

Solomon Islands Primary

Health Education

Teacher's Book
Year 4

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Introduction to the Teacher's Book

This Teacher's Book supports the *Solomon Islands Primary Health Education Learner's Book Year 4*. Year 4 teachers should use it to help them use the Learner's Book during lessons.

For each chapter of the Learner's Book, there is a section in the Teacher's Book. The first page of each section gives the sub-strand statement, the learning outcomes and the indicators for the Learner's Book chapter.

The main pages of each section are arranged into columns:

- column 1 highlights important processes and skills being developed in the chapter
- column 2 mentions resources that are needed for the learner activities
- column 3 gives the supporting activities for each page of the Learner's Book
- column 4 gives the reference to the pages in the Learner's Book
- each chapter section finishes with the answers to activities and assessment activities in the Learner's Book.

At the beginning of the Teacher's Book, there are also sections on resources, information on using the Learner's Book glossary, the time allocation for health education and how to use the assessment event recording chart.

Resources for Primary Health Education

Refer to the list of materials and equipment that a teacher should have in the Primary Health Education syllabus document section 11. Learners need to have these items available in order to do some practical activities.

Using the glossary in the Learner's Book

The *Solomon Islands Primary Health Education Learner's Book Year 4* has a glossary at the end of the text summarising the meaning of important concept words and is arranged alphabetically. The meanings of the glossary words are provided for both the teacher and the learner to use.

Time allocation for Primary Health Education

Primary Curriculum Profile: Years 4-6

Subject	Periods	Minutes/ period	Minutes/ week	Hours/ week	% week
English Language	10	40	400	6.67	26.32
Maths	8	40	320	5.33	21.05
Science	5	40	200	3.33	13.16
Social Studies	5	40	200	3.33	13.16
Health Education	2	40	80	1.33	5.26
Physical Education and Sports	2	40	80	1.33	5.26
Creative Arts (including Music)	2	40	80	1.33	5.26
Religious Education	2	40	80	1.33	5.26
ICT	2	40	80	1.33	5.26
Total	38		1520	25.33	100.00

Term 1										Periods	
Week	1	2	3	4	5	6	7	8	9	10	16
		Changes in the body during puberty/early adulthood (HCE) 4 WKS 8 periods				Food hygiene and safety (FNH) 4 WKS 8 periods					

Term 2										Periods	
Week	1	2	3	4	5	6	7	8	9	10	16
		Good personal hygiene of the mouth and teeth (GHHSP) 4 WKS 8 periods				Preventing physical and sexual abuse (GHHSP) 4 WKS 8 periods					

Term 3										Periods	
Week	1	2	3	4	5	6	7	8	9	10	16
		Community health resources and services (HCE) 4 WKS 8 periods				Looking after our water (HCE) 4 WKS 8 periods					

Term 4										Periods	
Week	1	2	3	4	5	6	7	8	9	10	16
		Preventing mosquito transmitted diseases (DSCP) 3 WKS 6 periods			Tobacco and betel nut (DSCP) 5 WKS 10 periods						

Year 4 Primary Health Education program

These tables present the program for Year 4 Health Education. It shows the strands and sub-strands of the Primary Health syllabus. The tables show the number of weeks and the number of periods for each sub-strand.

Report record: Primary Health Education – Year 4

Strand	Term 1		Term 2		Term 3		Term 4				
	PHGD	FNH	GHSP	HCE	DSUP	End of term test	End of term test	End of term test			
Assessment event	List some bodily changes to boys and girls during puberty	Complete the table on 'dos' and 'don'ts' on food activities	End of term test (out of 20)	Complete true and false questions	Role-play refusal skills	End of term test (out of 20)	Complete table on community health resources & services	Water pollution activity complete table on Page 72	List ways mosquitos transmit malaria.	Complete the activity on betel nut and tobacco	End of term test (out of 20)
	Page 14	Page 24	Page 37	Page 45	Page 60	Page 72	Page 82	Page 98			
Peter	A	PA	A	A	A	PA	A	PA	PA	A	18
David	PA	A	A	PA	PA	PA	A	PA	A	A	17
Gladys	A										
Lionel	PA										
Gideon											
Kristina	LO										

Key:

A = LO achieved

PA = LO partially achieved

NA = LO not achieved

Note:

An assessment activity is given at the end of each chapter in the Year 4 Primary Health Education Learner's Book. Create and keep an assessment report for each learner. Teachers should record individual learners' progress for each assessment activity and end of term test. Record the assessment item and the learner's achievement on an assessment record sheet like the one shown above.

Chapter 1 Changes in the body during puberty and early adulthood

Strand: Personal health, growth and development

Suggested periods: 8

Sub-strand statement

During puberty boys and girls experience physical, mental, emotional and social interactive changes. These changes vary between individuals, and are normal signs of reaching early adulthood. Learning to cope with, and manage these changes during puberty is important for young people.

Learning outcomes

Learners should:

- understand that physical, mental, emotional and social interactive changes are a normal part of puberty
- appreciate that the changes that occur during puberty are signs of reaching early adulthood
- know how to cope with changes during puberty
- know the appropriate action to take for the range of body changes that occur during puberty.

Indicators

Learners should be able to:

- identify physical, mental, emotional and social interactive changes that occur during puberty
- state measures young people can take to cope with the changes during puberty and adolescence
- seek advice during puberty, e.g. other people, health workers etc.
- recognise situations that illustrate behaviours such as: trust, honesty and responsibility
- state what girls or boys should do in specific situations during puberty, e.g. disposal of soiled sanitary towel in a proper and hygienic way.

Teacher's supporting activities		Learner's Book	
Concepts and skills	Resources	Teacher's supporting activities	Learner's Book
Identify, observe, compare, share experiences and express ideas about how their body grows and changes.	Pictures or posters of real life animals such as cat, kitten and chicken.	<p>Activity 1 Learners start by reading the activity question. Explain what to do during the lesson. In small groups discuss three physical changes the kitten and chick go through in order to become adults. Let learners observe and look around the classroom and write down two changes they have gone through since they attended kindergarten and the differences between themselves and an adult. Brainstorm what learners have written in their exercise books and write some of the examples they read out on the board. Summarise by explaining how the body grows and changes in order to become an adult.</p>	Page 3
Identify and compare differences. Show progress of ideas and decision-making. Respect differences.	Flip chart	<p>Activity 2 Learners read the activity question. Before doing the activity, give one example of physical differences and similarities between the photographs. In groups help learners to reflect and discuss experiences they have had, growing up within their family. What are some differences between their younger or older brothers and sisters? Learners should list some physical differences and similarities they could think of by analysing the two photographs. Brainstorm and write answers that each group can read out on the board. Conclude by clarifying and explaining points the learners have raised.</p>	Page 4
Identify and compare differences. Show care, tolerance, consideration and respect for self and others. Respect others and their differences		<p>Activity 3 Learners begin by reading the information and brainstorm what they already know. Clarify information they read before briefing the students to do the activity; organise class into same-sex or age groups. Discuss the changes for girls and boys as they grow. Help learners to talk about the changes they have noticed in themselves and their friends, what body changes they are looking forward to and which body changes they are worried about. Explain that everyone is different, and grows at their own pace. Identify the similarities and differences in the body changes in the pictures. Conclude by writing questions (with no names) about these body changes and put them in a question box. Clarify or answer each question.</p>	Page 6

Concepts and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Show care, respect, tolerance and consideration for others.</p> <p>Practise decision-making.</p>		<p>Teacher's tip It is important at the beginning of the lesson that the whole class make, and agree on, some guiding rules such as show respect for each other, listen to each other, everyone can take part, solve problems as a group, help each other with any problems, do not be afraid to ask the teacher questions. Remind learners of the guiding rules if they get excited and use insulting words. Explain that we need to learn about these things so that we can make good decisions about sex. The words used for body parts are not insults, they just name body parts in the same way as heart and lungs. Organs that are used for making babies are wonderful, not bad. Help learners to make up positive, rather than negative, words for the organs.</p> <p>Activity 4 Learners read through the information before instructing them to do the activity in groups. Give an example of what to do if a girl goes through these changes, allow the learners to think about what they would do if they were in this situation. Learners make a list of the problems and the happy things about growing up. List some possible actions and solutions to these things on the board. Summarise by brainstorming what the learners have written and clarify any misunderstanding or myths. As a homework activity, learners list some important virtues that will help boys and girls grow up safely, happily and cheerfully.</p>	Page 7
<p>Identify a problem and practise decision-making.</p>		<p>Activity 5 Learners begin by reading the text. Clarify the information they have read. Do the activity in small groups. Give one or two examples first. Then use the ideas and questions in the activity to encourage learners to list some activities the body does. Conclude by brainstorming; write the answers on the board. Read and clarify the text on pages 8 and 9.</p> <p>Teacher's tip Boys need to learn about periods as well as girls. To reduce embarrassment organise the class into same-sex and age groups and remind learners of the guiding rules such as respect, no insulting, teasing, laughing or giggling at each other.</p>	Page 8

Teacher's supporting activities		Learner's Book
Concepts and skills	Resources	
Identify, solve problems and decision-making.		<p>Activity 6 Explain the activity to the learners, give one example. Allow enough time for learners to complete the puzzle individually in their exercise book. Learners hand in their book for the teacher to mark and give feedback on the answers. Clarify any misunderstandings.</p> <p>Activity 7 Give learners time to read the text; clarify information on symptoms of menstruation experienced by girls, and that these symptoms are normal. Learners complete the activity in pairs or small groups. Discuss and predict how Mary might be feeling in this situation. Write some possible solutions and actions for dealing with menstruation and persistent menstrual problems. Brainstorm all possible solutions by having the students read out their views. Summarise by briefly explaining the process of menstruation and how to deal with it. Stress the importance of support, help, respect and being considerate of others in these situations.</p> <p>Activity 8 Learners read the text and do the activity in small groups. Ensure each group lists the things Tino could do in their exercise book. Give learners feedback after they have read out loud to the class what they have written. Brainstorm other things that the learners could do for Tino. Conclude by allowing learners to read the information on skin problems, explain the information and how to deal with these problems.</p> <p>Suggested assessment activity Assessment should be based on the learners' ability to list body changes that occur in boys and girls.</p>
Problem solving and decision-making. Seek appropriate help.		Page 10
Identify help and give simple advice. Seek reliable information and help.		Page 11
		Page 12
		Page 14

Activity and assessment answers

Activity 1

Size and shape of kitten and chicks change as they grow into an adult, e.g. bigger, taller and fatter.

Activity 2

Expected answers:

- 1–5 years – small in size
- 6–10 years – taller, bigger and physical appearance changes slightly.

Activity 3

Expected answers:

- grow taller and faster, shape and size of body changes and gets stronger and bigger, boys start to grow hair on face
- get oily skin, pimples might appear on face
- girls' breasts start to grow
- sweat a lot.

Activity 4

Answers might include:

- running, playing, walking, cooking, washing and gardening.

Activity 5

Answers might include:

- eating, heart pumps, breathing, defecating and urinating.

Activity 6

down – 3 puberty, 5 period

across – 2 menstruation, 4 headaches.

Activity 7

Answers might include:

- Mary might have stomach pain, a headache or feel dizzy
- Mary could ask a teacher, parent or friend for help or seek treatment in a hospital or clinic.

Activity 8

Answers might include:

- use perfume, deodorant
- bath or swim with soap
- wear clean clothes after bathing
- wash clothes.

Suggested assessment activity

Boys	Girls
Dropping of testicles	Menstruation starts
Voice changes	Breasts grow
Hair grows	Hair grows

Chapter 2 Food hygiene and safety

Strand: Food, nutrition and health

Suggested periods: 8

Sub-strand statement

Spread of food-borne diseases can be prevented by good hygiene and observing food safety standards. This requires an awareness of the importance of cleanliness when preparing, handling, serving, eating and storing food.

Learning outcomes

Learners should:

- recognise ways in which food can be contaminated
- understand the importance of cleanliness when preparing, handling, serving, and eating food
- recognise food safety practices in the kitchen
- recognise some traditional ways of preserving and storing food
- know important measures for food hygiene and safety to prevent food-borne infections.

Indicators

Learners should be able to:

- list basic steps for handling food hygienically
- understand the importance of washing hands
- understand the importance of clean cooking utensils and equipment
- understand the importance of clean kitchen surfaces
- explain why washing food before preparing or serving is important
- understand that insects cause food-borne disease if not kept under control, e.g. swatting flies
- state good manners to be observed while eating
- give some appropriate ways for storing food safely and hygienically
- list four traditional ways of preserving and storing food
- recommend ways to keep food safe from dust, insects and other forms of contamination, e.g. clean handling of packed lunch.

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Identify and describe a problem and be able to make healthy food choices.</p> <p>Share and express ideas with others and team decision-making.</p> <p>Communicate ideas from own experience.</p>		<p>Activity 1</p> <p>Begin with learners reading the text. Allow learners to explain what they know about, or their experience about, food hygiene and safety. Organise learners into small groups to discuss the activity by analysing the illustration. Help learners to portray scenarios buying food in their local food market. What sort of food would they be likely to buy? It is important to stress the choices they would make in order to advise Susan. Conclude by asking each group to give feedback and their responses to the activity question.</p>	Page 16
<p>Work with a group.</p> <p>Communicate ideas from personal experience.</p> <p>Recognise the link between food, contamination and food poisoning.</p>		<p>Activity 2</p> <p>Learners read the text on food and bacteria. Organise them into small groups to discuss and complete the activity. Learners should try to analyse what the illustration is trying to show.</p> <p>Brainstorm each group's points and write them on the board. Summarise by stressing the link between dirty food, bacteria and food poisoning.</p>	Page 17
<p>Find information and share own experiences.</p> <p>Finding, matching and evaluating information.</p>		<p>Activity 3</p> <p>Learners read pages 18 to 20 before doing this activity individually. Ask what their experiences have been while shopping in stores and buying food in local markets. Allow students to voluntarily read out what they write in their exercise book. Write answers on the board and, to conclude, emphasise the importance of how to shop and buy food wisely.</p>	Page 21
<p>Express personal opinions, ideas and compare life experiences.</p>		<p>Activity 4</p> <p>Begin with learners reading the text about ways to prevent the spread of food-borne diseases before discussing the activity in small groups. Give an example to help students before they complete the activity on their own. Reflect on how they or their parents handle food at home. Brainstorm answers and summarise their points on the board.</p>	Page 22

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Observe and analyse problems, find solutions to those problems.</p> <p>Make good decisions and healthy food choices.</p>		<p>Activity 5 Organise students into small groups. Explain and clarify the purpose of the activity. Guide learners by giving an example. Visit a nearby food market or canteen. Ask learners to jot down what they observe and present their findings to the whole class.</p>	Page 23
		<p>Assessment Activity Assess the learners by completing the table and collect their books for marking.</p>	Page 24

Activity and assessment answers

Activity 1

Answers might include:

- Susan should be buying food from a stall where food is covered properly
- buy from stalls where people observe and follow rules on how to cook, handle, serve and store food properly and safely
- Buy from stalls where food is stored or placed in a clean place, is free from flies and contamination.

Activity 2

- 1 Peter and Susan might get food poisoning; feel sick, stomach problems and diarrhoea etc.
- 2 Fridge, cupboard, containers with covers, sealed plastic bags. Cover food with clean cloths or leaves.

Activity 3

Answers might include:

- check expiry date of packaged foods
- look for rust or dents on tins or cans of food
- select only fresh meat or vegetables.

Activity 4

Answers might include:

- wash hands before preparing, handling and serving food
- the surface where food is being prepared must be clean
- put food in clean containers or sealed bags after handling
- use clean utensils for cooking, serving and eating food
- food must not be kept in the open
- wash food before cooking.

Activity 5

Learners should record what they observe from each food stall or canteen, and decide which one they would buy from. Reasons will vary according to learners' observations.

Note:

Learners should be buying food from canteens that:

- wear gloves
- cover their food
- have proper rubbish bins
- have neat hair or wear something to cover their hair
- wear clean clothes or apron.

Assessment activity answers

Food activities	Do	Don't
Preparing food	wash hands	touch food unless hands are washed clean
Handling food	wash hands	handle food if your hands are not washed

Chapter 3 Good personal hygiene of the mouth and teeth

Strand: Good healthy habits and safety practices

Suggested periods: 8

Sub-strand statement

Oral hygiene includes cleaning of teeth and gums, appropriate dental hygiene items and eating healthy foods. Good oral hygiene practices help to prevent dental health problems.

Learning outcomes

Learners should:

- know personal hygiene practices to ensure healthy mouth and teeth
- understand that dental hygiene ensures healthy mouth and teeth
- recognise bad practices that can cause tooth decay and gum disease
- know how to prevent tooth decay.

Indicators

Learners should be able to:

- label the different types of teeth, such as canines and molars, and describe their function
- list hygiene practices that keep teeth clean
- demonstrate oral hygiene using the appropriate items, e.g. toothbrush, toothpaste and sugar cane
- identify some consequences of not keeping the mouth and teeth clean
- identify foods that cause tooth decay and gum disease
- state examples of food items that keep teeth healthy.

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Identify types of teeth and their function.</p> <p>Show care for their teeth.</p>	<p>Tooth model or flip chart.</p> <p>Own set of teeth.</p>	<p>Activity 1 Begin by giving time for learners to read the text. Learners should brainstorm what they understand about the text they have just read. In pairs, allow learners to observe their friend's teeth. In small groups discuss and complete the activity. Conclude by charting each group's answers on the board.</p>	Page 27
<p>Constructively express feelings.</p>	<p>Toothbrush and toothpaste.</p>	<p>Activity 2 Learners demonstrate how old people chew food, for example, nambo, hard biscuits, etc. Learners read the text and then do the activity. Conclude by asking learners to role-play a toothless girl or boy rejected by friends.</p>	Page 28
<p>Show progress of decision-making.</p>		<p>Activity 3 Begin the lesson with brainstorming. Give one example of sugary foods and drinks. Learners then read the text and name other foods not mentioned. In small groups discuss and list six types of food that contain sugar. To conclude, make a list of sugary food on the board.</p>	Page 29
<p>Identify right food and make healthy food choices.</p>		<p>Activity 4 Organise learners into pairs, and then ask them to read and complete the activity in their exercise books. Jot their answers on the board and give feedback.</p>	Page 31
<p>Demonstrate healthy behaviours. For example, show consideration for self and others.</p> <p>Practise team decision-making skills.</p> <p>Practise brushing, cleaning and caring for teeth.</p> <p>Express needs constructively.</p>	<p>Toothbrush, toothpaste and others (example: sugar cane fibre).</p>	<p>Activity 5 Learners read the text on pages 32 to 34. Ask the learners to brainstorm what they understand about the text. Demonstrate how to brush the teeth by following steps 1 to 7. Allow learners to practise proper brushing and cleaning of their teeth and gums in pairs. Conclude by asking learners to show their teeth and express how they feel afterwards.</p>	Page 34

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
Demonstrate healthy habits.		<p>Activity 6 Begin the lesson with learners reading about the cartoon characters on page 34. Organise learners into small groups. Explain the purpose of the activity. Ensure learners sign their names on the smile and brush chart each time they brush and clean their teeth. Give feedback on the progress of the sign and brush chart at the end of the term.</p>	Page 35
<p>Take a clear health-enhancing stand.</p> <p>Show progression of decision-making.</p> <p>Demonstrate healthy habits.</p>		<p>Activity 7 Begin the lesson with the game 'hangman'. Use words based on dental care. Sing the song: <i>Brush, Brush, Brush My Teeth</i>. Stress the importance of brushing the teeth after meals every day.</p>	Page 36
		<p>Suggested assessment activity Complete the activity and hand it in to the teacher for marking. Feedback answers with learners.</p>	Page 37

Activity and assessment answers

Activity 1

Front teeth – incisors; middle teeth – canine; back teeth – molars.

Activity 2

Answers will depend on learners' individual experiences and what they already know.

Activity 3

Brainstorming foods with sugar might include: sweets, ice lolly or ice block, biscuits, candies, cakes.

Activity 4

Across – meals, cheese, floss

Down – toothpaste

Diagonal – milk, toothbrush

Activity 5 (Activity 5 and 6 are linked)

Teachers should demonstrate the seven steps for proper brushing of teeth first, and then learners practise by following with the teacher. Learners sign their names every time they brush their teeth and gums.

Activity 6

Individual learners are to sign their names on photocopies or handwritten copies of the table in Activity 6, page 35 of the Learner's Book. This activity should continue until the end of Term 2. Make a chart for all learners to sign. Give feedback on learners' progress at the end of the term.

Activity 7

The teacher introduces and sings the tune on brushing teeth; followed by learners singing, *Brush, Brush, Brush My Teeth*.

Assessment activity answers

Answers to the true or false questions:

- 1 true
- 2 false
- 3 true
- 4 true
- 5 false
- 6 false
- 7 true
- 8 true.

Fill in the blanks answers:

Rose has nice white teeth. She keeps her teeth clean by brushing them after every **meal** and before she goes to **bed**. She always uses a **toothbrush** with some **toothpaste** to brush her teeth. She gets her teeth checked at the **clinic**.

Chapter 4 Preventing physical and sexual abuse

Strand: Good healthy habits and safety practices

Suggested periods: 8

Sub-strand statement:

Understanding the forms of physical and sexual abuse, knowledge of how to reduce the risk of being physically or sexually abused. Learners develop awareness of potentially dangerous situations and learn the appropriate responses.

Learning outcomes

Learners should:

- understand physical and sexual abuse
- know the forms that physical and sexual abuse can take
- know signs of physical and sexual abuse
- recognise the need to avoid situations in which they may be sexually abused
- know how to get assistance if worried, abused or threatened
- have the confidence to ask for help from a trusted adult.

Indicators

Learners should be able to:

- state examples of physical and sexual abuse
- list the types of physical and sexual abuse
- describe signs of physical abuse
- describe behaviours that are sexually abusive and intimidating
- express their feelings against inappropriate behaviour
- differentiate between appropriate and inappropriate touching
- identify both assertive and refusal skills—responses to be used against sexual harassment.

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Identify and differentiate what sexual abuse is.</p> <p>Recognise what an abuser does to abuse a victim.</p>		<p>Activity 1</p> <p>Organise learners into small groups and do the activity. Allow time for the learners to read the information. Clarify what sexual abuse is. Discuss what factors or situations might lead to sexual abuse. Brainstorm these points on the board. Conclude by stressing the necessary action on how to avoid such a situation.</p>	Page 39
<p>Identify the difference between physical and sexual abuse.</p> <p>Practise protective behaviours against sexual abuse.</p> <p>Seek help.</p>		<p>Activity 2</p> <p>Organise learners into groups to discuss and do the activity. Explain the difference between physical and sexual abuse. As a whole class, brainstorm possible actions on where to seek help if abuse happens. Summarise why some acts are sexual abuse and others are physical abuse. Clarify that it is not the victim's fault and they should not feel guilty if abused.</p>	Page 40

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Take care when approaching strangers.</p> <p>Identify ways to approach people, and appropriate ways to dress when going out to parties.</p> <p>Identify places and situations where sexual abuse is likely to take place.</p> <p>Practise protective behaviours in different situations.</p> <p>Recognise sexual behaviours.</p> <p>Identify responsible people to report to.</p> <p>Develop an ability to express their views.</p> <p>Develop a sense of responsibility about their safety.</p>		<p>Activity 3</p> <p>Learners read text on pages 41–43. Clarify who is a stranger and who is not. Discuss in small groups different ways to approach strangers and types of clothes to wear in public. In small groups, ask learners to discuss and complete Activity 3, and then present their points to the class. Conclude by summarising learners' points and clarify any misunderstandings that are untrue or negative.</p> <p>or</p> <p>Organise learners in small groups then ask them to read the text. Start a discussion session by asking them to share their experiences in these different places and situations. Ask questions such as: what did they do? Later, ask the group to write some of their stories, and conclude with each group role-playing their stories. Summarise the lesson by encouraging learners to be confident and to report any cases of sexual abuse.</p>	Page 44
		<p>Activity 4</p> <p>Brainstorm what a safety pledge is all about. Record learners' responses on the board. Learners then make their own safety pledge and sign it. Conclude by allowing learners to read their pledges to each other.</p>	Page 45

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
		<p>Assessment activity Clarify what pressure and refusal skills are. Group the learners into same-sex groups then do the activity. Each group should practise their refusal skill role-play, and then present it to the class. Conclude by summarising the various refusal skills demonstrated by various groups.</p>	Page 45

Activity and assessment answers

Activity 1

- the man is touching the girl's private parts/pubic area
- the man is sexually abusing the girl.

Note:

- some children are sexually abused by adults because the adults are sick in their mind
- adults might target children because they think they are young and weak.

Activity 2

Learners are expected to answer individually then teachers should expand on those answers.

Activity 3

Situation 1

Things the eight-year-old could do include:

- she could walk with a friend or a group of friends
- she could avoid the man and run away from him
- she should not talk to him
- she could yell for help.

Situation 2

Answers might include:

- a Yes, Ellen is just being friendly because she is happy.
- b The boy might feel differently and might think Ellen likes him as more than a friend.
- c No, she should not touch him. There are different forms of touch; friendly touch and flirting touch. If Ellen is flirting, the boys will think she is inviting him.
- d Her clothes were not right for the party.

Note:

It is important to note here that this is the perpetrator's perspective and we should not be blaming the victim.

Activity 4

Signing a pledge:

- a pledge is a promise to do or not to do an action
- the pledge is about learners making a promise to keep safe from sexual abuse.

Assessment Activity—Role-play

Learners role-play how to have the courage to say 'no' and how to take a firm stand. Encourage and show learners how to make good decisions about their future when confronted with every day challenges.

Note:

Pressure – forcing someone to do something that he or she does not want to do.

Refusal skills – to be able to say 'no' when someone puts pressure on you to do something that you do not want to do.

Chapter 5 Community health resources and services

Strand: Healthy communities and environment

Suggested Periods: 8

Sub-strand statement

Health services and resources are provided for the health and wellbeing of everyone. Care and respect for health facilities is essential.

Learning outcomes

Learners should:

- know the various healthcare services available in the community
- understand the functions of healthcare services
- appreciate that healthcare services are resources for the community.

Indicators

Learners should be able to:

- state the procedures for getting and using services from healthcare centres
- identify the healthcare services available in the community, e.g. clinic, area health centre
- identify some health services offered by the government and by non-government organisations
- state what the community contributes to local health services.

Processes and skills		Resources		Teacher's supporting activities		Learner's Book	
Identify words that are linked to parenting.				Activity 1 In small groups, discuss the key points of the information that the learners have read. Brainstorm the different roles of parents. Learners should highlight or underline words that relate to parenting. Encourage learners to discuss these words. To conclude, clarify how these words link with parenting.		Page 49	
Identify parenthood.				Activity 2 Learners discuss what the word 'promise' means in groups. Give an example of a promise statement and its purpose. Ensure learners write a promise statement for each role. Share learners' examples of promise statements with the class. Each group should display their promise statement to the class.		Page 50	
Identify community health roles.				Activity 3 Learners do the activity individually and exchange their books with another learner for marking. Give feedback of the learner's work by making a summary chart on the board. Let the class check their answers. Learners should identify the correct roles of a nurse. To conclude, reemphasise the specific roles of a nurse.		Page 51	
Identify the role of a nurse.		Invited guest speaker—a nurse if possible.		Activity 4 Learners read the text before being organised into small groups to do the activity. Discuss the different roles of a doctor. Each group is to present their responses. Summarise the role of doctors identified by the group.		Page 52	
Identify roles of a doctor.				Activity 5 Learners read the text before working in small groups. Draw characters that show what the picture is about. Allow the learners to dramatise the role of an ambulance driver, a nurse and an ambulance transporting a sick person. Discuss and brainstorm answers. Summarise by clarifying the importance of the role of an ambulance worker and the ambulance service in the community.		Page 52	
Identify and appreciate the role of the ambulance service.		Invited guest speaker—an ambulance worker if possible.		Activity 6 Begin with the learners reading the text and analysing the illustration. Find out how many pupils have been to the dentist and share their experiences about dental issues. Talk about their drawings. In summary, stress the importance of regular dental visits and ways to promote and maintain strong, healthy teeth.		Page 53	
		Draw a picture or diagram illustrating how one can utilise dental services.					

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Identify the role of a health inspector.</p> <p>Correct use of a mosquito bed net.</p>	<p>Talk by health inspectors.</p> <p>Mosquito net from the provincial health officer or from the teacher's home.</p>	<p>Activity 7 Learners read the text about malaria and brainstorm what they know about the role of a malaria worker. Stress the role that malaria workers play to reduce the malaria incidence. Learners complete the exercise in their exercise books about the role of the health inspector. In conclusion, summarise the role of a health inspector. Learners share and talk about what they have written about.</p>	Page 55
<p>Identify and share ideas about values.</p> <p>Expressing and communicating ideas.</p>		<p>Activity 8 In small groups learners make a list of values after reading the text and what a value means. Use a tangible example like the illustration showing people helping a sick person. Conclude by stating that the idea of helping others is a value that is worthwhile.</p>	Page 56
<p>Identify the role of a health committee.</p>		<p>Activity 9 Learners read about the text and share one point they read that they know about. In small groups, discuss the roles of health committees. Brainstorm all groups' views and jot them down on the board. Summarise how our health referral system works.</p>	Page 60
		<p>Suggested assessment activity Use the suggested activity on page 60 to assess learners at the end of chapter 5. Hand in book for marking. Feedback answers with learners.</p>	Page 60

Activity and assessment answers

Activity 1

The following words are related to parenting:

- love
- fun
- discipline
- arm
- hugging
- care
- firm
- support
- friendliness
- clothing
- shelter
- school fees
- applaud
- house.

The following words are not related to parenting:

- rain
- fame
- five
- ran.

Activity 2

- Nurse – promise to take care of the sick
- Doctor – diagnose, treat and cure the sick
- Community health worker – assist the community with basic health problems
- Ambulance driver – carry sick or injured people to hospital in a special vehicle
- Health educator – teach people to look after their own health and wellbeing.

Activity 3

True or false answers are:

- 1 true
- 2 true
- 3 false
- 4 false
- 5 true
- 7 true.

Activity 4

Expected answers might include:

- 1 diagnose and treat sick people
- 2 prescribe and give medicines for the sick
- 3 perform operations on sick patients
- 4 educate public on community health issues.

Activity 5

- 1 Ambulance workers help by transporting sick or injured people in a special vehicle to hospital.
- 2 Ambulance drivers need to drive carefully because they are carrying sick or injured people in their vehicle.
- 3 Ambulance drivers use a special horn or call sound for other vehicles to give way.

Activity 6

Learners draw dental clinic pictures which are then displayed around the classroom.

Activity 7

A health inspector's role is to:

- supervise sanitation ensuring that toilets are clean and not affecting peoples' health
- inspect fruit and vegetables in the market to ensure they are fresh and healthy and not infected with pests or disease
- teach about health to children in schools.

Activity 8

These values help health workers to:

- help each other and anyone who is in need
- advise the community on health issues, sanitation and toilets etc.
- help with community activities and projects that promote health
- help each other when sick or injured.

Activity 9

Some expected answers are:

- Organise ways to keep the village clean
- Set healthy rules
- Help build rural clinics
- Carry out instructions from ministry of health.

Assessment activity answers

Health care services	Who benefit
pre-natal	pregnant women, mothers
child-health service	children, baby
malaria test services	everyone, sick people
HIV/AIDS test services	any one who wishes to do a test
immunisation services	children

Chapter 6 Looking after our water

Strand: Healthy communities and environment

Suggested periods: 8

Sub-strand statement

Learners develop positive attitudes toward good practices caring for water sources: rivers, lakes and the sea. This contributes to a healthy environment.

Learning outcomes

Learners should:

- understand that a water source must be kept clean and safe for everyday use
- know how to promote positive attitudes and practices for maintaining water sources
- appreciate the importance of having clean, safe water for drinking and other uses
- recognise the factors that pollute water sources
- recognise the negative impact of polluted water on peoples' health.

Indicators

Learners should be able to:

- state five behaviours that promote positive attitudes toward taking care of water sources
- identify water catchment vessels and explain how water can be stored properly
- suggest appropriate measures to purify water which has been contaminated
- state four health problems caused by polluted water.

Processes and skills		Teacher's supporting activities		Learner's Book
Identify uses of water.	Pieces of paper.	Activity 1 Begin with learners reading the information and draw out characters from the pictures. Discuss how to do the activity. Collect their books for marking. Summarise the lesson by asking learners to share what they write for the activity. Record their responses on the board. Explain the importance of using and conserving water wisely.	Page 62	
Identify and decide upon realistic goals.	Chart papers, chart pins, and pens.	Activity 2 Learners read the text and brainstorm points that they read. It is important to show learners one or two examples. Give learners pieces of paper. Each learner should explain why they are setting their goal. Agree who they want to send their goals to within their class, within another class, or another school.	Page 64	
Identify proper sources. Mapping skills. Show respect and care for our water sources.	Chart papers, pencils, rulers, crayons, glue and map pins.	Activity 3 Take the class out to investigate where a water source has been polluted. Make a list of the problems. In small groups, learners sketch a village map: indicate where the well or river source, school or community is. What do the villagers do to care for their water? Clarify the importance of building houses, toilet houses and pig or chicken houses far from water sources. Display learners' work in the classroom.	Page 65	
Collect and record information by observation.		Activity 4 Look at the picture, read the text and do the activity in groups. Discuss ways of conserving water. Present each group's work to the class. Complete the activity and collect learners' exercise books for marking. Summarise by clarifying the importance of conserving water.	Page 66	
Observe, gather and record findings on signs of water pollution and contamination.		Activity 5 Learners read the text and talk about the pictures. Have the learners visit a nearby water source. To complete this activity, help learners write down four things they observe. Conclude by allowing the learners to report back what they have seen to the class. To sum up, record their findings on the board. Stress what human activities pollute or contaminate the water or the sea.	Page 67	

Processes and skills		Resources		Teacher's supporting activities		Learner's Book	
Identify and make right choices.				<p>Activity 6 Learners read the information in the text and analyse what the pictures indicate. Complete the activity by brainstorming learners' responses to the activity question.</p>	Page 67		
Observation, finding out and recording.				<p>Activity 7 Take the learners to a nearby river or water source. Complete the activity by allowing them to observe and write down what they see. In small groups, present their findings to the class. Collect group work and display in the classroom.</p>	Page 68		
Demonstrate ways to purify contaminated water making it safe for consumption.		Kettle, pot stand, primas, water, matches, fir, tablet, jug, cup and strainer.		<p>Activity 8 Organise the class into small groups. Read the text together then ask learners to do the activity. Allocate each group to do one experiment based on the information. Check learners' experiments. To summarise, clarify the four methods of making water safer for everyday use.</p>	Page 69		
Devising simple method of purifying and making water clean. Express feelings and views from personal experiences.		Plastic bottle, nails, stone or hammer, a jug of muddy water, bowl of sand, gravel or pebbles.		<p>Activity 9 Learners read the five steps. Clarify all five steps before organising the learners into small groups. Make sure to check that each group carries out the experiment correctly. Each group should explain why the water in the bowl is clean. Clarify that dirty or contaminated water can be filtered or cleaned, and is safer to use after one of the four methods previously covered in Activity 8 have been used. Conclude by reading the information on contaminated water and that it can affect our health. Brainstorm the main points on the text and pictures from learners. List their points on the board.</p>	Page 70		
				<p>Suggested assessment activities This is an activity to see if the learners can think of proper ways to stop pollution. Allow learners to copy the table and work individually. Collect books to mark. Conclude by brainstorming ways to stop pollution.</p>	Page 72		

Suggested activities and assessment answers

Activity 1

Learners may list different answers. Some expected answers might be: swimming, cooking, washing kitchen utensils, washing clothes, drinking and using water in factories.

Activity 2

Answers will depend on the learners' goal, e.g. I will take care of the water source by not throwing rubbish into the water.

Activity 3

Buildings must be at least 50–100 metres from the water source or river. The swimming area must be below the drinking area.

Activity 4

Answers might include:

- 1 collect water in a bucket
- 2 turn tap off properly
- 3 install a water tank.

Activity 5

Learners' answers will depend on their observations from around their school, community and village.

Throw or dump rubbish, defecate in the river, logging, build house near water source or sea and oil spills.

Activity 6

Learners' answers will depend on how they analyse or interpret the pictures.

Activity 7

Answers might include:

Dirty, colour of water black, brown, not clear, debris or rubbish in the water.

Activity 8

Groups should be allowed to carry out the various experiments to make water safer for use and to drink.

Activity 9

The water in the experiment should be clear.

Suggested assessment activity answers

The followings are some possible answers:

- Defecating in the sea or river
- Dumping rubbish in river or oceans
- Throwing plastic containers and bags in river or oceans
- Leaving waste materials beside drinking water sources

Chapter 7 Preventing mosquito transmitted diseases

Strand: Diseases and substance use control and prevention

Suggested periods: 6

Sub-strand statement

Mosquito-borne diseases are common in our country. These diseases can be prevented through an understanding of how mosquitoes spread disease.

Learning outcomes

Learners should:

- recognise the causes and symptoms of mosquito-borne diseases
- know that mosquitoes spread several serious diseases
- know the preventative measures to control mosquito-borne diseases.

Indicators

Learners should be able to:

- list the main mosquito-borne diseases, e.g. malaria, dengue fever, yellow fever and encephalitis
- draw a simple diagram to show how mosquitoes spread malaria
- name at least four symptoms of malaria
- list four ways to prevent mosquito bites
- identify appropriate actions when people are sick with malaria
- state that the plasmodium causes malarial fever.

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
Identify the danger of mosquitoes.	Chart of the transmission cycle, if available.	<p>Activity 1 Organise learners into small groups then discuss their experiences when sick with malaria. Allow enough time for learners to read the text and brainstorm points from their reading. Explain how to do the activity. Each group to present their discussion and views to the class. To summarise jot down all of their points on the board.</p>	Page 77
Share and express their views and experiences.		<p>Activity 2 Begin with learners reading the text and organise into small groups to do the activity. If any learners have previously had malaria, talk about their experiences when they were sick. Compare answers to the activity (symptoms of malaria), with the symptoms of malaria they personally experienced. Collect books for marking.</p>	Page 78
<p>Show progression and decision-making.</p> <p>Observation and recording.</p> <p>Taking a healthy stand by making posters.</p>	Chart paper, markers, crayons, magazines, etc.	<p>Activity 3 Organise into small groups and allow learners to read the text. Explain the purpose of the activity. Record and report their observations from their visit. In order to do this activity, it is important to help learners visualise how they could stop mosquitoes breeding. Give them a hint or simple example to begin with. Display each group's work in the class or around the school.</p> <p>Make a poster on how to prevent or stop the spread of malaria. You could use the following to assess each group's work:</p> <ul style="list-style-type: none"> • clarity of message • simplicity • creativity • team work • relevance of message. 	Page 81

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Be responsible for self.</p> <p>Expressing feelings and ideas.</p>		<p>Activity 4</p> <p>Organise learners into groups and give them time to read and study the text. Before doing the activity clarify its purpose and give an example. Make sure that learners produce an original idea whether in the form of art (simple drawing or cartoons), or a poem or song. Give assistance to learners while they are constructing descriptive words or sentences on how to prevent malaria spreading. Stress the importance of their role in preventing mosquito-borne diseases.</p>	Page 82
		<p>Suggested assessment activity</p> <p>Use a series of pictures or illustrations on pages 77, 80 and 81 to assess learners. Put them in the wrong order and let learners put them in the correct order using arrows etc. Collect books for marking. Feedback answers with learners.</p>	Page 82

Activities and assessment answers

Activity 1

Expected answers:

Person 1: mosquito bites a sick person

Person 2: healthy person gets sick after mosquito bite

Mosquito: carries the parasite to the healthy person

Plasmodium (or parasite): is in the person's liver and then released into the blood.

Activity 2

Fever, diarrhoea, shivering, pain in the joints and dizziness.

Activity 3

Create posters about a mosquito free environment showing people how they can solve or reduce mosquito problems.

Use the criteria on activity 3 as a guide to assess each group's work.

Activity 4

Draw diagrams and write short sentences explaining their diagrams. Make sure to display learners' work around the school.

Assessment Activity

Use the illustrations on pages 77, 80 and 81 as a guide to answer this activity question.

Chapter 8 Tobacco and betel nut

Strand: Diseases and substance use control and prevention

Suggested periods: 10

Sub-strand statement

Substances like tobacco and betel nut damage peoples' health. Knowing their negative effects, and strategies for stopping tobacco and betel nut use, contribute to individual responsibility for good health.

Learning outcomes

Learners should:

- know that tobacco and betel nut contain harmful substances
- recognise the negative effects for using these harmful substances
- appreciate that they must avoid smoking tobacco and chewing betel nut.

Indicators

Learners should be able to:

- state four short- and four long-term effects of tobacco and betel nut use on individuals and the family
- state four effects of passive smoking on the health of non-smokers
- state the benefits of not using tobacco and betel nut
- make posters on tobacco and betel nut prevention
- identify factors that make people smoke cigarettes and chew betel nut
- say 'no' to peer (friends, school mates and parents) pressure to use tobacco and betel nut.

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
Identify effects of smoking.	Different empty packets of cigarettes.	<p>Activity 1 Collect empty cigarette packets the day before this lesson. Pass around a rolled cigarette for the learners to feel. Allow learners to tell stories of people they know who smoke cigarettes. Allow them to read the information and discuss the text and pictures. Summarise and clarify points highlighted by the learners.</p>	Page 85
Identify effects of smoking.		<p>Activity 2 Learners should talk about their feelings, experiences or stories they know, related to smoking. Allow time for the learners to study the information and complete the activity. In small groups discuss what behaviours, both good and bad, are usually copied by young people. Talk about how advertisements might influence young people to smoke. Summarise learners' points of view on the board.</p>	Page 86
Identify a solution to a problem and give simple advice. Analyse health information. Making the right decision and choices.		<p>Activity 3 Organise learners into small groups and discuss why young people smoke and then discuss ways that might help people to avoid smoking. Each group should record and present their answers to the class. Jot down the responses on the board. Conclude by allowing learners to read the information.</p>	Page 87
Impact smoking has on teenagers and youths.		<p>Activity 4 In small groups discuss the impact of smoking on young people today and use the pictures to think of helpful ways to support them, or help them to avoid smoking. After completing the activity, learners should present their views to the class. Summarise all the groups' points on the board.</p>	Page 88

Processes and skills		Teacher's supporting activities		Learner's Book
Analysing health information. Identify and understand labels and warning statements.	Different packets of cigarettes.	Activity 5 Organise learners to bring empty cigarette packets for this lesson. Allow learners to read the information and do the activity provided. Talk about the posters and how they feel about the empty packets of cigarettes. Conclude by summarising all their points of view on the board.	Page 89	
Importance of signing and making a pledge or commitment.		Activity 6 Learners study the information and the illustration. Allow time for the learners to think of their pledge and complete the activity. Discuss why it is important to make a pledge and why children should be part of this no smoking campaign. Conclude by asking them to read out their pledge to the class.	Page 90	
Identify issues learners already know about betel nut chewing.	Betel nut fruits, fruit leaf and lime.	Activity 7 Organise learners into small groups to discuss the different reasons why people chew betel nut. Appoint a person in each group to take notes, and then get learners to present their views at the end of the lesson. Learners study the picture and complete the activity. Conclude by summarising their views.	Page 91	
Identify substance and content of betel nut.	Betel nut fruits, fruit leaf, lime, a pounding stick and water.	Activity 8 Organise learners into groups to read the information on page 92. Talk about the pictures, and then let the learners do the experiment. Give each group a small bowl, a small amount of lime (make sure the lime does not get into their eyes), a betel nut fruit and a piece of fruit leaf. Have them do an experiment by pounding all the ingredients in the bowl. Discuss what happened and why. Explain the chemical reaction of the three ingredients that produce the red colour. Record their responses on the board and then summarise.	Page 92	

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
Identify health hazards of spitting betel nut juice.		<p>Activity 9 Ask the learners to read the text and study the pictures; get learners to brainstorm their thoughts on what they have just read and seen. In groups, complete the activity. Pass around the betel nut fruits, fruit leaf and lime. Stress what the colour of the mixture could do to the environment and if smeared onto them, their clothes or their belongings. Summarise by brainstorming their feelings about the betel nut stain.</p>	Page 93
Identify body parts affected by chewing betel nut. Chewing betel nut can affect how we look.		<p>Activity 10 Learners work in small groups to complete Activity 10. Read and study the text and illustrations on pages 94 and 95. Discuss issues about betel nut chewing, effects on the body, health, surroundings/environment, mouth and teeth if no proper oral care. Role play the conversation in the text.</p>	Page 93
Identify and demonstrate coping techniques in dealing with betel nut chewing. Importance of making a pledge.		<p>Activity 11 Learners brainstorm what a pledge is. Discuss whether or not they have made any pledges before. Learners to imagine if every child made a successful pledge not to smoke and chew betel nut; what would the Solomon Islands be like? Learners complete the activity. Conclude by asking them to read out their pledge to the class.</p>	Page 96

Processes and skills	Resources	Teacher's supporting activities	Learner's Book
<p>Other associated problems caused by betel nut chewing.</p> <p>Identify the harm of tobacco and betel nut when used together.</p>		<p>Activity 12 Organise learners to read and study the text and pictures. Brainstorm what they understand about the text and pictures. Organise a visit to a nearby betel nut stall or local market that sells betel nut. Learners should record what they see and report back to the class. Clarify and sum up all their points on the board.</p>	Page 97
		<p>Suggested assessment activity Use the suggested activity for assessment. Learners to complete the activity individually. Collect their books for marking.</p>	Page 98

Activities and assessment answers

Activity 1

Learners should be sharing their experiences. Some expected views from the learners could be:

- smoking causes smelly clothes
- clothes with holes
- spend money on cigarettes rather than food
- smoking pollutes the air.

Other answers for this activity will depend on the learners' surroundings.

Some suggested notes:

Health problems	Changes in appearance	Financial problems
<ul style="list-style-type: none"> • smelly mouth • lung cancer • mouth cancer • prolonged coughing • feeling lazy or uneasy 	<ul style="list-style-type: none"> • smelly clothes • stained clothes • stained teeth • dirty fingers and nails 	<ul style="list-style-type: none"> • spend more money

Activity 2

Learners should be sharing their experiences and views on why copying an adult or a friends' behaviour is common.

Activity 3

- Able to say no or refuse
- Involve or participate in good healthy activities
- Role model by parents or peers
- Parents firm about not smoking

Answers will depend on learners' point of view, ideas and experiences with teenage smoking.

Activity 4

Learners' answers will depend on their views and opinions.

Activity 5

Learners answers will depend on their views and opinions.

Activity 6

Learners sign their pledge and invite 3 friends to do the same.

Activity 7

Learners' answers will depend on their views or opinions.

Activity 8

Learners should touch the materials and discuss the substances in them and the health problems they can cause. Learners should share what they have found after doing the betel nut experiment.

Some expected answers could be:

- red in colour
- tastes bitter
- hard to pound.

Activity 9

Answers might include:

People chew betel nut because...

- it makes them feel good
- they want to be like other people.

People spit out the juice because...

- it's bitter
- the lime mixture is too hot.

Spitting betel nut juice makes our surroundings...

- dirty
- unhygienic
- red stains everywhere.

Activity 10

Learners' answers depend on their experiences, views and ideas.

Activity 11

Learners to complete the non-chewing pledge activity by copying the pledge into their exercise books, signing their names and listing three friends they want to invite to sign the pledge as well.

Activity 12

Learner's answers will depend on stall observations.

Assessment activity answers

Some expected answers could be:

Betel nut chewing in our surroundings causes:

- dirty environment
- red stains everywhere
- smelly, polluted air
- spread of air-borne diseases, e.g. colds and flu
- people walking around the community may get sick with tuberculosis, hookworm or hepatitis.

Things you can do to help people stop chewing betel nut:

- public awareness
- put up posters about mouth cancers along the street
- Say no.

Fill in the blanks answers:

Smoking **harms** both the smoker and the people around him/her. We should not **smoke** cigarettes. Smokers **suffer** from many forms of cancer. They also **get** bronchitis and asthma. Betel nut also **causes** mouth cancer. It **damages** the gums of people who chew.

In the *Solomon Islands Primary Health Education Learner's Book Year 4*, health is made exciting and enjoyable through interactive, interesting and colourful presentation that is aimed at helping learners to develop positive health behaviours and skills through opportunities in their environment.

The *Solomon Islands Primary Health Education Teacher's Book Year 4* provides the necessary supporting material and recommended resources that teachers will need when working through the activities in the Learner's Book with students. The Teacher's Book also provides information on the Learner's Book glossary, time allocation and use of assessment recording charts for Primary Health Education.

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

