assessment activity

- 1 Draw a timeline and show on the timeline how HIV progresses to AIDS.
- OR
- 2 Write an essay on the topic 'Explain the progression of HIV to AIDS'.
- OR
- 3 Choose a situation in which there is a risk that HIV could be transmitted to another person. Using the 'Saying "no" assertively' model (see the previous page), write a script for a conversation.
- OR
- 4 Conduct a role-play. Select an informative role (doctor, nurse, teacher, parent or lecturer) and deliver a talk to young people on 'How to protect yourself from HIV infection'.

Understanding prescription and over-the-counter drugs

In this chapter you will:

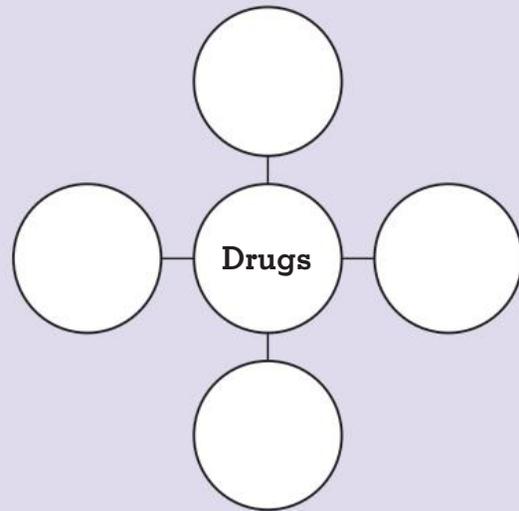
- explain what prescription and over-the-counter drugs are
- identify examples of prescription and over-the-counter drugs
- describe and discuss problems associated with taking out-of-date drugs or medications
- discuss why people abuse prescription drugs
- discuss and list ways to avoid or stop drug abuse
- explain the dangers of overusing over-the-counter drugs
- examine and identify the benefits and risks associated with taking custom and traditional medicines.

Prescription and over-the-counter medication



Activity 1

- 1 In pairs, brainstorm a list of drugs that you know of or have heard about. Use the mind map below to sort the drugs into different categories.



- 2 Share your ideas with a small group of other pairs and create a definition for the term 'drug' and 'prescription medication'.
- 3 Look at the following definitions of these terms by the World Health Organization. How are they similar to your group's definitions?

Drug: any chemical substance, which, when taken into the body, affects the way the mind and body work. A drug can be a natural substance or may be made artificially. Drugs can be placed into different groups according to their function.

Prescription medication: medication that can only be obtained by medical prescription. This is in contrast to over-the-counter drugs, which can be obtained without a prescription.

Over-the-counter drugs can be purchased at the pharmacy, the chemist or some shops, without a prescription. These drugs include cough mixture; pain suppressants such as aspirin, paracetamol and codeine; cold and flu tablets and many others.

Prescription drugs must be prescribed by a doctor or a senior registered nurse and are used to treat a variety of conditions, such as high blood pressure, diabetes, infections and mental illness. They are only available from a pharmacy, clinic or hospital with a valid prescription. The name of the drug and the doctor prescribing the drug must be on the label of the container as well as the name of the person for whom the medication is intended, the number of pills prescribed and instructions on how to take the medication. The label will also have an expiry date on it.



■ Prescription medication in a pharmacy



Activity 2

In small groups, discuss what you know about drugs and list five different reasons why people may need to take medicine. Record your reasons in your exercise book and transfer to a large sheet of paper. Share with the whole class.

Safe use of medicinal drugs

It is extremely important to follow the directions given on medicines. Using too little may not help to relieve the symptoms. Overuse or taking too much can be very harmful to the body.

By following the guidelines below, patients can reduce the risk of something going wrong.

- Only take medicines that are designed to help you get better or continue to keep you well.
- Only take medicine that has been prescribed for you.
- Read the directions on the label carefully.
- Ensure that you are taking the dosage as written on the label.
- Do not mix your medicine with alcohol or other drugs.



- Continue the medicine until instructed to stop; for example, an entire course of antibiotics should be taken.
- If you become sicker or feel worse you should revisit your doctor.
- Ask your doctor or nurse to explain possible side-effects such as drowsiness, nausea, blurred vision, and to advise you about what you should do if you experience these.
- Store medicines as advised on the label.
- Store medicines in a cabinet that is high and preferably lockable so they cannot be accessed by children or anyone who should not be using them.
- Carefully dispose of medicines that are out of date.
- Prescribed medicine that is no longer required should be returned to the pharmacy to be disposed of safely.
- If an accidental or intentional overdose of a drug or medicine occurs, go to the doctor, clinic or hospital immediately.



Activity 3

In pairs or small groups, discuss these questions.

- 1 What factors that should be considered when taking medicines?
- 2 Over the past months, days, or years, what sort of medicines have you taken?
- 3 Were there any positive effects or outcomes when you took this medicine?
- 4 List what you think are the most common medicines or drugs used by children, teenagers and adults.

Write your answers onto a large sheet of paper and share your answers with the whole class.



Activity 4

Your teacher will provide some empty medicine packets or bottles. In small groups, read the instructions on the empty packets and answer the following questions.

- 1 For what reason might you take this medication?
- 2 What is the dosage for somebody your age?
- 3 How often can you take this medication in one day?
- 4 For how many days can you use this medicine before you see a doctor if your symptoms persist?

Misuse of medicines

Medicines are designed to help reduce the effects of an illness on your body. Misuse and abuse of medicines can lead to a lifetime of health problems. You can misuse a medicine by taking:

- a medicine that is not the correct one for your sickness
- a medicine that is not meant for you
- incorrect doses of a medicine, such as too much, too little, too often or not often enough.

Problems associated with misuse of medicines include:

- health issues—misuse may mean that your sickness or health condition does not get better, or may even become worse. It can also create other sicknesses that affect your health and well-being.



- addiction—misuse may mean that you become physically or psychologically dependent on a medicine. This can happen when your body becomes used to taking a particular drug and when you try to stop your body continues to crave the drug. This may be as a result of the type of drug but can also just be as simple as you wanting to continue using it because it makes you feel good. The need to study long hours and be alert for difficult tasks at school may cause some students to take medication to boost their concentration or ease anxiety. These drugs can have harmful effects and may lead to addiction.
- accidents—taking some medicines can cause poor judgement and impaired thinking.

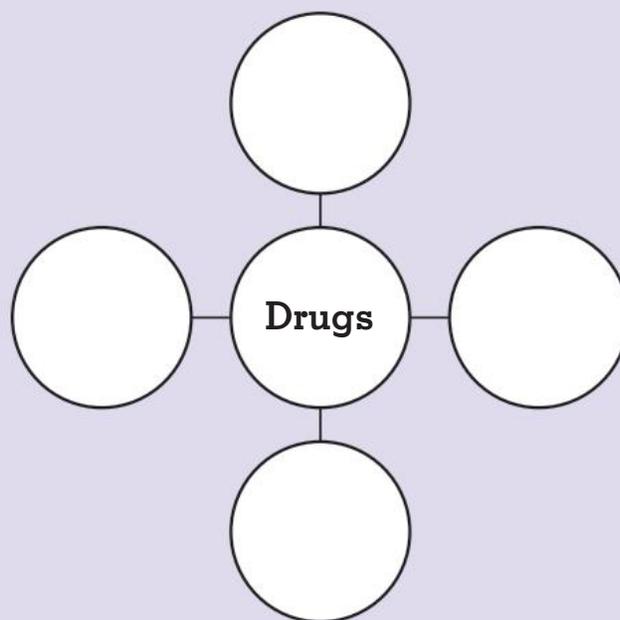


- legal trouble—taking prescription medication not prescribed for you and misusing over-the-counter medication are illegal. The likelihood of you committing a crime or hurting someone also increases when your judgement is impaired. If you are caught, you can face suspension from school, fines, and possibly jail time.



Activity 5

- 1 In small groups, brainstorm the risks associated with:
 - taking medicinal drugs unnecessarily
 - taking drugs not prescribed for you
 - taking out-of-date medicinal drugs
 - overusing prescription drugs.
- 2 Copy this mind map onto your exercise book. Write your responses on the mind map.



Benefits and risks of custom or traditional medicine

Traditional medicine continues to be practised throughout Solomon Islands and many people rely on these remedies to cure day-to-day ailments, such as common colds, dysentery and headaches. Many of the cures are based on herbs and other plants that are commonly found in the local area or can be planted, such as ginger and garlic, and are therefore readily available and not costly. This is particularly common in areas where communities do not have a clinic or doctor nearby, or where modern medicines are seen as being too expensive.

Despite these advantages, traditional medicine also carries many risks, especially when it is used to treat serious or misdiagnosed illnesses. Relying on these medicines for all ailments, instead of seeking help from a doctor or clinic who can prescribe modern medicines, can lead to illnesses becoming more serious and unnecessary delays in receiving the correct treatment. Some traditional medicines also carry their own risks and when used in the wrong way or for the treatment of a misdiagnosed ailment, can also make you very sick. You should always find out more about the herbs you are using before you take anything, and if your symptoms persist or worsen, you should seek medical attention immediately from a doctor or clinic.



Activity 6

- 1 Discuss with people at home which traditional medicines or substances are used to treat people who are unwell or who have an ongoing medical condition.
- 2 Discuss the benefits of taking traditional or custom medicines.
- 3 Analyse and identify some risks associated with taking traditional or custom medicines.
- 4 Write down your information in your exercise book and present your work to the class.
- 5 As a class, make a set of rules that apply to the use of custom and traditional medicines to maximise benefits and reduce the health risks.

Assessment activity

- 1 Using information on drugs, write a short essay which addresses either one custom medication or one prescription medication and identify the risks associated with it.
- 2 Make a plan for your household with the following information:
 - what to do if someone is sick
 - how to store medicines in the house
 - how to educate small children about medicines
 - how to deal with a drug overdose
 - what your role and the role of others is in the plan.

Healthy communities and the wantok system

In this chapter you will:

- list examples of a socially supportive environment for a healthy community
- explain what a socially supportive environment is
- explain the features of a healthy and an unhealthy community
- identify features of a supportive network system that contribute to a healthy community
- explain what the wantok system is and describe how it contributes to a healthy and an unhealthy community
- describe the health needs of your community and how these needs are influenced by your own culture and health needs.

Supportive and healthy communities

A healthy, supportive community is more than one that looks neat and tidy. Tidiness is important but there are many other things that need to happen to make the community healthy and supportive.



Activity 1

- 1 In small groups, study the two pictures below. Identify the community that you think is supportive and healthy. Identify the one you think is unsupportive and unhealthy and discuss why.



- 2 In your exercise book:
 - a list the unsupportive factors shown in the picture that contribute to the community being unhealthy
 - b list ways you could help reduce the unsupportive factors in this community
 - c identify other things that need to be done to make this community more supportive
 - d list any socially supportive factors you know that could make the community healthier.



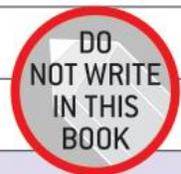
Activity 2

In small groups, take a notebook and conduct an audit of the nearest community. There are many things in our environment that can affect our health. Be sure to consider the physical, social, emotional, mental and spiritual health of the people and the community you look at.

Make a table in your exercise book like this:

Community/village name: _____

	Healthy features	Unhealthy features
Physical health		
Social health		
Emotional health		
Mental and spiritual health		



- 1 Identify features (things) that make this community socially supportive and physically healthy and list them in the second column.
- 2 Identify unsupportive and unhealthy features and list them in the third column.
- 3 Present your findings and construct a class list of healthy and unhealthy features.
- 4 Suggest some ways the people in the community could contribute to its improvement.

Creating a supportive healthy community

A supportive healthy community environment includes all aspects of your local community, your home and your school. It refers to your access to resources for living, and opportunities for empowerment.

Creating a supportive environment is like a jigsaw puzzle, as it has many parts. Physical, social, emotional, mental and spiritual, as well as economic and political components must be addressed, as these will directly affect all aspects of health for all people living within the community.



Your village or your community is a place where you live, play, work and learn.



A community is made up of different groups of people and includes elderly, young people and families as well as people from different tribes and ethnic backgrounds.



In all communities there are older people, people who do not have money, people who are sick and people who do not work. People in a supportive healthy community will consider these people and make provision for their needs. They will accept others for who they are and live in peace and harmony with people of different cultures and ethnic groups.

Physically supportive and healthy communities

Physically supportive communities have the following features:

- proper latrines or bush toilet house
- home water storage
- rubbish disposal system

- village rubbish disposal place
- clean kitchen house
- clean shower place
- village water storage system
- clothes washing area
- regular cleaning of village area
- healthy community rules on posters displayed for all to see.

Healthy communities have the following rules:

- no defecating in the village area
- faeces must be buried if defecating in the bush
- no throwing of plastic containers, plastic bags and tins in creeks
- no disposal of rubbish in the river, sea or on the beach.



Socially supportive communities

Socially supportive communities have the following features:

- all people catered for and included
- harmony within the family as well as throughout the community
- empathy for others
- respect for all including self
- caring for young, elderly, poor and disadvantaged
- celebrations and festivities
- group gatherings such as young mothers, elderly members and youth

- entertainment for all groups
- sporting activities
- spiritual activities.



Activity 3

- 1 In groups, make a socially supportive community poster.
- 2 Imagine that you are building a new village area for your family. Identify some of the physical requirements of buildings in the new area. List all the things you need to do to make sure that your village is physically and socially supportive.

Sometimes people who do not have much money and cannot rely on the support of their community cannot afford healthy food, clothing, shoes or bedding. Dirty, dusty environments and not wearing footwear can promote illnesses such as hookworm, tetanus and diphtheria. Lack of money or understanding can be a reason why people do not buy bed nets and this can lead to dengue fever, malaria or even Japanese encephalitis from mosquitoes. Not airing and washing bedding regularly can cause skin and eye infections, which may be hard to get rid of. Other behaviours, such as chewing and spitting betel nut, lighting fires and smoking can contribute to breathing difficulties, eye irritations, influenza, asthma and some cancers. Lack of access to facilities such as toilets and fresh water can lead to the spread of sicknesses such as diarrhoea, cholera, typhoid and hepatitis A.



Unhealthy and unsupportive communities

People living in unhealthy and unsupportive communities can suffer many disadvantages and negative effects. These include poor health and hygiene, loneliness and isolation, poverty and poor housing or even homelessness, limited or no access to facilities such as health clinics, toilets and fresh water, and increased rates of violence and crime.

Effects of our wantok system

Our wantok system has many advantages. It brings support and help in times of need. Family and communities support and care for each other, for example when a family needs to build a house, taking care of babies, children and older people, or when families are making a new garden or farm. The wantok system is an important aspect of a socially supportive community.



The disadvantage of our wantok system is that one person who is employed might have to support ten or even twenty people. This puts extra pressure or burden on the family and may result in:

- not enough money to buy healthy and nutritious food and therefore buying cheaper unhealthy foods or no food at all
- spending money on alcohol, betel nuts and cigarettes as a way of coping rather than buying necessary supplies for the household
- not enough space or rooms for people to sleep
- spread of disease with too many people in a household
- poor personal and house hygiene, as there is little money for soap or shampoo; washing powder to clean clothes and bedding; washing detergent to clean dishes; and other cleaning products to clean toilets, floors and food preparation benches.



Activity 4

In small groups, study the two illustrations on this page, as well as the information you have read.

- 1 List some advantages of the wantok system.
- 2 List some disadvantages of the wantok system.

Select one person in your group to record your points and another person to present them to the class.

Assessment activity

- 1 Plan an activity on how to help your community to become a more socially supportive environment.

OR

- 2 a Identify for children, young people and adults, components of a socially supportive environment in their community.
- b Suggest other components that could be introduced to the community that would make it a more socially supportive environment.
- c Indicate how you, as an individual or as a class, could contribute to a more socially supportive environment for a healthier community.

Pollution and the environment

In this chapter you will:

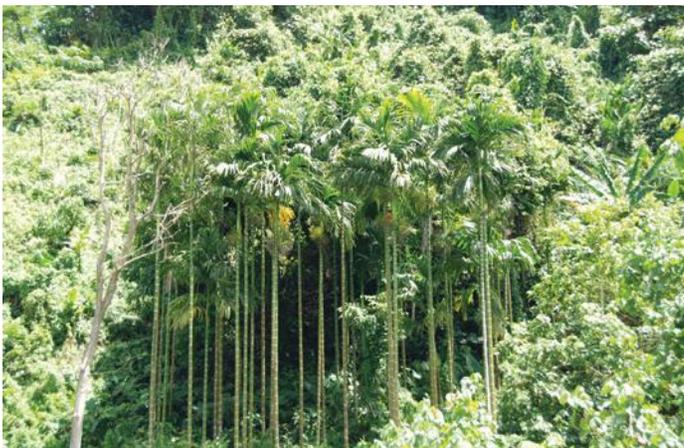
- identify short-term and long-term effects of environmental pollution on human health
- list causes and examples of local and global environmental pollution
- examine the responsibilities of government, industry and business in relation to the environment
- identify industries that contribute to environmental damage and how it impacts on communities
- identify ways to prevent and minimise pollution
- describe the responsibility of individuals in protecting the environment and how habits can be changed to minimise pollution
- identify how you can raise awareness of the need to reduce pollution at school and in the community
- explore ways in which people in a village or school could improve their health by improving the physical environment.

Protecting our environment

This entire planet is our home. We are the only species that systematically destroys its own habitat.

Marianne Williamson

An important global concern is the prevention and reduction of pollution because of the harmful effects on both on a person's health and the health of the environment. Environmental pollution can come in many forms. It is the responsibility of all to protect and care for our immediate environment as well as try to influence the environment both in the wider community and the nation. It may even be possible to influence the world environment from here in Solomon Islands.

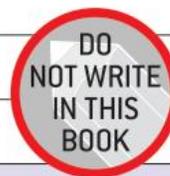




Activity 1

- 1 Work in pairs and make a list of all the types of pollution you know about.
- 2 Share with the class to make a list.
- 3 Discuss the effects of these different forms of pollution on people's health.
- 4 Copy and complete the following table for five types of pollution.

	Type of pollution	Effect on the health of people
1		
2		
3		
4		
5		



Effects of pollution on health

Pollution can have many short-term and long-term effects on people's health and well-being. The short-term effects of pollution include respiratory problems (or difficulty breathing) and illnesses such as headaches and vomiting. The long-term effects of pollution include life-threatening diseases such as cancer and emphysema. Pollution can also cause birth defects and infertility.

Effects of people on the environment

The high birth rate in Solomon Islands places a heavy demand on the natural environment. Each day about 30 babies are born, which is about 10,950 new babies every year. To meet the needs of a continuously increasing population, the government, communities, families and individuals need to do what they can to ensure our environment is healthy. However, many harmful things have been done to the environment, often to meet the demands of the population.

Pollution of the environment leads to many diseases, such as cholera, bronchitis and others mentioned in Chapter 13. This may cause people to miss work, resulting in a loss of productivity. It also depletes

natural resources. Water pollution can harm marine life, and acid rain has had a negative impact on the crops and plantations, and therefore our ability to grow food.

Logging

Many landowners in Solomon Islands have worked with logging companies to remove trees from their land. This has damaged the soil structure for gardening and caused soil erosion. The country is faced with the challenge of ensuring a healthy productive environment in which food crops can be grown successfully to feed our growing population.



Industrial development—air pollution

Development of large factories to produce plastic, canned drinks and food products, and other industrial processes, produce smoke, causing air pollution. The fuels that are burnt release small particles of ash as well as poisonous gases such as carbon dioxide, sulphur dioxide and oxides of nitrogen. These gases remain in the atmosphere for a long time and are blown a considerable distance by wind currents. Some of these gases dissolve in water and cause acid rain that can cause plants and other living things to die.



Ash particles can fall back on to the surface of an iron roof and cause black spot marks and are washed into water storage tanks after rain. Some of these small particles fall on the top surface of plants and reduce their ability to carry out the process of photosynthesis. Other particles can be inhaled by people, causing respiration or breathing problems.

Carbon dioxide accumulates in the air, increasing the greenhouse effect. This contributes to global warming and can cause ice to melt in other parts of the world. The melting of ice has already started to affect sea levels around the small islands in Solomon Islands.



■ Pollution can affect your health

Mining and industrial waste

Mining and other heavy industries release solid and liquid waste into the soil and rivers. The poisonous liquid waste from mining can seep or leak into the streams and rivers, killing all living things. People who depend on these waters for fish, shells and water to grow food are affected. Some of these chemicals can cause skin problems or other health problems.



Agricultural activities and the environment

Fishing

Many businesses and people working in the fishing industry now use modern ways of fishing to cater for the greater demand. This demand has been caused by an increase in population as well as an increase in the popularity of fish in the western diet. Larger nets and fishing boats with scientific instruments are now used to detect fish. The use of nets to catch both big and small fish has led to the depletion of some fish types. It may also lead to the extinction of some fish and other water animals.



Livestock farming

Graziers now use selective breeding, hormones and antibiotics for their herds. These advances have helped them to breed more cattle and higher quality meats. The increased size of herds to meet the market demand caused by the increased population has led to overgrazing, which damages the land.



Crop farming

Farmers and market gardeners use fertilisers, pesticides and other chemicals to control pests and grow larger crops to meet the demands of the increasing population. The misuse of fertilisers and other chemicals has caused a variety of health problems for humans and other animals, particularly fish. Large amounts of fertilisers can stimulate algae growth, which reduces oxygen levels in the water.



Reducing environmental pollution

You can help to reduce pollution by making wise choices every day:

- Conserve energy—turn off switches and lights when you leave the room.
- Encourage families to buy energy efficient products such as lights, air-conditioners, fridges, stoves and washing machines.
- Recycle paper, plastic, glass bottles, cardboard and aluminium cans when possible, as this conserves energy and reduces production emissions.
- Plant trees around your community, to provide shade in the summer, as well as providing oxygen.
- Encourage others to stop smoking. Do not start smoking.
- Ask others not to chew betel nut or spit on the ground.
- Encourage adults to use unleaded petrol in their cars and have them serviced regularly to avoid smoke emissions.
- Do not burn yard litter or paper rubbish.
- Use rubbish bins with lids and put them in places away from waterways.
- Pick up pet faeces and put it in bins with lids on.
- Put yard waste back into the bush or around trees and compost green scraps from the kitchen into your garden to improve the soil.
- Use eco-friendly or biodegradable materials instead of plastics, which are made up of highly toxic substances and are harmful to your health.



- Look after the forests.
- Instead of riding in cars, walk or ride wherever possible.



Activity 2

- 1 Work in pairs or groups of three. Collect information or interview people about environmental pollution in your community.
- 2 Discuss and list ways that government, industries and business can reduce or prevent environment pollution.
- 3 Present your group's finding to the whole class.



Who is responsible for protecting our environment?

We are all responsible for looking after the world that we live in. However, governments and businesses play a crucial role in ensuring that pollution is kept under control.



The government is responsible for putting laws in place to ensure that people and businesses do not pollute or damage the environment. They are also responsible for enforcing these laws, punishing anyone who breaks them and making sure that businesses and the wider community are aware of their responsibilities and the laws.



The majority of pollution is created by industries such as mining, agriculture, logging and manufacturing. Therefore, businesses that create pollution or damage the environment are responsible for ensuring that they have procedures in place to minimise the pollution created and for cleaning up after themselves.

Unfortunately, not all governments, businesses, industries and people act responsibly when it comes to protecting our environment and some damage cannot be undone.





Activity 3

Your group will be given one of the following topics:

- logging
- industrial development
- mining and waste industries
- fishing
- livestock farming
- crop farming

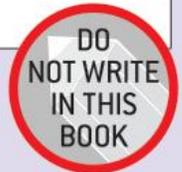
Your task is to investigate and develop a poster or pamphlet that answers the following questions:

- 1 What is the environmental pollution produced and how is it caused?
- 2 What is the effect of this on people's health?
- 3 Who is responsible for this pollution?
- 4 What do they need to do to reduce or prevent it?

Copy and complete the following table in your exercise book.

Cause of pollution	Effect on health	Responsibility for it	How to reduce or prevent it	How schools can prevent, minimise or stop pollution

Present your group's work to the whole class.



Activity 4

For homework, do some field research in your area. For example:

- Visit an industrial business and ask the manager whether they think it causes any pollution and if so what could be done about it.
- Visit the local dump and try to find out what happens to the rubbish that is there.
- Talk to some farmers and ask which chemicals or pesticides they use and if they think they cause any harm.
- Talk to your local politicians about pollution in your area and ask them what they think needs to be done about it.
- Talk to members of your community or family to find out their ideas about pollution and what should be done about it.

What can you do?

Are there any actions you as an individual, or as a class, could do to reduce or prevent pollution around your school? Some suggestions are:

- Green up the school by planting more trees and putting indoor plants in your classroom. Watch out the pot bases do not become breeding grounds for mosquitoes.
- Adopt a forest and work as a class to remove litter and reduce human impact.
- Start an alternative transportation program at school to encourage biking and walking to school.
- Reduce, reuse and recycle paper, plastic, glass bottles, cardboard and aluminium cans at school.
- Turn off all lights and electrical machines and appliances when not in use.
- Use recycled products and other environmentally friendly products.
- Water the school grounds in the morning or in the evening to prevent evaporation.
- Dispose of litter in waste bins with lids for collection so it does not fall into drains, flow into the waterways and then the sea.



Activity 5

In small groups, discuss and identify types of pollution evident at your school.

- List what you could do in your school to reduce that type of pollution.
- Develop creative ways to improve your school's or community's physical environment.
- Identify how these changes could improve the health of school and community members.
- Using posters or pamphlets, present your ideas to the class and the broader school community.

Assessment activity

- 1 Write a letter to your Minister for the Environment or the CEO of an industry that is causing pollution. Include the following in your letter:
 - an outline of the problem the pollution is causing to people's health and the destruction of the environment
 - some suggestions about what you think needs to happen
 - a request that they suggest what they think they can do about it.
- OR
- 2 As a class, design, draw and prepare a presentation which describes your idea of a clean, attractive and healthy village environment.
- OR
- 3
 - a Identify pollution in the school and community.
 - b Identify roles and responsibilities for all class members to reduce pollution.
 - c Establish a goal related to pollution and decide how you will know that you have been successful.
 - d Measure your success in four weeks.

Solomon Islands Health Education

Year 8

Learner's Book

The Solomon Islands Secondary Health Education series for Years 7–9 addresses the Key Learning Outcomes of the Secondary Health Education Syllabus 2009. Throughout the series learners will gain knowledge, understanding, and values that lead to positive health behaviours and practices.

Through self-guided questions, group activities, creative-thinking exercises, and hands-on activities, the Year 8 Learner's Book provides opportunities for learners to observe and actively practise relevant skills and to build knowledge in order to manage everyday health challenges.

The Year 8 Learner's Book has been specifically written for junior secondary students in Solomon Islands, and is organized under the five curriculum strands:

- Food and Nutrition for Health
- Personal Health, Growth, and Development
- Personal Body Care and Safety
- Healthy Communities and Environment
- Diseases and Drug Education.

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