



# Solomon Islands Health Education

Year **7**

Learner's Book



Solomon Islands  
**Health Education**  
Year 

Learner's Book

## Solomon Islands Curriculum Development Division

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### 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.



### 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

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First published 2012 by Pearson Australia  
2014 2013 2012  
10 9 8 7 6 5 4 3 2 1

Publisher: Caroline Williams  
Project Editor: Aisling Coughlan  
Editor: Writers Reign  
Designer: Anne Donald  
Copyright & Pictures Editor: Sian Bradfield  
Cover art: Getty Images, Torsten Blackwood/AFP  
Illustrators: Marty Schneider and Bruce Rankin  
Printed in Malaysia

Pearson Australia Group Pty Ltd ABN 40 004 245 943

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# Introduction

*Health Education Learner's Book Year 7* will help learners to develop appropriate knowledge, attitudes and skills that will enable them to handle everyday health and social issues. The book specifically deals with the key health and social issues that challenge young people in Solomon Islands.

The Learner's Book is designed to generate enthusiasm for learning about Health, and to allow learners to get involved in and participate in their own education. Each of the 13 chapters assist learning by providing instructive text, along with activities to help learners understand and remember the information available in this text.

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

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



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



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



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



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

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

# Healthy eating habits

In this chapter, you will:

- describe what is a healthy eating habit and an unhealthy eating habit
- discuss and analyse your own eating habits, pattern and values
- identify some factors that influence your own eating patterns
- discuss and explain some of the influences that impact on your health and well-being.



## What is an eating habit?

An eating habit is about what and how people eat. It is also about their selection of food, pattern of eating and the way they find their food.

Eating healthy food nourishes the body so that it can function properly. Everyone has different eating patterns and habits. You need to develop good eating habits that will benefit your body and health.



- Everyone has different eating habits.

## Activity 1

In a small group, brainstorm and discuss the following questions. Write your points on chart paper and present it to the class.

- 1 How many meals are usually eaten by your family and the community during the day?
- 2 What types of food do they eat at each meal?
- 3 Where do they get their different foods from?
- 4 Do they usually have snacks between meals?
- 5 What types of snacks do they have?

## What are healthy eating habits?

Developing healthy eating habits is very important for keeping your body healthy and protecting you from illness. You look and feel better when you make a habit of eating healthily.

It is important to think wisely about when and what types of foods to eat. A variety of foods is recommended:

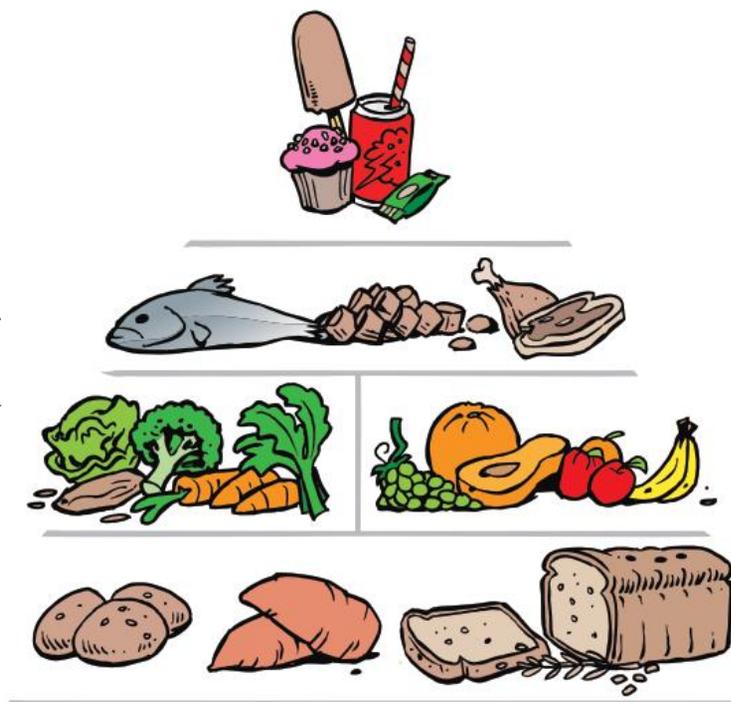
- energy food
- protective food
- body-building food.

If you do not eat the right kinds of food, you will not grow and develop well. You will not be able to learn properly in school. Here are some guidelines that will help you develop healthy eating habits.

- Eat the right kinds of food.
- Choose or select fresh local foods from the three food groups—energy food, protective food and body-building.
- Eat lots of fruits and vegetables, at least five servings per day.
- Eat foods that have the vitamins and minerals your body needs.
- Eat more fresh local natural foods, for example raw foods, whole grains, fruits, vegetables, meats, nuts and seeds.
- Eat less foods that are high in fat, sugar and salt.
- Eat five to six small meals per day.

Eating smaller meals will prevent you from feeling hungry throughout the day. You will also not feel hungry for a long time if you eat foods with fibre, proteins and water.

Do not skip meals, as this will lead to being over-hungry, which can result in overeating. Here is an example of a healthy eating pattern you can follow.



Time	Schedule	Examples of food
6–7 am	Breakfast	Egg, whole grain/meal bread, piece of potato, taro, yam, fish, cabbage or fruits, for example pawpaw, mango, banana
10–11 am	Light snack	Sandwiches or any fruits and vegetables, for example banana, guava, mangoes, carrots, cucumber
12–1 pm	Lunch	Potato, yam, taro, rice, bread, fish, chicken, beef, cabbage, vegetables, fruits
3–4 pm	Light snack	Any fruits and vegetables, for example melon, banana, mango, coconut, pineapple, carrots, cucumber
6–7 pm	Small dinner	Potato, fish, cabbage, melon, pawpaw, banana

Avoid eating late at night. Food eaten late at night may not be properly digested and can cause morning gas or stomach cramps. Eating late at night can also force the body to use its energy on digestion. Sleeping should allow the body to relax and recuperate from the day.

If you are really hungry and want to eat late at night eat a healthy light snack, for example a piece of fruit or nuts.



## Eating the right amount of food

Eat sensible portions of food from the three food groups and do not overeat.



The stomach can hold about two cups of food. Because the stomach can stretch, it can hold more food than you need at any given meal.

## Maintaining a healthy weight

You have to be sensible and wise about the amount of food you eat. Eating regular, small amounts of healthy food and doing regular physical activity or exercise helps to maintain a healthy weight. Be active every day. Walk more.



## Drinking plenty of clean water

Our bodies need water in order to work properly. Drink six to eight cups of water per day. Drink more pure fruit juice, for example mango, pineapple, pawpaw and coconut juice. They are nutritious and healthier than sugary or sweet drinks from the shops. Avoid drinking soft drinks and alcohol.





## Activity 2

Read the questions and write the number of each one in your exercise book. Give each question a tick (✓) if your answer is yes or a cross (x) if your answer is no. See if you can add a reason for each answer.

- 1 Do you eat because you are bored, sad or happy?
- 2 Do you snack in front of the TV without giving it much thought?
- 3 Are most of your meals eaten at home?
- 4 Do you eat fast food?
- 5 Do you like to cook?
- 6 Do you like to shop for food?
- 7 Do you skip breakfast or lunch, then overeat later in the day?
- 8 Do you like big portions of food?
- 9 Do you crave sweets?
- 10 Are there foods you won't give up?

## Unhealthy eating habits

Unhealthy eating habits develop over time. There are many causes of unhealthy eating, for example not having access to fresh and healthy food or being too busy to cook healthy food.

### Foods high in fats

Eating too many fatty foods can cause serious harm to your body. Examples of foods that are high in fats are butter, fatty meats, deep fried foods, corned beef,



luncheon meat, sausages, mutton, chicken with skin, donuts and ring cakes.

Eating foods with lots of fats is like stuffing a bag with too many books, making it big and heavy. Over time, your body will become huge and heavy if you do not use up the energy through physical activity.

To avoid becoming overweight you should eat low-fat foods. Examples of these foods are vegetables, fruits, lean meat, low-fat milk, fish, chicken with no skin and pork meat with no fat.

Do you know any other examples of low fat food?

### Food and drinks high in sugar

Drinking and eating foods that have lots of sugar can cause you to gain weight and also cause tooth decay. Examples of foods and drinks that are high in sugar are cakes, sweet biscuits, lollies, sweet ice blocks, soft drinks, chocolate, cordials and ice cream.

Food and drinks with lots of sugar have a lot of energy. Sugar turns to fat if it's not used or burned off by exercise or physical activity.

Drink and eat foods that are low in sugar. If you crave something sweet, have a piece of fruit or a drink with natural sugar such as melon, pineapple, mango or green coconut juice. They have nutrients and vitamins that are good for your body and health.



## Activity 3

In small groups, recall and discuss why consuming too much food and drink that is high in sugar is not good for your health.

## Foods high in salt

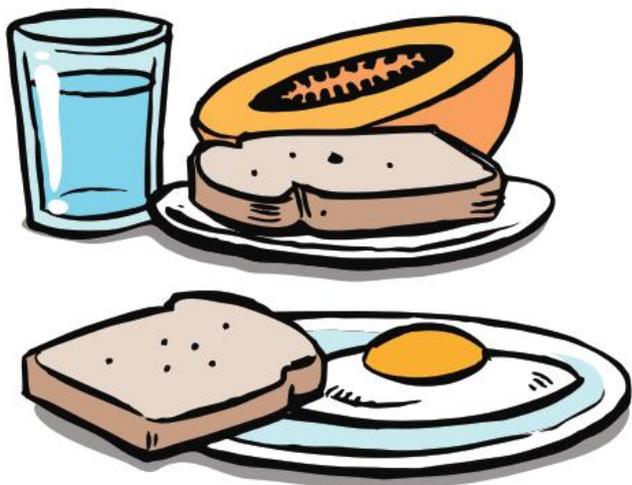
Eating foods that are high in salt is not healthy. It can cause high blood pressure. Your heart has to work harder if you eat too much salt.

Some examples of food that are salty are chips, noodles, corned beef, soy sauce and tomato sauce. It is also a good idea to use very little salt when cooking.



## Not eating breakfast

Breakfast is the most important meal of the day so you should eat a proper breakfast before starting school. When you do not eat breakfast, your energy is reduced and physical activity levels decline. Eating breakfast can start up your metabolism, which helps to control weight, mood and performance at school.



Students who eat school breakfast usually have improved maths grades, reduced hyperactivity, decreased absence and lateness, and improved behaviour compared with students who rarely eat school breakfast.



## Activity 4

In your exercise book, plan a weekly breakfast, lunch and dinner menu for your family.

## Eating fast foods

Eating regularly at a fast food bar or restaurant can develop into an unhealthy habit. If you decide to buy food at these places, do it only occasionally and choose healthy foods.

Junk foods like chips, lollies and crackers and all soft drinks have very little nutrition in them and lots of calories. They increase the risk of obesity and cause tooth decay and health problems.

Some of the problems caused by overeating junk food are obesity, diabetes, heart disease, stroke, high blood pressure and certain cancers.





## Activity 5

Read about the following situation.

*Peter eats a lot of unhealthy food. He is worried about how tired he often feels and the amount of weight he is putting on. Peter is keen to lose some weight and feel fitter and healthier. The problem is, he really loves eating junk food, especially chips, popcorn, chocolate and fried foods such as donuts, and fish and chips while he is watching television.*

In your exercise book, write down the answers to the following questions.

- 1 What are the possible healthy and unhealthy decisions Peter could make?
- 2 In small groups, role-play the consequences of unhealthy decisions for both Peter and those who are close to him.

## Factors that influence eating patterns and habits



## Activity 6

In pairs, make a list of all the things you can think of that influence the food choices you make. Share your ideas with the class.

There are several factors that influence young people's eating habits and patterns and these vary from person to person. They include:

- amount of money available to buy food
- emotional response to particular situations
- food advertising
- craving for junk food
- eating only when hungry
- eating out of habit
- parents' eating habits.

Parents are the biggest role models in their children's lives. Kids watch and often do everything their parents do, including eating what their parents eat. If the parents' diet consists mostly of junk food, so will the child's. If parents eat a lot of fruit and vegetables, the child will enjoy them too.

## Assessment activity

- 1 Choose an advertisement that you think promotes an unhealthy food. Give three reasons why you think it is unhealthy.
- 2 Choose a food you think is healthy and write an advertisement for it that clearly shows three reasons why you think it is healthy.

# Maintaining good personal hygiene

In this chapter, you will:

- explain what good personal hygiene is
- describe good practices of personal hygiene
- understand the effects of poor hygiene
- identify some personal hygiene products
- appreciate the benefits of hygiene.



## Activity 1

- 1 What is good personal hygiene? In your exercise book, write a sentence to show what you know about hygiene.
- 2 In your exercise book, list four ways you keep your body clean.



## The importance of personal hygiene

Personal hygiene is important for healthy living. Good hygiene also helps to prevent infections.

Personal hygiene is about body cleanliness—showering, hair washing, grooming, teeth cleaning, nail cutting, proper toilet practices and smelling good.

Having good habits makes people feel good about themselves. If people feel good about themselves, they have high self-esteem. They present a positive image to others.



## Activity 2

Use your exercise book to write down the answers to the questions below.

- 1 List two things you could do improve self-esteem.
- 2 List two things you do to make yourself look good.

## Proper hygiene practices

To achieve proper hygiene you need to develop correct habits in:

- body cleanliness
- mouth care
- domestic cleanliness
- food handling.

### Body cleanliness

- Wash your body every day.
- Wash your hair twice a week.
- Wash your clothes twice a week.
- Clean and trim your nails regularly.
- Cut your hair regularly.
- Practise proper toilet habits.
- Wash your hands often.

Proper toilet habits involve:

- squatting or sitting in the correct position on the toilet
- wiping the anus
- flushing the toilet or washing the latrine
- washing hands.



### Mouth care

To take care of your teeth and gums properly, you must:

- brush teeth and gums twice a day, after breakfast and before bedtime

- clean between the teeth using a tooth pick or coconut midrib
- prevent bad breath by rinsing your mouth with water or toothpaste and water.



### Domestic cleanliness

To help keep your body clean, it helps to:

- keep your living area clean
- clean the house, rooms, kitchen, bathrooms and toilets
- change bed sheets, pillow cases and covers regularly.



## Food handling

Handling food in a hygienic way is an important aspect of cleanliness. Always wash your hands with soap and clean water before you handle, prepare, cook, serve and eat food.

Proper food handling habits prevent:

- food contamination
- transmission of disease by germs
- food poisoning.



## Poor hygiene



### Activity 3

Answer the following questions in your exercise book. Talk about the answers with your class.

- 1 Where did you go before coming into class? Write down each place.
- 2 List what you touched, for example door, books, bed sheets, toilet seat, bench, chairs.
- 3 Identify some animals, insects or plants that touched parts of your body.
- 4 What can happen when parts of the body touch different things?

You use your hands to handle many items. They touch chemicals, wood, grass, soil and food. You use them to clean nose and mouth mucus. You use your hands to hold the materials for wiping the anus after using the toilet. During all these activities, you pick up germs. Therefore, you need to have proper hygiene habits.

## Effects of poor hygiene

Poor personal hygiene includes practices such as not covering your mouth and nose when coughing or sneezing. Biting your fingernails is another example. This habit can easily transfer germs to your mouth that cause diarrhoea.



Poor personal hygiene also causes fungus to grow on the skin. Examples of fungi are ringworm and bakua (tinea).

If you do not brush your teeth, bacteria will grow on your teeth and gums. The bacteria causes tooth decay and gum disease, and bad breath. Most people do not like bad breath and will often avoid people with this problem. Sometimes people even comment on bad body odour, which can lower a person's self-esteem and affect social and work relationships.

## Hygiene and sanitary materials

There are many hygiene tasks you need to do to make sure that your body is clean. The most important one is washing after using the toilet. Others are concerned with skin care, hair care, removal of sweat from the skin, removal of dirt from fingernails, prevention of body odour and avoidance of fungi on genitals, ankles and toes.

The chemicals in soaps remove dead skin cells, unwanted sweat oils and dirt from your skin. Hair shampoo does the same job on your hair. Toothpaste removes particles of food and bacteria from your

teeth, shines your teeth and prevents bad breath. The chemical fluoride in toothpaste strengthens the tooth enamel.

In villages, people can use local resources for personal hygiene. Examples are coconut husk, cream and oil, bush lime juice, coconut midribs, sugar cane fibre, red mud and strips of cloth (female sanitary pad).



### Activity 4

Think about the important hygiene tasks you must do regularly. In your exercise book, make a list of items that you or your family use for each task. Present your work to the class. You can add more tasks if you wish.

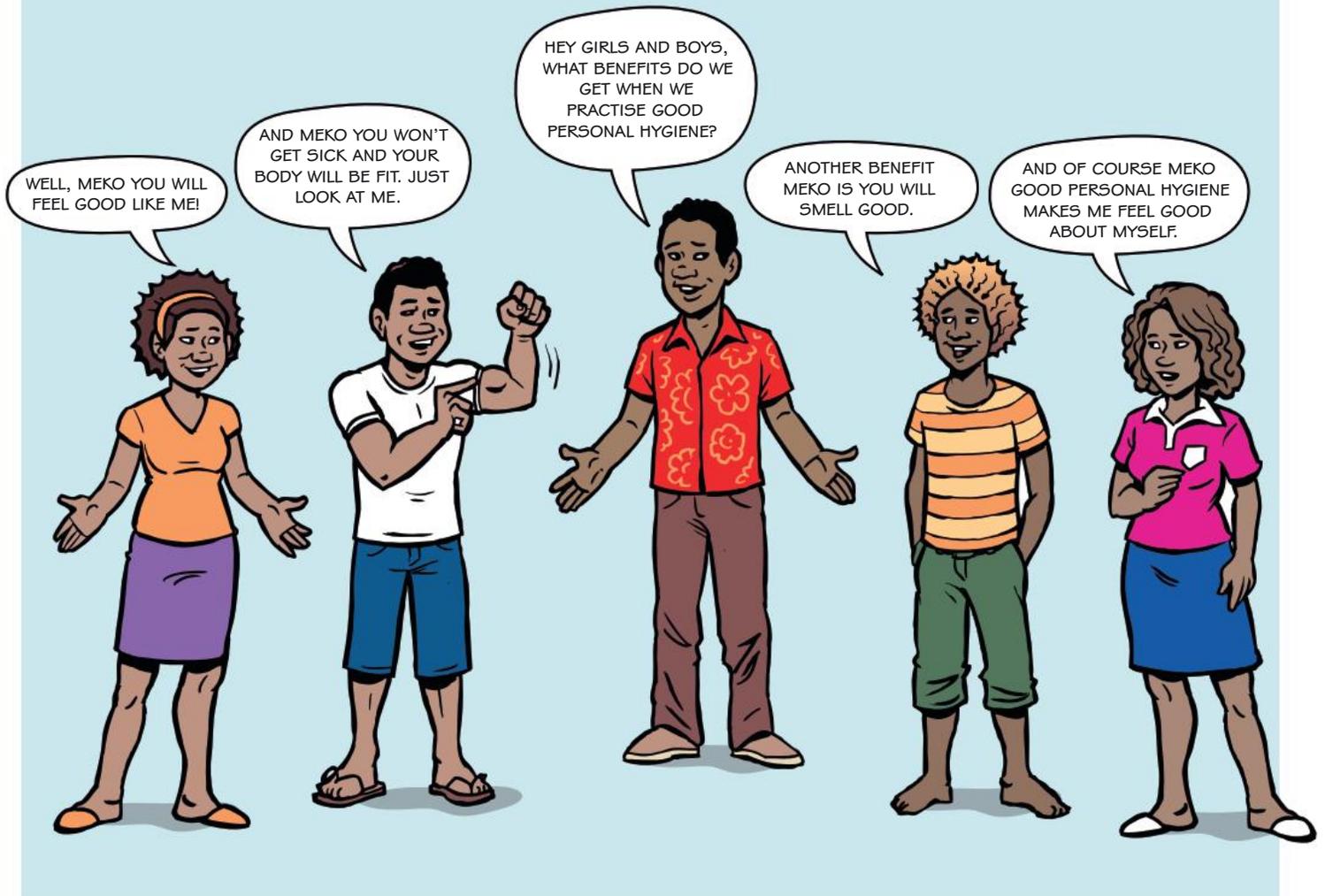
Body hygiene task	Items used	Natural material used
Cleaning anus after toilet use		
Cleaning genitals after urination		
Washing hands		
Washing body		
Washing hair		
Washing personal clothes		
Shaving		
Avoiding dry skin		
Absorbing menstrual blood		
Cleaning fingernails		
Stopping sweat smells		

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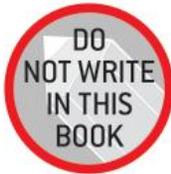
## Activity 5

In small groups, role-play the conversations and comments about personal hygiene in the illustration.



## Assessment activity

Copy the table in your exercise book. Complete the table by writing down the benefits of good hygiene and problems related to poor hygiene in the second column.

Good hygiene practices	Benefits of good hygiene practices
<ul style="list-style-type: none"> <li>• Wash and clean the eyes and nose every day</li> <li>• Clean the mouth and brush the teeth every day</li> <li>• Wash hands properly with soap and clean water</li> <li>• Wash and clean the body including genitals every day</li> <li>• Comb and groom hair</li> <li>• Wash clothes twice a week</li> </ul>	
Bad hygiene practices	Problems related to poor hygiene practices
<ul style="list-style-type: none"> <li>• Eyes and nose not washed everyday</li> <li>• Mouth and teeth not brushed and cleaned every day</li> <li>• Hands not washed properly with soap and clean water</li> <li>• Improper cleaning and washing of the body and the genitals</li> <li>• Hair not combed or groomed</li> <li>• Wearing dirty and smelly clothes</li> </ul>	<div data-bbox="1284 1330 1455 1504" style="text-align: right;">  <p>DO NOT WRITE IN THIS BOOK</p> </div>

# Safe and unsafe behaviour at school

In this chapter, you will:

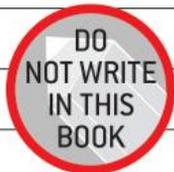
- describe factors that affect health and safety at school
- identify behaviors which affect health and safety at school
- list some environmental hazards at school
- explain some ways of reducing risks and hazards.



## Activity 1

Copy the following table into your exercise book and identify four places in the school environment that pose risks to health and safety.

Place	Why it is risky
1	
2	
3	
4	



## Health and safety at school

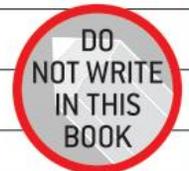
Many of the things you do affect your health and safety. Some will help you to be healthy, others will make you unhealthy. There are many types of risks and hazards that may affect your health and well-being at school, at home and in the community.



## Activity 2

Copy the table below into your exercise book and list four behaviours that can have a bad effect on your health and safety.

Behaviours	Effect
1	
2	
3	
4	



## Behaviours that can affect health and safety

Sometimes people's behaviour can affect others' health and safety as well as their own. For example:

- drinking in public places
- drinking alcohol and driving
- throwing rubbish such as bottles, plastics and empty tins on the street
- smoking tobacco
- chewing and spitting betel nut
- engaging in unprotected sexual activity, which spreads diseases
- teasing, bullying or hitting other people.

## Environmental hazards

An environmental hazard is a risk to the health and safety of people. It might be the result of weather activity such as floods and cyclones or chemicals used in agriculture or mining. Sometimes the hazard occurs because not enough care has been taken with storage or handling of dangerous substances, or keeping buildings and outdoor areas repaired.



## Social hazards

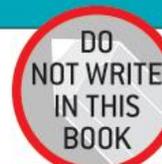
Valuing yourself and other people, developing respect for the rights of others, and not discriminating against others are important for personal safety. Teasing, hitting and bullying can be forms of abuse.



### Activity 3

Copy the table into your exercise book and form small groups of two or three.

Environmental hazard at school	Environmental hazard at home	Harm or injury as a result	How to reduce the hazard



- 1 Walk around your school making a list of the environmental hazards that exist within your school area and record these in the table.
- 2 Brainstorm hazards you might find at home and record these in the table.
- 3 Identify the harm or injuries that these environmental hazards can cause and write them in column 3 of the table.
- 4 Discuss your findings and write down what you can do to reduce the hazards you listed.



# Respecting others



## Activity 4

- 1 Form groups of three or four. On a large piece of paper, draw a line across the paper. At one end of the line write 'Strongly agree' and at the other end write 'Strongly disagree'. Write 'Neutral' in the middle of the line as this is the point where you neither agree nor disagree. This line is called a continuum.
- 2 Discuss the statements below and think about where on the continuum you would place them. You must explain your reasons. When the group reaches agreement, write the letter of the statement on the line where you all think it should go. If you cannot agree as a group then do not include that statement on your line.
  - a It's okay to tease someone if you don't like them.
  - b It's okay to poke fun at people occasionally.
  - c It's okay to hit people if they really make you mad.
  - d Some people just ask to be teased.
  - e I can tell the difference between playing a joke and teasing.
  - f People who get teased just shouldn't worry about it.
  - g Teasing happens to everyone.
  - h It's okay to support others who are being teased.
  - i People should just learn to stand up for themselves.
  - j People who tease are really just bullies.
- 3 Share your group's responses with the class and discuss similarities and differences in viewpoints.
- 4 Discuss the responsibility of people who tease. (It does help for teased people to become assertive, but the people who tease also need to take responsibility for their actions.) Discuss the following questions.
  - Do people really ask to be teased?
  - Is it all right to abuse somebody else?
  - What is meant by abuse, verbal harassment or physical violence?

There are many different opinions about the way women and men (or girls and boys) should treat each other. Sometimes people who tease are behaving in the way they believe is right for their gender. People need to be sure that when they enjoy themselves with other people, they do not say or do things that hurt others. For example, something said 'as a joke' may not be interpreted as a joke.



## Prevention is better than cure

There are many situations that place people at risk of harm or injury. However, you can develop ways to reduce these risks. Health goals help you to make these choices. For example:

- be clean and hygienic in the way you live
- manage emergency situations
- reduce water danger
- say no to drugs like alcohol, betel nut and tobacco smoking
- say no to sex before marriage
- eat wisely and healthily
- develop positive self-esteem
- deal constructively with difficult situations
- have good relationships with other people
- respect other people and do not bully them
- seek help if others are bullying or harassing you
- avoid risky situations that endanger your health and the health of others.

## Assessment activity

Pick two health goals from the list above and list ways to achieve that particular health goal. Present your findings to the whole class. For example:

**Goal:** to give help in an emergency situation.

**Strategy:** to be able to give simple first aid.

**Information:** to find information on first aid.

# Preventing and managing common health problems

## In this chapter, you will:

- learn about common health problems in the Solomon Islands
- identify some symptoms of these common health problems
- list the basic treatments for these health problems
- identify some ways to prevent, control and manage these health problems.

## Skin problems

Some common problems that affect the skin are:

- bakua (tinea)
- scabies
- common sores
- boils and carbuncles
- pimples and acne
- dermatitis—when the skin become inflamed
- warts.



## Activity 1

- 1 Fill out this simple health questionnaire by answering yes or no to each question on a sheet of paper. Hand in your sheet to the teacher. Do not write your name on it.

Item	Yes	No
Do you have bakua (tinea)?		
Do you have itchy skin or a rash?		
Do you have a boil or carbuncle?		
Do you have the cold or flu?		
Do you have a skin sore, cut or wound?		
Do you have scabies?		
Do you have diarrhoea?		
Do you have malaria?		
Do you have an ear pain?		
Do you have conjunctivitis or red eye?		



- 2 Your teacher will tally the results of the class survey on a class chart. What can you learn from the results?

## Bakua

Bakua (tinea) is a skin infection caused by a fungus. Infections should be treated by:

- washing daily with soap and water or bakua lotion
- going to the clinic for treatment.



## Scabies

Scabies is an infectious skin condition caused by a tiny mite. It is very itchy and is spread through skin contact, and sharing clothing or bedding. Scabies should be treated by:

- washing, using a soft scrubbing brush in the skin fold
- drying the body and applying calamine solution
- washing all bedding and clothes
- treating all members of the household
- going to the clinic for treatment.



## Common sores

Skin infections can be in the form of sores with pus. Scratching cuts or insect bites cause infected sores.

Skin sores can be treated by:

- leaving it alone if the sore has a scab—it will eventually come off
- leaving small sores open to the air
- covering large sores with a bandage or plaster
- going to the clinic for antibiotics if the skin around the sore is red, (this means there is an infection).



## Boils and carbuncles

Boils are a very common skin infection often caused by not eating enough fresh fruit and vegetables. They do not mean that there is something wrong with a person's blood. Several boils joined together are called a carbuncle. A large boil has a cavity inside filled with pus. This is called an abscess.

Boils spread through contact. Boils can be treated by:

- keeping the area clean by washing with an antiseptic
- going to the clinic for antibiotics if they are not clearing up.



## Eye, ear and nose problems

The eyes, ears and nose are three of the body sense organs. Like other organs, they sometimes have problems.

### Ear problems

Infections happen in the outer and middle ear. Swimmers often get outer ear infection. This is caused by trapped moisture and injury in the ear. Sometimes people get infection behind the eardrum in the middle of the ear. This is caused by moisture and the ears become infected by bacteria.

Antibiotics are used to treat ear infections.



### Eye problems

A common eye problem is conjunctivitis. This is usually called 'red eye'. The covering of the eye ball and the inside part of the eyelids becomes infected and the eye becomes red and itchy. There is a burning sensation, blurred vision, a feeling of dryness and pain in the eyes. Often there is sneezing, water discharge and a runny nose. Red eye is contagious.

To avoid catching red eye:

- do not share towels
- wash cloths and pillow cases separately from other family members
- do not touch an infected eye with your fingers
- always use clean cloths to wipe the eyes
- wash hands often.

Red eye can be treated by:

- going to the clinic or hospital for antibiotic eye drops or ointment
- cleaning stickiness from the eyes with a soft clean cloth soaked in cool boiled water.



## Nose problems

Nose bleeds are quite common, especially in children. The nose has many blood vessels so many things cause nose bleeds such as injury to the nose, nose picking, dryness in the nose and infections.

If the nose bleeds:

- sit with the head forward
- breathe through the mouth
- use the thumb and finger to hold the nose firmly and tightly at the nose bone for 5 to 10 minutes until bleeding stops
- do not blow the nose until at least four hours after the bleeding stops
- if the bleeding is severe or will not stop, go to a doctor or nurse at the clinic who will usually use gauze in the nose to stop the bleeding.



Symptoms include a headache, feeling dizzy, an upset stomach and vomiting. You will also have diarrhoea half to one hour after eating contaminated food.

Food-borne illness at home can be prevented by:

- washing your hands, especially after using the toilet, changing a baby's nappy or touching an animal, using plenty of water and soap and drying your hands with clean towel
- keeping cooked and ready-to-eat foods separate from raw foods
- cleaning the items used for preparing food before and after cooking
- cleaning knives, cooking tools, kitchen surfaces and the sink after preparing raw poultry, meat or seafood
- rinsing fresh fruits and vegetables under running water before preparing or eating
- not storing raw meat and cooked meat in the same place
- if possible, using a fridge to store raw meat.

## Food-borne illness

Food-borne illness (often referred to as food poisoning) happens when people eat poisonous or contaminated food. Sometimes this is caused by preparing food in dirty places. These illnesses are caused by bacteria such as:

- salmonella
- e. coli.



### Activity 2

- 1 In small groups, discuss some factors that might cause food-borne illnesses in the village. List these factors in your exercise book. Share your points with the class.
- 2 State two ways you could prevent food poisoning.
- 3 State two things you could do for a person who is sick from eating contaminated food.

## Airborne diseases

An airborne disease is one where the germs move through the air from person to person. These germs are viruses and bacteria. Meningitis, chicken pox, whooping cough, pneumonia, tuberculosis (TB), influenza, common cold, and cough and throat infections are airborne diseases. The way that the germs spread include coughing and sneezing. Standing close to another person while speaking can also spread the germs.

### Common cold and flu

Colds and flu are spread through coughing, sneezing and spitting.

If some family members or friends have the symptoms, try not to get too close to them. Avoid pollen from flowers and dust. Jog or walk for at least 20 minutes every morning, drink at least eight glasses of water a day, and eat plenty of vegetables and fruit.

There are medicines for treating a cough. You can also use honey with lime and ginger in warm water to reduce the cough. If symptoms continue, go to a clinic for a check up and treatment.



### Activity 3

In your exercise book, answer the following questions.

- How is flu spread?
- How can you tell if you have a cold or flu?
- What should you do if you have a cold or flu?
- How do you treat cold and flu at home?
- If the cold and flu do not stop, what should you do?
- What are two ways of preventing airborne diseases?



### Activity 4

Many people spit on the streets and roads and in front of shops and offices when they chew betel nut. In small groups, discuss the following questions.

- How does spitting spread airborne diseases?
- How would you prevent people spitting?
- What effect does spitting have on the environment?



## Water-borne diseases

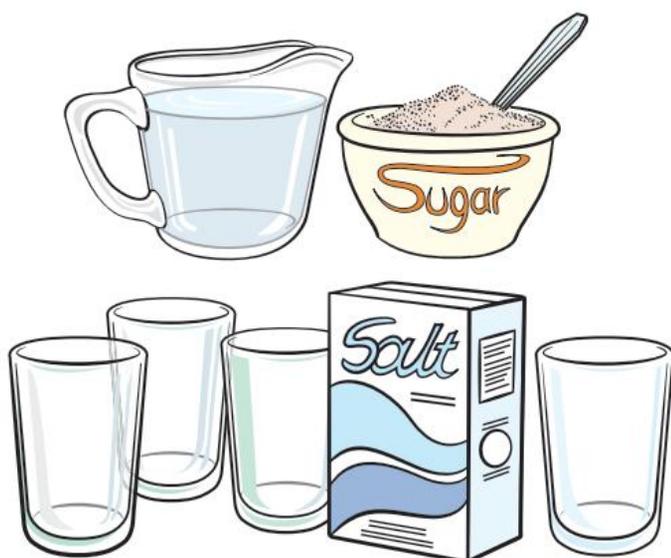
Sometimes people get sick because germs enter their bodies from the water they drink. This is what is meant by water-borne disease. People get serious illnesses like cholera, typhoid and dysentery when they drink water which contains urine or faeces.

The bacteria that causes typhoid and cholera travels from person to person in water. If an infected person defecates in the river or water supply, then people that use and drink that water will also become infected.

A hookworm organism that causes illness is angiostrongylus. The hookworm is in the faeces of an infected person or animal. If someone steps on the faeces, the worm can enter through the skin of the feet.

Diarrhoea is a symptom of water-borne disease. It means defecating loose and watery faeces more than three times a day. Often the sick person also has vomiting and fever. The danger of diarrhoea is loss of water from the body. Serious loss of water can cause dehydration, so people with diarrhoea should drink lots of clean water. They can also be given the following combination:

- a teaspoon of sugar and half a teaspoon of salt mixed with a litre of clean water (four drinking cups).



Water-borne diseases can be prevented by:

- boiling all drinking water
- drinking rain water
- defecating in a toilet or burying faeces underground
- always washing hands with soap after using the toilet
- washing hands with clean water and soap before preparing or eating food
- washing hands after changing a baby or touching an animal



- washing nappies in a bucket
- covering food to keep away flies.



### Activity 5

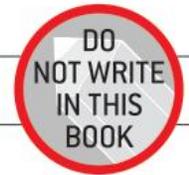
Write the answers to the following questions in your exercise book.

- 1 How is disease spread by contaminated food and water?
- 2 What should a person do if they get sick from drinking dirty water or eating contaminated food?
- 3 What should you do if you have diarrhoea?
- 4 What is the best way of looking after the places where you get your drinking water, for example wells and tanks?

## Assessment activity

- 1 In small groups and using the information provided, discuss and demonstrate how sores should be treated.
- 2 Copy this table into your exercise book and fill it in. An example has been provided for you.

Health problem	Basic treatment	How to prevent it
Scabies	Apply calamine lotion on the affected area daily.	Always wash hands, feet and legs with soap and clean water.
Common small sores		
Bakua (tinea)		
Boils		
Red eye (conjunctivitis)		
Cold and flu		
Food-borne illness (food poisoning)		
Water-borne disease		
Diarrhoea		



In this chapter, you will:

- learn what a relationship is
- learn about types of relationships
- identify factors that affect relationships
- understand power in a relationship.



## What is a relationship?

A relationship is the interaction between two people. Throughout our lives we have many relationships and many different types of relationships. Our first relationships are usually with our parents and family. As we grow older, we also build relationships with people in our community, such as neighbours, friends, classmates, team mates, boyfriends or girlfriends, priests or ministers, and teachers.

How we relate to others and the kinds of relationships we have are influenced by our values, particularly in relation to how we treat other people. We learn these values from our families, our friends and peers, our communities and culture, our churches and schools, and from other outside influences such as television and books.



### Activity 1

- 1 Think of the different types of relationship in your family. In your exercise book, list your relationships to each member of your family, for example father, mother, uncle, aunt, brother and sister. Think about and write down how each person plays their role in the relationship with you.
- 2 Identify why one member of your family is close or dearer to you.

Good relationships can make us feel happy and more secure. In order to have good relationships, you need good social skills. These skills include being able to relate to others, being friendly, loyal and a good listener, showing respect and being considerate of others and their feelings, being willing to forgive and to apologise when you have made a mistake, being cooperative, being interested in others and making an effort to get to know them, and being willing to let others get to know you. Nobody is born with strong social skills. You have to learn them and keep practising them in order to become good at relating to others.



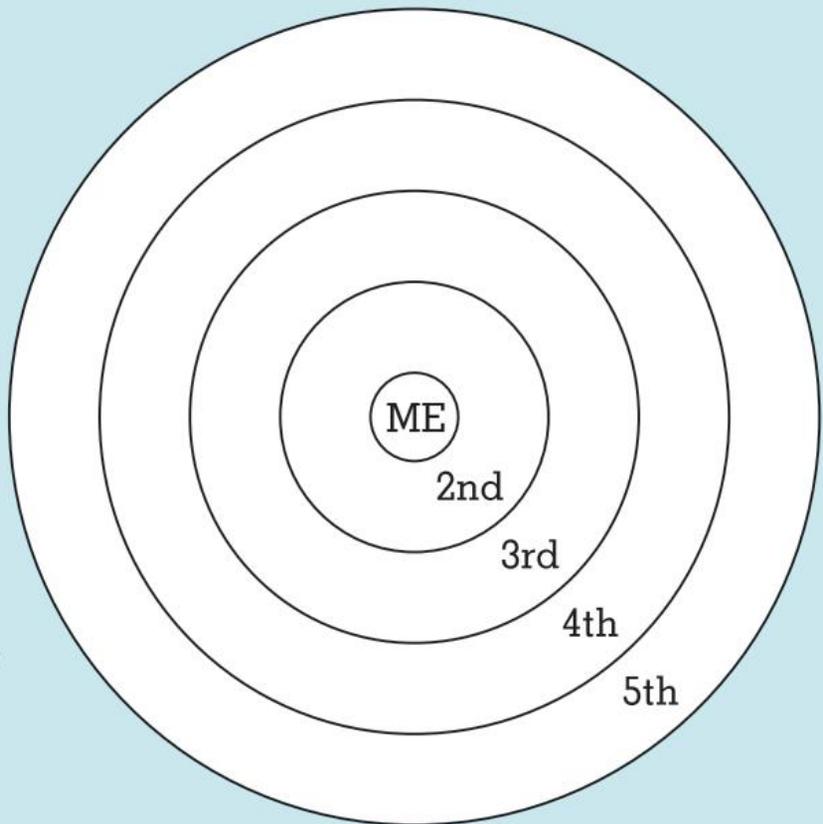
### Activity 3

In small groups, discuss relationships. Identify what people must do to have good relationships. For example, good communication is important because it enables people to understand each other. People communicate to solve problems. Write a list on chart paper and present your list as a group to the class.



### Activity 2

- 1 Copy the 'Me' circle at right in your exercise book to represent your relationship with each member of your family. You are in the centre of the circle. No one can enter the centre unless you choose to invite that person into your life.
- 2 At the second level write the name of someone you love and trust. They should be someone you could hug and cuddle.
- 3 At the third level write the names of people you know very well and like a lot. However, you do not love them as much as the people in the second level of the 'Me' circle, for example aunts and uncles.
- 4 At the fourth level write the names of people who are members of your extended family or community. Your father or mother has introduced them to you. You have no emotional ties to them.
- 5 At the fifth level list some distant members of your family. You have never met them but you know them as members of your tribe or clan.



## School relationships

Relationships are not always positive. Sometimes we do not get along with the people around us. Learning to manage conflict or disagreements is an important skill, both for being a good friend and for relating well to others. Recognising that everyone is different and that we will always encounter people that we do not like or who have different opinions, values and interests to us is also important.

Unfortunately, some bad relationships can cause us harm and we may need to seek help from someone we trust or end the relationship, for example if a classmate is bullying you or if a friend pressures you to do something that you know is wrong. Learning to manage conflict and how to recognise a relationship that is not good for you is an important part of growing up.

Think about when you first arrived in secondary school. The people you met were strangers. However, as you got to know them, many of them have become your friends.

People in school are not your relatives, however you can relate really well to some of them, for example, boy/girlfriends, classmates.

### Activity 4

Do this activity by yourself. Use your exercise book to draw a 'Me' circle showing the relationships you have at school.

Your relationships happen in the groups in your school community. For example, there are soccer teams, girl guides and cultural groups.

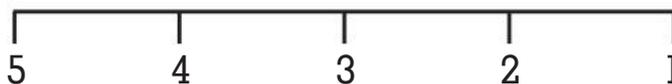
Many students form strong relationships with students of the opposite sex. The years after puberty is the period of adolescence. As hormones cause changes in the body, boys and girls are sexually attracted to each other and some may become sexually active.



### Activity 5

Do this activity by yourself.

- 1 In your exercise book, identify a student that you don't like and give the student a number. Don't write down the person's name. List the reason why you don't like that person. Where would you put this student on your 'Me' circle.
- 2 On a relationship scale of 1 to 5 (5 is good and 1 is bad) represent your relationship with that person. Draw the line below and mark where you think your relationship sits on the scale.
- 3 List three things you could do to improve your relationship with this person.



## Marital relationships

There are many married couples who relate well to each other in the early period of their relationship but end up divorced. Relationships can be broken if a person does not perform their role, show care and respect for the other person, or their interests change.



### Activity 6

- 1 Think about the reasons why relationships can go from being good to being bad. Try to list at least five reasons in your exercise book. Use your own experience at school or at home. Present your reasons to the class.
- 2 Answer the following questions in your exercise book.
  - a What attitudes and behaviours can cause relationships to break down?
  - b Do you have a significant relationship in your school life, for example a boyfriend or girlfriend?
  - c Who are your friends? Do you have good or bad relationships with them? What decisions do you make together?



### Activity 7

Work in small groups to make a poster about the qualities, values and attitudes that make a positive relationship or friendship. Present your group's ideas to the class. Display the posters from each group on the wall.



## Assessment activity

- 1 In your exercise book, list at least five qualities, values or attitudes that make a positive relationship or friendship.
- 2 List five qualities, values or attitudes that are a threat to making a positive relationship or friendship.

# Managing and coping with puberty

## In this chapter you will:

- recognise some of the changes in puberty
- appreciate the importance of hygiene during puberty
- recognise and list some ways to cope and deal with puberty.



## Activity 1

- 1 In your exercise book, list five ideas that you associate with the term 'puberty'.
- 2 In groups, list five changes that you think happen with puberty.

## What is puberty?

Throughout life people grow, develop and change in the way they look, act and behave. The changes boys and girls go through at adolescence is called puberty.

- Puberty is the stage of growth and development when sexual organs mature. Other physical, emotional and social changes also occur. Examples are increasing height, changes in mood and a greater need for independence from adults.
- Puberty means the physical, mental and social changes that happen to young people as they move from being children to becoming adults.
- Puberty begins at different ages in different individuals—it starts as early as 8 years of age for some and as late as 15 years of age for others.
- Girls usually reach puberty earlier than boys.

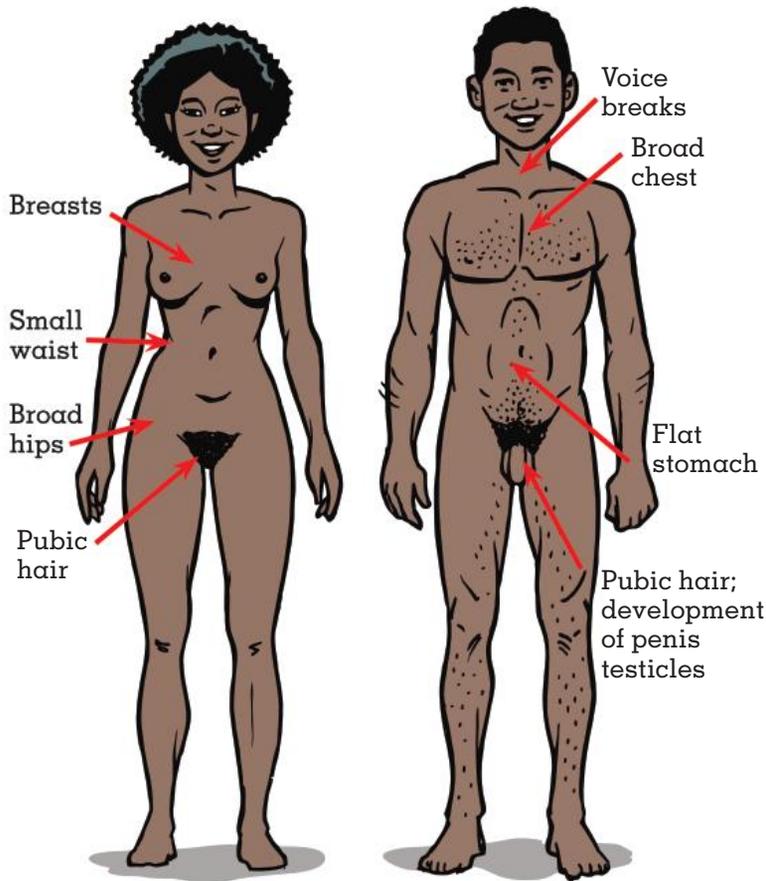


## Activity 2

In small groups of boys or girls, think about the body changes that happen at puberty. List these changes on chart paper under the following headings:

- Physical changes
- Emotional/psychological changes
- Social changes.

Present the list to the class.



## Physical changes

Girls experience faster growth, development of breasts, pubic hair, broad hips, small waist and pimples, onset of menstruation.

Boys experience faster growth, voice breaking, development of penis and testicles, broad chest, facial and pubic hair, flat stomach and pimples, wet dreams.

## Mental and emotional changes

Both boys and girls will start to think more quickly, make more decisions, developing new skills, want to know about the world, develop intense feelings, think about their changing bodies, think about how they look, feel shy, learn to recognise the difference between good and bad behaviour.

## Social changes

Both boys and girls will develop close relationships with peers, feel attracted to others, learn to respect peers' views and decisions, want people to see them as adults, want independence, move around in small groups of same-sex peers.

## Hygiene during puberty

Read through the following information about personal hygiene during puberty.

### Skin

During puberty, the hormones are more active and this causes body changes. These changes mean that teenagers must take extra care with hygiene.

The sweat glands under your arms and in your groin are more active during puberty. At this time, sweat has a smell. To reduce this smell, shower daily, use deodorant and wear clean clothes.

Hormone activity during puberty produces oil. This leads to oilier hair and skin, especially on the face, chest and back. This often causes pimples because the pores are clogged with oil.

### Teeth and mouth

During puberty and adolescence, many young people have bad-smelling breath. This is caused by bacteria. To prevent bad breath and to keep teeth clean, always brush your teeth after eating.



### Genitals

Boys should wash the penis, scrotum and groin area every day and dry the area carefully. This prevents skin problems. Boys should pull the foreskin back to clean the head of the penis daily.

Girls should wash around the vagina daily.

### Menstruation

Girls should keep a diary so that they can predict their menstruation dates. Make sure you have sanitary pads, napkins or tampons ready. You need to change your pad at least three times a day during menstruation.

Use paper to wrap your pad or tampon before throwing it in the garbage. You can also bury them. Do not flush pads in toilets. Continue your normal exercise during menstruation. It relieves period pain and helps if you are feeling down or depressed. Always shower and wash the genital area during menstruation.

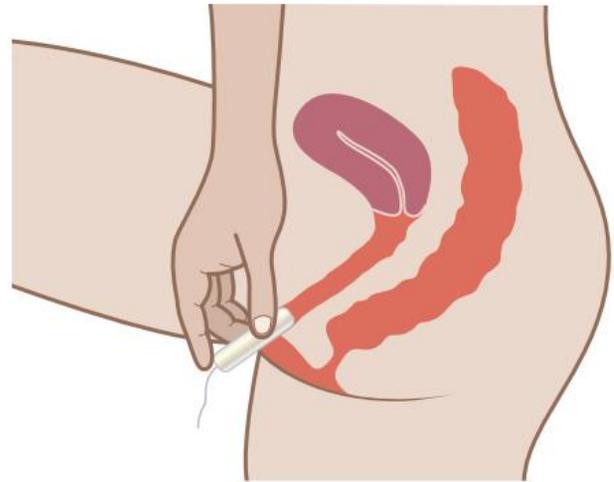
Sanitary pads have sticky strips at the back. The strips hold the pad to the pants. Sanitary tampons have a string, which hangs outside the vagina when it is inserted in the vagina. The tampon expands when it is wet and stays firmly inside.



### How to use tampons

- 1 Wash your hands before and after using a tampon. Remove the wrapper and loosen the string. Hold the tampon at the string end and get into a comfortable position. Some girls insert the tampon while sitting on the toilet. Others do it standing with one leg up or while bending their legs and holding them slightly apart.
- 2 Once you're in position, breath out slowly and relax. Use your free hand to spread open the folds of the skin at the opening of the vagina.
- 3 Gently slide the tampon in. Slant it towards your lower back. If it does not go in easily, change the direction. It also helps to rotate the tampon slightly.

- 4 Gently push your finger as far as possible into the vagina. This will place the tampon in the central part of the vagina. The string hangs outside your body. The diagram below shows the finger pushing the tampon into the correct place. If you can feel it at all, it's not in the correct position. Don't worry, a tampon cannot get lost. The opening of the cervix is too small to allow a tampon to pass through.



During menstruation, the tampon absorbs the blood. It becomes thicker and softer.



### Activity 3

Identify three possible hygiene problems during menstruation. Copy the table below into your exercise book and fill it in.

Possible hygiene problems	Steps to take to overcome the problem

DO  
NOT WRITE  
IN THIS  
BOOK

## Useful tips for teenagers during puberty

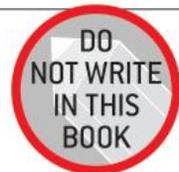
- Be involved in extra-curricular activities at school.
- Maintain good relations with your parents or guardian and teachers. You may need their support at times.
- Value your friendships.
- Do not allow people to pressure you to do something you do not want to do.
- Respect the rights of others.
- Respect your body, mind and soul. You are a unique individual.



## Assessment activity

In your exercise book, copy the following table and write down two physical changes, two emotional changes and two social changes that teenagers experience during puberty. Share your ideas and write ways to manage these changes. An example has been done for you.

	Changes during puberty	Ways to manage with the change
Physical changes	Pimples on face	<ul style="list-style-type: none"> <li>• Wash face regularly with soap and water.</li> <li>• Bathe or swim twice daily.</li> </ul>
Emotional changes	1 2	
Social changes	1 2	



# Conception, growth and development

## In this chapter you will:

- revise the structures of the human male and female reproductive systems
- understand the functions of the human reproductive organs
- know what conception is
- understand the process of the menstrual cycle
- understand the growth and development of the fertilised egg
- describe the stages in the birth of a human baby
- describe the responsibilities of the father after the birth.

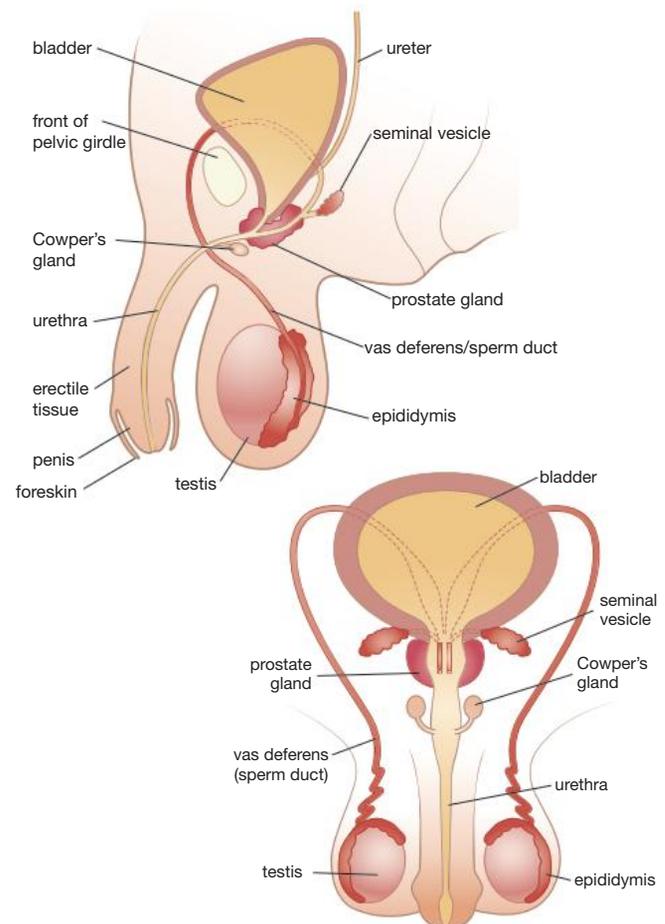


## Human male and female reproductive systems

Human beings can have children when they reach puberty. Puberty is when sexual organs are mature. So it is important to know how the male and female reproductive organs work.

### The male reproductive system

This illustration shows what the male reproductive system looks like.



The male reproductive system is made up of:

- prostate gland
- urethra
- testes
- sperm tube
- scrotum
- penis.

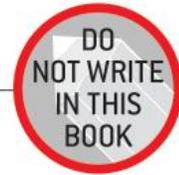


## Activity 1

Study the two illustrations of the male reproductive system.

Study the table below. Column 1 lists the functions of parts of the male reproductive system (1 to 6). Draw up the table in your exercise book and write down the name of the part that matches each function.

What it does	Part
Puts the semen into the vagina of the female.	
A tube that carries the semen (liquid with the sperm) to the penis.	
A bag of skin that holds the testes outside the body.	
These two glands make sperm, which contains the male sex cell.	
The tube in the penis that is used for urination ('peeing'). It also carries the semen through the penis.	
These parts make the liquid that carries the sperm to the penis.	

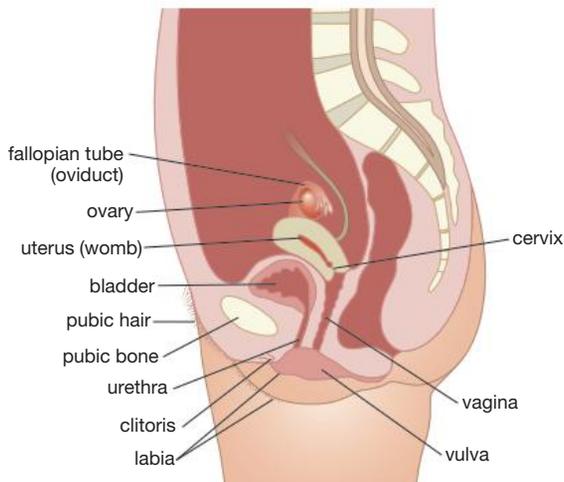


## The female reproductive system

The illustrations show two views of the female reproductive system, from the side and from the front.

The female reproductive system is made up of:

- fallopian tubes
- uterus
- ovaries
- cervix
- vagina.



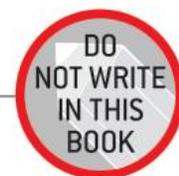


## Activity 2

Study the two illustrations of the female reproductive system.

Study the table below. Column 1 lists the functions of the parts of the female reproductive system. Draw up the table in your exercise book and write down the name of the part that matches each function.

What it does	Part
The tube used for urination ('peeing').	
This holds the penis while the semen flows from the male. It is also the birth canal.	
These are the two glands that make the eggs.	
This carries the eggs from the ovary to the uterus.	
This holds the egg when the egg is fertilised.	



## Menstruation

When a girl reaches puberty, her body and mind undergo changes to prepare her for reproduction and she begins to menstruate.



## Activity 3

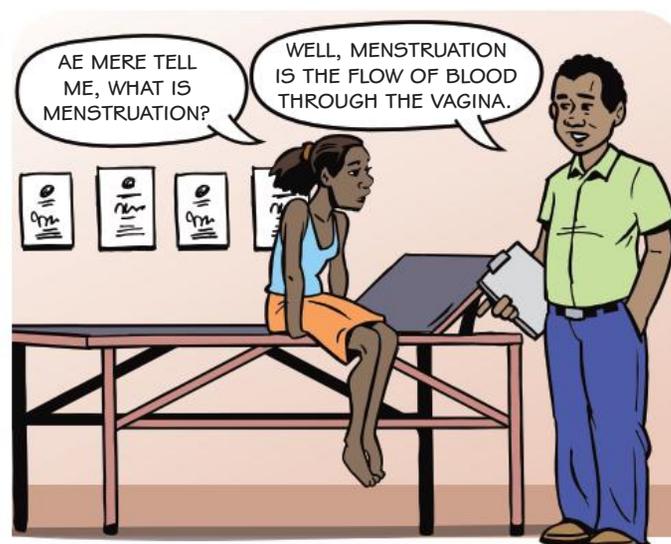
Work in small groups. Discuss what you know or have heard about menstruation from:

- friends
- parents
- relatives
- teachers.

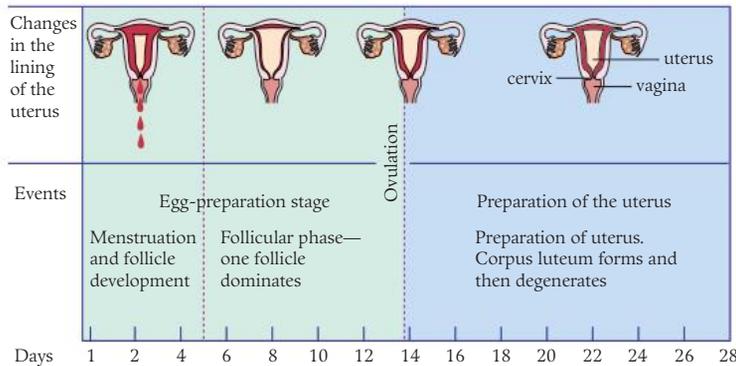
List this information on a chart and present the group's list to the class.

Read the following information about menstruation.

Once every 28 days, an egg is released from one of the ovaries. It travels through the fallopian tube to the uterus. This is called ovulation. The egg remains in the uterus for between 12 and 14 days. It is waiting to be fertilised by a sperm. If the egg is not fertilised, the uterus releases it. The egg goes out of the uterus as a flow of blood. This is menstruation.



When a girl begins to menstruate, she is capable of getting pregnant and having a baby. Young girls' periods may be irregular at first. Eventually, they will occur on average once every 28 days. During menstruation a girl may have pain in the tummy (abdomen). This is often called period pain.



### Activity 4

- 1 Go back to what you heard about menstruation from friends, relatives, teachers and parents, and identify which things were true and which were not.
- 2 Look at the menstrual cycle chart. Day 11 to day 17 are the fertile days. What can happen during this period? Share your answer with the class.

## Conception

### When is the egg ready to be fertilised?

When a girl is born, she has millions of eggs in her ovaries. A few of these may one day become human beings. They are not ready to do this until puberty.

### What fertilises the egg?

At puberty, boys begin to produce sperm. At this time the sperm are ready to fertilise a female egg (ovum). The sperm are carried in a milky-white liquid called semen. One millilitre of semen has 100–400 million sperms.

## How is the egg fertilised?

If a man and a woman want to have a child, the sperm from the man must meet an egg from the woman. To do this, the man puts his penis into the woman's vagina. This is called sexual intercourse. During sexual intercourse, the penis ejaculates the semen into the vagina. The semen contains a huge number of sperm.

Every month, one egg gets ripe and is released from one of the ovaries. It travels down the fallopian tube towards the uterus. If the egg meets a sperm, fertilisation takes place. The fertilised egg is now an embryo. It moves into the uterus and attaches to the wall of the uterus. This process is called implantation.

A sperm can fertilise an egg any time between day 11 and day 17 of the woman's cycle. A male sperm can live in the uterus or the fallopian tube for two days. So if a sperm goes into the uterus on day 11 of the menstrual cycle, it can still be alive on day 13.



### Activity 5

- Answer the following questions in your exercise book
- 1 When is the egg ready to be fertilised?
  - 2 What fertilises the female egg?
  - 3 How is the female egg fertilised?

## Embryo growth

When the sperm joins with the egg, the embryo starts to develop. The diagram below shows the sperm going into the egg.





■ Embryo at 3 weeks



■ Embryo at 5 weeks



■ Embryo at 7 weeks



■ Embryo at 9 weeks

The embryo divides into more cells. It grows inside the mother's uterus (womb).

At about ten days after fertilisation, the embryo fixes itself to the uterus wall. This is called implantation. The embryo lies in a bag of water. The bag is the amniotic sac and it contains the amniotic fluid. This protects the growing baby from bumps. The ball of cells develops and the embryo changes shape. It takes about 38 weeks for a human being to develop from a fertilised cell into a fully grown baby. The following illustrations show how a baby develops in the weeks after fertilisation. In its early stages, it looks a bit like a fish, with a head forming at one end and a tail at the other end.



■ Embryo at 16 weeks



■ Embryo at 26 weeks



## Activity 6

Copy the following table into your exercise book. Match the words in the table with the correct explanation of the word from the following list:

- release of an egg from an ovary
- when the fertilised egg attaches to the uterus wall
- bag of fluid that protects the growing embryo
- egg from the ovary
- when a sperm fertilises an egg
- tube where fertilisation occurs
- when lining of the uterus breaks down and blood and fluid pass out of the vagina
- structure formed when an egg is fertilised by a sperm.

Words	Meaning of the word
Menstruation	
Ovulation	
Fertilisation	
Ovum	
Embryo	
Implantation	
Fallopian tube	
Amniotic sac	

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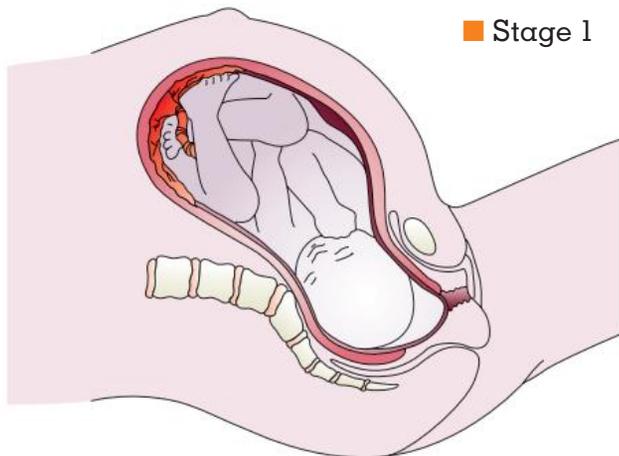
## Giving birth

A baby is ready to be born when it has been in the womb for 38 weeks. At this point it can breathe air and digest food by itself. It turns upside down so that the head can come out first.

The process of giving birth is called labour and usually takes between 12 and 18 hours. It is hard work! The muscles of the uterus push out the baby and it can be very painful. There are three stages of labour.

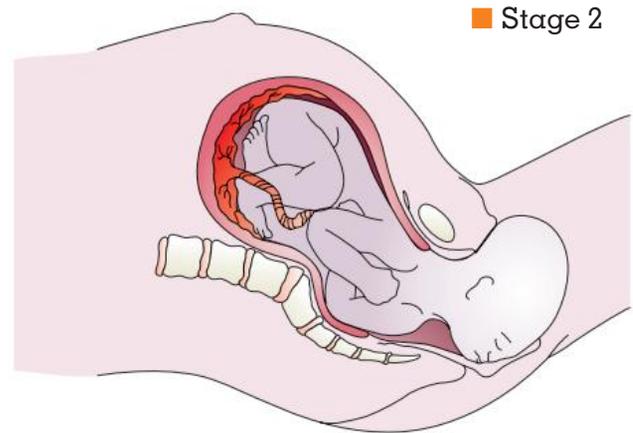
### Stage 1

The lower part of the uterus opens so that the baby can move into the vagina. The muscles in the uterus push the baby down. They do this by contracting, getting hard and tight and shorter. The contractions push the baby through the opening of the uterus (the cervix) at this point. The amniotic sac breaks and the fluid leaks out through the vagina.



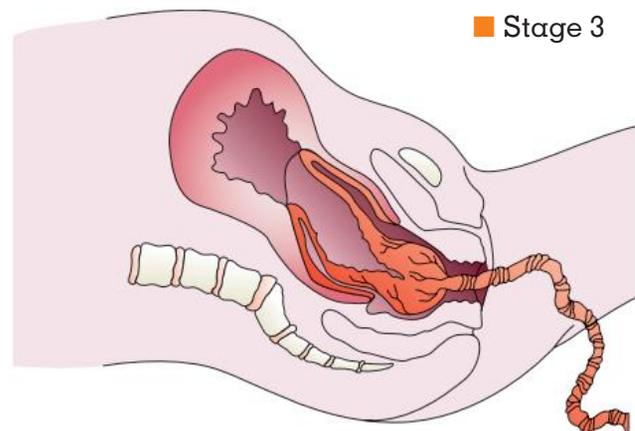
### Stage 2

The muscles of the uterus push the baby down through the cervix and out through the vagina. The mother pushes also. Usually, the baby's head comes out first. Then the rest of the baby's body slips out easily. The umbilical cord is not needed any more. It is tied and cut close to the baby's belly. The baby is now separated from the placenta.



### Stage 3

After birth the uterus releases the placenta. It slips out from the vagina. The placenta is called the afterbirth.



Most babies are born headfirst, however sometimes the baby's bottom comes out first. This is called a breech birth. Often it is difficult for a baby to be born through the vagina, so the doctor makes a cut through the uterus and lifts the baby out. The cut is then stitched and usually heals within a week. This birth method is called a caesarean section.

## What is the father's role at a baby's birth?

The mother does all the work during labour and delivery of the baby so it is up to the father to comfort the mother during this time. After the birth, he should help to look after the mother and the baby. He should also make sure that other children are properly cared for.

The father should also share responsibility for the housework after the delivery of the baby and help with, for example:

- cooking
- washing the baby's nappy
- bathing the baby.



### Activity 7

Discuss in groups. Think about things that the father could do for the mother during labour and the delivery of the baby. List at least five and present them to the class.

## Assessment activity

Imagine that you are the doctor and write replies to these letters from patients in your exercise book.

Dear Doctor

I am 12 years old and I was wondering if you could explain to me why I have started bleeding from the vagina? What is this and why is it happening? Will it keep happening?

Regards  
Lucy

Dear Doctor

I am 7 months pregnant and am beginning to prepare for the birth of my baby. I have heard that there are three stages of labour. Can you briefly explain what happens in each stage?

Kind regards  
Georgina

Dear Doctor

Can you explain to me how a baby is conceived?

From  
Robert

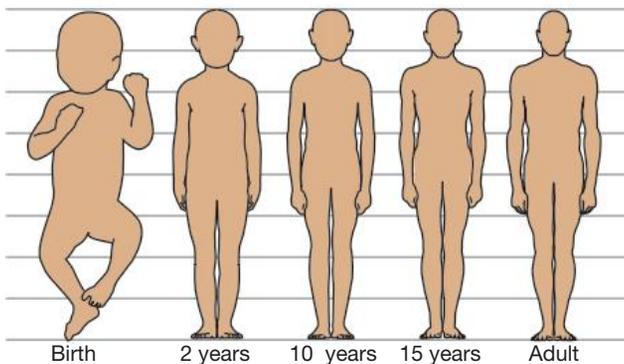
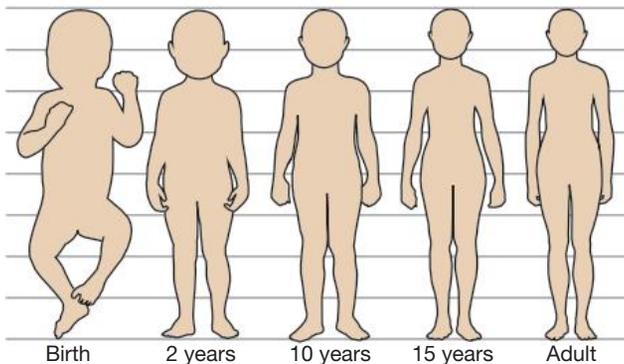
**In this chapter you will:**

- know what sexuality is
- recognise and list the influences on sexuality
- discuss values and sexuality.

**Activity 1**

Collect illustrations, photographs and advertisements from magazines and newspapers that reflect sexuality and answer the following questions in your exercise book.

- Choose three images that best reflect the word 'sexuality'.
- Explain why you chose these images.
- Did any of the pictures show what it means to be a male or a female?

**Sexuality**

Sexuality includes:

- how your body works and functions
- how you identify yourself as a male or female
- your feelings, behaviour and desires.

All people are sexual beings. Sexuality is a normal and natural part of who you are and is part of your everyday life.

Sexuality is a God-given gift. Your sexuality or who you are has been created for a purpose. Sexuality is by no means something purely biological, but concerns your innermost being.

A person develops and changes sexually as they grow older. The series of pictures shows growing from a baby to a 21-year-old. Stage 6 is when the young girl is at puberty. This is the stage when sexual feelings and behaviour develop more strongly. In our society, males and females sleep in separate dormitories at school. This is because many are learning how to handle their sexuality.

Culture, tradition, religion, personal beliefs and experience can shape a person's sexuality.





## Activity 2

In pairs, study the pictures of the adolescent women on the bottom of page 40 and then discuss the following questions.

- 1 What differences do you notice?
- 2 Where would you see young women dressed like this?
- 3 Do you think that the type of the dress says anything about sexual identity?

## Respect each other's sexuality

When you talk about sexuality, you need to respect and trust each other. It is important to know that you always have the right not to talk about your personal life. You do not have to tell others about your sexual life unless you choose to.

It is good to share useful things you learn about sexuality with your friends and classmates. But you need to take care not to share secrets and harm your classmates. You should always talk about problems in a caring way without judging or joking.



## Activity 3

Read the story below and discuss the questions in groups of boys or girls. Share your answers with the class.

*Wai was enjoying the sexuality and life skill class. In his group of boys he talked about having sex with his girlfriend Newlyn and that he sometimes didn't have a condom. He was worried that this was a problem. One of the boys said that he thought it was better not to have sex until they were older. Wai walked home thinking about the situation. Some days later, his girlfriend Newlyn was walking to school when two boys from the group started teasing her about what Wai had told them. Newlyn was very upset and ran away crying.*

- a Who would you tell if you were in Wai's position?
- b Why would you choose that person?

- c What were the good things about Wai sharing his problem with the group?
- d What were the bad things that happened as a result? Why did they happen?
- e What would you have done if you were Wai?
- f What do you think Newlyn should do?
- h What did you learn from the story? How will you use it in your own life?



## Work together with respect

Learning about sexuality helps boys and girls to respect themselves and each other. Respect also means not teasing, abusing or calling others names if another person is different from you. Teachers must respect students too and protect them from abuse, harassment and harm. Respect means caring for everyone, whatever their age and sex, and treating them with dignity. If you respect or treat others fairly, they will do the same.



## Activity 4

What should you do if a classmate or close friend has been abused, bullied or is at risk of being abused? In your exercise book, list at least three actions you could take.

## Assessment activity

In small groups, prepare a presentation on traditional and modern views of sexuality. Present your group presentation to the class.

# Sexually transmitted infections

## In this chapter, you will:

- learn about sexually transmitted infections (STIs)
- identify the types and causes of STIs
- list some signs and symptoms of STIs
- explain the treatment and consequences of STIs
- know how to avoid getting STIs.



## Activity 1

In small groups, brainstorm what you know or have heard about STIs. Use a mind map to record all the ideas on chart paper and list the STIs you know by name.



## Common types of sexually transmitted infections

STIs are caused by bacteria or viruses. They pass from one person to another by sexual contact. If one person is infected, others may become infected also.

There are more than 20 different sexually transmitted infections. Here are four of the most common, all of which are caused by bacteria and can be cured with antibiotics:

- gonorrhoea
- syphilis
- chlamydia
- trichomonas.

There are other common STIs that are caused by viruses and which cannot be cured:

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

## Important facts about STIs

- A person can have an STI with no symptoms.
- Modern drugs can cure many STIs.
- STIs such as herpes and HIV cannot be cured although drugs can be given to reduce symptoms.
- STIs can cause damage to the reproductive system, for example the urethra, uterus and fallopian tubes.
- If a person has an STI, they should go to a doctor or nurse in a clinic for treatment. Their sexual partner must also be treated. This avoids re-infection.
- The symptoms of STI may go away or disappear. However, the STI may still be there and the person can still infect someone else.
- All STIs can be prevented. People can choose not to have sex or to practise safe sex.

## Gonorrhoea

The table below lists the possible signs and symptoms for gonorrhoea, which is a very common STI.

Male	Female
Pain when urinating	Pain when urinating
Drops of pus on the penis	Discharge from the vagina
Cannot urinate easily	Itchy in the vagina
Fever	Bad smell from vagina
Pain in the testes	Sore throat after oral sex
Sore throat after oral sex	Infection in baby's eyes if a woman delivers a baby while infected
After months or years, swelling in the knee or joints	After months or years, pain in the pelvis (lower belly)
	Problems with menstruation
	Unable to become pregnant



### Activity 2



Look at the cartoon carefully and then answer the following questions in your exercise book.

- 1 Why is the wife telling her husband to go to the clinic?
- 2 Why do you think the husband is responding like this?
- 3 Who should be responsible for getting treatment?
- 4 What should they do?

### Treating gonorrhoea

If the person cannot urinate, they should try sitting in a tub of warm water for a while. They should also go to the clinic for treatment as antibiotics can cure gonorrhoea. Anyone who has sex with a person who has gonorrhoea should also get antibiotics from the clinic.

### How STIs transmit

STIs are transmitted by sexual intercourse, blood transfusions, blood to blood contact and from mother to child. The body carries the STI bacteria or viruses which are transmitted by particular body fluids—semen, vaginal fluids, blood and breast milk.

### High-risk behaviour that spreads STIs

Here are some behaviours that increase the risk of getting a STI:

- sexual intercourse when very young
- sexual intercourse with many partners

- not using a condom
- having sex with a partner who has many sexual partners
- not getting treatment for an STI
- not taking the medication prescribed for an STI
- drinking alcohol because it can lead to unsafe sex.

## Avoiding sexually transmitted infections

These are key ways of avoiding STIs.

- Do not have sex.
- If you are married, being faithful to your partner.
- Having sex with one partner only.
- Using a condom every time you have sex.



## Sexual involvement

When two people decide to have sex, they should understand the consequences. It is very important that you do not feel pressured into having sex or doing anything that you are not comfortable doing. You have the right to say 'no'. Young people must make sensible and wise decisions about sex using the decision-making skills below.

Sometimes we feel pressured by our peer group. Remember that just because others are having sex it does not mean that you have to. You have the right to choose what feels right for you and to say 'no'.



### Activity 3

In small groups or pairs, develop a scenario where one person is putting pressure on another to do something sexual that they don't want to do. Role-play the story, with the person being pressured using the skills listed below to resist the pressure.

### Saying 'no' assertively

- Look at the person.
- Use a clear, firm voice tone.
- Say 'No, I don't want ...'
- Ask the person to leave you alone.
- Remain calm, but serious.
- Remove yourself from the situation or walk away.

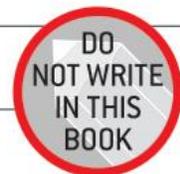
### Resisting peer pressure

- Look at the person directly.
- Use a calm, assertive voice tone.
- Say clearly that you do not want to engage in the inappropriate activity.
- Suggest an alternative and give a reason.
- If the person persists, continue to say 'No'.
- Ask the person to leave or remove yourself from the situation.

## Assessment activity

- 1 Copy the statements below into your exercise book. Write true or false for each one.
  - a You can catch an STI or HIV from door knobs, toilet seats or drinking.
  - b Syphilis and gonorrhoea are the only serious STIs.
  - c The symptoms of STIs/HIV are sometimes not noticed.
  - d When the symptoms of STIs go away, you don't need to see a doctor.
  - e You can only have one STI at a time.
  - f There are things you can do to reduce your risk of an STI.
  - g You have to be 18 years or older to be treated for an STI.
  - h Once you've had an STI you cannot get that particular STI again.
  - i You cannot get an STI or HIV the first time you have sex.
  - j You have to name your sexual contact when you receive STI treatment.
  - k You do not need your parents' consent to be treated for an STI or HIV.
  - l Untreated STIs can cause sterility (inability to be or make someone pregnant).
  - m Clean people are unlikely to get an STI.
  - n People who choose abstinence from sex will not get an STI.
  - o All STIs can be cured.
  - p Condoms provide good protection from STIs/HIV.
  - q STIs can result in a baby being born blind.
  - r Birth control pills provide protection against STIs.
- 2 Copy the table below into your exercise book. Write an example of how to prevent these common types of STIs.

Common sexually transmitted infections	Ways to prevent STI
Gonorrhoea	
Syphilis	
Herpes	
Hepatitis	
HIV	



- 3 In your exercise book, list the common types of sexually transmitted infections. Choose one and explain how it can spread, its symptoms and how they can be prevented. Prepare a pamphlet for young people or present the facts to the class in an interesting and colourful chart, song or rap.

# Understanding HIV and AIDS

## In this chapter, you will:

- learn about HIV and AIDS
- know how HIV is transmitted
- identify the common signs and symptoms of HIV and AIDS
- identify some ways to avoid getting HIV.



## Activity 1

In small groups, discuss what you know and understand about HIV and AIDS. Record the group's ideas on a mind-map chart.

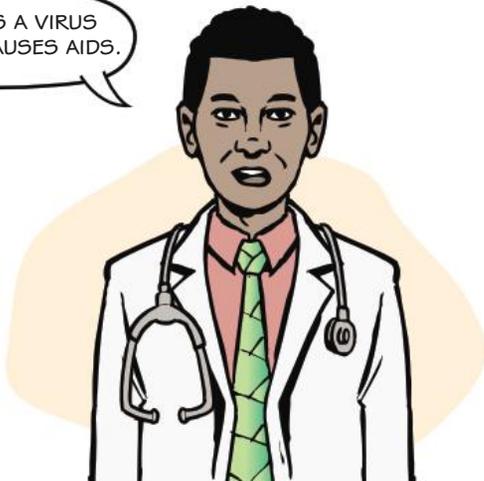
Present your chart to the class. Your teacher will help the class to discuss the ideas.

## What is HIV and AIDS?

HIV is the virus that attacks the body's system for fighting disease. The letters stand for:

- H: human (people)
- I: immunodeficiency (not enough body protection to fight infection)
- V: virus (a living organism that lives in the cells of other living things).

HIV IS A VIRUS THAT CAUSES AIDS.



People who have HIV get other diseases easily, such as pneumonia, influenza and skin problems. When an HIV person's immune system is very low and they are getting some of these diseases, they are diagnosed as having AIDS. This stands for acquired immunodeficiency syndrome:

- A: acquired (something thing that you get)
- I: immune (body's protection from infection or disease)
- D: deficiency (absence of, or not enough, body protection against disease)
- S: syndrome (collection of signs and symptoms rather than one single disease).

## Transmitting HIV

The big problem about the HIV disease is that it moves from person to person via body fluids: blood, vaginal fluids, the clear fluid from the penis before ejaculation, semen, breast milk.

The fluids pass from one person to another through:

- sex with an infected person
- sharing needles with an infected person
- tattooing using unsterilised needles
- giving birth
- receiving an infected blood transfusion.

When any of these fluids pass from an infected person to another person, there is the chance of HIV infection. To infect:

- HIV must leave the body of an infected person
- HIV must enter the blood of the other person
- there must be a lot of virus cells
- the HIV virus must be active when it enters the person's blood.



It is important to know that you cannot get infected with HIV by:

- touching, shaking hands, hugging or kissing a person with HIV
- sharing a meal, cup, plates, spoon, pots with a person with HIV
- eating food prepared by a person with HIV
- using the same toilet as a person with HIV
- living with a person with HIV
- sharing a bed without sexual contact with a person with HIV
- talking to a person with HIV
- touching door handles
- handling money
- being bitten by a mosquito or other biting insect.



## Activity 2

- 1 In your exercise book, write down three ways in which HIV and AIDS can infect another person.
- 2 Explain what you understand by the term 'HIV positive'.

## Symptoms of HIV and AIDS

A person can be infected with HIV without knowing it. People who are infected with HIV often have no symptoms and feel healthy.

- You cannot tell if someone has HIV.
- There are no obvious signs or symptoms.
- It can take years before HIV makes a person sick.
- You may have it and not know about it.
- The only way to tell if someone has HIV is by getting a blood test at a hospital or health clinic.
- A blood test will show if the person is HIV positive or HIV negative.

After some years, some symptoms of AIDS are:

- general body weakness
- low appetite
- fever and night sweats
- swollen glands on the neck, armpit or groin
- diarrhoea for a long time
- pneumonia
- red, purple or brown spots on skin
- sores in the mouth and on the penis and vagina.

AIDS is a syndrome. This means it is a collection of sicknesses that attack the body. The person finally dies because of the many sicknesses that cannot be treated or cured.

## Preventing HIV and AIDS

You can avoid getting HIV by:

- not having sex at all
- having only one sexual partner who does not have HIV
- using condoms every time you have vaginal, anal or oral sex
- not sharing needles, razors or other sharp objects for tattooing or body piercing
- not reusing needles in hospitals or clinics for injecting drugs.

BE IN CONTROL OF YOUR BODY AND YOUR FUTURE.

PRACTISE SAFE SEX BY USING A CONDOM.



- 10 Sharing razor blades
- 11 Sharing needles
- 12 Using a condom correctly during sex
- 13 Using a condom when having sex with someone with HIV/AIDS
- 14 Donating blood
- 15 Having oral sex without a condom
- 16 Eating food prepared by someone with HIV/AIDS

Stay safe, do not give in to peer pressure and temptation to have sex before marriage. In chapter 9, you learned how to manage situations when you feel pressured to have sex. Read the pages again.

## Learning to say 'No'

Learn to say 'No' in situations that can cause harm to yourself or others.



### Activity 3

Here are 16 behaviours. Some of them can transmit HIV (red behaviour); others cannot transmit HIV (green behaviour). In small groups, play this game to decide which behaviours can be called red behaviour and which green.

In small groups, write the number of each behaviour on a large chart. The group has to decide which are red and which green.

- 1 No sexual intercourse (practising celibacy)
- 2 Using a public toilet
- 3 Having sexual intercourse without a condom
- 4 Kissing
- 5 Having anal sex without a condom
- 6 Shaking hands with a person with HIV
- 7 Getting pregnant when you are HIV positive
- 8 Being bitten by a mosquito
- 9 Drinking alcohol



### Activity 4

#### Sidy's story

Sidy, aged 18, went to the clinic to get her results after a blood test and found out that she was HIV positive. She had sex once with her boyfriend. She did not suspect that he was infected with HIV.

#### April's story



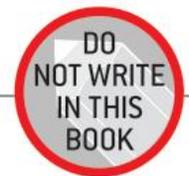
In small groups, discuss the following questions.

- 1 What should Sidy have done to protect herself from getting HIV?
- 2 If April agrees to have sex, what should she and her boyfriend do?
- 3 What should April do to deal with her boyfriend's desire to have sex?

## Assessment activity

- 1 The table lists eight social situations. Copy the table into your exercise book.
- 2 Which of the following situations can transmit HIV? Add a tick (✓) in the 'Yes' column if it can transmit HIV, a cross (x) in the 'No' column if it does not transmit HIV, and a question mark (?) in the 'Not sure' column if you are not sure.

Situations	Yes	No	Not sure
Being cried on by a person with HIV			
Having penetrative sex without a condom			
Sharing plates and cutlery with someone with HIV			
Getting blood from a person with HIV into an open cut			
Having a blood transfusion			
Hugging and kissing a person with HIV			
Treading on a needle with HIV-infected blood in it			
Sitting on a toilet seat after a person with HIV has sat there			



- 3 List and explain what you can do to prevent and control HIV and AIDS.

In this chapter, you will:

- learn what a drug is
- learn what an illicit drug is
- recognise drug use and abuse
- describe the effects of drug use
- identify the negative impact of drugs.



### Activity 1

- 1 What do you think of when you hear the word 'drug'? Use a mind map to list your ideas.



- 2 Share your ideas with a partner or a group. Together, create a definition for the word 'drug'.
- 3 The World Health Organization (WHO) is the United Nations agency that assists governments with health problems. This statement summarises WHO's explanation of the word 'drug':

A drug is any chemical substance, which, when taken into the body, affects the way the mind and body works. A drug can be of natural substance or it can be made artificially.

What words are similar to your group's definition?

## Types of drugs

The word 'drug' applies to substances which people use as medicines. It also includes all substances which people take to change the way their mind works.

### Medicines

A medicine is a drug that helps to prevent or cure disease of the human body. Medicines can be natural substances such as the liquids in herbs, leaves or barks of trees. They can also be artificial. This means that medical scientists make them by mixing chemicals together.



### Activity 2

Read the instructions on an empty medicine packet or bottle and answer the following questions in your exercise book.

- 1 Why might you take this medicine?
- 2 What is the dosage for a person of your age?
- 3 How often can you take this medicine in one day?
- 4 How long can you safely take this medicine before you must see your doctor?



### Mind-altering drugs

These are drugs that people take when they wish to change the way their mind works. Mind-altering drugs are classified according to how they affect the brain. The three main types are:

- 1 depressants
- 2 stimulants
- 3 hallucinogens.



### Depressants

A depressant drug changes how the brain works. It slows down a person's ability to act when things happen quickly. It affects a person's ability to think clearly, concentrate the brain and perform actions normally. Taking too much of a depressant can cause unconsciousness, breathing failure or death. Examples include alcohol and marijuana.



## Stimulants

Stimulants speed up the messages from the brain to other parts of the brain. They make a person feel more alert and confident. Stimulants increase heart rate, blood pressure and body temperature. They sometimes reduce appetite and make the pupils of the eye enlarge. People can become more talkative and more active. Stimulants can interfere with sleep.

If a person takes too much of a stimulant or uses it for a long time, they can have medical problems. Stimulants can cause headaches and stomach cramps. They can also make a person suspicious of others or want to argue with other people. Often a person who takes too much of a stimulant feels worried about things.



## Activity 3

In small groups, use the picture below to discuss the effect alcohol might have on you.



## Activity 4

Copy the table below into your exercise book and classify each of the following drugs:

- alcohol
- marijuana
- caffeine
- heroin
- nicotine
- wild mushrooms.

Depressant	Stimulant	Hallucinogen

## Hallucinogens

Hallucinogens such as marijuana and wild mushrooms may cause a person to see or hear things that are not really there. Hallucinogens affect different people in different ways, for example pupils of the eye become bigger, talking and laughing a lot, sweating, clenching the jaws and behaving strangely.

## Drugs and the law

In most countries, including Solomon Islands, there are laws that control the use of drugs. These laws say which drugs people are allowed to use or not use. The term 'drug' covers a large number of illegal or legal substances. An illegal drug is any substance or drugs not allowed by the law such as marijuana, cocaine, heroin and home-made drugs like kwaso.

Legal drugs include alcohol, caffeine in coffee, and prescribed medicines from hospitals, clinics and pharmacies.



## Activity 5

Copy the table below into your exercise book and classify each of the following drugs as legal or illegal:

- tobacco
- heroin
- aspirin
- caffeine
- marijuana
- alcohol
- kwaso
- Panadol®
- cough medicine
- cocaine
- cola drink
- tea
- beer.

Legal drugs	Illegal drugs
	



## Activity 6

In pairs or individually, do the following activities.

Spin 10 times, then write your first and last name on a piece of paper with your normal writing hand. Spin again 10 times and use the opposite hand to write your first and last name. Take turns to do this. Draw a straight line, spin 10 times and walk along the straight line.

When every one has done this, discuss these questions.

- 1 Which hand did it take you longer to write with?
- 2 After spinning, did you write your name clearly?
- 3 After spinning, which hand did you write badly with?
- 4 Were you able to walk on the straight line?
- 5 How do you think your handwriting and walking would be if you were taking drugs and alcohol?
- 6 List some activities you would not be able to do properly if you were drunk.

## Alcohol

Alcohol is widely used in the Solomon Islands. It is socially acceptable and most people do not think of it as a drug. However, drinking too much alcohol can seriously harm your health.

People do not think clearly when they have drunk too much alcohol and they often do things that they would not normally do. They can behave badly and aggressively, fight with others, and damage things. As well, alcohol affects judgement so driving a car is very dangerous. Another problem can be that people do not always make safe and good decisions about sex when they are drunk. Often violence against women and children is a result of drinking too much alcohol.



## Marijuana

Marijuana is a depressant drug. It slows the functions of the brain and changes a person's mood. It comes from the dried flowers and leaves of the hemp plant, *cannabis sativa*.

People consume marijuana by smoking. It enters the blood through the lungs and stays in the blood for a long time. The blood carries it to the brain and people's behaviour and mood are affected. If people smoke too much they get hallucinations and imagine strange things. It is also addictive, which means that people keep wanting to smoke it.



### Activity 7

In small groups, discuss the following situation and present your opinions to the whole class.

A friend invites you to a disco where there will be marijuana and other drugs like kwaso available and free. What do you think will happen if:

- you accept the invitation
- you refuse the invitation?

## Tobacco

People consume tobacco by smoking cigarettes.

Cigarettes are a mixture of tobacco leaf, tar and about 4000 other chemicals. When people smoke cigarettes, they usually take the tobacco smoke into their lungs.



Often other people breathe in the smoke. The tar in the smoke can cause cancer in the throat and lungs. Nicotine is a poison; it slows down the flow of blood in the blood vessels. This means that people can also get the disease of high blood pressure.

CHEWING BETEL NUT WITH LIME FOR MANY YEARS CAN CAUSE BAD SORES CALLED MOUTH OR THROAT CANCER.

BETEL NUT WITH LIME ALSO STAINS TEETH RED AND BLACK. IT LOOKS VERY UGLY WHEN YOU SMILE.



## Betel nut

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



This mixture contains many chemicals, one of them nicotine. Another is a chemical called an alkaloid. When people chew the mixture for a few minutes it affects the brain and makes people feel drowsy or slightly drunk.

The betel chew mixture stains the teeth and gums red and black if used for a long time. It also damages the gums, teeth and mouth. Some people even get cancer of the mouth or throat from chewing betel nut.



## Activity 8

- Smoking and chewing betel nut affects health. However, there are also social, environmental, and economic effects. Do two mind maps in your exercise book showing these effects for tobacco and for betel nut.
- Copy the table below into your exercise book. List some factors that might influence a young person to drink alcohol, smoke cigarettes and chew betel nut.

	Social pressure	Peer pressure	Culture and society
Alcohol			
Cigarette			
Betel nut			



## Cost of using drugs

People have many reasons for consuming drugs. They often make people feel relaxed and give them a feeling of confidence. They appear to reduce feelings of stress. But there are many harmful effects. You have learned about some of the health problems of taking these substances. Another

problem is the waste of money, which families need for everyday things.

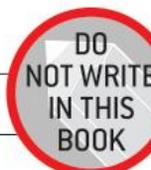
If a person smokes 20 cigarettes a day it could cost them \$140 per week. This would be a total of \$140 x 52 weeks for one whole. The total is \$7280. This is more than half the annual salary for a teacher.



## Activity 9

Copy the table below into your exercise book and calculate how much a person who chews betel nut would spend.

	Nut	Vine fruit	Lime	Total for 1 day
Price	\$1.00	\$1.00	\$1.00	
Person who chews 4 nuts per day				
Cost for 1 week				
Cost for 1 year				



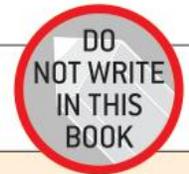
Bob smokes 20 cigarettes a day and chews betel nut four times a day, at a total cost of more than \$10,000 a year. His salary is about \$14,000 per year.

- How much money would Bob have left?
- List some things that Bob would not be able to buy for his family. Think about all the family needs.
- Discuss your findings in class. Suggest some solutions to this problem.

## Assessment activity

- 1 The table below lists six items to do with drugs and six definitions. Copy the table into your exercise book and match the number with the correct letter.

1 Drug	A A drug that is allowed to be used within society
2 Prescription medicine	B A drug that is the main ingredient of cigarettes
3 Alcohol	C A chemical substance that produces changes in the body
4 Legal drugs	D Medication that can only purchased with a doctor's permission
5 Illegal drugs	E A drug that results from fermentation of grapes
6 Tobacco	F A drug that's use is against the law



- 2 A young person is pressured by friends to drink alcohol, smoke cigarettes and chew betel nut. Explain what you think this person could do to avoid giving in to this pressure. Try and think of four different strategies they could follow.

# Healthy people in healthy communities

In this chapter, you will:

- recognise the features of healthy and unhealthy communities
- identify factors that support healthy communities
- know some strategies that promote healthy communities



## Activity 2

- 1 In your groups, take a notebook and go to the nearest community. Copy the following table into your exercise book.

Community/village name	
Healthy features	Unhealthy features

- 2 Identify the things that make this community physically, socially, emotionally and spiritually healthy. List these in the first column. Identify any unhealthy features. List them in the second column. You may like to ask your family or other people in your community what they think makes a healthy community.
- 3 Present your group findings to the class. Your teacher will help you to make a class list of healthy and unhealthy features. Suggest some ways to change the unhealthy features.

DO NOT WRITE IN THIS BOOK



## Activity 1

In small groups, study the two pictures below. Identify the community that you think is unhealthy and the one you think is healthy.

- 1 List the things in the picture that make the community unhealthy.
- 2 List the things that make the community healthy.



## A healthy community is a happy community

Your village or community is the place where you live, play and learn. The community is the place you belong. You should be proud of your community. Your community should be healthy.

A community is made up of different groups of people. There are young people, families and people from different tribes and ethnicities. There are older people, people who do not have money and people who do not work.





## How to make a community healthy

People should work together to protect their own health. Here is what a community must have in order to be healthy:

- a proper latrine for each family
- no defecating in the village
- a village water storage system
- faeces buried if defecating in the bush
- a clean clothes washing area
- no throwing of rubbish in the river, sea or on the beach
- no throwing of plastic containers and bags and tins in creeks
- a poster of healthy community rules pinned in a public place
- regular cleaning of the village area
- a village rubbish disposal place.



A healthy community lives in peace and harmony with people of different cultures and ethnic groups. A healthy community has several important features:

- healthy and happy people
- clean water supply
- water storage tank
- clean kitchen house
- clean shower place
- rubbish disposal
- latrines or bush toilet house.

## A unhealthy community is a unhappy community

Sometimes poor families cannot afford to buy healthy food. Sometimes families do not have proper toilets. They use the bush or outside their houses as their defecating places. They also use the beach and river bank.

This behaviour can spread diseases such as diarrhoea, hookworm and malaria. If people defecate all over the place—in the bush, near the house, near the river, on the beach, or in the town street—bacteria will spread diseases. Dysentery, typhoid and cholera are diseases of dirty places.

Features of an unhealthy community are:

- sick people
- no clean water
- no water storage
- rubbish everywhere
- dirty kitchen house
- no shower place
- no toilet or latrine
- animal faeces everywhere.



### Activity 3

Imagine that you will build a new village area for your family. In your exercise book, list the things you need to do to make sure that your village is healthy. Make a healthy community poster to display in the classroom.

## Assessment activity

You are going to conduct a survey of 10 people from your village on a feature of healthy people and healthy communities.

- 1 Write a list of questions you would like to ask. Remember you need to respect people's privacy.
- 2 Conduct the survey and share the results with the class.

**In this chapter, you will:**

- identify some national environmental issues
- identify strategies for improving environmental health
- appreciate the importance of awareness education for a healthy environment.

**Activity 1**

What do you think is missing at Point Cruz wharf area? Study the picture closely and discuss. Make two suggestions for health improvements in the town nearest to you.

**National environmental issues**

In Chapter 12, you learned about the features of healthy and unhealthy communities. Most of these features were environmental. Communities need to work together to ensure that their environments are clean and healthy places. A polluted environment or surroundings can also endanger humans' health.

However, there are things that need to be done at the national level.

**Toilets in towns**

People in large groups need toilets. If they cannot find toilets, they use various places to defecate, for example buildings, under trees, in the long grass, in drainage channels.

Every town should have public toilets in places where there are lots of people gathering to shop, market, board buses or embark on boats.

**Drinking taps**

People also need clean drinking water. Does the town nearest to you have a public drinking tap?



## Rubbish disposal

Waste materials are a big problem. At the village, people can make their own rubbish rules. In towns there has to be a system for collecting rubbish.



This photo shows a special truck collecting rubbish. The truck brings it to a central dumping place, like the one in the picture below.



People can help to solve the rubbish problem and reduce the amount of waste they produce by recycling items such as plastic containers, cans, bottles and plastic bags.



### Activity 2

Look at the picture below. Write down the answers to the following questions in your exercise book.

- 1 What does the picture show?
- 2 What is the location?
- 3 Do you think it is in a good place?
- 4 What problems might there be?

## Factory pollution

The following picture shows pollution of the environment. What is being polluted? Pollution produced by factories can endanger human health. It has been known to cause diseases like cancers and physical deformities. There are environmental health officers at provincial centres. The Ministry of Health also has a national environmental health officer.



## Dangerous substances in towns

Storage containers that hold huge amount of substances like fuel should not be in towns. If they explode many people will be in danger.



### Activity 3

In small groups, discuss the picture below.

- 1 What is being polluted?
- 2 What harmful substances can flow into the air or river or sea?



## Tree planting

Trees are important for the quality of the air we breathe because their leaves produce oxygen. Trees also beautify our surroundings and provide us with medicine to cure some diseases.



## Environmental health public education

Many people are not aware of the importance of a clean healthy environment. It is not enough to have environmental health education at school; the government needs to educate adults on how to keep the environment clean and healthy so that people stay healthy. A clean, healthy environment is everyone's responsibility and it starts with keeping our homes, villages and towns clean and tidy.



### Activity 4

- 1 In your exercise book, list some good ways of keeping the environment clean and healthy.
- 2 Discuss how a community or a town can make their immediate environment clean and healthy.
- 3 In your exercise book, list ways your school can make the school environment clean and healthy.



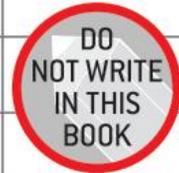
### Activity 5

Imagine you are a provincial health officer and you want to design an education campaign to change people's behaviour so that they can live healthier lives. In your exercise book, list six activities you would include in your campaign.

## Assessment activity

- 1 Here are a series of statements about environmental health.  
Copy the table into your exercise book.  
Tick (✓) the appropriate box to indicate whether you agree or disagree  
with each statement.

Statement	Agree	Disagree
The environmental health campaigns in our town are effective.		
People respect the trees in this place.		
Solomon Islands has many polluted factories.		
Burning rubbish pollutes the atmosphere.		
Every boat wharf in the Solomon Islands has a water tap.		
All market areas should have public toilets.		
We always recycle and reuse waste items.		



- 2 Explain how you can improve each situation mentioned  
in the table to create a clean, healthy environment.



# Glossary

**alkaloid** any of a class of substances that occurs naturally in various plants and often acts as a poison or drug. Examples are nicotine and morphine.

**amniotic fluid** the fluid contained in the sac where unborn humans or animals are held (inside another human or animal)

**amniotic sac** the sac in which an unborn human or animal is held (inside another human or animal)

**antibiotics** drugs, or medicines, that are used to kill bacteria and cure infections

**caffeine** a substance that makes you feel more active for a short time. It is found in tea, coffee and some other drinks.

**cancers** a group of serious diseases in which cells in one or more parts of the body start to grow in a way that is not normal

**carbuncles** large, painful lumps under the skin

**celibacy** not married and not having sex, especially because of religious beliefs

**chicken pox** an infectious disease that causes a slight fever and spots on the skin

**chlamydia** an infection in the vagina or urinary tract, usually passed on from one person to another person through sexual activity

**cocaine** a drug, usually in the form of white powder, that is taken illegally for pleasure

**conception** the moment when a female's egg is fertilised by a male's sperm and the female becomes pregnant

**conjunctivitis** an infection of the eye that makes the eye red and swollen

**contagious** can be passed from one person to another person by touch

**contamination** to make unclean or harmful by adding something dirty or dangerous, such as chemicals or poisons

**contractions** when muscles shorten in a painful way, especially in females during labour

**dehydration** to have lost too much water from the body

**depressants** substances that slow some of the body's functions, making you feel very relaxed or sleepy

**diabetes** a serious disease in which the body is not able to process sugars properly that can lead to kidney failure, loss of vision, and other problems

**digestion** the process of digesting food

**ejaculates** when a male has an orgasm and semen comes out of his penis

**embryo** a human or animal that has just begun to develop inside another human or animal and has not yet been born

**environmental** concerning or affecting the Earth, including the air, land, and water

**fertilisation** when a new animal or plant begins to develop (for example, when the male sperm fertilises the female egg)

**gender** the class of sexuality (for example, male or female in humans)

**gonorrhoea** a disease that makes the sex organs red and sore, passed on from one person to another person through sexual activity

**hallucinations** things you imagine can see and/or hear that are not really there

**hallucinogens** substances that cause hallucinations

**health and safety** an area of government and law concerned with people's health and safety, especially in workplaces and schools

**healthy food** food that is good for your health and wellbeing—often fresh foods and foods containing natural substances

**heart disease** an illness that prevents your heart from working normally, and can lead to the heart stopping

**hepatitis** an illness of the liver that can result from a number of viruses, and causes fever and makes your skin yellow. Different types include hepatitis A, B, and C.

**herpes** any of a group of very contagious infections that cause marks on the skin (often on the sexual organs or the face)

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

**HIV negative** not infected with HIV

**HIV positive** infected with HIV

**hyperactivity** not being able to keep still or concentrate for very long

**illicit** not allowed by laws or rules

**implantation** when an embryo attaches to a female's uterus (womb), where it will grow and develop

**labour** the process of giving birth to a baby

**medication** medicine or drugs given to people who are ill to heal them or make them feel better

**menstrual cycle** the monthly cycle in which a female produces eggs and removes unused eggs in the form of blood (known as menstruation, or a period)

**metabolism** the chemical processes in the body that use energy from food that has been broken down

**nutritious** healthy; providing what is needed for health and life

**obesity** having too much fat on the body, which is unhealthy

**ovulation** when a female produces eggs

**ovum** the cells in a female (often called eggs) that can develop into an embryo

**performance** the doing or carrying out of something

**pollution** dirty or dangerous substances in the air, water, or land

**pneumonia** a serious illness that affects the lungs and makes it difficult to breathe

**prescription medicine** drugs or medicines to treat an illness that have been approved by a doctor

**recuperate** to get better again after an illness or injury

**sanitary** healthy or clean; or relating to health and cleanliness

**sanitary pad** a special piece of cloth that a woman wears in her underwear to hold the blood released during her period (menstruation)

**self-esteem** the way someone feels about themselves and whether or not they value themselves

**semen** a milky liquid that contains a male's sperm, which comes out of the end of the male penis during ejaculation

**sexuality** how people think, feel, and act in relation to sexual desires

**snack** a small amount of food that is eaten between main meals or instead of a meal

**sperm** very small male sex cells, which are made in the testicles and can fertilise a female's ovum

**stimulants** substances that quicken some of the body's processes, making you feel more alert and full of energy

**stroke** when the blood supply to the brain is stopped because an artery is blocked or bursts. Strokes may lead to disability or death.

**syphilis** an infectious disease passed on from one person to another person through sexual activity that can affect the bones, muscles and nerves

**tampons** tube-shaped masses of cotton, or similar material, that a woman puts inside her vagina to hold the blood released during her period

**trichomonas** a parasite that causes the disease trichomoniasis, which leads to women producing a frothy discharge from the vagina. It is passed on from one person to another person through sexual activity.

**vegetables** plants that are eaten, such as cabbage, carrot, pumpkin, and beans

**whooping cough** an infectious disease that causes coughing and breathing difficulties, and which especially affects children

# Solomon Islands Health Education

## Year **7**

### Learner's Book

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

Through self-guided questions, group activities, creative-thinking exercises, and hands-on activities, the Year 7 Learner's Book provides opportunities for learners to observe and actively practise relevant skills and to build knowledge in order to manage everyday health challenges.

The Year 7 Learner's Book has been specifically written for junior secondary students in Solomon Islands, and is organized under the five curriculum strands:

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

