

Solomon Islands Primary

# Health Education

Learner's Book Year 6



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This textbook addresses the learning outcomes of the Primary Health Education Syllabus 2008. The Ministry of Education and Human Resources Development would like to thank the following people whose work led to the development of the Year 6 Health Education materials.

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#### **Funding Support**

The development and publication of this Learner Book was funded by the Solomon Islands Government, with assistance from the New Zealand Agency for International Development.



#### **Pearson Australia**

A division of Pearson Australia Group Pty Ltd  
20 Thackray Road, Port Melbourne, Victoria 3207  
PO Box 460, Port Melbourne, Victoria 3207  
[www.pearson.com.au/schools](http://www.pearson.com.au/schools)

Publisher: Caroline Williams  
Project Editor: Aisling Coughlan  
Editor: Thalia Kalkipsakis  
Copyright and Pictures Editor: Katy Murenu  
Typesetter: Rob and Terttu Mancini  
Cover design: Lisa Austin and Justin Lim  
Illustrator: Tracey Gibbs

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First published 2012 by Pearson Australia

2015 2014 2013 2012  
10 9 8 7 6 5 4 3 2 1

Solomon Islands Primary Health Year 6 Learner's Book  
ISBN 978 1 4425 1367 9  
Printed in Malaysia

Pearson Australia Group Pty Ltd ABN 40 004 245 943

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# Chapter

# 1

## Making Healthy Meals

In this chapter, you will learn to:

- identify a variety of fresh, local foods
- make fresh, **healthy** foods choices
- plan and make a healthy balanced **meal**
- identify behaviours that promote healthy and **unhealthy** eating
- interpret information about nutrition on food labels.



## Eat a Variety of Healthy Foods

In order to stay healthy, you must eat food from the three food groups.

The three food groups are:

- energy foods  
(carbohydrates and other alternatives)
- protective foods  
(fruit and vegetables)
- body building food  
(meat and alternatives).



Be wise about how and what you eat. You need accurate information to make healthy choices about how much you eat each day and what you eat.



## Activity 1

1. On your own, write down everything you ate and drank yesterday. Decide which foods were healthy and which were not.
2. Share your ideas with a partner and discuss what a healthy food is.
3. Now share your ideas with the class to make a whole list of healthy foods.

The food you eat contains nutrients. **Nutrients** are the basic substances we need to:

- supply energy to the body
- allow the body to grow and develop normally
- build, repair and regulate cell functions in the body
- provide resistance to **disease** and **infection**.

Foods can be classified into six essential nutrients.

### 1. Carbohydrates

**Carbohydrates** are your main source of energy. There are both simple and complex carbohydrates. Examples of simple carbohydrates are sugars, such as lollies, sweet drinks, cakes and biscuits.

Complex carbohydrates are starches, such as breads, potato, taro, cassava, yam, rice and vegetables.

## 2. Protein

**Protein** plays an important role in the growth and repair of body tissue. We get protein from fish, seafood, eggs, chicken, red meat, cheese, milk and nuts.

## 3. Vitamins

**Vitamins** help our bodies absorb other nutrients. Vitamins do not supply energy. When a person eats a balanced diet, it should supply all of the vitamins a person requires. The sources of vitamins are fruit, vegetables, **dairy products**, fish and meat.

## 4. Fats

**Fats** also give us energy, as well as heat insulation and buoyancy. Fats from animals are called saturated fats. Other examples of saturated fats are butter, cheese and cream.

Fats from vegetables are called unsaturated fats, for example, olive oil, sunflower oil and fats from avocado. Fat has a high amount of energy, which means people who eat a diet high in fat will take in a high amount of kilojoules.

## 5. Minerals

**Minerals** are important for the body to work or function. Examples of major minerals are calcium and iron. Calcium strengthens our bones and teeth. Iron helps to form red blood cells which carry oxygen around the body. We get minerals from milk, fish, meat, fruits and vegetables.

## 6. Water

More than 60 per cent of our body is made up of water. Water is important for the normal functioning of body processes. It also helps to maintain our body temperature. Different people require

different amounts of water. We must drink at least six to eight cups of water each day. Water can also be found in some food.



## Activity 2

1. In small groups, discuss the six food nutrients. Copy the table into your exercise book and use it to list six types of foods available for each of the food nutrients.

<b>Carbohydrates</b>						
<b>Protein</b>						
<b>Fats</b>						
<b>Vitamins</b>						
<b>Minerals</b>						
<b>Water</b>						

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2. Make a pyramid from paper. Divide the pyramid into three levels: base (eat most), mid section (eat moderately), and the tip (eat least). Cut out or draw different types of foods and place them in the correct section of the food pyramid. Discuss why you have put that food in that place.



## Eat Healthily Every Day

In order to stay healthy, we must eat fresh healthy foods. We must eat the right amount of food to provide our body with enough energy and nutrients.

Eating two to three servings of food from each food group a day will provide enough energy and nutrients to keep your body healthy.



## Eat Local Healthy Foods

Choose local fresh foods from each of the three food groups to make a balanced nutritious meal.

When selecting food remember to choose **unprocessed** whole foods. These foods include fresh fruit and vegetables, whole grains and legumes, raw nuts and seeds. Examples of animal foods include eggs, chicken and meat that are free range, grass-fed and free from hormones and antibiotics.

Choose our local fresh fish and seafood. These foods are natural, or **organic**. Organic foods are the purest and healthiest food.

You can use the Solomon Islands dietary guidelines to plan a healthy meal.



### Activity 3

In small groups, plan a simple balanced nutritious meal for your family.

To make a nutritious balanced meal, you need to decide which types of food to include. When planning the meal choose fresh local foods from each of the three food groups described earlier in this chapter: energy, protective and body building food.

Use the Food Pyramid as a guide to help you decide how much of each type of food to include in your meal.



## Healthy and Unhealthy Eating

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Healthy eating starts with learning how to eat smart. It's not just what you eat, but also *how* you eat. Healthy eating means we must choose to eat a variety of good fresh local foods every day to keep our body strong and healthy. We should also try to eat regularly throughout the day, starting with a healthy breakfast.

Developing the habit of healthy eating can improve your health, reduce the risk of illness and disease, boost energy and improve memory.



### Activity 4



In groups, plan how to make a simple healthy lunch.

1. Bring to class any available food from each of the three food groups.
2. In your groups, prepare and make the meal.
3. Serve your food on a plate and enjoy sharing your meal with others.



## Activity 5

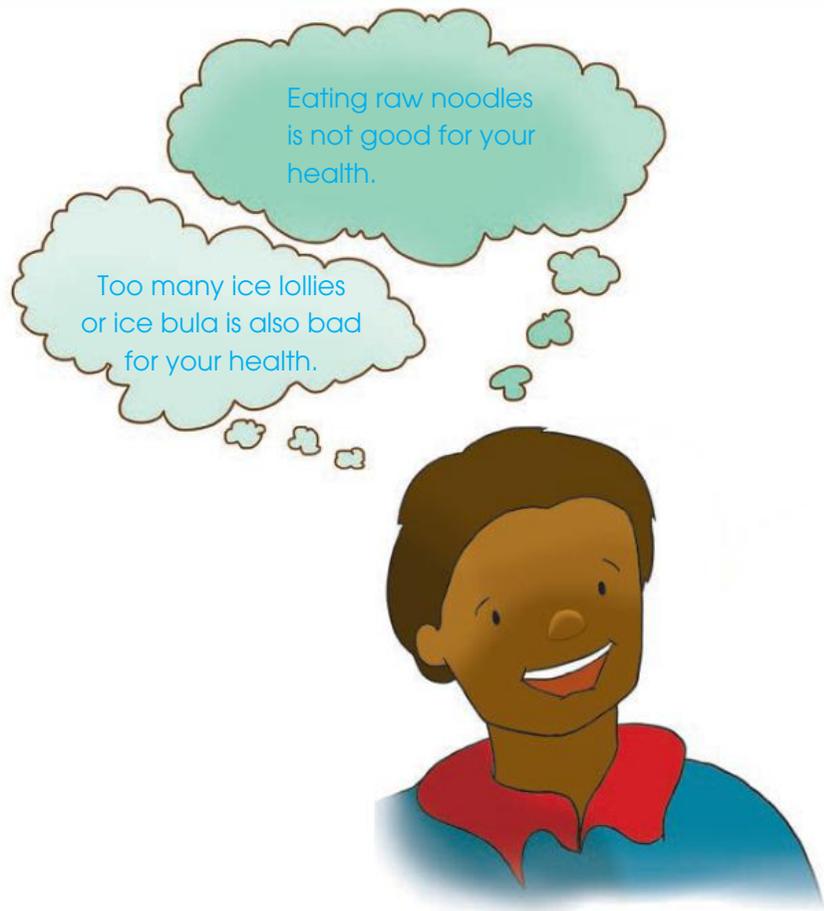
1. Work in pairs to discuss the items in the list below. Decide whether they are “Healthy Eating Habits” or “**Unhealthy** Eating Habits”.
2. Copy the table into your exercise book and record your answers by ticking in the columns.
3. Compare your ideas with another pair of students. Discuss any differences, giving reasons for why you put the habits in a particular list.
4. Check with your teacher to see whether you were right.

<b>Eating Habits</b>	<b>Healthy Eating Habit</b>	<b>Unhealthy Eating Habit</b>
Eat smaller portions of food throughout the day.		
Eat lots of fruit and vegetables (at least five servings) each day.		
Skip breakfast and lunch.		
Eat more carbohydrates and whole grains.		
Have a huge meal at dinner.		
Eat more healthy fats and oils from plants such as canola oil, peanut oil, olive oil, avocados, nuts and seeds.		
Eat fish such as mackerel and sardines.		
Eat healthy snacks like fruit in between the three main meals.		
Eat foods that have lots of sugar, e.g. cakes, buns, ring cakes, soft drinks like cordial, fruit juices, cola, lemonade, ice blocks and fresco.		
Eat foods that are oily and greasy.		

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Eating Habits	Healthy Eating Habit	Unhealthy Eating Habit
Eat different types of protein, e.g. beans, seeds, fish and shellfish.		
Use a lot of salt in cooking or by adding more salt to food.		
Eat less sugar and salt by avoiding food and drinks with lots of sugar and salt.		
Eat a lot of processed foods like canned or tinned foods.		
Eat a variety of healthy food during breakfast, lunch and dinner.		
Eat raw noodles.		

**DO NOT WRITE IN THIS BOOK**



## Food Ingredients and Food Labels

Learning to read nutrition facts on food labels is important. Food labels give information about **calories**, fats, **cholesterol**, **sodium** (salt), carbohydrates, **dietary fibre** and sugar.

When we buy foods from the shops we must learn how to read the information, interpret food labels and check **use-by dates**.

When you go to a shop to buy groceries, try to read the labels and find out what the food contains. This will help you to make a judgment of how healthy the food is. You should avoid buying foods that are high in fat and sodium.



A food label tells you how nutritious the product is. Some products have food labels and others do not.

### Activity 6



Over the weekend, list the amount of food you eat in your exercise book. Talk about it with your whole class and your teacher.



## Activity 7

Collect four items of food packaging such as empty cans and plastic containers. Read the labels. Copy the following table into your exercise book and use it to record your answers.

Item	1	2	3	4
Carbohydrates				
Calories				
Fats				
Cholesterol				
Salt (Sodium)				
Sugar				

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BOOK

In groups, discuss these questions then write the answers in your exercise book.

1. What does the table tell you?
2. What is the content of salt, sugar and fats in each item?
3. Compare your results to the recommended dietary intake for adults and children.
4. What is the expiry date on each item?
5. What happens if you eat too many foods with lots of salt, sugar and fats?

## Assessment activity

This is an individual activity. Copy the table into your exercise book.

Write five statements which describe a healthy lifestyle and five statements which describe an unhealthy lifestyle. Put the statements under the correct heading in the table.

Healthy eating habits that contribute to a healthy lifestyle	Unhealthy eating habits that contribute to an unhealthy lifestyle

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# Chapter

# 2

## Sexual and Reproductive Health

In this chapter, you will learn to:

- describe the **physical** and **emotional** changes during **puberty**
- identify your **sexual** and reproductive **rights**
- identify some **infections** that can be spread by sexual activity
- explain how to avoid teenage pregnancy
- list some of the types of **contraception**
- explain how to protect your fertility.

## Changes My Body Goes Through

In years 4 and 5 you learned that your body goes through many physical changes as you reach puberty.

Puberty is also the time when the body is ready for reproduction. This is caused by the release of chemicals (called “hormones”) in the body.

Hormones cause the sexual and reproductive organs of the body to mature.

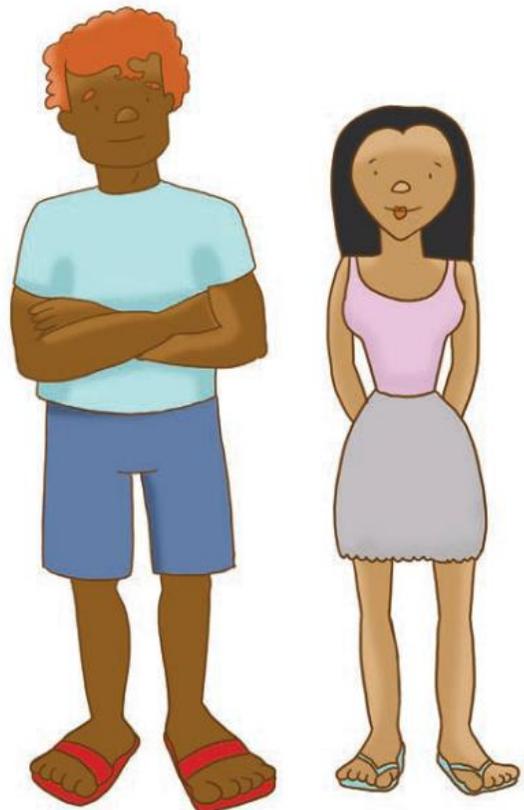
- Boys begin producing sperm.
- Girls begin to menstruate.
- Your whole body also starts to mature.

After reaching puberty, a girl can become pregnant while a boy can father a baby.

In boys, the testosterone hormone is responsible for hair growing in the pubic area and face, voice deepening, growth of penis and testes, and the production of semen.

In girls, the estrogen hormone is responsible for the development of breasts and pubic hair, rounding of hips, and menstruation.

These changes are a natural and normal part of growing up from a child to an adult.



# How our Bodies Develop from a Child to an Adult



6 years old



9 years old



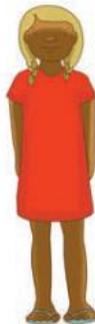
11 years old



20 years old



6 years old



9 years old



11 years old



20 years old



## Activity 1

1. Working in pairs or small groups, put the physical and emotional changes listed below as male, female or both. Place them in the correct section of a Venn diagram.

2. Add any other physical changes that you can think of.

tired more often

penis growth

body and hair

breast development

pubic hair

wet dreams

feeling moody

menstruation

facial hair

more self conscious

voice breaks

hip development

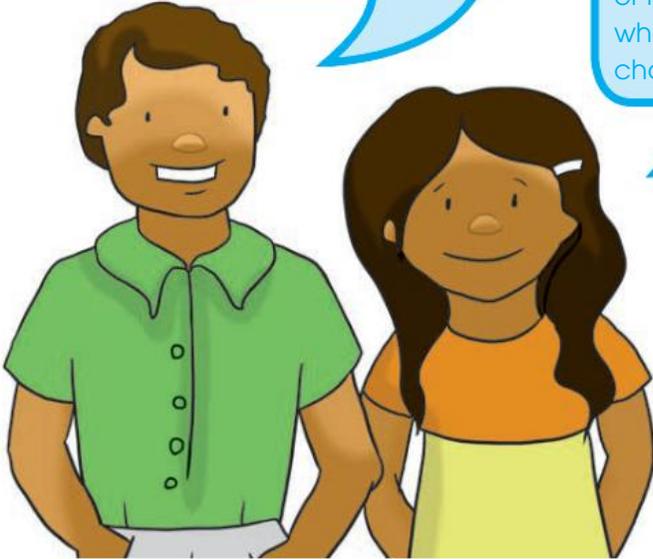
awkward and clumsy



## Activity 2

Work in pairs or groups of three of the same sex. Talk about and ask each other about these questions:

1. What do I like about the body changes that I have noticed in myself and my friend?
2. What body changes am I looking forward to?
3. What body changes am I worried about?
4. Share and list in your exercise book ideas about how to **cope** with the changes and worries.
5. Put the papers in the class box with no names on them.



We must support each other and be thoughtful of other people and their feelings. We must show kindness, care and respect.

Do not tease, laugh, bully or harass each other when you experience changes during puberty.

## My Rights



Human rights are about:

- having our basic needs met
- being protected from harm
- being able to say and express what we think
- being able to participate in decisions.

Human rights are about respect for everyone. Boys and girls have the same rights.

Rights also come with being responsible for not breaking the law or hurting anyone.

Rights tell us what we can do and what kind of information and services we can expect.

Some examples of rights for young people from birth to 18 years are:

- the right to things we need such as a home, food, healthcare and places to play and learn
- the right to be safe from harm
- the right to take part in deciding about how we live our life.

I am glad I know my rights as a young person. It helps me feel stronger.



## Sexual and Reproductive Rights

Examples of sexual and reproductive rights include the right to:

- the best possible healthcare
- skills, information and services
- privacy and confidentiality
- freedom from **abuse** and exploitation
- take part in important decisions that affect your life
- association (meeting with people or groups of your choosing)
- freedom of expression (saying what you think and feel)
- education
- protection from harmful practices.



## My Body is Mine

You have rights over your body. No one has the right to force you to do things that you do not want to do. No one has the right to touch you in a way you do not like.

If someone touches you in a way that you do not like, for example if someone touches you on your private parts, it is called sexual abuse. If this happens you must report it to your teacher, parents or police.



### Activity 3

Follow these steps to make a poster about sexual and reproductive rights.

1. In small groups, talk about sexual and reproductive rights.
2. Choose one right from the list on page 19. Draw pictures or cartoons to show what it means.
3. Share your poster with the class.



## Activity 4

1. In groups of four, imagine a situation where someone touches you on your private parts or tries to get you do something sexual.
  - a. Discuss with your group what you should do in this situation.
  - b. Role-play to practise how you will say NO and get help.
  - c. Show your role-play to the class.
  - d. As a class, discuss what you have learned from the role-plays.
2. With a partner role-play the five steps to being **assertive**. Take turns to do this activity. Follow these steps to be assertive:
  - a. Look the person in the eye.
  - b. Use a strong voice.
  - c. Say “No, I don’t want to”.
  - d. Stay calm and act serious.
  - e. Remove yourself by walking away or asking someone for help.

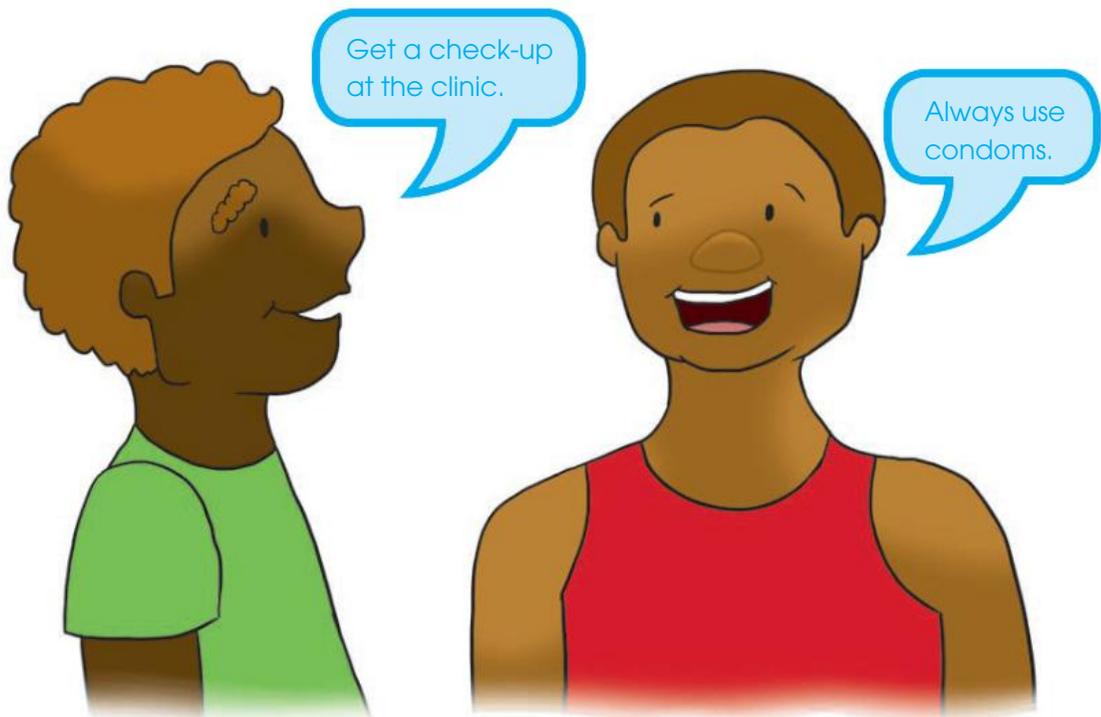
## Infections and Diseases Spread by Sexual Activity

There are many types of infections that can spread from person to person through sexual intercourse. These infections or diseases are called sexually **transmitted** infections or diseases (STIs or STDs).

Some common infections are: gonorrhea, syphilis, herpes, chlamydia, warts, cancrroid and **HIV/AIDS**.

### How STIs Spread

STIs spread through sexual intercourse with an infected person. When someone has an STI, they may show no signs of illness at first. An STI can be in your body without you knowing it. A person can pass on an STI to another person without knowing it. Anyone who has sexual intercourse without a condom must go for a check-up at the clinic.



## Signs of an STI

Signs of sexually transmitted infections include:

- pain or itching when urinating
- itching in the genital area
- swelling and painful glands in the groin
- pus discharge from the penis or vagina
- blisters or open sores
- pain in the abdomen.

## Consequences of an STI

If a person has an STI and does not go to the clinic for treatment, there can be serious problems.

- Babies can be infected in the uterus or during delivery. Blindness, serious illness or death can happen before or after delivery.
- A woman's fallopian tube or a man's tube called the urethra can become blocked, which will make them infertile (unable to make babies).
- HIV can easily enter the body through blisters and sores in the genitals.
- Partners may quarrel, separate and divorce.



## Prevention of STIs

A person can prevent or avoid STIs by:

- not having sexual intercourse (this is called abstinence)
- being faithful to one partner who is also faithful to you
- using a male or female condom properly every time you have sex.

If you do become infected with an STI go to the clinic for treatment. The earlier you are treated, the better. If you have sex without a condom, you must go to the clinic to be checked.



### Activity 5

In small groups, discuss and answer these questions. Present your points to the class.

1. What is an STI?
2. List some STIs.
3. Name four signs and symptoms of STIs.
4. Write one way that an STI is spread.
5. List ways you can prevent or protect yourself from STIs.

## Avoiding Teenage Pregnancy

There are many different ways people can prevent pregnancy. Some ways work effectively, some are fairly effective and some do not work.

Effective examples are:

- abstinence (no sex)
- using contraceptives.



### Activity 6



In small groups, brainstorm and record ideas about methods of contraception used in Solomon Islands. Share your ideas to make a whole class chart about ways of preventing pregnancy.

## Consequences of Teenage Pregnancy

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Young people need to know the importance of planning carefully, before they decide to have a baby. To make and care for a baby is a big responsibility.

### Sexual Involvement = Consequences

When two people decide to have sex, they should understand the consequences. Unwanted pregnancy and Sexual Transmitted Infections (STIs) can happen as a consequence. It is important that young people make sensible and wise decisions about sex.



## Activity 7

1. In small groups, talk about ways to prevent or avoid pregnancy among young people.
2. Use chart paper to draw different circles that show *why* it is important to prevent unwanted pregnancy among young people. Some examples are given below. Think of others and write them on the chart paper.
3. Present your paper to the class.

'Why is it important to prevent or avoid unwanted pregnancy in girls under 16?'

It is dangerous for the health of the mother and baby.

The girl will have to leave school.

She will not get a job.

## Protect Your Fertility

Young boys and girls should protect themselves from STIs, HIV, early pregnancy and unsafe abortion when they grow up. They should wait until they are 18 years of age or married before planning to have a baby.

Both males and females, boys and girls, are responsible for using safe ways to avoid pregnancy.



### Activity 8

Boys need to know that we are also responsible for making babies.

I will not have sex until I find the right partner, get married and decide to have a baby.

I want to wait until I am older to have a baby. I need to know about pregnancy and how to prevent it. Can you tell me what to do?



I am too young to have a baby. I am scared. My boyfriend has no money to help me. I don't know what to do.

In small groups, make up a story and role-play one of the bubble speeches above. Share your role-plays with the whole class and discuss what you have learned.

## Assessment activity

The situations below depict issues about STIs, HIV/AIDS, teenage pregnancy and peer pressure. Each situation has a matching speech bubble. In your exercise book, write words saying what the person should do in the situation described.

### 1. Sexual Rights

I am a teenager now, and my body is changing. My parents are embarrassed to talk to me about what is happening. What should I do?

### 2. Peer Pressure

My friend wants to hang out after school with a group who smokes cigarettes. He wants me to come too.

### 3. Consequences of Sexually Transmitted Infections

My friend had sex without a condom. She says she will not do it again. She doesn't want to tell anyone.

### 4. Preventing Sexually Transmitted Infections

We have been going out together for six months. We love each other very much.

### 5. Avoiding and Preventing Teenage Pregnancy

I want to have children one day, but first I want to do as well as I can at school.

# Chapter

# 3

## Living a Balanced, Healthy Lifestyle

In this chapter, you will learn to:

- describe five aspects needed for **balanced** health
- identify activities that promote a balanced, healthy lifestyle
- identify practices that contribute to an **unbalanced** and unhealthy lifestyle
- compare the benefits and effects of healthy and unhealthy lifestyles
- explain the factors or aspects that lead to someone being in a balanced state.

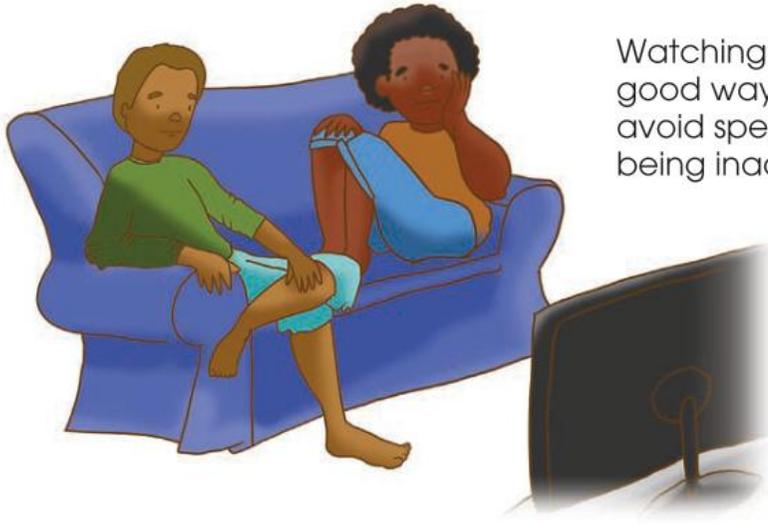
## Aspects of a Balanced, Healthy Lifestyle

A balanced, healthy lifestyle involves five aspects:

1. **mental** – your thoughts
2. **emotional** – your feelings
3. **social** – relationships with others, including friends and family
4. **spiritual** – religious or sacred, rather than worldly
5. **aesthetic** and **financial** – objects around you that are pleasing in appearance, including art; this can also relate to money.

Every individual has **habits**. We all do things our own way. Some habits promote a balanced healthy lifestyle, while some can have harmful effects on our health. An activity such as watching television is enjoyable and relaxing, but can also take time away from other pastimes such as outdoor exercises or doing homework. Although it is enjoyable, too much television can have harmful effects on our health in later years.

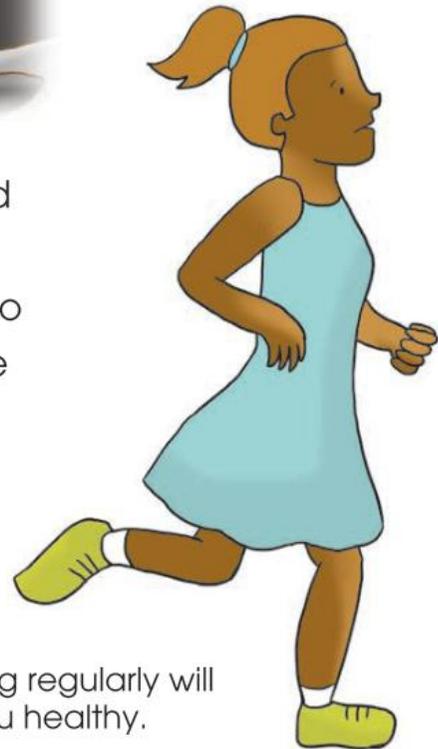




Watching television can be a good way to relax but you should avoid spending too much time being inactive.

We need to develop and maintain good healthy habits like eating wisely and exercising regularly. We also need time to relax and develop positive ways to cope with stress.

Practicing healthy habits will help you feel happy, healthy and confident.



Exercising regularly will keep you healthy.



## Activity 1

Working in pairs, talk about the habits that make up a balanced, healthy lifestyle.

Write them down in your exercise book. Share your points with the whole class.

# How to Lead a Healthy Lifestyle



## Activity 2

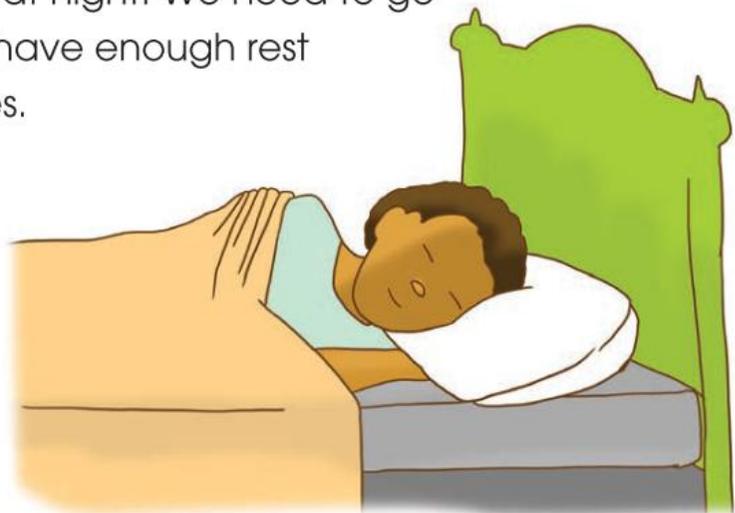
Copy the table into your exercise book. Write down three other activities. One example has been given. In the second column list the health benefits of each. Share your points with someone else in the class.

Activity	Health Benefits
Gardening	Fresh air, keeps you active



## Spend Time Wisely

We need to spend our time wisely. For example, it is best to do homework early, not late at night. We need to go to sleep early so that we have enough rest for another day's activities.



## Activity 3

Work in pairs, study each picture carefully. Identify whether each person is spending their time wisely or not. Share your answers with the class.



### Stay Active Every Day

Regular exercise is important. It keeps us fit and healthy. Getting enough exercise will help boost our energy and growth. It can also increase our appetite. We need to be physically active every day for at least 30 minutes to get enough exercise.

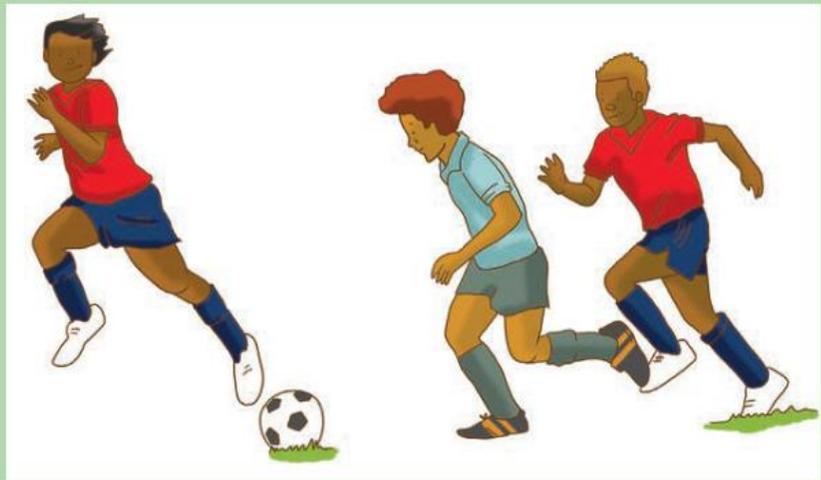
We can increase our level of exercise by walking briskly, climbing up and down stairs, and helping our parents do housework. Spending less time in front of the television and computer is a good start.

Having friends who make the wrong choices may lead you to make the wrong choices yourself, which can have harmful effects on your health. For example, saying no to smoking is a wise choice.



## Activity 4

1. Study the two illustrations of Allan below.



- a. Describe what the illustrations tell you about Allan.
- b. In your exercise book, write down three benefits Allan will have from being physically active and playing sports.



2. Study the two illustrations of Bernice below.



- a. Explain what the illustrations tell you about Bernice.
- b. In your exercise book, write down three things you can do to help Bernice avoid drugs and pursue her interest in sports.

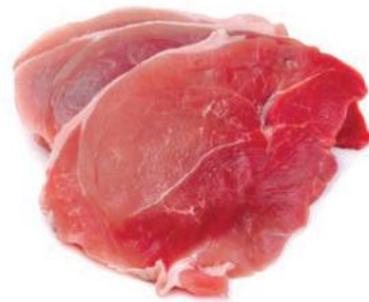
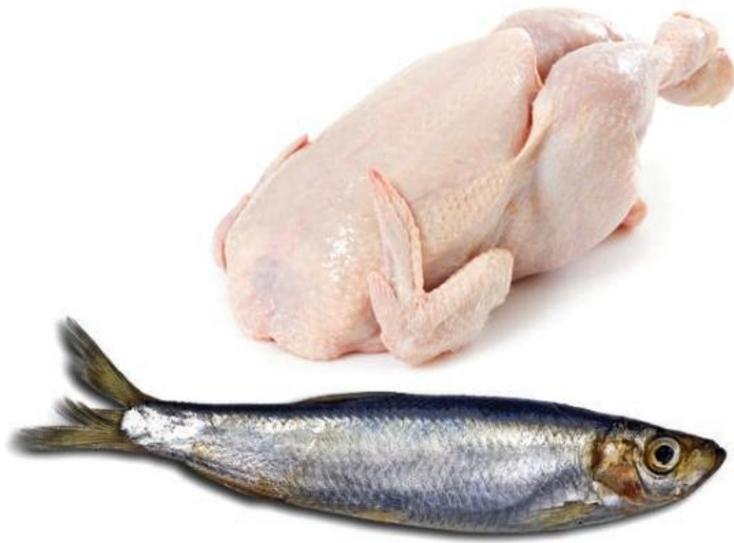
## Eat Well

To be healthy, it is important to eat well. We should eat a balanced meal with the right size or amounts of food from the three food groups.

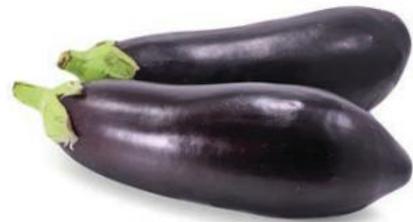
1. energy-giving foods: rice, potatoes, taro, tapioca, yam, breads and noodles



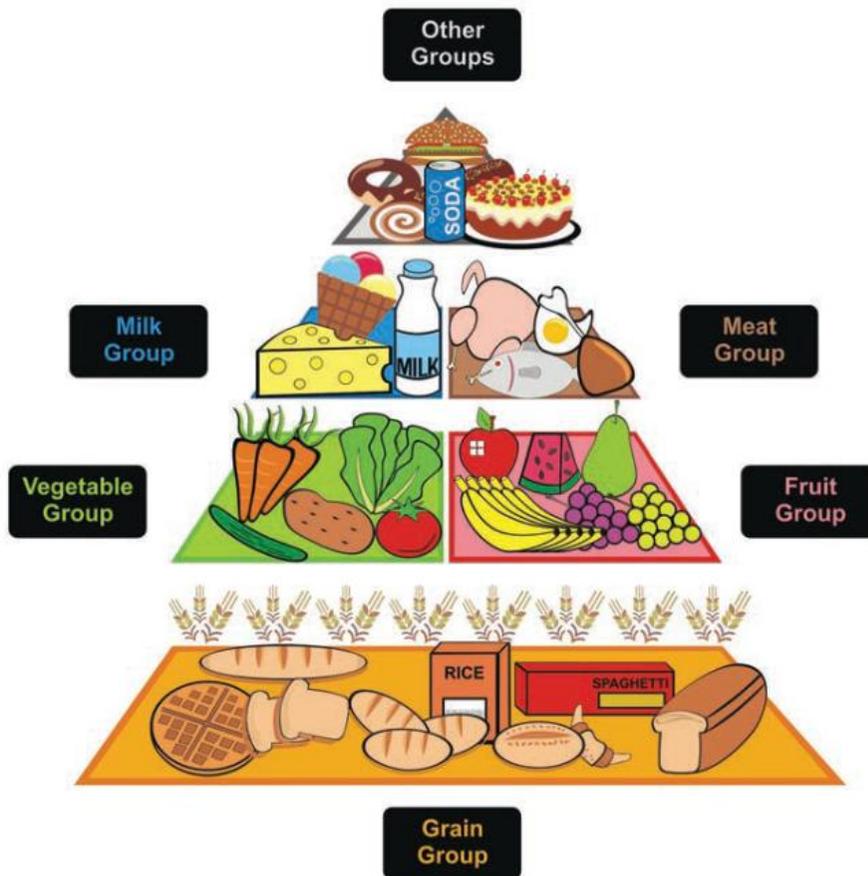
2. body-building foods: fish, chicken, pork, beef, other meats and dairy products



3. protective foods: fruits such as papaw, mango, banana, pineapple, and vegetables such as cabbage, beans, eggplant, cucumber and pumpkin.



We also maintain healthy habits when we follow the rules for healthy eating from the pyramid below.



## Find Ways to Deal with Stress

**Stress** is part of our lives. We cannot run away from it. You may be stressed if you:

- feel tired and anxious most of the time
- lose interest in your usual activities
- lose your appetite
- struggle to concentrate at school or work

- get irritated and angry easily
- have low **self esteem**.

## How to Manage Stress

Do you feel good about yourself? Are you confident? Being positive and confident helps build your self esteem.

When you have high self esteem, you feel good about yourself. This can help you to better manage stress.

You can also manage stress by talking about your problems with your friends, teachers and parents.

**Relaxation** techniques can also help with stress:

- deep breathing: sit up straight or lie down and take long, deep breaths
- muscle relaxation: hang your wrists and fingers loosely and gently shake your hands
- mental relaxation: close your eyes and listen to soft music.



Sit up straight and take deep breaths.

**Peer pressure** can also cause stress. We can handle negative peer pressure by firmly saying, “No, I do not want to do that”.

Learn to say NO. When we say NO, it can help us stay away from situations that can lead to stress and cause harm to ourselves and others.



## Activity 5

In small group or pairs, read and role-play the following situation. Your friend offers you a cigarette and betel nut. You say “NO” in one of these ways:

1. Tell them the reason. For example, “I do not like the smell of cigarettes especially on my hair and clothes.”
2. Suggest something else to do instead. For example, “Why don’t we play soccer instead? It’s more fun.”
3. Put them in your shoes. For example, “Smoking is bad for my health. Do you want me to get sick?”
4. Excuse yourself politely. For example, “I have to go now, please excuse me.”

## An Unbalanced, Unhealthy Lifestyle

An unbalanced, unhealthy lifestyle is the opposite of a balanced, healthy lifestyle.

When we get no exercise, eat unhealthily, take no time to relax and use **drugs** like cigarette smoking, chewing **betel nut** or drinking **alcohol**, it will have a bad effect on our body and wellbeing in later life.

Living a balanced, healthy lifestyle means having a healthy body and a healthy mind, eating well, exercising regularly, taking time to relax with friends and family and staying away from cigarettes, betel nut, alcohol and other drugs.



## Activity 6

In pairs, discuss what other activities may contribute to an unbalanced, unhealthy lifestyle. Write them down in your exercise book and share your ideas with the whole class.

If you have negative thoughts or think badly about yourself, think positive thoughts about yourself.



Think how you solved problems in the past. This will help you to deal or face another challenge or problem now.





## Activity 7

1. Work in small groups. Study the pictures below.
2. In your exercise book, describe the activities and explain how each promotes a healthy lifestyle.
3. Present your answers to the whole class.



## Assessment activity

The table lists some aspects of a balanced lifestyle. Copy it into your exercise book. For each aspect, write one way to improve it in your own life.

Lifestyle Aspect	Improvement Suggestion
Managing time	
Managing money	
Social (how much time you spend with friends, how you express yourself)	
Emotional (your feelings)	
Aesthetic (the time you take to appreciate beauty in nature, people and the world around you)	



# Chapter

# 4

## Preventing Violence, Harassment and Injury

In this chapter, you will learn to:

- understand the meaning of 'violent behaviour'
- identify different types of **violence**
- list examples of **harassment, bullying** and violent behaviour
- explain common causes of violence that lead to injury
- explain some ways to deal with violence, harassment and bullying
- demonstrate refusal, and learn **assertiveness** and **resilience** skills in bullying, harassment and violent situations.

## What is Violence?

Violence comes in many forms. It usually happens when one person means to hurt another person through:

- physical, mental and emotional punishment
- bullying
- sexual and **gender**-based violence
- external violence, for example, gangs, conflicting with each other, using weapons and fighting.



### Activity 1

In small groups, discuss what you know about violence. Write your ideas on a chart or paper and share your list with the class.

It may help to discuss the following questions:

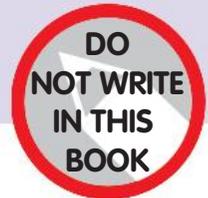
1. What kinds of violence take place in the community?
2. What are the causes of this violence?
3. Who is affected by this violence? In what ways?
4. What needs to happen to lessen the negative impact of violence in the community?



## Activity 2

1. Work in pairs. In your exercise book, write down all examples of violence you have seen.
2. Share your list with the class, and then combine all the lists into one for the whole class.
3. Tick each example of violence if you have seen it and add up all the ticks to see the common patterns of violence in the community.

Type of Violence	Tick (✓)
Shooting	
Stabbing, cutting	
Mace	
Hitting	
Beating between friends	
Beating between family members	
Other	

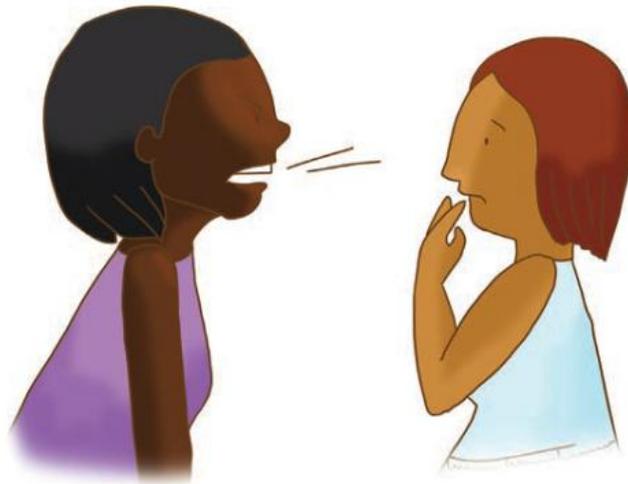


## Forms of Violence

### Physical Violence

This type of violence is when physical force is used, often with the intent to hurt or cause pain to another person.

Examples of physical violence are hitting, smacking, slapping, spanking, kicking, shaking, spitting, scratching, pinching, biting, throwing objects at someone, pulling hair, burning, scalding, forcing something into someone's mouth and forcing someone to stay in uncomfortable positions.



### Non-Physical Violence

This type of violence uses words and actions to be cruel, demean or hurt the other person's feelings. Some examples are belittling, humiliating, scaring, threatening or ridiculing a person.

## Consequences

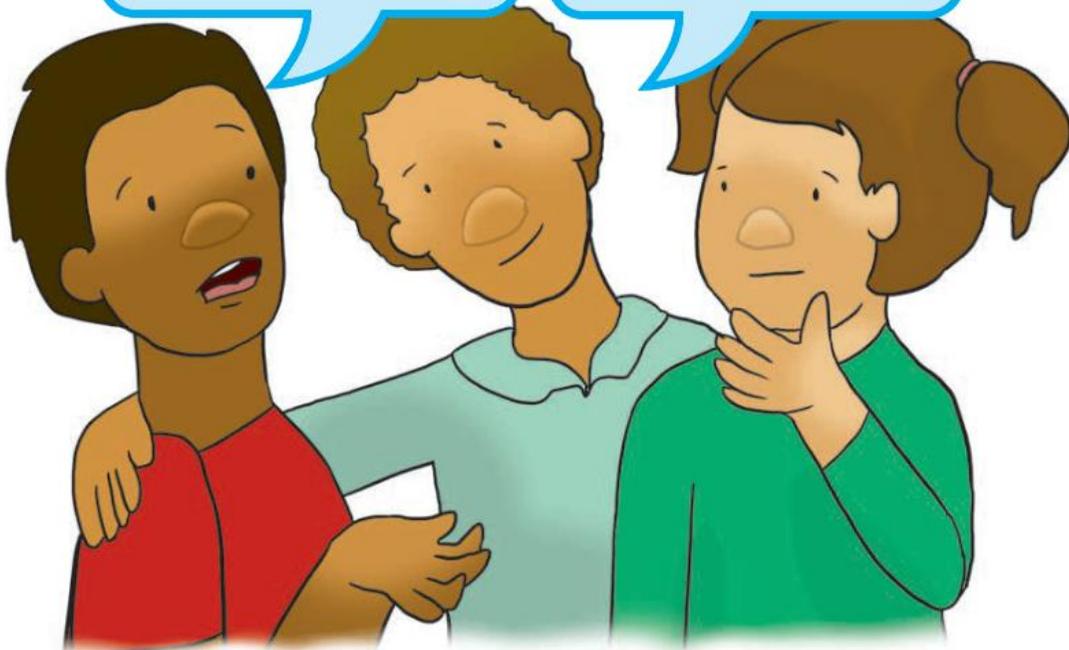
Physical and **psychological** violence can seriously affect the victim's mental and physical health. It has been known to cause slow development of social skills, **depression, anxiety, aggressive** behaviour and lack of empathy or caring for others.

When children are victims of violence, it can also affect their ability to think critically, make good moral decisions, cultivate inner control, and respond to life's frustrations in non-violent ways. This can lead to further bullying and violent behavior in school.



Everyone has the right to an education, and the right to grow in a safe environment that is free from violence.

We must support each other and be thoughtful of other people and their feelings. We must show kindness, care and respect.



## Bullying in School

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Bullying is when someone directs repeated physical, verbal or psychological intimidation or attacks against another person.

Victims usually cannot defend themselves because of their size or strength, or because the victim is outnumbered by the bullies.



### Activity 3

In small groups discuss ways to prevent or stop violence at school. Talk about the questions below. Make a poster and present it to the whole class, your teacher or school principal.

1. Who is affected by violence at school?
2. Who within the school or the community could you reach out to for assistance?
3. Write down a list of people and organisations that could support you in preventing or stopping school violence.
4. List three ways you could reach out to a victim of violence.

### Forms of Bullying

Bullying can be direct or indirect. This includes repeated insults or abuse of another person.

Examples of direct bullying include assault, tripping, intimidation, teasing, demanding money, name-calling, picking fights and ridiculing someone.

Examples of indirect bullying include spreading rumors or gossiping, isolating someone, writing offensive emails and text messages, making anonymous phone calls, destroying another's property, stealing another's belongings and destroying another's work.

Bullying often takes place at school or on the way to and from school. Boys tend to bully both other boys and girls.

Girls also bully other girls. They bully others by teasing, spreading rumours, intimidating and excluding or isolating the victim.

Bullying can take the form of sexual harassment, for example repeated exhibitionism (exposing private parts), voyeurism (peeking when the victim is in private), sexual propositioning, and sexual abuse involving unwanted physical contact. See the section on page 54 called 'Sexual and Gender-Based Violence' for advice.



**All forms  
of bullying are  
not acceptable.  
Stop violence,  
bullying and  
harassment.**

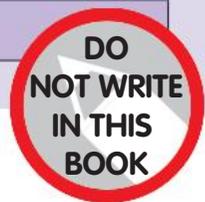


## Activity 4

In small groups, discuss the previous information about bullying.

1. List the consequences and feelings a person might experience if they are bullied.
2. List examples of direct and indirect bullying.
3. List two ways you can raise awareness about human rights, prevent bullying in school, or promote respect and appreciation for differences.
4. Copy and complete the following chart in your exercise book.

<b>Violent Behavior</b>	<b>Feelings When Experiencing This</b>
1.	
2.	
3.	
<b>Nonviolent Behavior</b>	<b>Feelings When Experiencing This</b>
1.	
2.	
3.	
<b>Ways to Reduce Bullying in School</b>	
1.	
2.	
3.	



## Consequences of Bullying

Victims of bullying can feel embarrassed and experience psychological and physical **distress**. They may stay away from school for fear of being bullied. It can be difficult for the student to concentrate and they may perform poorly with their schoolwork. They are likely to develop depression and anxiety, feel lonely, and have low self-esteem. They may also have difficulty in relating with people. Boys and girls who are bullied at least once a week experience poor health and are more likely to think about committing suicide.



## Dealing with Bullies

### Students

1. If you are bullied by someone report it to your parents, teacher or principal.
2. Help your classmates if they are bullied by another student.
3. If you know or witness someone who has been bullied or harassed, report it.

## Schools

1. Schools can stop and reduce the level of bullying and other antisocial behavior, such as **vandalism**, harassment, fighting, theft and **truancy**, and improve the “social climate”, order and discipline in class.
2. Encourage and start a “safe school” or “violence-free school” environment.
3. Stop violence and bullying if either happens among students in school.
4. Provide counselling for victims of violence and bullying and for the perpetrator (the person who bullies).



## Sexual and Gender-Based Violence

Gender-related violence can happen in schools. It can be physical, such as physical punishment. It can be sexual as in **rape**, harassment and exploiting other students. In some cases, teachers may even blame the victims of rape. Sometimes sexual and gender-based violence also involves punishing or shaming students because of their sex, their perceived **sexual orientation** or because they are different.

## Consequences of Sexual and Gender-Based Violence

Sexual violence is normally hidden and most people do not report it. This is due to fear of being shamed, stigmatised, not believed or retaliated against. Students may not want to attend school or drop out of school after being victims of sexual assault or gender-based violence. Sometimes parents keep their daughters away from school in fear that they will be victimised.

Sexual violence against boys can also cause shame because it is often regarded as taboo.

Sexual and gender-based violence puts students at risk of having sexually transmitted diseases, unwanted pregnancy, low self esteem and low performance at school. It can affect the family and the community.

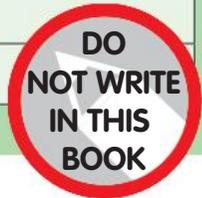




## Activity 5

1. In small groups, think of some rules and responsibilities for your classroom.
2. On chart paper, list your codes of conduct and present them to the whole class. Your teacher will help you put together a whole class code of conduct.

Our Class Code of Conduct	
Actions that are OK	Actions that would hurt others or disrupt the class



## Activity 6

1. In small groups discuss what a violent act is and what is not violent.
2. List some of the specific rights that are disrespected in acts of violence.
3. Suggest ways to raise awareness of human rights in your school and promote respect for differences.
4. Present your work through role-play, games, posters and storytelling.

## External Violence

This type of violence can happen anywhere: within school, outside of school or other places.

Gang violence can happen in schools. This occurs when people commit violent acts as a group and includes beating, stabbing and shooting. Gang violence tends to be severe or deadly.

Other forms of external violence are instability or conflict in the country, and police brutality. These forms of violence can lead to students carrying weapons to school and also increase violence in school.

Bullying can lead to fighting with or without a weapon.

Being involved with a gang can lead to fighting, use of weapons and drugs, and drug-related violence within the school.



## Consequences

Violence and conflict can affect a student's ability to learn. Students are less likely to attend school. Conflict situations also expose students to violence. They tend to be victimised both in and out of school.

## Stereotyping, Prejudice and Discrimination

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Stereotyping occurs when you form a judgment or have an image about someone based on their appearance without regard to individual differences. **Stereotypes** can be based on gender, race, age, sexual orientation and more.

If you base your opinions on stereotypes, you risk making mistakes about people because your opinions are not based on fact.

Forming a negative judgement or opinion based on stereotypes is called **prejudice**. Prejudice can lead you to treat people less favorably because they are from a particular group or are different from you. This is called **discrimination**.

Prejudice and discrimination can harm the people involved.

In some cases, prejudice can lead people to wrongly hold a certain group responsible for all problems. They are being treated as scapegoats.



## Examples of Prejudice and Discrimination

The following situations show examples of prejudice and discrimination:

1. Tony missed the bus and needed a ride to school. Ms Gomez, who is 82, offered him a ride. Tony refused, thinking she would drive off the road. His feet killed walking 4 miles to school. He was late to school.
2. Karen was having trouble in her maths class. She kept asking for extra help but her marks were not improving. The teacher told her it didn't matter because she is a girl and girls don't do well at maths.
3. Some Malaitan students asked Shirley to join their group to do a pollution project. She thought that since their English wasn't very good, they couldn't be smart. She joined another group. The Malaitan group got an A and Shirley's didn't.
4. Arthur's younger sister keeps calling his friend "fatso" and shooting him with her toy gun. Arthur doesn't like the name calling but doesn't do anything.
5. Steven was hit in the eye with a tennis ball and to everyone's surprise he started to cry. The other guys sniggered. Barry felt bad for him but just laughed along with the others.



## Activity 7

In groups of four or five, read the previous section, 'Examples of Prejudice and Discrimination'. For each example listed, discuss the following questions and then share your ideas with the class.

1. In what ways have the people in these situations hurt other people as a result of prejudice and discrimination?
2. In what ways have the people who are being prejudicial hurt themselves?
3. What would be the best way to deal with these situations? What would you do?
4. Have you ever been in a similar situation or a victim of prejudice? What happened? How did you feel?
5. What could you do to prevent anyone being hurt?

### Strategies for Dealing with Prejudice

The following case studies show examples of prejudice and different ways of dealing with it. As you read, pay attention to each strategy for dealing with prejudice. Do you agree?

**Case 1:** Eileen hangs out with some girls who are very popular. They often tease and laugh at Charlene, a girl in class who looks different from the others. Eileen hates the way they pick on Charlene but goes along with it because she really wants this group of girls to like her.



**Case 2:** Lui is new to the country and doesn't speak much English. He is teased by a group of boys in another class. Now whenever he sees these boys coming he walks quickly away. He tries never to be where they are.

**Case 3:** Jon is at his relative's house on Sunday afternoon. He's sitting with all the men in his family, watching a football game. One of his uncles keeps saying racist things about some of the players on the team. Jon is uncomfortable but doesn't know what to do. His father isn't saying anything either. Jon thinks, "If I don't say anything he will stop. I'll just let it go. It is his house."

**Case 4:** Because of the surgery she has had on her leg, Casel walks with a brace and a cane. Before the surgery she couldn't walk at all. Now she goes to a new school where a group of boys taunt her every day on her way to school. She tries ignoring them but they keep taunting her. One day she sees one of the boys in the library sitting by himself. She goes up to him and says, "Why do you and your friends pick on me? I never did anything to you." The boy mumbles an apology. "Will you stop?" Casel asks. The boy agrees and then leaves.

**Case 5:** Martin who is in Year 7 saw a group of three younger students picking on a disabled man in his neighbourhood. The man was getting upset and this made the children tease him all the more. It made Martin angry to see this. "Hey! You kids knock it off or I am going to come after you myself," he yelled. The children saw who was yelling and ran off.



## Activity 8

Divide your class into five groups. Your teacher will give each group a different case study. In your group, read through your case study together. Identify the act involved and how it harms the people in the situation.

Choose a person in your group to copy the following questions into their exercise book. As a group, answer the questions and then share your answers with the class.

Write your case number at the top of your page.

1. What strategy for dealing with prejudice was used in this situation?
2. If you were the person in this situation would you feel satisfied with the way it turned out?
3. In what ways was the response effective?
4. In what ways was it ineffective?
5. Identify three other possible responses.



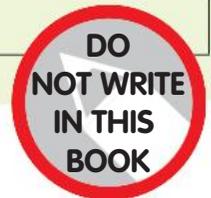
## Activity 9

In groups, choose a violent or bullying situation that has happened in your school. Now discuss how the conflict could have been resolved. You will need to tell the class what the situation was before you role-play the resolution. Your ideas of how to solve conflict will be added to a class chart.

## Assessment activity

The table below shows three types of violence. Complete it in your exercise book by writing some ways you can deal with these acts of violence, or prevent them from happening.

Type of violence	Ways to prevent or deal with the violence
Bullying direct or indirect	
Sexual harassment	
Discrimination	



# Chapter

# 5

## Creating a Healthy Environment

In this chapter, you will learn to:

- identify actions and behaviours that care for the environment
- explain the benefits of creating a safe and healthy environment
- identify behaviours and human activities that cause **pollution**, and damage the environment
- develop and apply simple rules to ensure care of the environment in your school
- list ways business and industry can contribute to a clean and safe environment.

## People and the Environment

There are more and more people living in Solomon Islands. At present, about 500,000 people live here. Solomon Islands has many small islands. People live closely together in villages, towns or communities. Some human activities can cause pollution, and damage the environment. Therefore it is important for everyone to do our part to keep our environment clean and reduce pollution.

We have laws and regulations that require us to behave responsibly to keep our villages, towns and the environment clean.

For example, vehicle owners need to keep their car engine running properly to reduce the amount of harmful substances in the exhaust.





## Activity 1

Work in pairs to make a list of all the forms of pollution you know of.

1. Write down some human activities that cause pollution.
2. Think of ways other than by natural **hazards** that the environment might be harmed in your local area.
3. How could pollution affect people's health?
4. Share your ideas with the class.



### Industries and Businesses and the Environment

Industries and businesses should have regulations to keep the environment safe and clean. They are also required to provide a safe and healthy environment which is free from pollution for their workers. There are lots of ways they can help to keep the environment safe, clean and reduce pollution.

For example, factories must limit the emission of harmful gases into the air. Business can also give money to support activities that help clean the environment.



## Activity 2

In pairs, discuss and think of other ways an industry or a business can help to keep the environment safe, clean and healthy.

### Pollution from Smoking

Smoking **tobacco** is also a form of pollution. Smoking releases thousands of harmful and poisonous chemicals into the air. People nearby can breathe these dangerous chemicals into their body. This is called secondhand or passive smoking. The chemicals in the smoke can harm your health by causing lung **cancer** and **heart disease**.



## Activity 3

Do this activity in pairs or small groups. What are Solomon Islands' regulations on tobacco smoking in schools, buses, taxis, public places and workplaces? Write them down in your notebook. Share your findings with the class.

## Responsibility for the Environment

Look for ways to maintain a clean environment. For example, always dispose of waste and rubbish properly into a rubbish bin. Before throwing anything away, think whether it can be recycled or put to good use.



One way to keep the environment clean is proper disposal of human waste. Defecating in the bush and on the beach is an environmental hazard. It can spread diseases such as **dysentery**, **hookworm** and **ascaris** (intestinal roundworm).

When using public toilets always follow these rules:

1. Use a proper toilet when defecating.
2. Flush the toilet after use.
3. Wash hands after using the toilet.
4. Regularly clean the toilet.
5. Throw any used tissue or waste paper properly into the rubbish bin.

**Do not use the bush or the beach as a toilet.**

**If you use the bush for defecating, dig a small hole, defecate in the hole and then bury your faeces with soil.**

## Activity 4

In small groups, discuss and answer the following question.

Can you think of other ways to improve the cleanliness of the environment? List activities you can do to care for and protect the environment.

### Ways to Keep our Towns and Villages Clean

In small groups or pairs, read and discuss the following scenarios. Share your views with the class.



Eve eats a coconut biscuit and drinks a can of coke. She throws the plastic and the empty can of coke properly into the rubbish bin. She does not throw her trash onto the street.



Tom is picking up rubbish and cleaning up the public places. He works for the town council. He helps keep the town clean and tidy.

Dumping rubbish anywhere makes our towns, streets and public places dirty, unattractive and can cause health problems.



Yvonne walks along the beach after school. She needs to use the toilet, but none are nearby. She digs a hole to defecate.

Peter has just entered the classroom. He has an urgent need to relieve himself. The toilets are at the other end of the school. He does not urinate (pee) behind the classroom because that will leave a nasty smell.



**Faeces** should be buried properly as they attract flies and bacteria.

We need a clean and healthy environment to live in. We should do our part in keeping our homes, streets, public places, beaches, rivers, sea, villages and communities clean.



## Benefits of a Clean, Healthy Environment

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The natural environment influences our health in many ways. When our environment is destroyed or polluted by human activities, it can expose us to physical, chemical and biological risk factors. These risk factors contribute to some of the diseases and health problems today such as lung disease and cancer. When we look after and manage our environment better, we can prevent these diseases and health problems.



### Activity 5

Work in groups of three or four. Brainstorm things you could do to make the school environment clean, tidy and more attractive. For each idea, answer the following questions.

1. How would this benefit the health and wellbeing of yourself and others in the school? Write down at least four benefits.
2. Record your group's ideas on a chart paper.
3. Take turns to present your group's ideas to the whole class.



### Activity 6

In small groups, develop a set of rules for keeping our environment clean and attractive and free of pollution. Share your ideas with the whole class to develop a chart called: "Rules for Our School Environment".



## Activity 7

1. **Set your goal.** Choose an area within your school, town or village and set a simple goal to help improve the environment. For example:
  - a. provide facilities for the disposal of rubbish
  - b. increase the number of flowers or plants around the school.
2. **Look at the current situation.** What's happening now? What do you want to see happening in relation to the goal?
3. **Develop an action plan.**
  - a. Write down the steps you need to do to achieve the goal.
  - b. List the resources you need to achieve the goal (e.g. people, time, rubbish bins, cleaning materials etc).
  - c. List ways that the area can be changed or improved.
4. **Implement your plan.** Work together in your group to implement the action plan.
5. **Evaluate the action plan.** Copy and complete the following table in your exercise book.

Goal:	
Action taken:	
What happened:	
What went well:	
What I could do differently next time:	

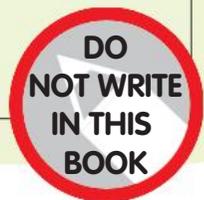


Can you spot the difference in these two pictures?  
 By providing rubbish bins and making sure that everyone uses them,  
 the school is a much nicer place to be.

## Assessment activity

Copy and complete the following table in your exercise book.

Environmental problem	Write two actions you can take to keep the environment clean and healthy.
Poor rubbish disposal	
Defecating in the bush and beach	
Lots of smoke released from factories	
Rubbish, plastic and debris in creeks, rivers, beaches and ocean	



Rubbish piling up in a street in Honiara.

# Chapter

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# 6

## Water Related Diseases

In this chapter, you will learn to:

- identify the types of water related diseases
- explain the causes of water related diseases
- identify signs of water related diseases
- explain ways to deal with and prevent **waterborne** and related diseases.

# What are Water Related Diseases?



## Activity 1

In pairs or small groups, discuss what you know about water related diseases. Give some examples and list them in your exercise book. Share your ideas with the whole class.

There are many illnesses that are water related. These are grouped into diseases that are:

- **waterborne**
- associated with poor **hygiene**
- associated with poor **sanitation**
- mosquito-borne.



Malaria is a mosquito-borne disease.

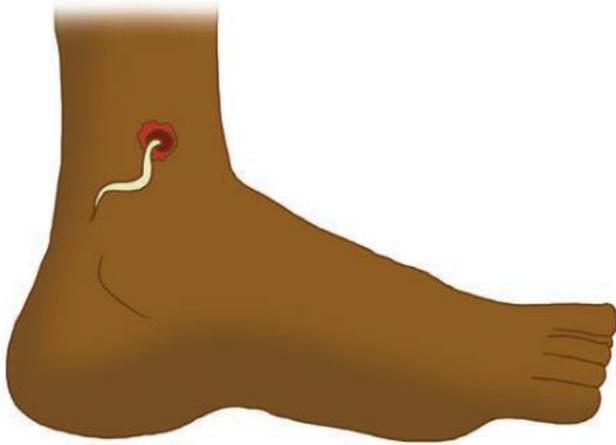


Scabies is associated with poor hygiene.

Waterborne diseases are caused by organisms living in the water. They are spread when people drink **contaminated** water or eat food that has been contaminated.

Other diseases can be caused by lack of water for good hygiene and lack of sanitation. Diseases associated with poor sanitation are transmitted by organisms such as worms. They enter the body through the skin when unclean water is used for cleaning or bathing.

Mosquito-borne diseases can also spread when there are lots of insects that have bred in water.



Worms enter the body through the skin.



Diarrhoea may be caused by poor hygiene.

## Types of Water Related Diseases

The table below shows diseases related to water, hygiene and sanitation. They are grouped into their types, with examples, and how they enter the body.

Types	Examples	Source of transmission	Ways of entering body
Waterborne diseases	<b>Cholera</b> , typhoid, hepatitis, giardiasis	Drinking contaminated water or eating contaminated food	Oral (mouth)
Diseases associated with poor hygiene	<b>Scabies</b> , skin sepsis and ulcers, yaws, leprosy, trachoma, red eyes, dysentery, <b>diarrhoea</b> , ascariasis	Caused by poor hygiene, perhaps due to lack of water for cleaning, close skin contact and discharge fluids from infected person	Oral (mouth) and skin
Diseases related to inadequate sanitation	Filariasis, threadworms, hookworms, trachoma	Transmitted through faeces either directly (i.e. walking bare foot on faeces) or in contaminated water	Oral (mouth) and skin
Mosquito-borne diseases	Malaria, yellow fever, dengue fever	Transmitted by insects	Enters your blood via mosquito bite

### Transmission

Many water related diseases are transmitted through a faecal–oral route. In other words, people become sick when human faeces are ingested through drinking contaminated water and eating contaminated food.



## Activity 2

Work in small groups to discuss these questions. Write your answers on chart paper. Use the table “Types of Water Related Diseases” to help you to answer these questions. Share your answers with the class.

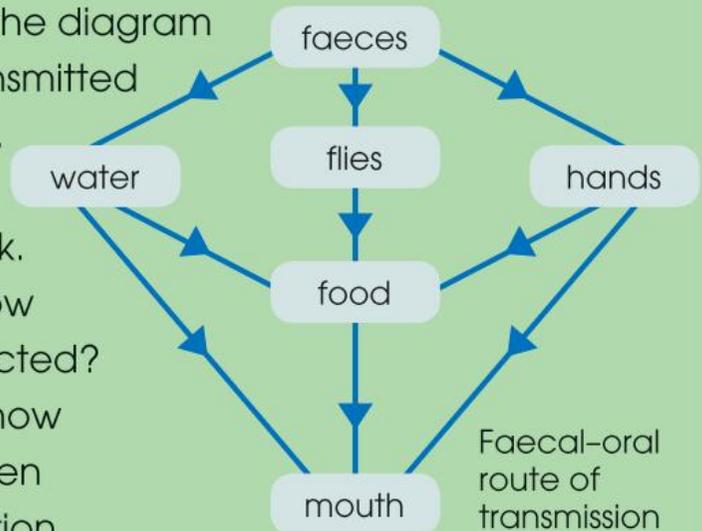
1. List some of the common water related diseases you have heard of in your village or community.
2. How are these diseases transmitted (spread)?
3. List ways to prevent these diseases from spreading.



## Activity 3

In pairs or small groups, study the diagram showing how diseases are transmitted through the faecal–oral route. Answer the following questions in your exercise book.

1. If someone has cholera, how might they have been infected?
2. Explain in your own words how the disease might have been transmitted. Use the illustration to help you.
3. Use chart paper and present your answer to the whole class.



## Ways to Prevent Water Related Diseases

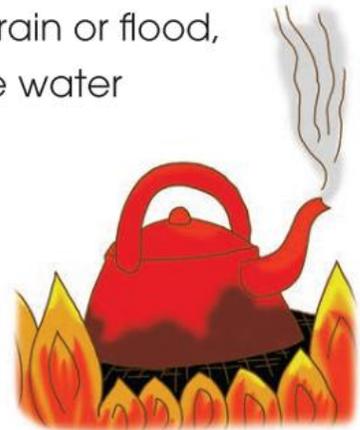
It is important to know where the water related diseases are found and how we can avoid becoming ill from these diseases.

Here are some ways we can prevent these diseases.

1. Always wash your hands properly with soap and water before eating.



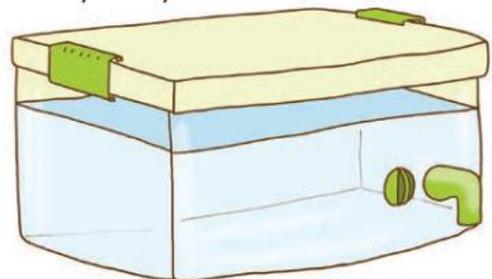
2. Always boil water after heavy rain or flood, or if the water is dirty.



3. Only drink purified or clean water. If there is no purified water, drink water after boiling and cooling it.



4. Containers used for drinking water should be washed in clean water every day.

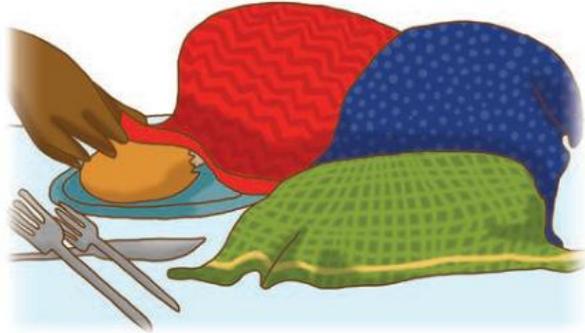


5. Eat food as soon as it has been cooked. Avoid food that has been cooked and left to go cold.
6. Nails should be cut short.

7. Bury human or animal faeces.



8. Cover food and drinks with clean cloths or leaves to protect from flies.



9. If you have diarrhoea or suffer from loose bowel motions, drink coconut juice with a pinch of salt or get oral rehydration solution from the clinic to prevent **dehydration**.



10. If you suffer from vomiting, go to the clinic or hospital for treatment. Vomiting can cause water loss and could lead to dehydration.





## Activity 4

In small groups, make a rehydration solution that you can use to treat someone who has diarrhoea.



### **Making a homemade rehydration solution**

1. Collect the following materials to make your rehydration solution:  
a clean jug or container, 1 litre of clean water, 1 teaspoon, 1 cup, sugar, salt.
2. Fill your jug or container with at least 1 litre of clean water.
3. Scoop six level (flat) teaspoons of sugar into the water. Be careful to mix the correct amount. Too much sugar can make the diarrhoea worse.
4. Scoop six level (flat) teaspoons of salt into the water. Be careful to mix the correct amount. Too much salt can be harmful.
5. Stir with a large, clean spoon until the grains of sugar and salt disappear. (This means they have dissolved in the water.)
6. Taste your homemade oral rehydration solution.

### **Making ORS (Oral Rehydration Salts)**

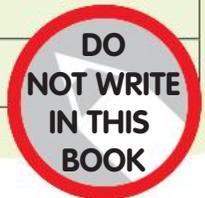
1. Open the packet of ORS.
2. Pour the contents of the ORS in a clean container or jug.
3. Add at least 1 litre of clean water into the container or jug.
4. Mix by stirring with a large spoon until the ORS have dissolved.
5. Taste your ORS.

**If the diarrhoea does not stop, see a nurse or doctor at the clinic or hospital.**

## Assessment activity

The list in the table below shows the four types of water related diseases. Complete the table in your exercise book by giving two examples of each disease. Also include ways to prevent the diseases.

<b>Types of water related diseases</b>	<b>Give two examples of these diseases</b>	<b>List two ways to prevent or avoid these diseases</b>
Waterborne diseases		
Diseases associated with poor hygiene		
Diseases associated with lack of sanitation		
Mosquito-borne diseases		



# Chapter

# 7

## Preventing Communicable Diseases

In this chapter, you will learn to:

- identify the types of **communicable diseases**
- describe some causes of communicable diseases
- explain how they are transmitted
- list signs of communicable diseases
- explain how to prevent and control communicable diseases.

# Communicable Diseases



## Activity 1

In pairs, draw a cloud like the one below. List all the communicable diseases you know of. Share one or two common ones you have in your list with the class.



There are many types of diseases. Some can spread easily from person to person. These are known as communicable, or infectious, diseases.

Communicable diseases spread from an infected person to others. They may pass through direct contact with the sick person or indirectly, for example, through air, water or food or through other creatures such as mosquitoes, flies and rats.

Some examples of communicable diseases are **chicken pox**, common flu, malaria, dengue fever, cholera, dysentery and AIDS.



# How Communicable Diseases Spread

## Direct or Indirect Contact

Diseases can spread through direct or indirect contact with someone who has an infectious disease. For example, chicken pox can be spread through the ruptured (popped) blister of an infected person. Hand-foot-and-mouth disease may spread by sharing personal items such as handkerchiefs and towels, or by sharing the same spoons, plates and cups.



## Air

When a person with a cold or flu sneezes, coughs or spits, germs are released into the air. Spitting anywhere when chewing betel nut also increases the spread of diseases.



## Contaminated Water

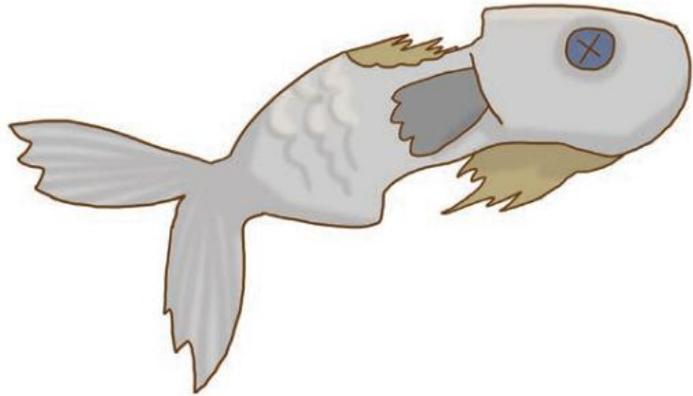
Diseases such as dysentery and cholera can be spread by drinking contaminated water. Using dirty or contaminated water to cook or drink can also spread these diseases.



## Contaminated Food

Diseases such as cholera can spread by eating contaminated food, such as meat or other food that has not been properly cooked or stored.

Any meat or fish that has torn flesh or has been exposed to the air for a long time is also risky. If not stored in a proper container or esky with ice cubes, the risk of spreading these diseases may increase.



## Insects or Animals

Diseases such as malaria and dengue fever are spread by mosquitoes. Dogs, cats and rats can also spread diseases if they are infected.



## Types of Communicable Diseases

The following table shows common types of communicable diseases.

Disease	Symptoms	How it is spread
Cholera	Severe diarrhoea, dehydration, vomiting in some cases	Through contaminated water and food
Chicken pox	Red, itchy spots that become filled blisters after several days; fever and body aches	Through air
Common cold or flu	Body ache, sore throat, runny nose, cough, sneezing, mild fever	Through air
Malaria	Body ache, headache, high fever, chill, diarrhoea	By the anopheles mosquito
Dengue fever	High fever, bone and muscle ache, skin rash, runny nose and diarrhoea	By the aedes mosquito
Acquired immune deficiency syndrome (AIDS)	High fever, mouth or skin infection, weight loss, diarrhoea, lung infections, brain infection or cancer	Through having sex with an infected person, sharing needles, or from direct blood contact, such as from mother to baby



### Activity 2

In small groups, find out about other communicable diseases that are not mentioned in the table. You can check the internet or ask any healthcare professional to help you. Share your findings with the class.

## Preventing the Spread of Diseases

Prevention is better than cure. We should take the necessary precautions to prevent the spread of infectious diseases. This will ensure that we stay healthy.

We can help to prevent the spread of diseases by developing good habits:

### Diseases Spread through Air

1. Cover your mouth and nose when you sneeze or cough.
2. Do not spit onto the streets, especially not in front of someone.
3. Open windows or doors to allow air into the house.



### Diseases Spread through Food

1. Wash your hands before eating.
2. Cover food with clean cloths or leaves.
3. Eat food that has been properly washed or cooked thoroughly.
4. Avoid food that is exposed to the air, and not wrapped in a cover.
5. Do not buy fish or meat that is torn or has been exposed for a long time.



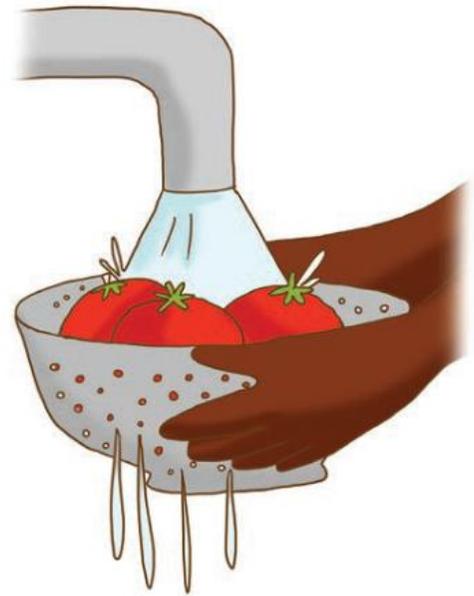
## Diseases Spread through Insects and Animals

1. Sleep under a mosquito net or use mosquito repellent.
2. If you have a pet, remove or bury faeces with soil immediately after it has defecated.
3. Remove water from containers or shells. Cover with soil or drain stagnant water so that mosquito larvae cannot grow.



## Diseases Spread through Water

1. Avoid eating fish and seafood from contaminated water.
2. Boil dirty water before drinking.
3. Wash hands with soap and clean water before eating.
4. Wash kitchen utensils with clean water and antibacterial solution. Dry them in the sun.
5. Wash food with clean water.





## Activity 3

In small groups, select one of the ways that diseases are transmitted: through air, through food, through water, or through insects and animals.

1. Choose an area in your town or village to visit, such as a market, the river or sea, or your local streets.
2. List what you have observed from the trip in relation to the spread of disease.
3. Report your findings to the class.

### Immunisation

One way of controlling the spread of disease is through **immunisation**. This is when a **vaccine** is given to you in the form of injection. Some vaccines come in the form of syrup which can be swallowed. Vaccines give your body the antibodies it needs to fight off infections.

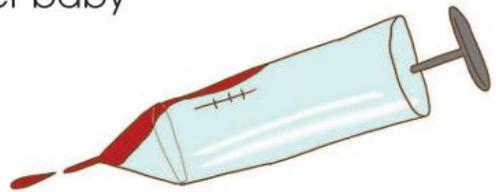
Solomon Islanders have access to free healthcare services. Every child is vaccinated against diseases like **measles**, **polio** and **tuberculosis**.



## Protect Yourself from AIDS

Be safe, not sorry.

AIDS is a disease caused by the human immunodeficiency virus (HIV). It weakens our natural defense system against infection. No vaccine has yet been developed that will immunise you against HIV. It spreads from person to person through having sex with an infected person, and through the exchange of body fluid such as blood via a transfusion or by using a needle that has been used by an infected person. A mother who has been infected with HIV/AIDS can transfer the disease to her baby during pregnancy, childbirth or breastfeeding.



You will not catch AIDS from physical contact such as touching an infected person. But you still need to take precautions against certain risk behaviors.

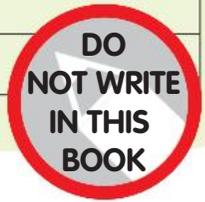
AIDS is a sexually transmitted infection (STI). It is deadly because there is no cure for it. A person who has many sexual partners is more likely to spread and contract diseases like AIDS, and other sexually transmitted infections like gonorrhea. To avoid getting STIs, avoid having sex or use a condom properly every time.



## Assessment activity

Copy and complete this table in your exercise book. For each disease, write how it is spread and how to prevent being infected.

<b>Disease</b>	<b>Method of spreading</b>	<b>How to prevent it from spreading</b>
Malaria		
Chicken pox		
HIV/AIDS		
Common cold		
Cholera		



# Chapter

# 8

## Living a Drug-Free Lifestyle

In this chapter, you will learn to:

- identify some common harmful **drugs**
- recognise the negative consequences of substance use
- describe ways to promote a **drug-free lifestyle**
- practice or role-play how to say no to drugs
- practice skills to cope with peer pressure.

## What Do I Know about Drugs?

Drugs are chemical substances which change the way our body works. Some drugs are used as medicine, helping us recover from illness and disease.

Others bring about physical and mental changes in our body, making us addicted to them.

Some examples of commonly used drugs are tobacco, alcohol, **caffeine, marijuana, kwaso** and betel nut.

**Say NO  
to drugs.**



### Activity 1

1. Working on your own, write down all the drugs you have heard of.
2. Now join with three other people and work in a group.
3. On a large piece of paper, make a list of the drugs each of you has identified and brainstorm the following questions. One person in your group must record the answers.
  - a. Which of these drugs can cause you harm?
  - b. Which of these drugs are harmless?
  - c. Why do you think people take drugs?
  - d. What sorts of things can people do to feel good and have fun without taking drugs?



## Activity 2

In a group of four, look at the following scenario and discuss the questions below.

1. How do you think Allan is feeling?
2. How do you think each of his friends is feeling? Why do you think they are pressuring Allan?
3. What can Allan do if he doesn't want to take the drugs? If you were Allan, what would you do?



Now share the roles among your group and role-play the scene.

The person who is Allan must try their best not to take the drug. Change roles and repeat the role-play with a new person being Allan. Repeat again until everyone has had a turn being Allan.

4. Discuss the following questions as a group:
  - a. What was hard about being Allan?
  - b. What was the best way to say NO?
  - c. What skills do you need to say NO?

Share your group's ideas with the whole class.

## The Deadly Cigarette

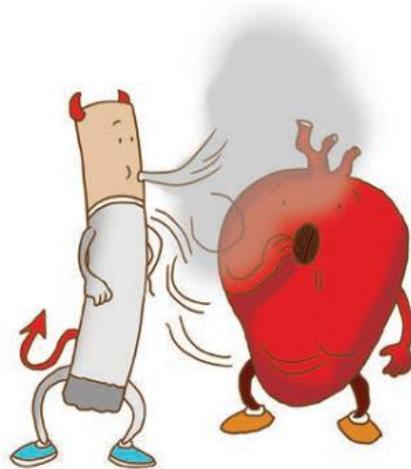
A roll of cigarette may look harmless but it is deadly. When a person smokes a cigarette and chews betel nut together, he or she is breathing in and eating harmful and poisonous substances.



## What is in Tobacco Smoke?

Cigarette smoke has more than 4000 chemicals. Some substances in a cigarette smoke are **nicotine**, **tar**, **carbon monoxide**, **DDT**, **arsenic** and **cyanide**. This makes tobacco smoking dangerous to your health. It has the potential to kill you.

Tar is a yellow-brown substance containing cancer-causing chemicals. Nicotine irritates the lungs and causes the blood vessels to shrink. It also causes smokers to become addicted to cigarettes.



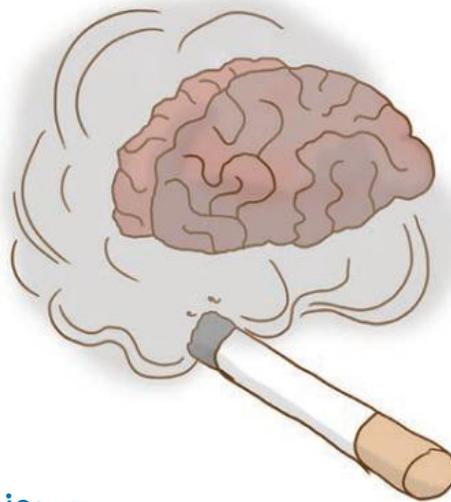
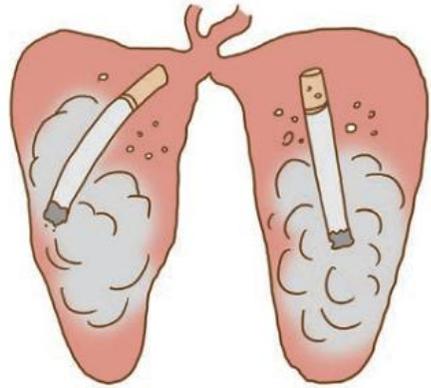
## Effects of Tobacco Smoking on Your Health

Cigarette smoke can cause more fat to stick to the inside of your blood vessels. Soon there will be so much fat that it will block the blood flowing through it. Eventually you may have a heart attack; in other words, your heart stops working.

Tobacco smoking causes lung cancer. Harmful chemicals damage the lungs and air passages, and also increase the risk of breast cancer in women.

Cigarettes can cause a **stroke** by blocking the flow of blood to the brain.

Tobacco smokers are at risk of cancers of the mouth and throat. Smoking will dry their skin and make them look tired and aged. Pregnant mothers who smoke risk their babies being born with a low birth weight.



### Activity 3



In pairs or small groups, discuss a scenario where Marika starts to experiment with smoking. What will happen to his body? In your exercise book, draw Marika and list the effects that smoking will have on his body.

## When Others Smoke around Us

Cigarette smoking not only harms the smoker but also nonsmokers. Nonsmokers are affected when they breathe in cigarette smoke. When nonsmokers inhale smoke, they become **passive smokers** or secondhand smokers. Secondhand smokers have the same risks and health problems as smokers. They may suffer from:

1. lung cancer
2. other forms of cancer
3. heart problems
4. bronchitis
5. asthma attacks and breathing difficulties.



## Controlling Smoking

Cigarettes damage your health. They also cost lots of money. The money should be used to buy other important things. We should avoid taking up cigarette smoking. We should stay away from cigarette smoke.

What would you say or do if someone smokes close to you or inside the bus or taxis? If your friend offers you a cigarette or betel nut, is he or she your true friend?



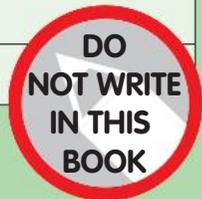
## Activity 4

1. Do you think people should be allowed to smoke in the following situations? Copy and complete the table in your exercise book. Whether you answer “yes” or “no”, include the reason why.

<b>Should people be allowed to smoke in these places?</b>	<b>Yes or No? Explain why.</b>
Buses and taxis	
Offices	
Streets	
Shops	
Their houses	
Hospitals	
Schools	
Churches	
Planes, ships and boats	
Hotels, motels and rest houses	
Restaurants, kai bars or eating places	
Nightclubs	
Sports grounds or stadiums	
Airport and bus terminals	

2. Now in small groups, discuss the following questions. Share your answers with the whole class.

- a. What does Solomon Islands’ law on tobacco regulation say about tobacco smoking in the places stated above?



- b. What are the penalties for not putting up “No Smoking” signs in the places mentioned?
- c. In your exercise book, list some of the penalties for smoking in the above places.
- d. What are the penalties for selling tobacco without a licence?

## Make the Smart Choice

Here are some reasons why you should say NO to cigarette smoking.

1. Smoking will harm your health.
2. It can cause lung cancer, stroke and heart problems.
3. It is addictive. Once you start smoking, it's hard to stop.
4. It causes bad breath. Your body will smell bad.
5. It will stain your teeth, mouth and fingernails.
6. It dries your face and skin, making you wrinkle and grow old quickly.
7. It will cost you money. You can save or spend that money on other things.



If someone offers you a cigarette, be polite but firm. Gently tell them you do not want to smoke. Do not change your mind no matter what they say. Tell them some of the reasons why you do not want to smoke. They are good reasons! If someone smokes close to you, tell them that you do not want to breathe in their smoke. Again be polite, firm and gentle.



## Keeping our Environment Smoke-Free

### Activity 5



As a class, brainstorm ways to keep the school environment smoke-free. Think about the following questions.

1. What do you value about your health?
2. What attitudes should you show towards the health of others?
3. What needs to happen to keep your school smoke-free?
4. What kind of rules could be put in place to help make the school smoke-free?
5. What would be the benefits to your health and the health of others in having a smoke-free school?

Now work in small groups to design a poster that can be displayed around the school to help it be smoke-free.

## Assessment activity

The sentences below describe some of the consequences of drug abuse. An important word is left blank in each one.

Copy each sentence into your exercise book. Choose from these words to fill in the blanks:

alcohol

healthy

secondhand smoking

cancer

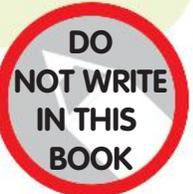
mind

tar

costs

relationships

1. Your \_\_\_\_\_ with your friends and family can be hurt when you abuse harmful substances.
2. To stay \_\_\_\_\_ you should not take harmful substances.
3. Drinking too much \_\_\_\_\_ causes a person to lose control over his/her actions.
4. Drugs affect the body and \_\_\_\_\_.
5. Cigarette smoking and chewing betel nut can cause \_\_\_\_\_ of the lungs and mouth.
6. \_\_\_\_\_ is a yellow-brown substance in cigarettes that can cause cancer.
7. When a nonsmoker breathes in cigarette smoke, it is called \_\_\_\_\_.
8. Cigarette smoking damages your health and \_\_\_\_\_ you money.



# Glossary

- Abuse** To treat a person or animal in an unkind or violent way
- Aesthetic** Concerned with appearance and the appreciation of beauty
- Aggressive** Behaving in an angry, threatening way, as if you want to fight or attack someone
- AIDS** Acquired Immune Deficiency Syndrome; a very serious disease caused by the HIV virus that stops your body from protecting itself against infections and usually results in death
- Alcohol** Drinks such as beer, wine and whisky that can affect the brain and make people drunk
- Anxiety** The feeling of being worried
- Arsenic** A very poisonous chemical substance that is sometimes used to kill rats, insects and weeds
- Ascaris** A parasitic worm that lives in your intestine
- Assertiveness** Behaving in a confident way
- Balanced** Even and stable; a balanced diet includes the right types of food in the right quantities
- Betel nut** A nut chewed with lime powder; a drug
- Bullying** Threatening to hurt or frighten someone, especially someone weaker or smaller
- Caffeine** A bitter substance found in coffee, tea, cola drinks and chocolate
- Calories** Units for measuring the energy in food
- Cancer** A serious disease in which abnormal growths form in the body
- Carbohydrates** The main source of energy in food, found in food such as potatoes, taros and bread

- Carbon monoxide** A poisonous gas produced when carbon burns in a small amount of air; it is present in cigarette smoke and car exhaust
- Chicken pox** An infectious illness which causes a slight fever and spots on your skin
- Cholera** A serious disease that causes stomach pain and diarrhoea, and sometimes results in death; caused by eating contaminated food or drinking contaminated water
- Cholesterol** A chemical food substance found in animal fats which can build up in your blood; too much cholesterol in your body can cause heart disease
- Communicable disease** A disease that can easily be passed onto other people; for example, the common cold
- Contaminated** Affected by a foreign substance so that it becomes impure, unclean or dirty
- Contraception** The intentional prevention of pregnancy by using a device or drug during sex; for example, a condom
- Cope** To deal successfully with a difficult problem or situation
- Cyanide** A very strong, poisonous chemical compound
- Dairy product** A food made from milk; for example, butter and cheese
- DDT** A colourless chemical that kills insects and is also harmful to animals and the environment
- Dehydration** Excessive loss of water from the body; it is a serious symptom of many illnesses
- Depression** A medical condition characterised by ongoing feelings of sadness, pointlessness and anxiety; it often prevents you from living a normal life
- Diarrhoea** An illness which loosens faeces excessively and causes the sufferer to empty their bowel frequently

- Discrimination** The practice of treating one person or group differently from others or in an unfair way based on their class, race or gender
- Disease** An illness with specific symptoms, often caused by infection
- Distress** A feeling of extreme unhappiness and suffering
- Drug** A chemical substance that alters the brain of the user and may be addictive; medicine, tobacco and alcohol are all drugs
- Drug-free lifestyle** A healthy lifestyle where you do not use drugs such as alcohol, tobacco, marijuana or betel nut
- Dysentery** A serious disease of your bowels that makes them bleed and pass more waste than usual
- Emotional** Relating to feelings; for example, love, joy, hate, fear or jealousy
- Expiry date** The date after which something is not safe to eat or can no longer be used
- Faeces** Solid waste that people and animals pass from the bowel through the anus
- Fats** An oily substance taken from animals or plants and used in cooking
- Gender** The sex of a person; either male or female
- Habits** A behaviour that you do regularly without thinking about it because you have done it so many times; brushing your teeth each morning is a good habit
- Harassment** Repeatedly annoying or tormenting someone
- Hazard** Something that may be dangerous or cause an accident
- Healthy** Well and fit; not suffering from illness or injury
- Healthy lifestyle** Living your life in a way which promotes health
- Heart disease** Problems with the heart that can result from an unhealthy lifestyle

- HIV** Human Immunodeficiency Virus; the virus that causes AIDS
- Hookworm** A tropical worm which lives in your intestines and makes you sick
- Hygiene** The practice of maintaining good health through cleanliness
- Immunisation** A vaccine that will protect you from a particular illness
- Infection** Illness caused by germs or bacteria entering the body
- Kwaso** Illegal, home-brewed alcohol
- Marijuana** The dried leaves and flowers of the hemp plant, which some people smoke or eat; an illegal drug
- Meal** Food that is eaten at a specific time; for example, breakfast, lunch and dinner
- Measles** A communicable disease which results in itchy red spots on the skin and high fever
- Mental** Of the mind; a mental illness means a sickness of the mind
- Minerals** A category of nutrients essential to good health; minerals perform functions that enable the body to work properly
- Nicotine** An addictive, oily substance in tobacco that is dangerous to one's health
- Nutrients** Natural substances in food that your body needs to stay healthy and grow properly
- Organic** Natural; not contaminated with chemicals
- Passive smoker** Someone who breathes in second-hand cigarette smoke simply because they are in the same location as a smoker
- Peer pressure** A strong feeling that you must do the same things as other people your age if you want them to like you
- Perpetrator** Someone who does something illegal or morally wrong
- Physical** Relating to the body
- Polio** A viral inflammation that destroys nerves in the spinal cord and brain; it can result in paralysis and sometime death

**Pollution** Poisonous or dirty substances that contaminate our natural environment: the soil, air and water

**Prejudice** An unreasonable dislike and distrust of people who are different because of their race, sex or religion

**Protein** A category of nutrients essential to good health; protein plays an important role in the growth and repair of body tissue

**Psychological** Relating to the way that your mind works and the way this affects your behaviour

**Puberty** The time in life when a child develops physically into an adult

**Rape** To force someone to have sex especially by using violence

**Relaxation** A pleasant rest from worry, effort or work; relaxation is a part of a balanced lifestyle

**Resilience** The ability to recover strength, good humour or ability after a difficult situation or event

**Rights** Expectations that belong to everyone by law, nature or tradition; for example, the right to be safe from harm

**Sanitation** The protection of public health by removing and treating waste water

**Scabies** An infectious skin disease

**Self esteem** The feeling of being satisfied with your own abilities and that you deserve to be liked and respected

**Sexual** Relating to the instincts, drives and behaviour associated with sex; the physical relationship between two people

**Sexual orientation** The fact that someone is heterosexual or homosexual

**Social** Concerning the relationship between people and the community

**Sodium** The chemical term for salt

**Spiritual** The human spirit or soul; not of the physical world

**Stereotyping** Forming an unfair judgment about someone based on their appearance, race, sex or social class without regard to individual differences

**Stress** Physical or mental tension; stress often occurs when you are pulled in two directions, for example when you have too much work to complete in the time available

**Stroke** A medical condition where blood flow to the brain is interrupted; it may result in muscle paralysis or death

**Tar** A sticky substance that forms when tobacco burns that gets into the lungs of people who smoke

**Tobacco** The plant-based drug used in cigarettes

**Transmitted** Passed from one person to another, such as a disease

**Truancy** When a student stays away from school without permission

**Tuberculosis** A serious infectious disease that affects many parts of the body, especially the lungs; also called 'TB'

**Unbalanced** Not even or stable; an unbalanced diet includes too much or too little of a certain food type

**Unhealthy** The opposite of healthy

**Unprocessed** Foods that are not put through the manufacturing process; fresh foods from the garden or sea are unprocessed

**Use-by date** See *expiry date*

**Vaccine** A substance taken by mouth or injection that protects people from a specific disease by causing antibodies to form

**Vandalism** The crime of deliberately causing damage, especially to public property

**Violence** Very strong physical force, intended to hurt

**Vitamins** A category of nutrients essential to good health; vitamins help the body to absorb and utilise other nutrients

**Waterborne** Spread or carried by water; for example, cholera

In the *Solomon Islands Primary Health Education Learner's Book Year 6*, learners will develop the appropriate attitudes and skills to enable them to handle health and social issues in their everyday lives.

The Learner's Book provides skill-building exercises and hands-on activities that allow learners to observe, demonstrate and actively practise skills to deal with and manage everyday health challenges. The material is presented in an interactive and colourful way that generates enthusiasm for learning about health.



The *Solomon Islands Primary Health Education* series for Years 3-6 addresses the Key Learning Outcomes of the Primary Health Education Syllabus 2008. The series uses common health terms and encourages practices that contribute to healthy living. Throughout the series learners will gain the knowledge, understanding and values which will lead to positive health behaviours and practices.

