

Solomon Islands Primary

Health Education

Learner's Book Year 5



PEARSON

Solomon Islands Primary

Health Education

Learner's Book Year 5



PEARSON

Sydney, Melbourne, Brisbane, Perth, Adelaide
and associated companies around the world

This textbook addresses the learning outcomes of the Solomon Islands Primary Health Education syllabus, developed during 2006 and 2007. The Ministry of Education and Human Resources Development would like to thank the following people, whose work led to the development of the Year 5 Health Education materials:

Curriculum Development Division:

Gideon Sukumana, PCDO
Mike McRory, Technical Adviser

Primary Health Education Subject Working Group:

Allan Stewart, Naha Primary School
Ellen Gwali, Vura Primary School
Priscilla Maeniuti, Panatina Community High School
Geoffery Alacky, Global Youth nexus

Funding support

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



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

Project Manager: Caroline Williams
Project Editor: Andrea Davison
Editor: Marcia Bascombe
Typesetter: Terrtu Mancini
Illustrator: Tracey Gibbs & Rob Mancini
Cover design: Pier Vido
Copyright & Pictures Editor: Robyn Formosa-Doyle
Production Controller: Claire Henry

Copyright © Pearson Australia (a division of Pearson Australia Group Pty Ltd)
First published 2011 by Pearson Australia
2013 2012 2010
10 9 8 7 6 5 4 3 2 1

Solomon Islands Primary Health Education, Learner's Book, Year 5
978 1 4425 1366 2
Printed in Malaysia

Pearson Australia Group Pty Ltd ABN 40 004 245 943

Acknowledgements

We would like to thank the following for permission to reproduce copyright material. The following abbreviations are used in this list: t = top, b = bottom, c = centre, l = left, r = right.

Alamy Ltd/ Friedrich Stark: p; 60L.
Corbis Australia Pty Ltd/ M.A.PUSHPA KUMARA/epa: p;103M.
Dreamstime: pp; 17 all, 18R, 58TL, 60R. and 64B.
Getty Images Australia Pty Ltd/Bloomberg: p 61TM.
Photolibary Pty Ltd/ DR P MARAZZI; p 103B.
Shutterstock;pp; , 14L, 14R; 16 all; 18L, 50, 61TL, 64M and 80.
Solomon Islands Curriculum Development Division:pp 25, 62, 68L, 68R, 70L, 70R, 71R,71L.
Thinkstock:pp 33TL, 56, 57 and 64T, 58B, 58L, 59, 61BL; 61TR, 101.

Every effort has been made to trace and acknowledge copyright. However, if any infringement has occurred, the publishers tender their apologies and invite copyright holders to contact them.

Contents

Chapter 1: Coping with Body Changes, Emotions and Stress **1**

| | |
|-----------------------|----|
| Emotions and Feelings | 2 |
| Stress | 7 |
| Puberty | 10 |

Chapter 2: Making Healthy Food Choices **13**

| | |
|--------------------------------------|----|
| A Healthy, Nutritious, Balanced Diet | 14 |
| The Three Food Groups | 15 |
| A Balanced Meal | 20 |
| Choosing Healthy Foods | 23 |

Chapter 3: Healthy Living During Puberty **27**

| | |
|---|----|
| Body Hygiene During Puberty | 28 |
| Good Body Hygiene Habits | 31 |
| Different Clothes for Different Seasons | 35 |
| Hand Washing | 36 |
| Effects of Poor Hygiene During Puberty | 38 |
| Emotional and Mental Changes During Puberty | 39 |

Chapter 4: Understanding Basic First Aid **41**

| | |
|---------------------------|----|
| What Is First Aid? | 42 |
| Making an Emergency Call | 51 |
| Preparing a First Aid Kit | 52 |

Chapter 5: Pollution and Health **55**

| | |
|--------------------|----|
| What Is Pollution? | 56 |
| Types of Pollution | 57 |
| Stop Pollution! | 62 |

Chapter 6: Water, Sanitation and Health **65**

| | |
|--|----|
| Clean, Safe Water for Living | 66 |
| Proper Clean Toilets | 70 |
| Health Problems Caused by Bad Toilets | 77 |
| Health Problems Caused by Polluted Water | 79 |
| Health Problems Caused by Poor Hygiene | 81 |

Chapter 7: Preventing Non-communicable and Chronic Diseases **83**

| | |
|-------------------------------------|----|
| What Is a Non-communicable Disease? | 84 |
| Causes of Non-communicable Diseases | 86 |
| Avoiding Non-communicable Diseases | 92 |

Chapter 8: Alcohol and Illegal Drugs **99**

| | |
|------------------------------------|-----|
| Substance and Drug Abuse | 100 |
| Drug Use | 101 |
| What Drugs Do to the Body and Mind | 105 |
| Drugs Affect Lives | 107 |
| Live a Drug-free Lifestyle | 109 |

Chapter

1

Coping with Body Changes, Emotions and Stress

In this chapter, you will learn about:

- what **emotions** and feelings are
- emotions and feelings a person goes through when they are growing up
- expressing **personal** feelings
- what **stress** is
- dealing with and coping with emotions and stress.

Emotions and Feelings

What Are Emotions and Feelings?

Emotions are human feelings. Feelings happen when we react to people, places, experiences or things. We can express feelings in a good way or bad way. People experience lots of emotions. The basic human emotions are happiness, love, fear, hate, anger, sadness, loneliness and jealousy.



We experience changing emotions or feelings as we grow up. These changes are natural. They are a normal part of growing from a child to an adult.

Our bodies go through many physical changes as we reach puberty. At puberty we change physically, socially and emotionally in many ways:

- Physically – how our bodies continue to grow and change
- Socially – how we relate to our friends and family. We also change friends sometimes
- Emotionally – the way we feel about ourselves, and other changes.





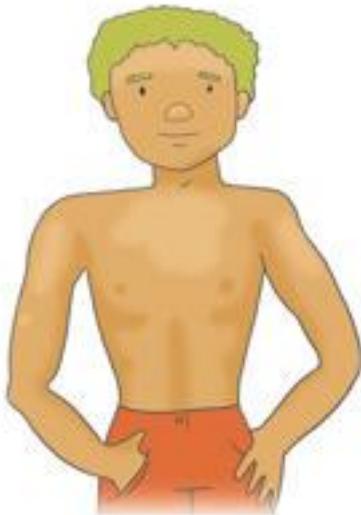
Activity 1

Make a list of situations when you feel happy, sad, afraid or angry. Discuss these situations with the class.



Activity 2

Work in pairs or a group. Study these pictures. List some **physical**, **social** and emotional changes that occur during **puberty**. List them in a chart and present it to the class.



Positive and Negative Emotions

Emotions can be positive or negative. Positive emotions are feelings which make you feel good or happy about yourself. Examples are happiness and love.

Negative emotions are feelings which make you miserable and sad. They may make you dislike yourself and others. Examples of negative emotions are fear, hate, anger, jealousy and sadness.

Expressing Feelings

Sharing and expressing our feelings with people we trust is good for our minds.

It is good to talk about negative feelings. Sometimes we express our feelings through body language. If we do not express feelings it will harm our physical health. Strong feelings, such as anger, might also harm others if we do not control the way we express them.



We must learn to control negative emotions. If we are angry with someone we do not hit them or throw objects at them. We talk about what makes us angry. We can talk to a friend, a parent or a teacher.

We can learn to deal with strong feelings, such as anger, in a good way. We must also learn how to control strong feelings that might harm others.

Activity 3

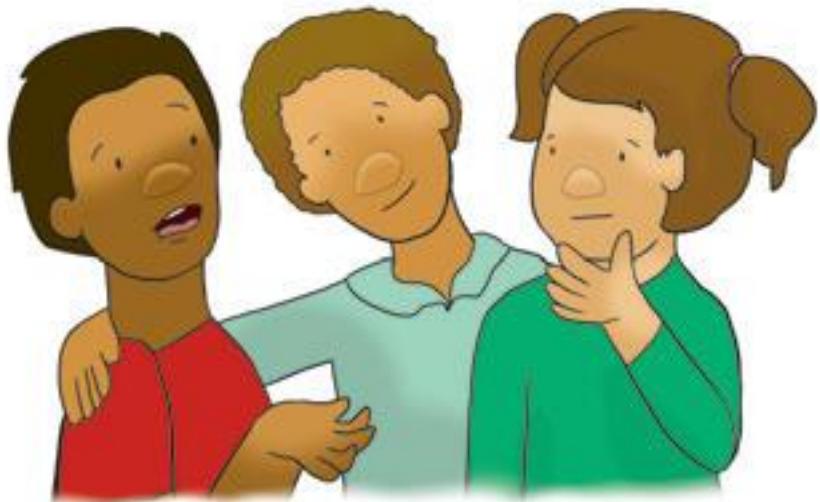


1. In small groups, read and discuss these questions and share your answers with the class.
 - a. How would you feel if someone in your class took your pen, books or basket without you knowing it?
 - b. How would you feel if someone swore and laughed at you?
 - c. What is the most upsetting thing someone has done to you?
2. In groups, **role-play** these situations:
 - You are feeling angry but you want to hide it.
 - You are feeling sad but pretending to be cheerful.

Respecting Other People's Feelings

We need to understand how we feel about ourselves. This helps us **respect** other people's feelings. Respect means valuing ourselves and others. If we are respectful and treat others fairly they will do the same to us.

Respect means that others do not hurt, **abuse** or treat you unfairly or badly. Showing respect means caring for everyone.



It is important for boys and girls to respect each other inside and outside school.

Our **behaviour** can also affect other people's feelings. Our emotions influence our behaviour.



Activity 4



1. List two ways that you show respect for other people.
2. Read the scenario below. Discuss with a partner how you think you would handle this situation. Does your partner agree with your suggestions?

Your parents are always asking you to do the everyday tasks at home. You find it really annoying because you don't enjoy doing them. Your mum says she is tired of asking you to do what you are told. She says you will not be allowed to go playing with friends.

- a. How do you react?
- b. Does your partner agree?

Stress

Sometimes we feel that the demands on us are more than we can **cope** with. We may feel pressured by too much school or homework. Studying for exams may be tough. Sometimes we feel under pressure from parents.



Feeling under Pressure or Worried

Stress affects us in many ways:

- **Mentally** – the way we think about situations
- Physically – how we **behave** towards others
- Emotionally – the way we express our feelings.



Stress can harm our mental, physical and emotional health. It can even cause physical illness. When we feel under pressure, our bodies react. Our heart beats faster, rate of breathing increases and **blood pressure** goes up. The longer we feel stress, the greater the demand on our body. If stress continues, the body may develop an illness.

Coping with Emotions and Stress

There are ways we can deal with stress.

Here are some things you can do:

- Know the situations which make you feel stressed.
- Know what situations you can and can't control.
- Prepare for stressful events in advance by thinking about the future.
- Keep yourself **healthy**.
- Take time to relax with family or friends, for example, take a walk, go on a picnic or listen to music.
- Do things that make you feel happy every day, for example, play games, read a book or listen to music.





Activity 5

1. Role-play a situation of a person shouting at you angrily and your angry response.
2. Discuss these questions with your partner:
 - a. What will happen if both people behave like this?
 - b. Is this a good way to deal with another person's anger?
3. List two ways to control and manage anger.
4. What might happen if anger is not controlled?
5. In pairs, recall and share situations where someone has made you feel unimportant by making you feel your opinions and ideas didn't count. Practice some 'I' messages that could have been used to express how you felt in that situation. Here is an example.

I felt **very insecure** (feeling) when **the maths teacher laughed at me in front of the other students** (behaviour) **because I answered the question with a silly answer** (effect of behaviour on you).

Fill in the missing words in your exercise book and role-play with your partner the situation where you felt unimportant.

I felt _____ (feeling) when _____
_____ (behaviour) _____
_____ (effect of behaviour on you).



Puberty

Changes in My Body

When boys and girls reach the age of 10 or 11, their bodies start to change from the body of a child into the body of an adult. This change is called puberty. Puberty can happen to people any time between the ages of 9 and 18 years. Puberty is the start of the period called **adolescence**.

Puberty means the physical, mental and social changes that happen to young people as they move from being children to becoming adults.

Changes boys experience during puberty

Boys experience many physical changes during puberty, such as:

- shoulders and chest broaden
- voice deepens and breaks
- penis and testicles grow bigger
- begin **wet dreams**
- hair grows on face, chest, armpits and **pubic area**
- stomach flattens
- pimples and skin problems may occur.



Changes girls experience during puberty

Girls also experience many physical changes during puberty, such as:

- hair grows in armpits and pubic area
- breasts grow bigger
- hips broaden
- **menstruation** begins
- pimples and skin problems may occur.

Feelings and Emotions During Puberty

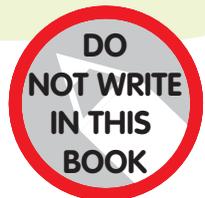
During puberty, **sexual urges** grow stronger. **Sexual** thoughts and feelings are natural.

- Boys and girls often feel worried and embarrassed about body changes. Examples are hair growing under your armpits and on your pubic area. Sometimes pimples appear on your face. At this stage your height increases.
- Many teenagers feel awkward, shy and confused during this period. Changes in **mood** are frequent.
- Boys and girls often feel confused about their sexual feelings. They may feel attracted to members of the opposite sex or of the same sex. Guilty feelings and confusion may occur.
- Girls may become very **sensitive** and emotional just before menstruation. There are changes in personality, such as wanting greater independence.

Assessment activity

The left column in the table presents a series of negative personal statements. Copy the table in your exercise book. In the column on the right, write the sentences that will help you think positively.

| Negative statement | Positive statement |
|--|--|
| I am no good at sports. In softball, I always fail to hit the ball with the bat. | Not everyone is good at this game. I'll try my best. I can also find another game that I am good at. |
| I do not get high marks in art and crafts. I am not very good at art and crafts. | |
| I do not think I can cope. I just cannot get all my home work done on time. I am useless with managing time. | |
| My friends do not seem to understand me. I do not know how to talk to them. | |



Chapter

2

Making Healthy Food Choices

In this chapter, you will learn about:

- what a healthy **diet** is
- the three food groups
- **processed** foods
- what a balanced meal is
- **over-eating** and **under-eating**.

A Healthy, Nutritious, Balanced Diet

Nutrients in Our Foods

Food is important to your body. Eating a variety of healthy foods provides the **nutrients** your body needs. Nutrients in food do three things. They help your body to grow. They give energy. They protect your body from illness.



Activity 1

Look at these two pictures of food. Discuss in pairs what foods are shown. Which picture shows healthy food?



The Three Food Groups

There are three food groups that have the nutrients our bodies need.

A healthy meal contains a variety of foods from the energy food group, the protective food group and the body building food group.



Energy foods



Body building foods



Protective foods

Energy Foods

Energy foods provide energy for the body to do work and play. Examples of energy foods are rice, bread, potato, cassava, yam, taro, breadfruit and boiled banana.

Some foods provide more energy than others. Foods with lots of fat and sugar are high in energy. But too much fatty food and sugar is unhealthy for the body.

Remember! Food from the garden is the best.



Body Building Foods

.....



Body building foods help our bodies to grow properly. Examples of body building foods are fish, meat, chicken, milk, beans, nuts and seeds.

We must eat a lot of this food group everyday. We must eat fresh seafood like fish and crab.

Protective Foods



Protective foods protect the body from **diseases**. Examples are: **fruits**; green, leafy **vegetables**; and root vegetables. They contain vitamins, minerals and **fibre**.

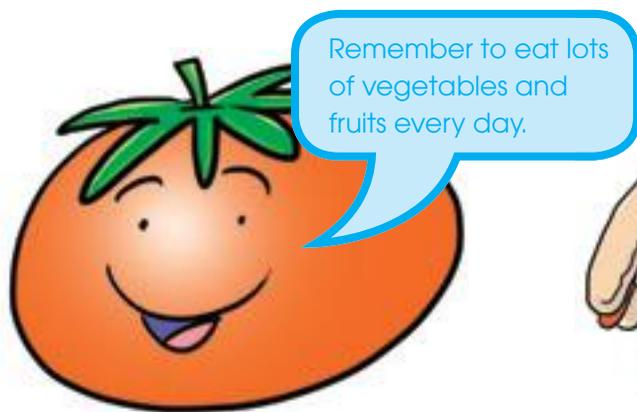
We get fibre from fruits and vegetables. Fibre moves the food quickly through the body.



We must eat food from the protective food group every day.



Remember! Plant a variety of vegetables in your garden.



Eat fewer foods that are high in fat, sugar and salt and more foods that are natural.

Activity 2



In groups, answer the questions below and present your answers to the class.

1. What is a healthy, **balanced diet**?
2. List four types of healthy food from the three food groups.

Fruit and vegetable day

3. Discuss with the class and decide what day of the week each month will be fruit and vegetable day. Select a day during the week. Bring one fruit or vegetable to class on that day.



Activity 3

- Group the following foods according to the three food groups. List the foods in the correct column in a table like the one below in your exercise book.

yam potato fish slippery cabbage chicken mango
 pawpaw rice, taro beef shellfish beans tomato
 orange cassava pork bread lamb noodles navy biscuit
 lettuce banana pineapple eggplant guava fern
 taro leaf pumpkin carrot ball cabbage cucumber

| Energy foods | Body building foods | Protective foods |
|--------------|---------------------|------------------|
| | | |

- In groups, discuss these questions then present your answers to the class.
 - What do the three food groups do?
 - energy giving foods
 - body building foods
 - protective foods
 - Why do children need to eat more body building foods than adults?
 - In your exercise book, list three advantages of planting a home garden (sup-sup/custom garden).



Activity 4

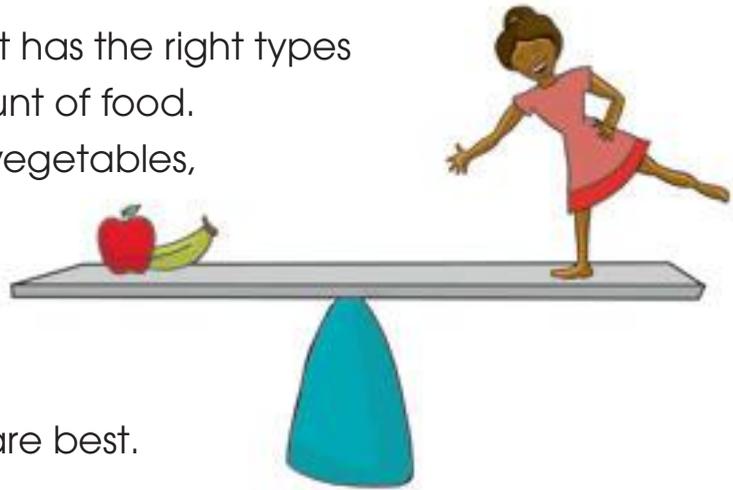
Study the pictures and words in the bubbles on the previous page. What do you think these pictures say about eating healthy foods? Write some sentences about these pictures in your exercise book.

A Balanced Meal

A meal is balanced when it has the right types of food and the right amount of food.

We must eat a lot of fresh vegetables, fruits, nuts and root crops.

Our local foods from the garden, the fish from the sea and streams, and local chickens and ducks are best.



Activity 5

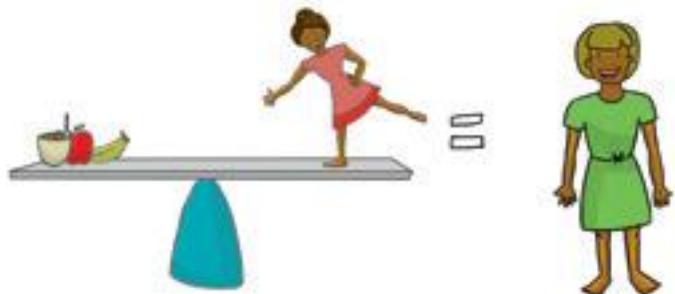
In small groups:

1. Draw and colour large-sized pictures on plain A4 paper of healthy foods that would make a balanced meal.
2. Cut them out and stick them onto paper plates.
3. Label the food items.
4. Write in short sentences why you chose these foods.

You Are What You Eat

Stable eating

If we eat the right amount of food and do some exercise, we will keep our body at the correct weight.



Unbalanced eating

If a person does not eat foods from the three food groups their eating is unbalanced. Eating the same type of food every day is not healthy or balanced.

For example, eating just rice, potatoes, noodles and tuna fish every day is an unbalanced diet.



Over-eating

If a person eats a lot and does not do physical activity it can cause serious health problems.

Many people eat foods that have too much fat, **salt** and sugar. Eating a lot of these things can cause excess body weight or **obesity**, heart problems, **strokes**, **high blood pressure** and **diabetes**.



Under-eating

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





Activity 6

In small groups, discuss and answer these questions.

1. What happens when a person over-eats?
2. What happens when a person under-eats?



Activity 7

Find the missing words for the following spaces from your reading.

Across:

1. We should not drink too much soft drink or eat too much food with high amounts of _____ in them.
2. We should eat green, leafy _____.
3. We should eat _____ processed foods as they have high salt content.

Down:

4. We should eat more low-fat foods like _____ meat rather than high-fat foods like fatty meat.
5. We need to eat more _____ food like fish, fruit and whole grains.
6. We need little of these. Too many will make you obese.

| | | | | | | | | | | |
|---|---|--|--|---|--|---|--|--|---|--|
| | | | | | | | | | 6 | |
| | | | | 5 | | 1 | | | | |
| | 4 | | | | | | | | | |
| 2 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | 3 | | | | | | |



Choosing Healthy Foods

Making Decisions About Food

Eating healthily is not difficult. You need to plan to make healthy choices. Use the food menu or **food pyramid** as a guide to plan your healthy eating.

This planner will help you decide on a healthy diet.

| My Menu | | | | |
|-------------|--------------------------|----------------------------|--------------------------------------|-------------|
| | Energy (carbohydrate) | Body building (protein) | Protective (fruit, vegetables) | Drinks |
| Breakfast | Toast | A boiled egg | Apple | Milk |
| Mid morning | Banana | Nuts | Mango | Water |
| Lunch | Sandwich | Cheese | Lettuce | Fruit Juice |
| Afternoon | Rice | Nuts | Orange | Water |
| Dinner | Potatoes | Chicken | Carrots | Water |

Activity 8

In groups, create a meal plan for your family for one day. Use the food basket or pyramid and the example plan on the previous page to help you. Ensure that your meal includes foods from the three groups.

| My Menu | | | | |
|-------------|--------------------------|----------------------------|--------------------------------------|--------|
| | Energy (carbohydrate) | Body building (protein) | Protective (fruit, vegetables) | Drinks |
| Breakfast | | | | |
| Mid morning | | | | |
| Lunch | | | | |
| Afternoon | | | | |
| Dinner | | | | |



A food pyramid shows you the types of foods you should eat the most and least of every day.

Processed Foods

Processed foods are foods that are already cooked and are sold in stores. We buy them canned, bottled or wrapped. Processed foods are not fresh. They have fewer nutrients. If we use them we need to add fresh foods from the garden. For example, fern or slippery cabbage should be cooked with canned tuna.



Eating too much fatty food can make our bodies overweight.

Too much salt in food is not healthy. It can cause heart problems.

Eating too much sugary food can cause excess body weight, diabetes and **heart disease**.



Activity 9



In pairs or small groups, collect three containers of processed foods. Find out from the labels how much sugar, fat and salt they contain.

Present your findings to the class in a table like this one.

| Food item | Fat | Salt | Sugar |
|-----------|-----|------|-------|
| | | | |

Activity 10



In groups or pairs, visit the school canteen or nearby food stalls.

1. Do you think the school is selling healthy food? In your exercise book, list some of the foods. Present what you have found.
2. Make a simple poster about healthy foods to show the class.

Assessment activity

The table below shows the food groups and the main meal times during the day. In the appropriate parts of the table, list foods that can make a balanced meal for the day.

| Meal times | Energy food | Protective food | Body building |
|------------|-------------|-----------------|---------------|
| Breakfast | | | |
| Lunch | | | |
| Dinner | | | |

DO
NOT WRITE
IN THIS
BOOK

Chapter

3

Healthy Living During Puberty

In this chapter, you will learn about:

- the need for **personal hygiene** during puberty
- personal hygiene items to use during puberty
- effects of bad body hygiene during puberty
- ways to deal with emotional and mental changes during puberty.

Body Hygiene During Puberty

Body **hygiene** is about keeping the body clean. Good hygiene during puberty helps prevent **bacteria** on the body. Good hygiene helps to prevent **infections**.

We must wash our body at least three times a day.



Activity 1



In your exercise book, list two things you know about personal hygiene.

A Clean Body Is a Healthy Body

Body hygiene means that I must:

- wash my body three times a day
- wash my **genital** area properly
- wash my hair and keep it clean every day
- brush my teeth after meals every day
- wash my hands before using the toilet and especially after using the toilet
- wash my clothes twice a week
- wear clean clothes and underwear every day
- wear shoes or slippers when going outdoors.

We must wash our bodies every day.



Sweat and Hygiene

During puberty the **sweat and oil glands** under the skin produce a lot of sweat. Bacteria are always on the skin. The mixture of sweat, oils and bacteria sometimes smells bad. People do not like to be close to a person who is smelly or dirty. During puberty good personal hygiene is very necessary.



Personal hygiene tips for girls



Hi, girls. This is for you.

- Wash the genital area with soap every day.
- Clean the genitals after urinating.
- Wipe or clean with tissue front to back after urinating or defecating. (For girls, this is to prevent dirt, **faeces** and bacteria getting into the vagina.)
- Wash the genitals during menstruation (period).
- Use clean pads, **tampons** or strips of cloth during menstruation.
- Change pads, tampons and cloth strips often to make sure your body does not smell.

Personal hygiene tips for boys

- Wash the genitals with soap every day.
- Pull back the **foreskin** and wash the penis.
- Boys have a white creamy substance under the foreskin of the penis. They should wash under the foreskin because white creamy liquid can smell. Infections can start easily in this area.



Activity 2

Complete the sentences by choosing the correct words from the list. Write the missing sentences in your exercise book.

tissue, every day, clothes, front to back, soap, pubic area, wash, spit, brush, twice

1. We must wash our body with soap _____.
2. We must wash our hands with _____.
3. We must wash the _____ properly every day.
4. We must cover the mouth and nose with _____ when we sneeze or cough.
5. We must _____ the teeth after meals.
6. We must not _____ in public places.
7. Girls must clean with tissue from _____ after urinating and defecating.
8. Boys must _____ under the foreskin of the penis.
9. We must wash our clothes at least _____ a week.
10. We must wear clean _____ every day.



Good Body Hygiene Habits

Clean Mouth and Teeth

We should clean our mouths and brush our teeth every day. Use a toothbrush and **toothpaste** or a piece of sugar cane husk. Brush the teeth twice a day or after meals. Clean between the teeth using a midrib.



Body Washing

Keeping our body clean means taking a daily bath. Bathing removes dead skin and dirt from the skin surface. Bathing also refreshes the body.



Activity 3



Practise singing this song with your teacher.

Mime the actions.

When taking a bath:

Wash the hair with soap or shampoo.

Wash the face with soap, gently massaged with fingers or a clean cloth.

Pour water over your arms, legs and over your body.

Scrub wet shoulders, armpits, arms, hands, legs and feet with soap.

Rinse the body well afterwards.

Now my body is clean and fresh.



Clean Hair



To keep your hair clean and neat:

- wash it regularly with shampoo. Hair conditioner is good, too, if you have it.
- rinse your hair well with clean water
- brush or comb your hair every day
- use coconut oil or hair jelly to keep your hair neat.





Smelling Nice

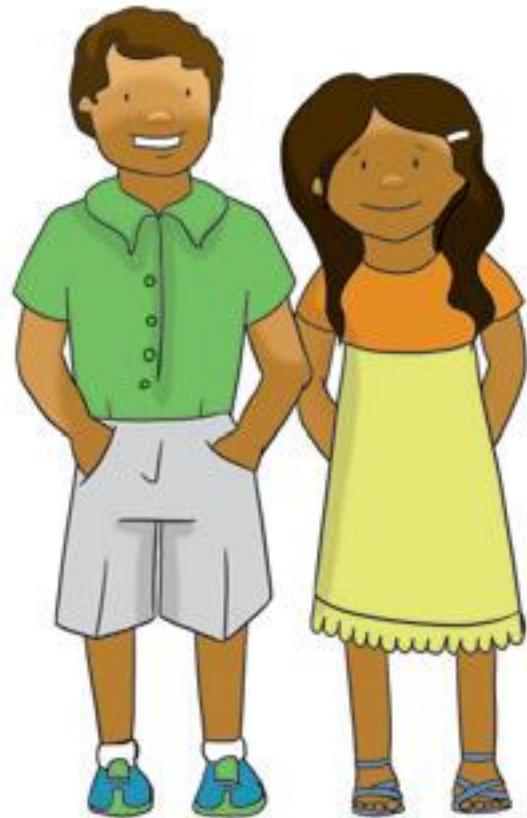
Products like **deodorant** or body lotion give the body a good smell, but they will not make you clean. Bathing and washing makes you clean.

Wearing Clean Clothes

Clothes get dirty easily because of body sweat, playing and food stains. Underwear also gets dirty easily with body sweat and **secretions**. Dirty clothes and underwear attract bacteria which cause bad body smells and even illness.

Take off your school uniform and put on your ordinary clothes as soon as you get home.

Wear clean clothes every day.



Wearing Footwear

Always wear shoes or slippers to protect against germs entering through cuts. Worms can also enter the body through the skin of the feet. Wear shoes when playing games or sports.

Wash and dry your feet well between the toes before putting on shoes. Wear clean socks every day.

Always put out wet shoes to dry in the sun. Wash dirty shoes with soap and dry them in the sun.

After school, take off your shoes and dry them overnight. Clean your shoes regularly.



Activity 4



In your exercise book, answer these questions.

1. Write two reasons why we should wear shoes or slippers.
2. Write one reason why we should brush and clean our mouth twice a day.
3. Write two reasons why we should wash our hair and body every day.
4. Write one reason why we should wash and clean our shoes.

Different Clothes for Different Seasons

We wear different clothes in different types of weather. On warm and sunny days, we wear light clothes so that we don't sweat uncomfortably. On cooler days, we wear heavier and warmer clothes to protect against the cold. On rainy days, we wear raincoats to protect against the rain.



Activity 5



Humpty day (Dress-up day) is a special day when we dress in different clothes.

In groups, discuss the types of clothes to wear on humpty day. Prepare your costumes or clothes to wear before the humpty day. Everyone should come to class dressed up in their favourite clothes on this day.

Hand Washing

Hand washing is an important part of body hygiene. You should use plenty of soap and water. Rinse and dry your hands well.

Clean hands

You should always wash your hands:

- before preparing, handling or serving food
- before eating with fingers
- after going to the toilet.



Clean finger nails

You should keep your nails clean to remove bacteria.

- Hands and nails must be clean at all times.
- Nails should be short and clean.
- When washing hands, clean under the nails.
- Use a nail cutter to regularly clip the nails short.
- Clip the nails straight. Avoid clipping too deeply along the sides.



Activity 6



1. Make a personal hygiene table like the one below in your exercise book. Take it home and use it for two weeks. Place a tick under each day whenever you washed your hands, hair or clothes, etc. Your parents or teacher must write their names and sign in the space in the last column. Add up the ticks.
2. Sometimes it helps you to achieve a goal if you write it down. Write down your thoughts on how you will achieve your goal. For example:

My goal is to _____ (for example, wash my hair and keep it neat everyday).

| I Clean My | S | M | T | W | T | F | S | Parent/Teacher Sign |
|-----------------|---|---|---|---|---|---|---|---------------------|
| Mouth and teeth | | | | | | | | |
| Hair | | | | | | | | |
| Body | | | | | | | | |
| Hands | | | | | | | | |
| Feet | | | | | | | | |
| Nails | | | | | | | | |
| Clothes | | | | | | | | |
| Shoes | | | | | | | | |
| No. of ticks | | | | | | | | |

Effects of Poor Hygiene During Puberty

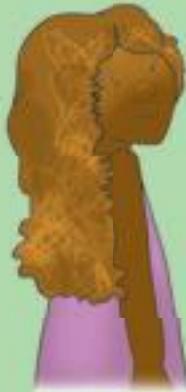
Activity 7



In pairs, discuss the following pictures. These are examples of bad hygiene. In your exercise book, write a sentence to describe the result of each person doing these things.



Tim wears his dirty, white school uniform to school.



Normie leaves her long tangled hair unwashed for months.



Ellen doesn't wash herself very often.



Duncan eats his food with his dirty fingers straight after playing a marble game.



Lynnie always leaves her damp clothes hanging inside her bedroom.

Emotional and Mental Changes During Puberty

During puberty boys and girls experience some emotional and mental changes.

Some feel unhappy about growing up.

Others feel excited about it.

Puberty changes the way boys and girls feel about themselves.

Moods change quickly.

Sometimes they still want to be treated like a child and sometimes they want to be treated as an adult. Sometimes boys and girls feel insecure about themselves. They also become **conscious** of feelings and thoughts that concern them.



Remember these things about puberty

- Accept that we experience different emotions. It is normal to feel anxious sometimes.
- Share your fears and anxieties with those close to you (your parents, teachers and friends).
- Take up a hobby, and stay active by playing games and exercising.
- Think good things about yourself when you feel low.
- Stay relaxed by finding time to do things you like.
- Use your time wisely. You need time for study, exercise, friends and family.

Assessment activity

Here is a word puzzle. This list of words can be found in any direction (across, up, down or diagonally).

Find the words and colour or circle the words. Write the words in your exercise book.

- | | |
|----------------|-------------|
| 1. Puberty | 6. Soil |
| 2. Cleanliness | 7. Towel |
| 3. Washing | 8. Disposal |
| 4. Daily | 9. Care |
| 5. Hygiene | 10. Soap |



| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| t | d | d | a | i | l | y | t | s | c | j | o |
| a | w | i | s | h | p | h | k | e | l | a | n |
| k | a | s | n | m | o | c | e | r | e | y | p |
| i | s | p | u | b | e | r | t | y | a | u | s |
| o | h | o | t | y | a | e | o | g | n | q | g |
| p | i | s | a | c | n | t | w | i | l | s | b |
| g | n | a | p | p | l | o | e | s | i | d | d |
| b | g | l | h | i | y | p | l | t | n | h | e |
| f | n | a | o | y | h | y | g | i | e | n | e |
| c | b | s | s | l | o | s | g | e | s | l | s |
| z | m | s | d | e | r | d | a | s | s | h | y |

Chapter

4

Understanding Basic First Aid

In this chapter, you will learn about:

- what **first aid** is
- examples of situations that need first aid
- the basic rules in first aid care
- preparing for and dealing with emergencies.

What Is First Aid?

Accidents happen all the time. Knowing what to do can save a life.



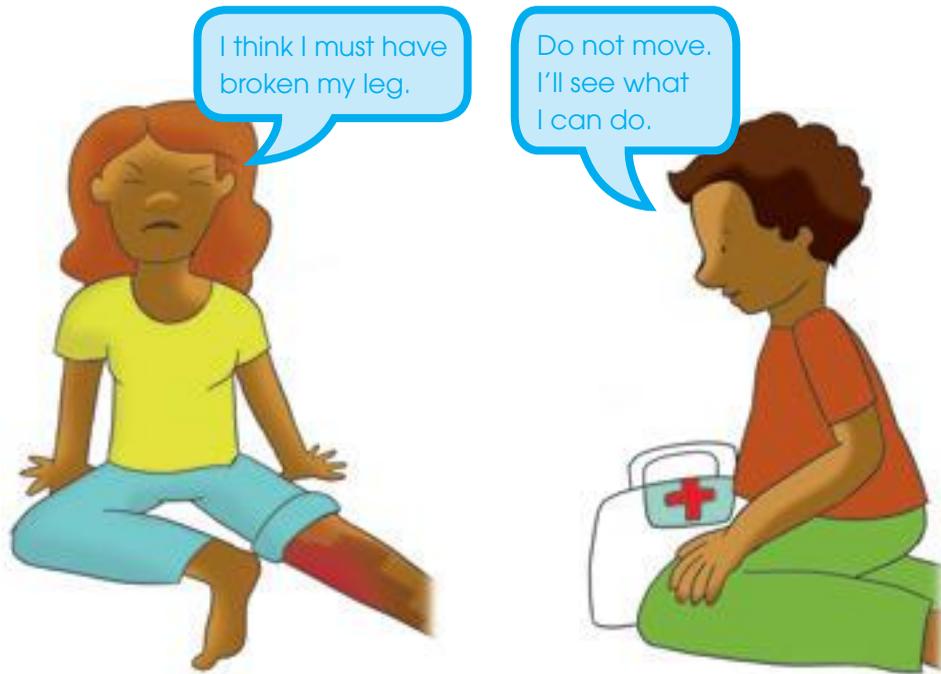
When a person is in an accident, they may be injured. The person needs help immediately. A common accident in towns is when a person is hit by a vehicle.

In the village, people often get hurt with chainsaws or axes. When we give help to an injured person immediately, we are giving first aid.

First aid treats accidents or injuries before a doctor or nurse is available. First aid saves lives. It prevents injuries becoming serious.

Do you know what to do if a person breaks their leg or arm or has a bad cut?





Activity 1



Write down some of the common accidents or injuries you have seen or heard about or that happened in your area.

Activity 2



Look at the pictures on these two pages. Write two things you can do to help in these situations.

Common Injuries that Need First Aid

Injuries which often happen are:

- cuts
- bleeding
- burns
- **fractured** or broken bones
- poisoning
- drowning
- electric shock.



Activity 3



1. In small groups of six, choose one of the common injuries in the list above.
2. Survey your local area to find out how many people suffered this injury in the last month. Interview at least five people in your school or local area.

Usually when someone has an accident, another person is nearby and can help. That person must help until a nurse or doctor is available.

There are good ways to help, but there are mistakes that people often make when helping. We need to know the correct things to do.

The DRABCD Rule

First aid trainers always follow a set of simple rules. **DRABCD** is an easy way to remember the rules:

- D** for Danger
- R** for Response
- A** for Airway
- B** for Breathing
- C** for **Circulation**
- D** for Defibrillate.

We can use the first aid DRABCD to help us do the correct thing when an accident happens.

Read about each letter of DRABCD.

D for Danger

Before you do anything to help an injured person, make sure it is safe for you to help them.

If the injured person is in a dangerous place, move them carefully to a safer place.



If you have to move the person yourself, drag them by both ankles, slowly and carefully to a safe place.

If their legs are injured, you may have to pull the person by their elbows or wrists. Pull slowly so that you don't bang their head.

Do not move an **unconscious** person unless there is no other way of keeping them safe.

Never stand out in the road to try to make cars stop. This is very dangerous.

Send someone for help if you can.



Activity 4



With a partner, practise moving each other as shown in the D for Danger drawings. Follow the steps in the drawings. First pretend to be the injured person, then swap roles with your partner and be the person helping.

R for Response

Call out to the injured person.

Tap their face or shoulder gently if they seem to be asleep.

- Ask what happened.
- Ask where it hurts.

If the person doesn't answer or move, they could be unconscious.

If the person is unconscious and lying on their back, turn them onto their side. This is called the **recovery position**. This helps the person to breathe.

A for Airway

Check the injured person's airway.

Tilt the head back to open the airway. Check if anything is in the person's mouth. If something is there, pull it out with your middle fingers.

Then turn the person onto their side.

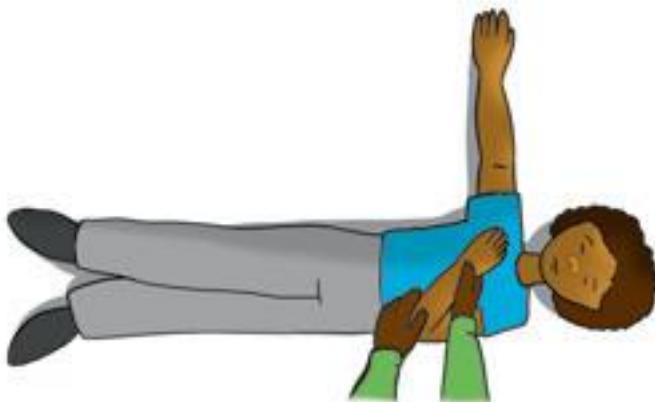


Activity 5

Practise checking the airway. Do this in pairs. First be the injured person, then swap roles with your partner and be the person helping.

The recovery position

These pictures show how to put a person in the recovery position.



Step 1

Keep the person on their back, push one arm out and leave the other arm folded, to touch the shoulder.

Step 2

Support the person's head. Lift one knee of the person. Keep your knees close to the body of the person. Roll the person gently away from you. The person's body will then rest on their outstretched arm.



Step 3

This picture shows the recovery position.

Always do this **very carefully** and slowly so that you do not cause any other injury.

Activity 6



Practise putting your partner into the recovery position. Follow the steps in the drawings.

B for Breathing

Check to see if the person is breathing. Do this by feeling the lower chest.





If the chest is moving up and down, the person is breathing. Put your ear close to the person's face; listen to find out if there is air coming out of their mouth.

C for Circulation

Check if there is a **pulse**. To do this, feel the side of the person's neck with your fingers.

Also find the pulse in the wrist (the drawings show you how).



Count the pulse for one minute. There should be about 68 beats per minute.

Keep the person warm. Talk to them. Stay with the person until someone comes to help.

D for Defibrillation

If a person's heart has stopped beating, then a machine called a **defibrillator** may be used to try to restart their heart. Our national hospital is the only place that has this machine. There are people who are trained to use it.



Activity 7



By yourself or in pairs, practise feeling the pulse in the wrist and the neck. Use the second hand on a watch to count the beats in one minute.

Making an Emergency Call

When making an **emergency** call or asking for help, follow these simple rules:

- Stay calm – do not panic.
- Call the emergency phone number.
- Tell them where the emergency is.
- Tell them what the emergency is.
- Tell them how serious it is.
- Tell them who is involved in the accident.



Activity 8

In pairs or groups, role-play making an emergency call.

Preparing a First Aid Kit

Putting together items for a first aid box is important. These things can help stop bleeding, prevent infections and assist you in an accident or emergency.



Activity 9



This is a class project.

1. In groups, make a box for a first aid kit. You will need materials like card boxes or wood, nails, glue, scissors, etc. Fill the first aid box with these items:
 - **sterile** gloves, sterile or clean dressings, sterile pads
 - clean gauze or cotton swabs
 - tape or sticking plaster and bandages
 - eye wash solutions and **antiseptic** ointments
 - scissors and tweezers
 - CPR masks
 - thermometer
 - pain killers, e.g. Panadol, aspirin, ibuprofen
2. Make a table like the one below to write down the items and what they are used for.

| Item | What it is used for |
|----------|---------------------|
| 1 Gloves | |
| 2 | |
| 3 | |
| 4 | |

Assessment activity

Look at these six pictures. They show steps in handling Sally's fall. In your exercise book, number them in the correct order showing how Sally hurt her ankle and the first aid treatment she received.



Chapter

5

Pollution and Health

In this chapter, you will learn about:

- what pollution is
- the different types of pollution
- the effects of pollution on human health.

What Is Pollution?



Our environment is polluted when harmful substances **contaminate** the air, water and land. Pollution destroys the beauty of our surroundings and threatens our health. As time goes on, pollution may make it hard for our environment to support any form of life.

Everyone must help to keep our environment safe from pollution.

A badly polluted environment is harmful to all who live in or around it.

Activity 1



In small groups, visit a rubbish dump site in or near your school.

1. In your exercise book, write four things you observed on the dump site and its surroundings.
2. Write a brief report of your findings on the types of pollution in the area and present it to the class.

Types of Pollution

Air Pollution

Human activities and natural disasters contribute to **air pollution**.

Polluted air can affect and harm our eyes and lungs. The polluted air has many harmful substances in it. When we breathe polluted air we develop breathing and lung problems. Eventually, we may become ill.

Polluted air can also worsen the condition called asthma for people who suffer from it.



Smoke from factories contributes to air pollution.



Activity 2

1. List three causes of air pollution.
2. How does air pollution affect your health?

Water Pollution

Water can be polluted in many ways. Pollution can affect the amount of fresh water we use everyday. We will not be able to drink, wash, cook or bathe if our fresh water is polluted.



Diseases like **cholera**, **typhoid** and **dysentery** can spread quickly if polluted water is used.

Pollution in rivers and seas also contaminates the food we eat.

Food such as fish, shellfish, crabs, oysters and prawns may be contaminated. Eating contaminated food will cause serious health problems.



Look at Mataniko River in Honiara city. It is badly polluted with rubbish like plastics, bottles and tins. This poses a serious danger to the health of those living around the river.

Forms of water pollution.

Think about the rivers, streams, wells and other water **sources** in or near your village. In what ways can they be polluted?

Our beaches are also polluted from waste and rubbish like bottles, plastics and tins that people dump.

How do you think we can make the beaches in Solomon Islands clean and pleasant?



Activity 3



In small groups, take a field trip to a river, stream or the beach. Write answers to these questions in your exercise book.

1. List the types of rubbish or wastes found in the area you visited.
2. Identify which wastes can be recycled, burned or buried.
3. List some ways you can stop people polluting the river, streams, water sources and beaches.
4. Present your work to the class.

Land Pollution

We pollute our land when we dump or throw rubbish and waste carelessly. This allows germs to grow and diseases to spread. Diseases like cholera and typhoid may spread to people as a result of pollution.



Some **pesticides** and chemicals can also pollute the land. Some fruit, vegetables and meat may have these poisonous chemicals on them or in them. These can harm our body when we eat them.

We should protect our environment by:

- disposing of all waste and rubbish properly in bins
- recycling some waste
- cleaning up all our waste or rubbish before leaving parks



Our place should be great to live in!

Activity 4



1. Look at these pictures. What types of pollution do they show? Write the answers in your exercise book.



2. List two ways you can reduce:
 - a. air pollution
 - b. **water pollution**
 - c. land pollution.

Stop Pollution!

Honiara is known as the dirtiest city in the South Pacific. Many people dump their rubbish or wastes on the streets. People spit **betel nut** juice anywhere on the street. They also dump the betel nut skin carelessly. This makes our city and towns dirty and not a healthy place to live. Dirty places encourage germs to grow. Disease like the common cold, **influenza** and **tuberculosis** can spread easily.

A clean and pollution-free town is a healthy town!



Honiara is my home!

The beautification committee has planted many trees, flowers and shrubs along the main street. We can make our city and towns clean, tidy and attractive. We should take pride in keeping our city, towns and villages clean and beautiful. We can all make Solomon Islands a clean, healthy and beautiful place to live.

- What can you do to keep your town and village clean, attractive and a healthy place to live?
- How can we make our sea around our islands safe for swimming, fishing, diving and playing water sports?
- What can we do to make our beaches clear and clean of rubbish everyday?



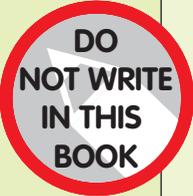
Activity 5



Working in a small group, discuss and list three ways you can make your school a pollution-free environment.

Assessment activity

These pictures illustrate situations of environmental pollution. For each illustration write one or two health problems that the pollution may cause.

| Type of pollution | Health problems caused by pollution |
|---|---|
|  |  |
|  | |
|  | |

Chapter

6

Water, Sanitation and Health

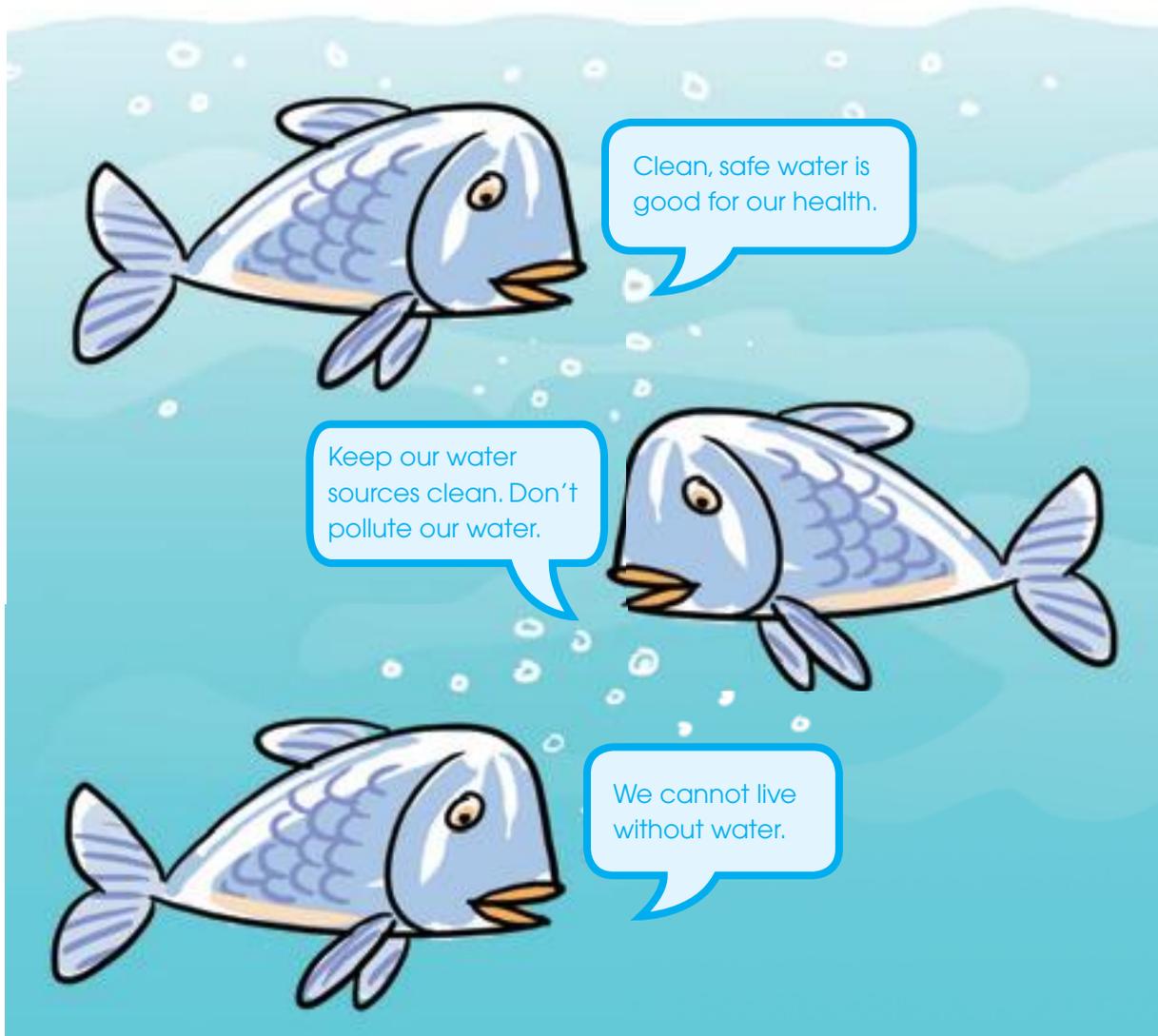
In this chapter, you will learn about:

- how a supply of clean water improves health
- how proper **sanitation** and good hygiene contribute to good health
- how unclean water caused health problems
- the problems associated with poor sanitation and poor hygiene.

Clean, Safe Water for Living

Water is essential for life. We depend on water every day. We use water for drinking, cooking, washing, bathing and watering gardens.

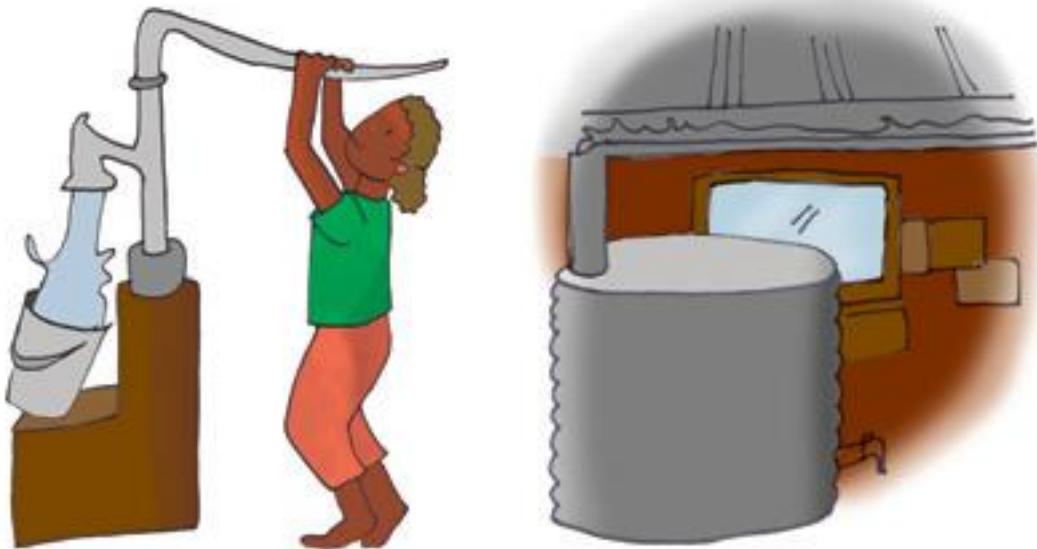
We store water in cans or kettles for cooking and drinking. It is important to have clean, safe water. Water for drinking must be clean and safe.



Clean, Safe Water for Schools

Our schools must have clean, safe drinking water. Our water sources or supply for drinking must be clean, safe and free from contamination. We must drink only clean, safe water.

Dirty or contaminated water must be boiled. After boiling it is safe for drinking. Boiling the water kills the germs. Drinking clean water protects our health.



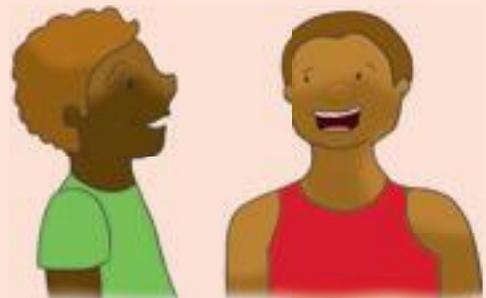
Activity 1



1. Does your school have proper facilities for drinking water, hand washing and bathing?
2. What other water facilities do you have in your school?



3. In your groups, take a walk around your school. Use the checklist opposite to carry out a small survey on your school's water supply.
4. Does your school have areas for drinking, hand washing, bathing and brushing teeth? Copy the table opposite into your exercise book to write down what you find out. Present your findings to the class.
5. If your school does not have these, what else do you have or use?
6. List ways you could make improvements in your school.
7. Present your group's ideas to the class. Combine all the ideas from your class and present your work to the school management.



| | Aspects | |
|---|--|--|
| 1 | Does the school have: <ul style="list-style-type: none"> • a water supply • sinks for hand washing • a basin for hand washing • an area for hand washing • shower tap for bathing • tap water outside the toilet house • toothbrushes | Yes __ No __ Yes __ No __ |
| 2 | Where does the school's water supply come from? (ground water, dug well, borehole, spring, tank) Is the water clean? Is the water treated? | _____ Yes __ No __ Yes __ No __ |
| 3 | Rainwater tank Is the storage clean? Is the water treated? | Yes __ No __ Yes __ No __ |
| 4 | Surface water (rivers, lakes) Is the water clean? Is the water treated? | Yes __ No __ Yes __ No __ |
| 5 | Tap water Is the water clean? Is the water treated? Is the water available all the time? | Yes __ No __ Yes __ No __ Yes __ No __ |
| 6 | Does the amount of water available change throughout the school year (dry season, rainy season)? List some ways to improve the water supply at your school. | Yes __ No __ |

Proper Clean Toilets

These pictures show toilets at two different schools.



These pictures show a boy using a toilet.



He sits on the bowl. When he is finished he covers the bowl with the lid. The toilet has toilet paper. The toilet is well built and it has a door.

These photos show how a good toilet is built. It has good leaf walls with a good door and roof. It also has a pipe to take away smells.



The toilet house is on top of a concrete slab. The slab covers a deep hole. The person's faeces fall into the deep hole. In some toilets, the deep hole is lined with an empty oil drum.

Activity 2

Look at the pictures of the two school toilets.

1. Which toilet would you prefer to use? Give two reasons why.
2. What is the problem with one of the toilets shown in the pictures?
3. What are your school toilets like?

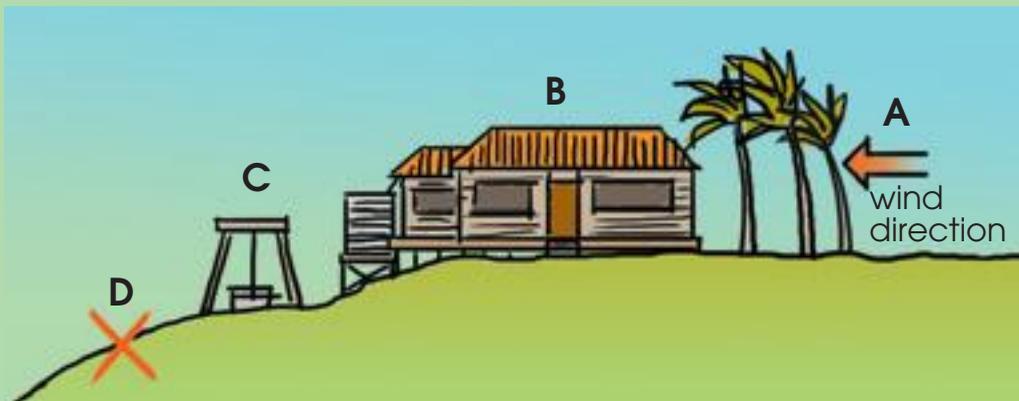
Site for building a toilet

A toilet should be at least 200 metres away from a source of drinking water.

Activity 3



In your book, copy the drawing and answer the two questions below.



- 1 Where would be the best site for building a toilet – A, B, C or D?
- 2 Give a reason for choosing this site.

Using a toilet

This picture shows a boy squatting on a log. He is going to the toilet in the river. This is a bad thing to do. The waste in the water passes germs to others.



These pictures show a boy using a good toilet, and then washing his hands with soap and water.



Activity 4



In groups, look at the pictures on the previous page about using the toilet. Discuss what the boy in the pictures is doing.

1. Is he using the toilet properly?
2. What rules does your school have about using the toilet? List them.
3. What should you do to follow the steps in the illustration?
4. Present your ideas to the class.

Dirty toilets

Dirty toilets allow germs to breed. Smelly toilets also attract flies. Flies carry germs onto our food. This can make us sick. Our hands also get dirty when we touch parts of the toilet. After using the toilet, we must wash our hands with soap and clean water. This gets rid of the germs.

Activity 5



In groups, visit the school toilet. Discuss what you see and answer the questions below. Write the answers in your book.

1. Why should toilets be clean?
2. List ways you can keep the toilet clean.
3. How often is your school toilet washed?
4. How often is your toilet at home washed?
5. List two reasons why we use **disinfectants** in toilets.
6. Why should we wash our hands after going to the toilet?

Looking after the toilets

Toilets must be kept clean at all times. **Pit latrines** must have a proper cover to keep away flies.



If you use the bush and beach as a toilet, dig a deep hole and bury your faeces with soil.

Use disinfectants in latrines and toilet bowls. These chemicals kill germs.



Disinfectants kill germs in toilets.

Activity 6



Practise this song with your teacher. You can use any jingle or tune.

Keep the toilet clean (sing it twice)

We use it every day.

Clean it after use.

Keep it fresh and clean.

Use the toilet well.

Put the lid over the hole.

Close the door and come away.

Don't let flies go there today.

Clean the toilet well.

Clean it after use.

Keep it fresh and clean.

Wash and dry your hands.

Stay clean and healthy.



Activity 7



- 1 In groups, discuss and list some ideas on how you could make the school toilet house clean, attractive and beautiful.
- 2 Write a simple plan and set a goal for your group on how to create a clean toilet in your school or home.

Our goal is:

Our plan to achieve it is:

The steps to take are:

Health Problems Caused by Bad Toilets



When there are no toilets, people often drop their faeces on the ground. If people do not wash their hands after using the toilet, they pass germs to others. Human diseases caused by poor toilet habits are **hepatitis**, **hookworm**, tape worm and giardia. Giardia is a small organism that causes diarrhoea.

Avoiding Problems Related to Bad Toilet Practices

Follow these simple rules for good toilet practices:

- Put all wastes into the toilet.
- Bury dog, cat and other animal faeces.
- Bury all human faeces with soil.
- Wear shoes outside and when going to the toilet.
- Clean and wash toilets with disinfectant regularly.



- Cover pit latrines with a cover or lid.
- Do not use the beach or **mangroves** as a toilet.
- Protect the water sources or supply from animal and human faeces.



Activity 8

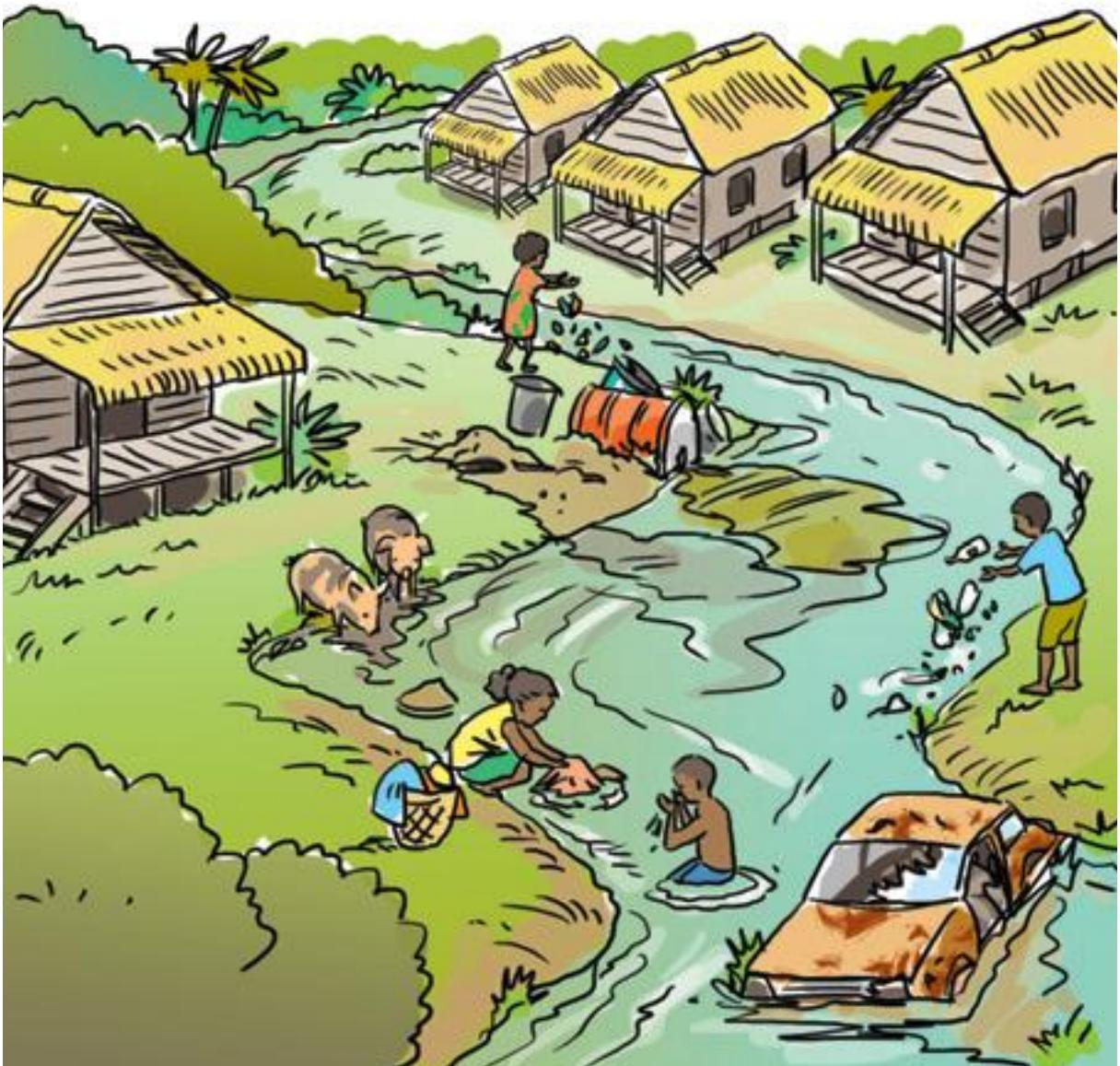


In groups, carry out a small survey at home or in a village nearby.

1. List what types of toilet they have or use.
2. Make simple posters of a proper toilet.
3. List some ways you could improve toilets at your home or village.
4. Display your posters.

Health Problems Caused by Polluted Water

This drawing shows a village with a river running through it. People are using the water source in many ways. Some are using the river incorrectly. They are polluting the water source. List five ways that people are polluting the river.





This picture shows a water source that is polluted. People have thrown rubbish into it.

There are many diseases caused by using dirty water. Common diseases related to drinking and using polluted water are diarrhoea, dysentery and typhoid.

People are not keeping this water source clean.

Avoiding Problems Related to Polluted Water

Follow these simple rules to help prevent disease:

- Boil all drinking water.
- Wash nappies in a bucket.
- Keep animals away from water sources.
- Use a good toilet.
- Don't throw your rubbish in the river.



Health Problems Caused by Poor Hygiene

When people do not keep themselves and their homes clean, we say their hygiene is bad.

Diarrhoea, dysentery, **scabies**, **conjunctivitis** (or red eye) and skin sores are caused by bad hygiene.

Avoiding Problems Related to Poor Hygiene



Follow these simple rules for good hygiene:

- Wash your hands regularly with soap and clean water.
- Wash and clean your body (head to toe) properly with soap and clean water.
- Wash your hands after using the toilet.
- Wash your hands before preparing or eating food.
- Wash your hands after changing a baby's nappy.
- Wash your clothes, towels, bed sheets and underwear.
- Dry clothes, towels and bed sheets in the sun.
- Do not share towels, bed sheets or underwear.
- Go to the clinic or hospital for treatment if your family members have scabies, ringworm (bakua) or red eyes.
- Store food in containers or cover it with clean cloths to protect it from flies.



Assessment activity

Choose the correct words from the list to complete the sentences below in your exercise book.

**water soap hookworms human clean boil diarrhoea
washing toilet lid water source animal contaminated**

1. Toilets should be kept _____ at all times.
2. In a pit toilet we should have a good _____.
3. Washing our hands with _____ and _____ will kill germs.
4. When we visit toilets our hands get _____ when they come in contact with the _____.
5. Pit toilets should be far away from a _____.
6. _____ all drinking water if the water is dirty or contaminated.
7. Bury _____ and _____ faeces with soil.
8. Drinking and using dirty and contaminated water causes _____.
9. Poor toilet practices can cause problems like _____.
10. Problems with poor hygiene can be prevented with regular _____.



Chapter

7

Preventing Non-communicable and Chronic Diseases

In this chapter, you will learn about:

- what a non-communicable or chronic disease is
- the difference between **communicable** and **non-communicable diseases**
- examples of non-communicable or chronic diseases
- factors that lead to non-communicable diseases
- how to prevent or avoid non-communicable diseases.

What Is a Non-communicable Disease?

Non-communicable diseases are sometimes called lifestyle diseases. These diseases happen due to **unhealthy lifestyle** and unhealthy eating. What we eat, what we take into our body and the physical activity we do make up our lifestyle.



Examples of non-communicable diseases are heart disease, **cancer**, diabetes, **gout**, kidney problems and excess body weight or obesity.

This means that what we eat, how we live and what we put into our body can help save us from these health problems. These diseases are chronic diseases. This means that people have them for life.

Non-communicable diseases are now the biggest cause of death in the world. Chronic diseases like heart disease and strokes kill more people than any other non-communicable diseases.

Non-communicable diseases are diseases which are **not infectious**. They cannot spread from person to person.



Eating unhealthy foods and doing less physical activity or exercise can lead to these diseases.

Communicable diseases

The other group of diseases is called **communicable** diseases. They are caused by germs like viruses, bacteria and **funguses**.

They are usually **infectious**. This means that they can pass from one person to another easily. They may pass by physical contact with a sick person, through insects, through the air, through water and through food. Examples of communicable diseases are **malaria**, influenza, common cold, red eye, dysentery and chicken pox.

When a disease passes from a parent to the child before birth, we say that the child has **inherited** the disease.



Some communicable diseases can spread very easily.

Activity 1



1. In small groups, list two differences between non-communicable and communicable diseases.
2. List three examples of each disease group.

Causes of Non-communicable Diseases

A person can get a non-communicable disease by having an unhealthy lifestyle, an unhealthy diet, lack of physical activity, and using **drugs** like tobacco and **alcohol**. These are aspects of an unhealthy lifestyle.

Unhealthy Diet

An unhealthy diet is when we eat foods with lots of fat, salt and sugar. Eating the same food every day is not healthy. Not eating enough food is unhealthy. You lose weight, feel weak and get sick easily. If you eat too much food and do not do physical activity, you become overweight or obese. An overweight person can develop high blood pressure, diabetes, certain cancers and heart disease as they grow older.

Eating too much fat, including oil, can increase the risk of heart disease and certain cancers later in life.





Eating too many sweets, sweet foods or drinks can also cause tooth decay and excess body weight.



Eating too much salt and salty food can increase blood pressure later in life.

Activity 2



Read the story about Tom and answer the questions below.

Tom has five fried ring cakes for breakfast. He has deep-fried fish and chips, ring cakes, an ice block and a Coca-Cola drink for lunch. He has an ice cream at 3 o'clock in the afternoon. At dinner he has a huge plate of rice, noodles, tuna fish (taiyo) and soft drinks. At 8 o'clock at night he has a cup of tea with ring cakes. Tom likes eating a lot. Tom eats the same diet every day.



In groups, discuss Tom's diet.

1. Is Tom eating healthily? Are his meals well balanced?
2. What is missing in Tom's diet?
3. Help Tom choose and plan a healthy diet.
4. What problems might Tom have later in life if he continues to eat like this?

Lack of Physical Activity or Exercise

In towns like Honiara, many people use cars or buses to go to school or work instead of walking or riding bikes. People sit at office desks for long periods. People watch more television. People who do not exercise put on extra body weight. They will become unfit and unhealthy. Their bodies will slow down. This can lead to diseases like diabetes, heart problems, obesity, stroke and high blood pressure. This is called an **inactive lifestyle**.



What happens if we eat too many unhealthy foods and do not do any physical activity or exercise?



Students who do not exercise usually do not perform and concentrate well in their school work.



Lack of physical activity or exercise also slows down mental activity.



Activity 3

In groups, read about Mary's case and discuss the questions below. Present your group's work to the class.

Mary is 12 years old. She used to be very active and fit. She liked to play sport. She rode her bike and planted flowers when she had free time. Now she is in Year 8. She studies more, eats more and has less time for physical activity or sports. She enjoys watching television and spends time playing games on the computer. She does little activity around the house. She talks on the phone to her friends every day. Her friends come around to her house twice a week to listen to music and gossip about boys in school. She is putting on more body weight.



1. Is Mary's lifestyle during Year 8 an active one or an inactive one?
2. Do you think watching television during leisure time is a healthy or unhealthy activity? Give a reason for your answer.
3. Why is daily physical activity so important to our health?

Drugs

Drugs are substances like tobacco or tobacco smoke, alcoholic drinks, **marijuana** and betel nut. There are more than 4000 dangerous chemicals in cigarette smoke. Sixty of these chemicals can cause cancer. These substances cause serious health problems such as **lung diseases** and heart diseases. Chewing betel nut can cause mouth cancer.



Smoke from cigarettes causes disease and death. Even non-smokers can become ill if exposed to cigarette smoke for a long period of time. Children of parents who are smokers are more likely to have illnesses like coughs and ear infections. Children of parents that do not smoke have fewer of these illnesses.





Activity 4



In small groups, discuss these questions. Write the answers in your exercise book. Choose a group leader to present your answers to the class.

1. List three reasons why young people smoke.
2. List three ways you could help a friend stop smoking.
3. Share with the class how you will speak to a friend about smoking. Role-play how you will do it.

Avoiding Non-communicable Diseases

People can prevent non-communicable diseases. We must live a balanced, healthy lifestyle. This means that we can reduce the risk factors.

Having a balanced, healthy lifestyle means eating a healthy diet, doing exercise and avoiding drugs.



A Healthy, Balanced Diet

We must eat healthy foods. We must eat fresh local foods. We must eat vegetables and fruits. We must drink six to eight glasses of water a day. We must eat less fat, salt and sugary foods and drinks.



This picture shows what food you should eat each day.

Half of the food should come from the energy food group. One-third should come from the protective food group. The remainder should come from the body building food group.

This food pyramid also shows what you should eat.

You must:

- eat lots of energy foods
- eat protective foods
- eat some body building foods
- eat less oil, salt, sugary foods, sweet drinks like Coca-Cola, and alcohol.



Activity 5



This is a food pyramid game. Form teams and draw a variety of foods from the energy, body building and protective food groups. Use the foods from the pyramid as a model. Cut out your pictures of food.

Cut another blank sheet into a triangular shape. Draw three horizontal lines in the triangle to form four levels in the pyramid. Each group must paste the type of foods appropriate for each level of the pyramid. The group that puts the most number of correct food items in the pyramid in the shortest time is the winner.

After the game, discuss these questions as a whole class.

1. What types of food should be eaten most?
2. What types of food should be eaten in moderate amounts?
3. What types of food should be eaten less?

Doing Physical Activity or Exercise Every Day

Doing physical activity every day helps prevent non-communicable diseases. Children must be active or do exercise for at least one hour every day.



Doing physical activity or exercise will maintain my ideal body weight.



Have you been active today?



I like doing different physical activities and exercises every day. This helps me to avoid being overweight.



I like playing volleyball. I must be active every day. This will keep me healthy.



Activity 6



1. What physical activities do you enjoy? In your exercise book draw pictures of clouds. Write the types of exercise you enjoy in each cloud. Colour the cloud that has your favourite physical activity.
2. How does physical activity help you to keep fit and healthy? Give your reasons.
3. Write a simple goal – for example, say how you would keep fit and healthy for a year.

Activity 7



1. With your teacher, do simple two-minute exercises in class before each lesson or before a subject begins.
2. Copy the table below onto chart paper and hang it on the wall.
3. Do an activity at home each day. Next morning in the class, write this activity against your name. This is a record of your daily activities.

The teacher will sign the chart at the end of the term.

| Activity | Mon | Tues | Wed | Thur | Fri | Sat | Sun |
|----------|-----|------|-----|------|-----|-----|-----|
| Walking | | | | | | | |
| Playing | | | | | | | |
| Running | | | | | | | |
| Cooking | | | | | | | |
| Washing | | | | | | | |

Avoid Taking or Using Drugs



Take control of your own body and health. Do not let drugs control your life. Living clean and free from drugs is cool and trendy.

The best thing to do is not to start smoking or chewing betel.

You should not take drugs like tobacco, marijuana, betel nut or alcohol. These substances harm your body and health if you use them for a long time.

It is important to say NO if someone offers you these drugs. They are not your real friends if they force you to smoke or chew. A real friend cares about your health and wellbeing. They won't tell you to do something that can harm you in the future. True friends help you to say NO to things that are bad for you.





Activity 8



In small groups:

1. List some benefits of not using or taking drugs.
2. Role-play how to say NO to drugs.
3. Copy the **pledge** below in your exercise book. Write and sign your name in the spaces. Take the pledge home. Invite two friends to write and sign the pledge.

I, _____, pledge to stay healthy. I must be active in as many ways as I can.

Signed _____

Assessment activity

The list shows three types of risk behaviour that lead to non-communicable diseases. Complete the table in your exercise book by writing a prevention strategy for each.

| Risk behaviour | Ways to avoid this risk behaviour |
|---------------------------------|-----------------------------------|
| Not eating a well-balanced diet | |
| Not being physically active | |
| Using or taking drugs | |

Chapter

8

Alcohol and Illegal Drugs

In this chapter, you will learn about:

- drug and substance abuse
- mind-altering drugs
- **legal** and illegal drugs
- what drugs do to the body and mind
- how drugs affect our lives
- how to live a drug-free lifestyle
- how to make responsible decisions about drugs.

Substance and Drug Abuse

Taking too much of any drug can harm your body and health. When a person takes too much of a drug like alcohol, tobacco, marijuana or betel nut, it is called drug abuse.

It is also drug abuse to misuse medicine.

When a person becomes dependent on these drugs, they are **addicted** to drugs.



Activity 1

In groups, list some things that you know about drug abuse.

Drug Use

Legal drugs are those that are allowed. Examples are:

- alcohol, wine and spirits
- tobacco
- medicines
- Panadol
- caffeine.



Illegal drugs are not allowed. There are government rules against them.

Examples are:

- marijuana
- home-made alcoholic drinks, kwasa.

Some drugs or medicine can only be bought with a doctor's permission. The antibiotic called amoxicillin for treating infections is one of these.

Mind-altering Drugs

Alcohol (beer, alcopops, kwaso, wine, spirits)

Alcohol is a legal drug. Legal drugs can be bought by any person over 18 years of age. People drink alcohol for pleasure. It has a pleasing effect on them. Alcohol slows down the working of the brain. People do not think clearly when they have drunk too much alcohol. Some people behave badly and aggressively. They often fight and damage things. Too much alcohol can damage the organs of the body. An organ that is often damaged is the liver.



Kwaso

Kwaso is an illegal drug. People make it by brewing and distilling yeast, sugar and water. It is against the law to make kwaso or any other home-made alcohol. Drinking kwaso can cause serious damage to the body organs. Often people die if they drink too much kwaso.

Marijuana

Marijuana slows down the function of the brain. It changes a person's mood.

People consume marijuana by smoking it. It enters the blood through the lungs. The blood carries it to the brain. It affects a person's brain, behaviour and mood. If a person smokes it too much, they imagine things. Some people become dependent on it. This means that a person wants to smoke it all the time.



Tobacco

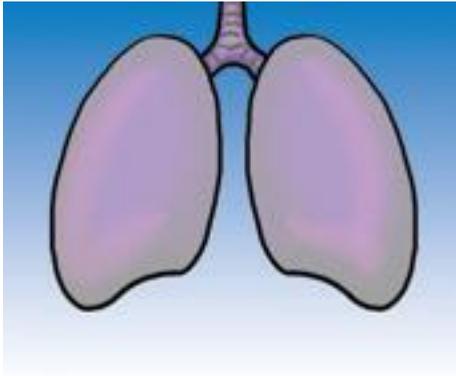
Cigarettes contain dangerous substances. People consume



tobacco by smoking it. The substances in cigarette smoke enter the body when smoke is inhaled. There are 4000 harmful chemicals in tobacco smoke.

Smoking tobacco for a long time can cause serious health problems. Examples are gum disease, coughing, shortness of breath, lung cancer and heart disease.

One in four students smokes in our country. One in 10 adults in the world dies from tobacco-related diseases. Half the people smoking today will eventually be killed by tobacco.



Smoking affects your lungs and your health.

Betel nut

Betel nut is the nut from the **areca** betel palm. People consume betel nut by chewing a mixture of the fruit from the vine or the leaf and lime powder.

When people chew the mixture for a few minutes it affects the brain. It makes people feel slightly **drowsy**. There are dangerous chemicals in the mixture.

Chewing betel nut with lime for many years can cause bad sores called mouth or throat cancer.

Betel nut chewing stains the teeth. Spitting betel nut makes our environment dirty. It is unhealthy behaviour.



Activity 2



In your exercise book, match the type of drug to the correct description by using letters A, B, C, D and E.

| Type of drug | Description |
|------------------------|--|
| 1. Illegal drugs | A Too much of this can damage the organs of the body. |
| 2. Prescribed medicine | B Smoking this for a long time can cause serious health problems. |
| 3. Alcohol | C These drugs can be bought by any person over 18 years of age. |
| 4. Legal drugs | D Drugs or medicine that can only be bought with a doctor's permission. |
| 5. Tobacco | E These drugs are not allowed. There are government rules against them. |

Activity 3



Study all the pictures in this chapter so far. In small groups, talk about what these pictures show. List the bad things that people are doing, or the bad things that are happening.

What Drugs Do to the Body and Mind



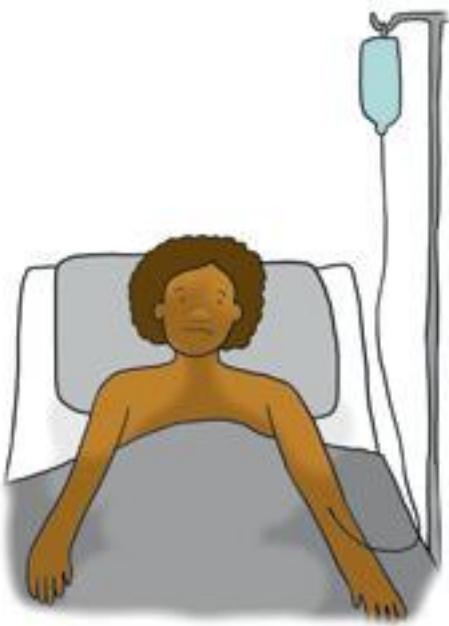
When a person consumes too much of a drug it is called drug abuse. A person takes drugs to experience feelings of excitement, pleasure and happiness. Drugs affect how the body and the mind work.

When a person uses drugs for a long time they can damage the organs in their body. Sometimes drugs can damage the mind permanently.

Drugs change the way a person feels, thinks, behaves, speaks and moves. The person loses control of their thoughts and actions. They are not aware of what is happening around them.

If people use drugs like alcohol, marijuana, tobacco and betel nut for a long time, they may become addicted. This means that the person becomes dependent on these drugs. These drugs control the person's life. Serious damage to organs like the heart and liver may result. Death may result also.





Drugs can make you very sick.



Sometimes people commit crimes to get money to buy drugs.

Activity 4



Perform this activity with a partner.

- Spin 10 times and then try to walk in a straight line.
- Ask your partner to spin 10 times and look at you.
- Now both spin 10 times and throw a paper ball to each other.

When you have both done this, discuss and answer these questions.

1. Did you walk in a straight line?
2. How does the spinning affect your vision?
3. Did you catch the paper ball?
4. How did you feel when you were unable to control your movements and thoughts?



Drugs Affect Lives



When a person abuses drugs, the lives of people around them are affected. Everyone in a family can be affected. Friendships can be broken. Marriages can fail.

Taking medicines incorrectly is also abusing drugs. Drugs affect almost every part of the body. This chart summarizes these effects.

Smoking **tobacco** over a long period can cause:

- lung cancer
- gum disease
- shortness of breath
- coughing
- bad breath
- other lung diseases
- heart diseases.



Drinking **alcohol** over a long period can cause:

- loss of memory
- brain damage
- mouth cancer
- liver damage
- weight gain
- weight loss
- dependence on alcohol.

Chewing **betel nut** over a long period can cause:

- dry mouth and gums
- mouth cancer
- sore gums
- throat cancer
- stomach **ulcer**.



Activity 5

Study the picture and its labels. Unscramble the word for the body systems listed.

riabn _ _ _ _ _

- memory loss and confusion
- fits
- decreased ability to learn new things.

vreli _ _ _ _ _

- impaired function
- swelling and pain
- hepatitis
- **cirrhosis** (scarring)
- cancer.

innestesti
_ _ _ _ _

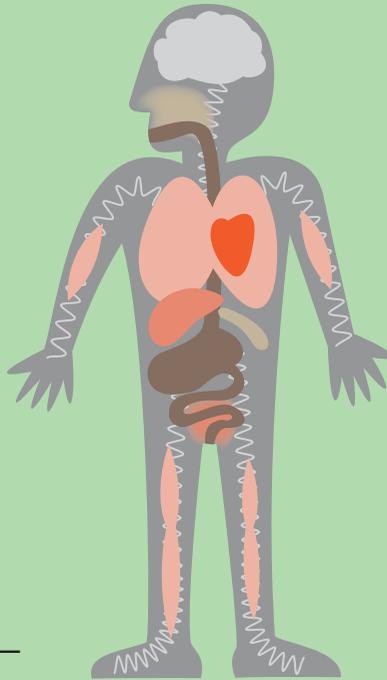
- inflammation
- bleeding
- ulcers.

anpcsear
_ _ _ _ _

- painful inflammation
- bleeding.

svrenuo tsesmy
_ _ _ _ _

- numb hands and feet
- tingling.



usmlsec
_ _ _ _ _

- weakness
- loss of muscle tissue.

ertah _ _ _ _ _

- high blood pressure
- uneven pulse
- damaged muscle tissue.

tcasomh
_ _ _ _ _

- inflamed lining
- bleeding
- ulcers.



Activity 6

In groups, make a poster with a message to alcohol drinkers, betel nut chewers and marijuana smokers that encourages them to stop their drug usage. Display these posters at your school, home or in public places.

Live a Drug-free Lifestyle

Making Responsible Decisions About Drugs

Here are things that I must do when making decisions about drugs:

1. I must recognise situations where I need to make decisions.
2. I must be aware of the choices that I have.
3. I must think about the results of my choice.
4. I must decide. I must make the right decision.

What Choice Will You Make?

When making decisions about drugs, think about how your choice will affect your friends and family. Remember that your parents, teachers and friends care about you.



Activity 7



In pairs or groups, role-play a situation called 'Say NO to Alcohol, Betel Nut and Marijuana' in these scenarios.

1. Your friend has found a bottle of whisky belonging to his father. He wants you to try it with him.
2. Your mother chews betel nut heavily. You think that if it's okay for her to chew, then it's okay for you, too.
3. Your favourite singer or actor smokes marijuana. You feel that learning to smoke marijuana is a tribute to them.

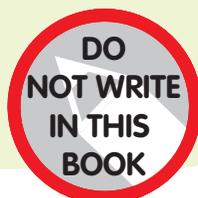
How do you say NO to drinking alcohol, chewing betel nut or smoking?

Assessment activity

Use these words to correctly complete these sentences about drug misuse in your exercise book.

brain, alcohol, change, addict, healthy, 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 their actions.
- 4 Drugs affect the body, mind and _____.
- 5 Chemicals _____ the way the body works.
- 6 A person who becomes dependent on a harmful substance is an _____.



Glossary

Abuse To treat a person or an animal in an unkind or violent way

Addict Someone who cannot stop taking harmful drugs (a drug addict)

Adolescence Period of life between puberty and adulthood

Air pollution Air we breathe that is polluted by poisonous or dirty substances

Alcohol Drinks that can affect the brain make people drunk, such as beer, wine and whisky

Anxiety The feeling of being very worried about something

Antiseptic A chemical or substance that kills germs and prevents infection

Areca nut Another name for betel nut

Bacteria Very small (microscopic) living things, some of which cause illness or disease

Balanced diet A diet with the right types of food and in the right amounts

Behave To act or react in a correct or polite way, with good manners

Behaviour The way a person behaves towards another people; their attitude or manners

Betel nut A nut chewed with lime powder; a drug

Blood pressure The pressure of the blood as it pumps around the body

Body building foods Foods that help the body to grow, for example, fish, meat, nuts

Cancer A serious disease in which abnormal growths form in the body

Cholera A serious disease that affects people's digestive organs. It is caused by drinking dirty or contaminated water or eating contaminated or dirty food.

Circulation The movement of blood through all parts of the body

Cirrhosis A serious disease of the liver often caused by too much alcohol over a long period of time

Communicable disease A disease that is capable of being passed from one person to another

Conjunctivitis Also called 'red eye'. A contagious eye infection

Conscious Aware; able to notice or realise what is happening

Contaminate To make something or somebody impure, unclean or dirty

Cope To deal successfully with a difficult problem or situation

Defibrillator A machine that gives the heart an electric shock to make it start beating again after a heart attack

Deodorant Lotion applied in the armpits to prevent sweating

Detergent A chemical substance usually in the form of a powder or liquid that is used for washing things like plates, dishes, clothing

Diabetes A disease where the body cannot adjust its levels of sugar in the blood, which can make the person very ill and cause damage to the body

Diarrhoea An illness which makes a person empty their bowels frequently

Diet The sorts of food usually eaten by a person or animal

Disease Illness of the body, mind or plant caused by infection

Disinfectant A chemical substance that kills germs, for example, toilet cleaner

DRABCD A way of remembering the rules about what to do when giving first aid: Danger, Response, Airway, Breathing, Circulation, Defibrillation

Drowsy Feeling sleepy

Drug An illegal substance, such as marijuana or home brew (kwaso). It is an addictive substance that causes changes in behaviour and thinking when is taken. Legal medicines like Panadol are also called drugs.

Dysentery An infection in a person's intestine that causes severe diarrhoea

Emergency An unexpected, sudden event or dangerous situation that must be dealt with immediately

Emotions Strong feelings that a person has, such as love, hate, anger, sadness

Energy foods Foods that give energy to the body, such as cassava, bread

Faeces Solid waste that people and animals pass from the bowel through the anus

Fatty foods Foods that contain a lot of fat

Fibre Part of foods that your body cannot digest but helps waste to pass from the body

First aid Giving help to an injured person before a doctor or nurse arrives

Food pyramid A way of showing the types of food you should eat more and less of every day

Foreskin The loose fold of skin that covers the end of the penis

Fracture A broken bone

Fruit Part of plant that grows on a tree and has seeds or stone covered by edible flesh. Examples include apples, pawpaw, oranges, mangoes

Fungus Tiny plant-like growths that can grow on the skin

Genital Relating to the sexual organs

Giardia A small organism that lives in the intestines and causes diarrhoea

Gout A disease that makes your toes, feet, fingers and knees swollen and painful

Healthy Well and fit. Not suffering from any illness or injury

Heart attack A sudden illness in which the heart beats very fast or cannot beat properly, causing great pain, and can make the heart stop and cause death

Heart disease Problems with the heart that can result from an unhealthy lifestyle

Hepatitis A serious disease of the liver

High blood pressure When the blood is pumped with too much force around the body. High blood pressure can cause strokes.

Hookworm A blood sucking worm that lives in the intestines of humans and other animals

Hygiene The practice of cleanliness and good health

Inactive lifestyle Not doing any exercise or physical activity to keep your body fit and healthy

Infection Illness caused by germs or bacteria entering the body, for example, in a sore throat or a through a cut

Influenza Also called 'flu'. A communicable virus that causes aches, pains, sore throat and coughing

Inherit When a condition or illness is passed on from a parent to child before the child is born

Kwaso Illegal home-brewed alcohol

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

Lung disease A group of diseases or illnesses of the lungs

Malaria A disease spread by a certain type of mosquito

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

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

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

Mental Relating to thinking or the mind

Mood State of mind or feeling at a particular time

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

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

Nutrients Health-giving parts of food

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

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

Over-eating Eating a lot of food

Personal Relating to one particular person or private areas of your life

Personal hygiene Caring for and keeping your body clean to avoid illness and disease

Pesticide A type of chemical used for killing insect pests such as mosquitoes and flies

Physical Relating to our bodies

Pimples Small spots on the skin, particularly the face, and common in puberty

Pit latrine A toilet, usually a hole in a ground

Pledge To make a serious promise

Pollute To make a place dirty

Pollution Poisonous or dirty substances that are polluting water, air or land

Processed Made by treating or preparing in an artificial way

Protective foods Foods that protect the body from disease

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

Pubic area Relating to the area around the sexual organs

Pulse The heart beat that can be felt in the neck and wrist

Recovery The process of getting better after an illness or injury

Recovery position The position in which an unconscious person should be placed so they can breathe

Respect To admire, care or have a high opinion of others

Responsibility A duty to be in charge of someone or something

Role-play Act out a situation

Salty foods Foods that contain too much salt

Sanitation The process of keeping places clean and hygienic, especially by providing a sewage system and clean water supply

Scabies An infectious skin disease

Secretion A substance, usually liquid, produced and discharged by the body, plants or animals

Sensitive A situation or subject that is sensitive needs to be dealt with very carefully, because it is secret or because it may offend people

Sexual Relating to the physical relationships between men and women

Sexual desires/urges To feel physical attraction, interest or feelings for another person

Simulate To make or reproduce something so that it looks, feels and sounds real

Social Relating to the way in which people in groups behave and interact

Source The place where something comes from or starts

Stable eating When a person eats the right amount and right type of food

Sterile Free from germs and bacteria

Stress Worries caused by difficulties in life

Stroke A blockage of blood vessels in the brain that causes damage to the brain, so that the person may not be able to use some muscles, or may even die

Sweat glands An organ or group of cells that release salty water from the skin

Tampon A plug of soft material, such as cotton, used during menstruation

Tapeworm A worm that lives in the intestines of humans and other animals

Toothpaste Paste used on a brush for cleaning the teeth

Transmit To pass something on from one person or place to another

Tuberculosis Also called 'TB'. A serious infectious disease that affects the lungs and other parts of the body

Typhoid A serious infectious disease that produces fever and diarrhoea, and can cause death

Ulcer An open sore, usually making a hole in the skin or mouth

Unbalanced eating When a person does not eat foods from the three food groups. Eating the same food everyday is unbalanced.

Unconscious Unable to see, move, feel or hear in a normal way because you are 'knocked out' as a result of an accident or injury

Under-eating Not eating enough food

Unhealthy lifestyle A way of living that is not good for the health or is not healthy

Unhygienic Not clean, therefore harmful to health

Vegetables Plants such as cabbages, beans, cucumber, pumpkin, potatoes, onions

Water pollution Water that is polluted with dirty or poisonous substances

Wet dream Dreams of a sexual nature that boys may have at night

In the *Solomon Islands Primary Health Education Learner's Book Year 5*, 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.

