The development of a health education curriculum for primary schools in Solomon Islands

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APPENDIX A

SCOPE AND SEQUENCE CHART
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APPENDIX B

EXTRACTS
from
SOLOMON ISLANDS
HEALTH EDUCATION TEACHERS' MANUALS
FOR GRADES ONE TO SIX

including
LIST OF CONTENTS
AND
EXAMPLES OF TEACHING UNITS AND LESSON NOTES

Units have been selected from

twelve different topics and six primary grades.
(as indicated in the Scope and Sequence chart.)

Lesson plans and teachers' reference notes are provided
for three units in each grade
to provide examples of the teaching methods used.
(These are denoted by bold print in the contents lists.)

Titles of stories used in lessons appear in brackets
in the content lists.
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GRADE ONE

TOPIC 2: KEEPING CLEAN

INTRODUCTION

One of the most important ways to keep healthy is to keep clean. Unclean personal habits, dirty homes and dirty villages are responsible for many serious sicknesses. Many lessons in the Health course will therefore be concerned with personal and community hygiene.

Many of the children starting school will come from families who do not understand the importance of cleanliness and good health habits. They will not wash themselves regularly at home, will be dirty when they arrive at school and will not understand that there is anything wrong with this.

The following lessons are to teach the beginners how to keep clean. The lessons may seem very simple, but they are nevertheless very important. After the children have been taught how to wash their hands, etc., the teacher should establish a class routine, so that these simple acts are continually practised, until they become a habit. The children must know that they are expected to be clean at school.

Teachers should also remember that one of the ways children learn is by following the example of their teacher. Teachers therefore have a responsibility to maintain high standards of personal cleanliness at all times.
WEEK 1.  CLEAN HANDS AND FACES.

OBJECTIVES:

By the end of this week the children should know
- how to wash their hands and clean their nails.
- how to wash their faces, necks and ears,
- hands, nails, faces, necks, and ears must be clean at school.

REFERENCES:

"Where there is no doctor"  p. 131

MATERIALS:

2 books - one clean and one dirty
A bucket of water
Small bowls, several if possible
Soap and soap containers, e.g. sea shells or coconut shells
Soft sticks (midribs)

TEACHERS' NOTES

Children's hands get dirty very quickly. If their hands are dirty, all the books and equipment they handle will soon be spoilt. This is something the children can see. At this stage, do not talk about germs, the dangers of eating with dirty hands or the risk of infection from dirty hands and nails.

The importance of clean hands and nails must continually be reinforced. Water and soap must be available always. Washing hands should be part of the daily school routine and should be supervised by the teacher.

LESSON 1.  CLEAN HANDS.

PROCEDURE

1. Introduce the lesson with a story about "TOM AND MARY"

Two children, Tom and Mary, lived in the same village. They were friends and they played together. Next week they were going to school for the very first time. They were very excited. They talked together about what school would be like. Mary had a new school dress to wear and Tom had new clothes too.

On their first day at school their teacher gave them each a beautiful new book. They were very proud of their books. But after a few weeks:

Mary's book looked like this (SHOW A CLEAN BOOK)
Tom's book looked like this (SHOW A DIRTY BOOK)
Ask the children:
- Which book would they like?
- How did the book get so dirty?

2. Have a hand inspection.
- Children examine their own hands.
- Children examine each other's hands.
- Teacher examines children's hands and points to dirt.
  Praise the children with clean hands.

3 HOW TO WASH HANDS
The teacher will demonstrate, explaining each step.

- My hands are dirty - here and here. (Point)
  I must wash my hands.

- Here is some water. (Put some water in a small bowl)
  I'm putting my hands in the water.

- Here is some soap. I rub the soap on my hands.
  (Return soap to shell)

- I'm rubbing my hands together to make lots of bubbles.
  I'm washing the fronts of my hands,
  the backs of my hands,
  my fingers,
  and my wrists.

- I'm washing my nails. (Rub nails in palm of hand.)

- Now I must wash off the soap and shake my hands dry.
  MY HANDS ARE CLEAN.

- But the water is dirty. (Show and throw away.)

4. REPETITION

GO through the steps again.
Let the children ACT OUT washing their hands with you.
Let them say the sentences after you.

5. CHILDREN'S ACTIVITY
Choose children to wash their hands, one to each bowl.
Use fresh clean water for each child.
Supervise carefully.
Let them look to see the difference after they have washed their hands.

LESSON 2. CLEAN FINGERNAILS.

PROCEDURE

1. Introduce lesson by having an inspection of fingernails.
   - Children examine their own nails for dirt under the nail tips.
   - Teacher should then examine all the nails.
2. Recall the method of washing hands with the actions.

   Ask the children:
   - How did we wash the nails?
     Repeat the actions.
     . Rub soap in hands.
     . Rub nails in palm of hand.

   - If nails are still not clean, what should we do?

3. HOW TO CLEAN FINGERNAILS

   Demonstrate the method of cleaning under fingernails with a soft stick.

   Give each child a stick to clean their own nails.

4. SINGING

   Teach the ACTION SONG:

   "THIS IS THE WAY WE WASH OUR HANDS"
   (to the tune: LONDON BRIDGE)

   First verse: This is how I WASH MY HANDS,
   Wash my hands, wash my hands,
   This is how I wash my hands,
   To keep them clean.

   Second verse: This is how I CLEAN MY NAILS.

5. THE IMPORTANCE OF CLEAN HANDS AND NAILS

   Emphasise HANDS AND NAILS MUST BE CLEAN AT SCHOOL.
   Teachers must check this everyday.

LESSON 3. CLEAN FACES.

PROCEDURE

1. Recall the story of "TOM AND MARY".
   Then continue the story.

   Tom liked water melon very much. When he ate water
   melon he got it all over his face, from ear to ear.

   When he had eaten all he could, Tom threw the
   watermelon rind away and went away to play. But Tom
   forgot to wash his face. His face was very dirty and
   very sticky.

   Flies like sticky faces and it wasn't long before
   flies started buzzing around and landing on Tom's
   cheeks. He tried to shoo them away, but they kept
   coming back. Tom didn't know why. But we know why,
   don't we?
Ask the children:
- How would Tom's face feel?
- Why are the flies buzzing around Tom's face?
- How could Tom get rid of the flies?

2. A SIMPLE WAY TO WASH THE FACE.

The teacher will DEMONSTRATE, explaining each step.
- Prepare a bowl of water.
- Make sure your hands are clean.
- Make a cup with your hands by placing them together.
- Dip the hands in water, bend the head over the bowl, and splash the face with the water.

Do this several times and say how good it feels.
Selected children can practise this method.

3. HOW TO WASH VERY DIRTY FACES.

Demonstrate, explaining each step as you go.
- Prepare a bowl of water.
- Make a soap bubbles by rubbing soap in your hands.
- CLOSE THE EYES TIGHT. (Soap makes the eyes sting.)
- Make the hands into a cup and bring the bubbles to the face.
- WASH THE FACE by rubbing with the soapy hands.
- WASH THE NECK AND EARS as well.
- If necessary, rub more soap on your hands and rub all over the neck, and behind and inside the ears.
- Finally wash off all the soap by splashing with clean water several times.

Select children to practise this.

4. The children can sing, with actions, another verse of the song taught last lesson.

"This is the way I WASH MY FACE"

5. Make sure the children understand that they must have:
CLEAN FACES, CLEAN NECKS AND CLEAN EARS AT SCHOOL
WEEK 2. CLEAN HAIR AND CLEAN BODIES.

OBJECTIVES:

By the end of this week the children should know
- the difference between clean and dirty hair,
- know how to wash their hair and have been encouraged to
  wash their hair at home,
- bodies must be clean too.

REFERENCES:

"Where there is no doctor", p. 200
"Children's Illnesses in Warm Climates", p. 72

MATERIALS:

Bowls of water
Soap or shampoo to wash the hair
Combs (as used in the village) - one clean, one dirty
A coconut husk to clean the comb
Coconut oil (optional)
Towels or clean calico

TEACHERS' NOTES

Children often get their hair wet. For example:
  when they are playing,
  when they are swimming,
  when they are washing themselves.

However many do not wash their hair very often. As a
result the hair gets very dirty and greasy and hairs stick
together, making it impossible to comb. The scalp gets
itchy and usually harbours head lice. Clean hair does not
prevent lice, but it makes it easier to get rid of them.

The children should be encouraged to wash their hair
frequently and should be aware how much better it looks and
feels. They should also comb their hair before coming to
school. As with all health teaching, it is necessary for
the teacher to set a good example, by always having clean
and well groomed hair.

Many village children will swim each day. This is a good
way to keep their bodies clean, especially if they swim in
salt water, rub their bodies with sand and then swim again.

If they bathe in fresh water, they should use soap. If
there is a shower in the village the children should be
encouraged to have a shower each day. If they bathe in
the river, they should make sure the water is clean.
LESSON 1. CLEAN HAIR.

PROCEDURE

1. Introduce this lesson by having a class inspection of:
   1) hands and nails
   2) faces, necks and ears.
   If necessary, remind children of the school standards.

2. Tell the story of "RUTH AND ANNIE".

Two little girls, Ruth and Annie, were very good friends. They lived near each other in the village. Ruth's mother was very clean and she used to make Ruth wash her hair every Saturday, so it would look nice and smell nice when she went to Sunday School. Ruth didn't like having her washed and she sometimes wished she lived in Annie's house because Annie never had to wash her hair.

Annie's hair was always dirty. It didn't look nice and it didn't smell nice. Annie's hair was hard to comb. Often Annie didn't even try to comb it.

One day Ruth saw Annie scratching her hair and she said, "What's wrong? You don't look very happy." Annie said her head was itchy and sore. Ruth told her Mother about this and her Mother said, "Annie doesn't wash her hair. Dirty hair gets sore and itchy."

Her mother said, "If you wash your hair every week, it won't get sore and itchy. It is easy to comb and it looks pretty." So after that Ruth was very happy to wash her hair every week.

3. WHICH IS BEST - CLEAN HAIR OR DIRTY HAIR
   1) Talk about clean hair.
      It looks nice.
      It smells nice.
      It feels soft and smooth.
      The comb goes through it easily. (Demonstrate.)

   2) Then talk about dirty hair, which isn't nice at all.
      It looks dull.
      It smells nasty.
      It feels sticky and the hairs stick together.
      The comb won't go through it.
      The head itches and makes you want to scratch.

      Let the children decide which is best.

4. HOW TO WASH HAIR.

DEMONSTRATE how to wash hair by having a child wash his/her hair in front of the class.
EXPLAIN each step as you go.

- Make the hair wet.
- Rub soap (or shampoo) on the hair.
- Rub the hair with both hands, making the fingers go right through the hair to the head.
- Make a lot of white bubbles (lather).
- Rinse the hair with clean water until all the soap bubbles are gone and the water is clear.
- Repeat, if necessary.
- Dry the hair, using a towel or clean calico.

5. AT HOME:
Instruct the children to WASH THEIR HAIR tonight.
Bring combs to school for next health lesson.

LESSON 2. COMBING HAIR.

PROCEDURE

1. Have a HAIR INSPECTION.
Who washed their hair at home?
PRAISE those who did. Say how GOOD their hair looks.
Do not scold the rest, but ENCOURAGE them to wash their hair tonight.

2. CLEAN AND DIRTY COMBS
Show the children 2 combs - one clean, one dirty.
Where have they been?
- Let the children tell you a story about each one.

Ask a child with clean hair:
- Which comb would you like to use to comb your hair?

3. HOW TO COMB HAIR
Teacher should DEMONSTRATE, by combing a child's hair.
Comment upon:
- How easily the comb goes through clean hair.
- How attractive your can make your hair look by combing it.

4. HOW TO WASH THE COMBS

Demonstrate, using:
soapy water and coconut husk to clean between the teeth.

Children who brought combs to school can practise this.

5. SINGING
Children can suggest ANOTHER VERSE of the action song.

6. FOLLOW-UP.
Encourage children to comb their hair before coming to school.
LESSON 3. WASHING ALL OVER.

PROCEDURE

1. Tell "THE STORY OF BILLY".

Once there was a boy called Billy who didn't like water. Can you imagine a boy who didn't like water? He didn't like to play in the river, he didn't like paddling in the sea and he didn't like to swim.

But the thing he disliked most of all was washing himself. He didn't like washing his hands. He didn't like washing his face. He didn't like washing himself all over. In fact, he would often run away when he was supposed to have a shower.

Billy went to the village school. He was very good at his lessons and he worked very hard. But Billy was not very happy at school. The other children would not play with him. They would hold their noses and run away from him and call him names, like "Smelly" or "Stinko". Billy didn't know why the children were so unkind to him. It made him very unhappy and he didn't want to go to school any more.

2. DISCUSS THE STORY with the children.
- How do we know Billy didn't like water?
- What did he dislike most?
- What did he do when he was supposed to have a shower?
- Why didn't Billy like going to school?
- Why did the children call Billy "Stinko" or Smelly"?
- Why wouldn't the other children play with Billy?
- WHY DID BILLY SMELL?

BILLY SMELT BECAUSE HE NEVER WASHED HIMSELF ALL OVER.

3. SCHOOL CHILDREN MUST WASH ALL OVER.

Teachers can either take the children to wash all over or talk about what to do.

1) VILLAGE NEAR THE SEA.
Children go for a swim, rub bodies with sand, then another swim and dry off by running along the beach.

2) VILLAGE ON A RIVER
Find a place where the water is clean to wet bodies. Rub on soap, swim or dip in river and dry by running.

3) VILLAGE WITH A SHOWER
Children stand under shower to wet themselves, rub on soap, wash soap off and dry with towel or calico.

4. FOLLOW-UP
The teacher must encourage the children to WASH ALL OVER EVERY DAY
WEEK 3. CLEAN CLOTHES.

OBJECTIVES:

By the end of this week the children should know
- children wear a uniform to show they go to school,
- they should be proud of their school uniform,
- they must care for their uniform and keep it clean.

REFERENCES: Nil

MATERIALS:

- School uniform for boys - shirt and shorts
- School uniform for girls - dress or blouse and skirt
- Bush string
- Sticks of cane about 30cm long
- Pictures of people in uniform e.g. nurse, policeman, football team

TEACHERS' NOTES

Until they come to school, village children normally wear very few clothes and at first they may be uncomfortable in their school uniform.

They may never have had any need to care for clothes, so may be unaware that their uniform gets dirty.

In these lessons, encourage the children to take pride in their school clothes and teach them how to care for them.

LESSON 1. OUR SCHOOL UNIFORM.

PROCEDURE

1. To introduce this lesson HOLD UP A SCHOOL SHIRT.
   Ask the class:
   - What is this?
   - Who wears it?
   - When is it worn?

   Repeat this with other garments.
   Also ask the children:
   - Are the clothes worn by girls or boys?
   - Are they worn at home, or school, or at play?

2. WHY DO WE WEAR CLOTHES?
   1) Discuss this with the children.
   Some possible answers may be:
   - Because we have to!
   - To look good - e.g. clothes for Sunday School.
   - To protect our skin - from sun and insect bites.
   - To show who we are.
2) Display pictures of different people in uniform.
   - a nurse,
   - a policeman,
   - the football team.

Ask the children:
- What do these people do?
- How do you know?

3) Call one of the children in school uniform out to the front of the class.

Ask the others:
- What does this boy/girl do?
- How do you know?

4) Talk about the uniform at your school.
   - How is it different from others?
   - Who is proud of their school uniform?

3. MIMING
   Let the children ACT OUT the work done by people in different uniforms.

4. SUMMARIZE:
   People wear uniforms to tell people who they are. We should be proud of our school uniform.

LESSON 2. CARING FOR OUR SCHOOL UNIFORM.

PROCEDURE

1. Recall the previous lesson about UNIFORMS.
   Tell the class that today they are going to learn about how to care for their school uniform.

2. Read or tell the story of "SIMON'S SCHOOL SHIRT".

   It was the first day of the term at school. Simon got up early, washed his face and hands, combed his hair, put on his clean blue shorts and his new white shirt. This was the very first time he had a white shirt for his school uniform. He looked very smart.

   He ate his breakfast, cleaned his teeth and then said, "Good-bye, Mother. I'm going to school now." His Mother said, "Have a good day, Simon. You look very smart in your clean white shirt. Remember to take off your shirt when you play games. We want to keep it white and clean. Good-bye, Simon."

   At school, the teacher said, "You all look very nice in your clean clothes. Remember to take off your school uniforms when you get home. Don't spoil them. Boys, take off your shirts when you play games."
At recess time, the boys ran out onto the football field. Simon went with them. He forgot what his mother had said. He forgot what his teacher had said. He forgot all about his beautiful new shirt. He ran straight into the game. He ran and kicked the ball with the other boys. Then the ball came straight at him. It came and hit him on the chest and he fell to the ground.

Then Simon remembered. He looked at his new shirt. It wasn't white any more. There was a dirty brown mark all down the front of his white shirt. "Oh dear," said Simon. "I forgot to take off my new shirt. My mother will be cross because it is dirty."

3. Let the children talk about the story.

They should answer the questions:
- What did Simon forget to do?
- What happened to his new school shirt?

Children can suggest how to care for school uniforms. Some possible suggestions:
- Do not wear it when playing games.
- Only wear it to school, take it off after school.
- Shake it, fold it, or hang it up when you take it off.

4. HOW TO CARE FOR SCHOOL CLOTHES

The teacher should DEMONSTRATE the following.
Then let selected children practise.
1) Fold shorts to make creases down the legs.
2) Fold skirts so there are vertical creases.
3) Hang dresses, blouses, shirts on a clothes hanger.

LESSON 3. MAKING A CLOTHES HANGER.

PROCEDURE

1. Recall HOW TO CARE FOR SCHOOL CLOTHES.
   Ask the children:
   Have you got a clothes hanger for your school clothes?

2. CHILDREN'S ACTIVITY

   HOW TO MAKE A CLOTHES HANGER.

   The teacher should DEMONSTRATE
   1) how to make a clothes hanger.
   2) how to use it.
      - Tie bush string firmly around middle of a stick.
      - Make a loop that can hang from a nail or hook.
      - Put a dress/ shirt/ or blouse on the hanger.
      - Hang it on a nail in the classroom.

   Let each child make one clothes hanger to take home.
GRADE ONE.

TOPIC 3: KEEPING SAFE.

INTRODUCTION

All children have accidents. Many of these accidents happen in their homes or while they are at play in their village. When children start school there are more opportunities for them to have accidents. Many have long distances to travel to and from school and they meet hazards on the way. The school environment is also new to them, they play new games and often have accidents because they do not know the correct way to behave.

Teachers have a responsibility to prevent children having accidents and for this reason Safety Education is an important part of the Health Education course. Keeping the children safe coming to school and while at school is the main responsibility of the Grade 1 teacher.

Many children have little experience of traffic on the roads until they start school. Busy roads are extremely dangerous and are responsible for many children being badly injured or killed. Several lessons are therefore concerned with safety on the roads. Teachers at schools in remote villages should adapt these lessons to suit the local conditions.

Lessons on water safety and bush safety are also included, as some children may have to travel to school by canoe, have to cross creeks, walk along the beach or through the bush to get to school.

There are also hazards at school. Children often play dangerous games or play in dangerous places in the playground or school building. SCHOOL SAFETY RULES are necessary and the children must be made aware of these rules. Knowing the rules unfortunately does not ensure that the children will obey them. This means of course that teachers must constantly supervise the children while they are at school to keep them safe.
WEEK 1. KEEPING SAFE ON ROADS.

OBJECTIVES:

By the end of this week the children will
- understand traffic,
- know simple rules for crossing the road,
- have practised crossing the road.

REFERENCES:

"Children's Illnesses in Warm Climates" p. xi-xii

MATERIALS: (OPTIONAL)

Material to make pretend cars, such as:
- Large cardboard boxes (for town schools)
- Soft wood or sago palm (for village schools)

TEACHERS' NOTES:

There are three different road traffic situations in Solomon Islands.

1. Honiara and other large towns.

Here the road traffic is very dangerous. The drivers often drive carelessly and too fast. Children who have not learnt about the dangers of traffic and the traffic rules are often at risk. There are too many children being killed or injured on the roads.

2. Villages with roads and occasional traffic.

This is a dangerous situation also. Because motor vehicles are rare, the children wander all over the road, use the road as a playground and are not prepared for the cars and trucks which do pass through.

3. Isolated villages with no roads and no traffic.

Obviously lessons about "Road Rules" have little meaning for these children. However teachers must remember that the children may visit larger villages and towns from time to time and must be prepared for the traffic and know how to behave to keep safe.

Teachers therefore must decide for themselves whether the following lessons should be adapted to suit the local situation. Some lessons are conducted outside the school grounds. If you are concerned about the safety of the children, take some responsible Grade 5 or 6 students to help you.
LESSON 1. UNDERSTANDING TRAFFIC

Many children are run over and/or killed on roads because they do not realize that cars and trucks travel so fast.

This lesson is to make the children more aware of traffic and how dangerous it is.

PROCEDURE

1. Introduce the lesson by talking to the children about accidents on the road.

   Explain:
   It is very important to know the RULES OF THE ROAD and HOW TO KEEP SAFE NEAR ROADS.

2. Take the class to a roadside near the school.

   1) Point out the difference between:
      - fast and slow vehicles
      - big and little vehicles
      - noisy and quiet vehicles

   2) The children must be made aware that:
      - vehicles going fast are the greatest danger
      - little and big vehicles can all go fast
      - quiet vehicles are as dangerous as noisy ones.

LESSON 2. CROSSING THE ROAD RULES

This is a very important lesson which needs to be repeated over and over again, especially if the children live in areas where there is a lot of traffic.

PROCEDURE

1. Recall the previous lesson when the class observed traffic at the roadside.

   Revise the important points:
   - fast vehicles are dangerous
   - all vehicles can go fast
   - quiet vehicles are as dangerous as noisy ones.

2. Explain the RULES FOR CROSSING THE ROAD.

   (1) STOP - about 20cm from the edge of the road.
   (2) LOOK - carefully in BOTH directions.
   (3) LISTEN - for the sound of traffic.
   (4) WALK QUICKLY - and keep looking and listening.

3. Drill the road rules. Children must learn these rules.

   Repeat the four points over and over again.
   STOP   LOOK   LISTEN   WALK QUICKLY
4. SING jingles, such as:

(1) Look to the LEFT, and look to the RIGHT, 
And you'll never, never get run over.

(2) STOP before you take one step. 
LOOK both left and right. 
LISTEN for the cars and trucks 
That might be out of sight.

5. PRACTISE ROAD DRILL IN THE PLAYGROUND

- Draw a road in the dirt in the playground and let the 
children practise crossing it.

- Children with pushbikes could be the traffic, or 
some children could pretend to be cars.

LESSON 3. CROSSING THE ROAD PRACTICE

WHERE IS IT SAFE TO CROSS THE ROAD?

Select the appropriate place, according to the locality of 
your school. This may be

(1) a protected place, i.e. where there is a policeman, 
warden or teacher on duty,

(2) a pedestrian (zebra) crossing,

(3) a place away from corners and parked cars, where you 
can see all the traffic.

PROCEDURE

1. Tell the children where is the safest place for them 
to cross the road and explain why.

2. ROAD DRILL

(1) Take the class to the selected place to practise 
CROSSING THE ROAD.

N.B. The road rules are the same, no matter where you cross.

Take some responsible Standard 5 or 6 children with you, so 
the young children will have individual tuition.

(2) Go through the road drill, explaining each point 
as you go.

(3) Practise crossing the road several times.

TEACHERS PLEASE REMEMBER that this procedure must be 
reinforced continually if we are to save children's lives 
on the road.
WEEK 2. KEEPING SAFE COMING TO SCHOOL

OBJECTIVES:

By the end of this week the children will know
- how to walk safely on roads,
- how to walk safely through the bush,
- how to keep safe near water.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES:

Many children have to walk to school and they meet many dangers on the way. It is very important that they know about these dangers, and are taught rules to keep them safe, so they can travel to and from school without having accidents.

All roads are dangerous - busy roads in the towns, roads passing through or near villages and tracks through the bush. The children must be taught that roads are for cars. Roads are not playgrounds. Children must keep out of the way of cars by walking on the side of the road or bush track.

Some children have to walk through the bush. There are many hazards in the bush. Children are safer in the bush if they walk together, never alone. Children who have to cross a creek or travel by canoe to school must be given rules about how to behave near water.

Some schools may have special problems concerned with the travel of children to school. In this case the teacher should prepare different lessons to keep the children safe.

LESSON 1. WALKING ON ROADS.

PROCEDURE

1. Recall last week's lessons when the children learnt the safe way to cross the road.
   - Revise the four rules for crossing roads: STOP LOOK LISTEN WALK QUICKLY
   - The Safety Jingles.
2. (1) Explain: Some children have to WALK ALONG A ROAD TO SCHOOL and this can be dangerous too.

(2) Let the children talk about their experiences walking along a road.

3. ROADS ARE NOT PLAYGROUNDS.

(1) WARN the children that they must NOT play on roads. ROADS ARE FOR CARS.

(2) Explain: Children who play on roads:
- cannot SEE cars (They are too busy playing.)
- cannot HEAR cars (They may be shouting.)

4. RULES FOR WALKING ON ROADS.
Teach the rules which apply to your school.

(1) ROADS WITH A FOOTPATH
- Always walk on the footpath.
- Never walk in the gutter.

(2) ROADS WITH NO FOOTPATH
- Walk on the edge of the road.
- Walk one behind the other. NEVER SIDE BY SIDE.
- Always face the traffic.

5. PRACTISE
Let the children practise the safe way to walk on roads.
- on a "pretend" road drawn in the playground, or
- on a "real" road outside the playground.

LESSON 2. WALKING THROUGH THE BUSH

PROCEDURE

1. Introduce the lesson by talking about BUSH TRACKS. What are they used for?
- For cars and trucks, or
- For walking only. (As applicable to your area.)

2. BUSH TRACKS USED FOR CARS.
Let the children talk about cars and trucks that use bush tracks.

Then explain:
- The track is narrow, just wide enough for a car.
- Children walking on the track must LISTEN CAREFULLY for cars.
- Move right off the track if a car is coming.
3. BUSH TRACKS USED FOR WALKING ONLY.
Let the children talk about their experiences on bush tracks.
- They may talk about some of the dangers in the bush, such as snakes and centipedes, falling coconuts, and so on.

Then explain:
- There are many dangers in the bush.
- Children should NEVER WALK ALONE along bush tracks.

4. SAFETY RULES FOR BUSH TRACKS
Teach the class the following rules:

NEVER WALK ALONE. Walk with other children.
LOOK AND LISTEN for danger.

LESSON 3. CREEKS IN THE BUSH.

PROCEDURE

1. Recall the previous lesson about WALKING IN THE BUSH.
Can children remember the rules:
NEVER WALK ALONE.
LOOK AND LISTEN FOR DANGER.

2. CREEKS IN THE BUSH.
(1) Ask the children:
. Do you have to CROSS a creek, or WALK NEAR a creek as you come to school?
. How much water is there in the creek?
. Is the water deep?
. Do you play in the creek?

(2) Allow the children to talk about creeks in the bush.
(Teacher can decide if their behaviour is dangerous.)

3. CREEK SAFETY.
Explain: Creeks are dangerous if:
- children play dangerous games
  e.g. push each other in run along the slippery bank
- the creek is flooding, water high, and flowing fast

4. SAFETY RULES FOR CREEKS
Teach the class the following rules.
NEVER PLAY DANGEROUS GAMES NEAR CREEKS
DO NOT CROSS FLOODED CREEKS
WEEK 3. A SAFE SCHOOL.

OBJECTIVES:

By the end of this week the children will know about
- dangers in the classroom,
- dangers in the playground,
- the rules which will keep them safe.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

Accidents at school are often the result of an unsafe school environment, i.e. hazards in the school building and the school playground.

The list of hazards will vary from school to school, but might include

- water holes,
- long grass,
- uneven surfaces,
- loose stones or gravel in the playground,
- loose floorboards or slippery stairs in the building,
- broken glass,
- rusty tins and so on.

Teachers are usually well acquainted with unsafe places in the school grounds, as they have had to cope with all the children's accidents which occur as a result. Such places should be made out-of-bounds for the children.

Teachers should also exert pressure on the school authorities to get rid of these hazards and thus make school a safer place.
LESSON 1. THE CLASSROOM.

The teacher should think very carefully about hazards in the classroom before giving this lesson.

PROCEDURE

1. Introduce this lesson by talking about accidents which have recently occurred in the school.
   - Describe where the accident occurred.
   - Describe the injuries received.

STRESS that it is very important that the children do not have accidents while at school and there are rules to keep them safe.

2. Talk about DANGERS IN THE CLASSROOM.
Examine each item and point out the danger to the class.

For example:
- Chairs. (Are they stable or wobbly?)
- Desks. (Is the wood smooth? Are there any splinters?)
- School bags. Can children trip over them?)

3. Give the children CLASSROOM RULES.

For example:
   - Sit on chairs on four legs, not two.
   - Put chairs under desk when leaving the room.
   - Never leave school bags in the aisle.

Set a standard of tidiness and safety in the classroom.
- Make sure the children know all the rules.
- Children should practise safe behaviour.

Insist always that the rules are obeyed.

LESSON 2. THE PLAYGROUND.

Before giving this lesson, the teacher must look carefully around the school grounds to find all the dangerous places and other hazards where the children could have accidents.

PROCEDURE

1. Revise SAFETY RULES IN THE CLASSROOM.

2. DANGEROUS PLACES IN THE SCHOOL GROUNDS

1) Explain:
   There are some places in the school where it is dangerous for children to play.
2) Take class to inspect EACH dangerous place.

For example:
- long grass
- water holes
- uneven ground
- slippery stones, etc.

3) Give CLEAR INSTRUCTIONS about each.

For example:
OUT OF BOUNDS (Water holes and long grass)
WALK - DO NOT RUN (Uneven playground)

Teachers must supervise children carefully before school and during breaktime to ensure that these rules are obeyed.

LESSON 3. OTHER HAZARDS AT SCHOOL.

PROCEDURE

1. Revise the previous lesson.
   Ask the children:
   - which areas are OUT-OF-BOUNDS,
   - where must you WALK, NOT RUN, etc

   STRESS that SCHOOL RULES MUST BE OBEYED.

2. OTHER DANGERS IN THE SCHOOL GROUNDS.

CHILDREN'S ACTIVITY
1) Take the children outside the classroom to search for any other dangers in the school grounds.

   These could include:
   - broken glass
   - rusty tins
   - prickly bushes
   - ant nests
   - coconut husks filled with water

2) TALK to the children about the dangers of each one.

   For example:
   - Cuts on broken glass and rusty tins.
   - Scratches from prickly bushes.
   - Insect bites.
   - Mosquitoes breeding in still water.

3) The children should:
   - Clean up dangerous objects if possible.

3. RULES TO AVOID DANGERS AT SCHOOL.
   - Drill school safety rules.
WEEK 4. BEHAVIOUR AT SCHOOL

OBJECTIVES:

By the end of this week the children will know about:
- dangerous behaviour at school,
- the rules which will keep them safe.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

Many accidents at school occur because of the unsafe behaviour of the children. Because children are young and adventurous, they often take risks. Knowing the school safety rules, unfortunately, does not ensure that they will behave safely.

SAFE BEHAVIOUR must be drilled and continually reinforced. In addition, continual supervision of the children and reprimands for unsafe behaviour are necessary, because teachers are responsible for the children's safety at school.

LESSON 1. UNSAFE BEHAVIOUR AT SCHOOL.

PROCEDURE

1. Recall previous lessons when the children learnt about
   - dangerous places and dangerous things at school, and
   - rules to keep them safe.

2. Tell the children the story of "CARELESS COLIN"

   Colin was seven years of age. He was always in trouble. His mother said he was very careless and she called him Careless Colin. The trouble was that Colin always did things without thinking. He had lots of accidents himself and he caused other people in the village to have accidents too.

   When he started school, his mother was very worried. She said, "I do hope Colin will be careful and not have any accidents at school."
But Colin was not careful. He was always having accidents at school. He often hurt himself. One day he fell out of a tree and broke his arm. Colin also caused other children to have accidents. One day he broke a bottle and left broken glass in the playground. Another boy called Tom stepped on the glass and cut his foot.

Everybody said, "Colin is a naughty boy. He does things without thinking. He causes too many accidents. Why doesn't he learn to behave safely?"

3. Tell the children about some other things that Colin did at school without thinking which caused accidents.

- He left his schoolbag in the doorway.
- He ran very fast around a corner of school building without looking.
- He crawled under the school building.
- He climbed a tree with weak boughs.
- He ran down the stairs.

(Teachers should use examples which apply in their school.)

4. Go through the list of Colin's UNSAFE BEHAVIOUR again.
- Discuss the kind of ACCIDENT that could happen.
- Ask children what is SAFE BEHAVIOUR in each case.

For example:

<table>
<thead>
<tr>
<th>UNSAFE BEHAVIOUR</th>
<th>ACCIDENT</th>
<th>SAFE BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken bottle</td>
<td>Cut foot</td>
<td>Pick glass up</td>
</tr>
<tr>
<td>Ran round corner</td>
<td>Collided</td>
<td>Walk around corners</td>
</tr>
<tr>
<td>Climbed tree</td>
<td>Broke arm</td>
<td>Test boughs</td>
</tr>
</tbody>
</table>

LESSON 2. SAFE BEHAVIOUR AT SCHOOL.

PROCEDURE

1. Recall the story of "CARELESS COLIN".

Summarize the ways Colin's behaviour caused accidents.

2. Tell the story of "SAFETY SUE".

Sue was seven years old too, the same age as Colin. Sue lived in the same village as Colin. She was a very responsible girl. She often used to help her mother look after her small sister. Sometimes when mother went to work in the garden, Sue was left in charge of the house. Sue was always very careful not to have accidents.
Sue was very tidy. She always put things away in the proper place. When food dropped on the floor, Sue always got a broom and swept the floor clean. Sue was very careful when she walked down the stairs, especially if she was carrying her baby sister.

Sue's mother did not have to worry when Sue started school, because she knew that Sue would always be careful. Her teacher was very proud of Sue. She knew she could trust Sue to do safe things.

3. The children can now help the teacher finish the story.

WHAT WOULD SAFETY SUE DO WHEN:
- she was asked to carry a bottle to the rubbish bin? (Walk slowly and hold the bottle tightly.)
- she dropped the bottle and broke the glass? (Pick up every piece of glass and put in the bin.)
(Use examples which apply to your school.)

4. MIMING
Go through the examples of SAFE BEHAVIOUR again.
Let the children ACT-OUT being SAFETY SUE.

LESSON 3. RULES TO KEEP US SAFE AT SCHOOL.

PROCEDURE

1. Recall the stories "CARELESS COLIN" AND "SAFETY SUE".

Revise UNSAFE AND SAFE BEHAVIOUR.

Encourage children to be like SAFETY SUE,
NOT like CARELESS COLIN.

2. Give the children a few simple rules (not too many) to keep them SAFE AT SCHOOL.

For example:

NO CLIMBING
NO RUNNING ROUND CORNERS
PUT SCHOOL BAGS UNDER DESKS

Teachers must insist that these rules are obeyed.

Then there will be no accidents at school and no children will get hurt.
INTRODUCTION

Many of the sicknesses which people suffer are infectious diseases. They are caused by germs, worms, insects or other parasites living on or in the body. People who are strong and healthy do not get these infections as often as weak people. One way to keep strong and healthy is to eat good food.

These sicknesses are usually caught from other people, by poor personal or community hygiene. For example, they can be caught by sneezing and coughing (e.g. colds), by drinking water used as a latrine (e.g. diarrhoea), by insect bites (e.g. malaria fever) and so on. People who have clean habits and live in clean surroundings will not get sick so often.

Children who are just beginning school are often sick because they do not eat good food, have unclean personal habits, live in dirty homes and villages, are exposed to infections in the classroom and get tired from the extra effort of going to school each day.

Three very common sicknesses are colds, fever and diarrhoea. Children should be able to recognise the symptoms of these sicknesses and know what to do to help themselves and other people in their families when they are sick.

Knowing how to treat sicknesses so that the patient recovers is very important. However most people would agree that it would be better not to get sick in the first place.

Some very serious sicknesses can be prevented by immunization, i.e. giving children injections. In Western countries very few people get these sicknesses today because they all understand the importance of immunization and have their injections. But unfortunately many people in this country, especially in the villages, do not have their children immunized. Teachers therefore should encourage all the children to have their injections.
WEEK 1. I HAVE A COLD.

OBJECTIVES:
By the end of this week the children should
- recognise the symptoms of a cold,
- know what to do when they have a cold.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 30
"Where there is no doctor" p. 163

MATERIALS:
A handkerchief, pieces of clean calico, paper tissues or toilet paper
Lemon drink
A doll

TEACHERS' NOTES
A cold does not come from getting cold and wet. A cold is caught from other people. Colds are usually spread from one person to another by droplet infection, that is, the taking in of germs through the nose or mouth in the air we breathe. These germs come from the coughs and sneezes of people suffering from colds. The mucous from the nose and throat also contains many germs. Therefore handkerchiefs or calico should be boiled, and leaves and paper used for wiping noses should be burnt.

Children who come to school with colds are very likely to pass colds to other children. Teachers therefore need to isolate sick children from others in the classroom and pay strict attention to hygiene. Better still, suggest the sick children stay home until their cold is better.

"Germs" will not be mentioned in the lessons which follow, as it is not possible for young children to have any understanding of anything so small. At this level, it is more important that the children know when they have a cold and are given rules about what to do.

LESSON 1. A-TISH-OO.

PROCEDURE
1. Introduce the lesson by asking the children:
   - Have you ever had a cold?
   - How did you feel when you had a cold?
Colin woke up one morning and he did not feel very well at all. He had a cold. He put his hand on the front of his throat and he said, "Oh, it hurts. It feels so sore." He went to get his breakfast. He tried to eat his pawpaw, but it hurt. He tried to have a drink. That hurt too. He said to his mother, "I don't want any pawpaw and I don't want anything to drink."

Colin's mother said, "I think you have a cold, Colin. I think you should stay home from school today."

But Colin did not want to stay home from school. Today was the day of the big football match. Colin was in the team. He was very proud to be in the team. He wanted to play in the big football match.

So Colin said to his mother, "Please let me go to school today. It is the big football match and I am in the team."

So Colin went off to school. But he did not feel very well. At breaktime he went outside to play with the other children. But he didn't feel like playing. His head started to hurt.

When he came back into the classroom, Colin sneezed over everyone. "A-tish-oo! A-tish-oo!" A-tish-oo!" Then his eyes began to run. And his nose began to run. Colin felt awful!

Colin's teacher saw him sneezing, with running eyes and with running nose, and she said, "Colin, you have got a bad cold. You are sneezing all over everyone, you have got running eyes and a running nose. You should be home in bed. Why did you come to school today?

Colin said, "I wanted to come to school to play in the big football match this afternoon. But my head hurts and my throat hurts. I feel so sick. I want to go home."

The teacher said, "Never mind, Colin. You are not well enough to play in the big football match today. But there is another match next week. You can play in that one, if your cold is better."

So, Colin went home early from school and his mother put him to bed. She gave him a cold lemon drink and a clean piece of calico to wipe his nose. He snuggled up warm and went to sleep.
3. Discuss this story with the children. Ask them:
   1) How did Colin feel when he had a cold? Have you ever felt like Colin?
      A child could ACT OUT "having a cold".

   2) What did the teacher say to Colin? What happened when Colin got home?
      Stress that children with bad colds should stay at home until they are better.

**LESSON 2. HELPING COLIN.**

**PROCEDURE**

1. Recall the story of "COLIN'S COLD".

2. **SYMPTOMS OF A COLD**

   Let the children ACT-OUT the symptoms.
   - He had a sore throat.
   - He had a sore head.
   - He was sneezing.
   - He had running eyes.
   - He had a running nose.
   - He felt very sick.

3. **HOW CAN WE HELP COLIN GET BETTER?**
   Discuss: WHAT COLIN SHOULD AND SHOULD NOT DO.
   - He should not go to school.
   - He should not play football.
   - He should go to bed.
   - He should drink lots of water and lemon juice.
   - He should wipe his nose with a piece of calico, handkerchief or paper tissue.
   - He should cover his mouth with a piece of calico if he coughs or sneezes.

4. Make the children realise that IT IS IMPORTANT TO LOOK AFTER THEMSELVES WHEN THEY HAVE A COLD SO THEY WILL GET BETTER QUICKLY.

**LESSON 3. HOW TO CARE FOR A COLD.**

Revise how to care for a cold by PLAY ACTING.

**PROCEDURE**

1. Role Play: HOW TO LOOK AFTER CINDY.
   1) The children can pretend they are looking after their little sister Cindy, who has a cold.

   2) If possible, provide a doll to be Cindy.
WEEK 2. I HAVE A FEVER.

OBJECTIVES:

By the end of this week the children will know
- the main symptoms of fever,
- how to treat fever,
- the importance of medicine to prevent fever.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 58, 89
"Where there is no doctor" p. 76, 186

MATERIALS: Nil

TEACHERS' NOTES

The normal temperature of our bodies is 37 C or 98.4 F. We have a fever if the body temperature is higher than this. A fever is not a disease itself. It is a symptom of many diseases, including malaria. Malaria (often called "the fever") is very common in the Solomon Islands.

A fever begins with a CHILL STAGE, when the patient is pale, cold and shivering. This is followed by the FEVER STAGE when the temperature rises rapidly and the skin feels hot and dry. The final stage is the SWEATING STAGE when the skin is wet and clammy, and clothes and bedclothes get soaked.

A child with a fever should not be at school, but home in bed in a cool place, in a breeze if possible. It is necessary to bring the fever down quickly and this should be done by:
- removing the clothes, (NEVER put on more clothes, even if the child is shivering)
- giving drinks of water, fruit juices and coconut water,
- sponging with cool water.

LESSON 1. WASHING TAKES AWAY THE FEVER.

PROCEDURE

1. Talk with the children about FEVER. Ask them:

1) Have you ever had "the fever".
2) How did they feel? They may tell you:
   - I felt hot.
   - I had a pain in my head.
   - I was thirsty all the time.
   - My mouth felt dry.
   - My mouth tasted nasty.
   - My body was wet all over.
   - I felt very sick and unhappy.
3) Who looked after you?
4) What did they do to make you better?

They will probably tell you:
- Put me to bed.
- Gave me lots of drinks.
- Gave me medicine.
- Washed me with cool water.

2. WASHING TAKES AWAY THE FEVER.

Explain:
- When we have a fever, water (called SWEAT) comes out of our bodies.
- We must wash the body all over in cool water:
  . to wash away the sweat and
  . take away the fever.

3. SINGING

Teach this song (or verse) to help the children remember.

Washing takes away the fever,
Sweat and dirt all go away,
Wash all over with cool water,
Many many times a day.

LESSON 2. DRINKING TAKES AWAY THE FEVER.

PROCEDURE

1. Recall the previous lesson about FEVER.
   Sing or repeat the verse:

   "Washing takes away the fever."

2. Remind the children how their mouths feel when they have fever.
   - Mouths feel dry.
   - Mouths taste nasty.
   - They are very thirsty.

3. Explain that when children have fever:
   - They must drink a lot, but not big drinks.
   - They should have small drinks very often.

   What do they like to drink?
   - Cool clean water is very good.
   - Orange, lemon and lime drinks make the mouth fresh.
   - Coconut water is good too.
4. SINGING
Teach the children another verse of the song:

Drinking takes away the fever,
Lemons, oranges and lime,
Make the mouths feel cool and fresher,
Drinking, drinking all the time.

LESSON 3. MEDICINE STOPS THE FEVER.

This lesson is important if the children at your school do not like taking the medicine when the M.D.A. sister comes to school.

It is not surprising that children do not like taking these drugs which make them feel sick. However it is necessary if we want to get rid of malaria from Solomon Islands.

PROCEDURE

1. Introduce lesson by singing both verses of the new song:

"Washing takes away the fever"
and
"Drinking takes away the fever"

2. Talk about the bad fever, called MALARIA (the fever).

- It makes children and grown-ups very sick and weak.
- People, including children, who get malaria all the time are not happy.

3. HOW CAN WE STOP MALARIA?

Explain:

Medicine will stop the bad fever called malaria. Admit that the medicine tastes awful and may make them feel sick.

Try to convince the children that this is better than getting the fever.

TEACHERS MUST SET AN EXAMPLE when the M.D.A. CLINIC is at school.
Let the children see YOU taking the drugs.

4. PLAY-ACTING

The children can act-out "The M.D.A. CLINIC AT SCHOOL" to help develop a positive attitude to this activity.
WEEK 3. A SIMPLE CURE FOR BELE-RUN.

OBJECTIVES:

By the end of this week the children should
- be able to recognise when a child has bele-run,
- understand that this sickness is very serious,
- know what to do and have practised this procedure.

REFERENCES:

"Children's Illnesses in Warm Climates" p. 37, 45.
"Where there is no Doctor" p. 151-160

MATERIALS:

Coconuts
Cups or other containers
Teaspoons

TEACHERS' NOTES

Diarrhoea (bele-run) is the passing of loose watery stools several times a day. Throughout the world many people die of diarrhoea, especially children between the ages of one and three. They usually die because the loss of so much fluid from the body causes dehydration. Dehydration can be prevented if the sick children are given plenty of fluids, such as coconut milk, as soon as the diarrhoea begins.

If school children understand this problem and the simple way to treat it, they may one day save the life of a small child.

LESSON 1. BABY HAS BELE-RUN.

PROCEDURE

1. Tell or read the story, "BABY ANNA HAS BELE-RUN".

Maria is 10 years old. She doesn't go to school. She stays home and looks after her younger brother and her baby sister, Anna, while her mother and father go into the garden to work. Anna is one year old and Maria loves her very much.

One day Anna was very miserable, she was crying and Maria didn't know what to do. She carried her and rocked her and sang songs to her, but that did not help. So she put Anna in her bed and hoped she would go to sleep.
After a while she went to look at her sister, but as she came near to Anna, there was a very bad smell. Anna was lying on wet bed clothes, her clothes were all dirty and flies were buzzing around.

Maria shooed away the flies, then washed Anna, put clean clothes on her and put her to lie on clean bed clothes. Then washed her own hands. But soon Anna was crying again. She dirtied her clothes again.

Maria was worried, because Anna seemed very sick and weak. Mother and father had gone to the market that day and Maria did not know when they would be home.

Just then Maria saw her friend, Jane. Jane was coming home from school. Maria told Jane about Anna. Jane was a very clever girl.

She said, "I think I know what is wrong with Anna. She's got BELE-RUN. Our teacher told us about this sickness in our health lesson last week. She said it was a very bad sickness and sometimes babies die. She told us what to do."

Maria said, "Will you tell me what to do, Jane? I want Anna to get better."

So Jane told Maria to:
- get a fresh green coconut,
- pour out the coconut water,
- let Anna sip it from a teaspoon.

Anna had a little sip. Maria said, "Come on, have a little bit more."

Jane stayed to help Maria look after Anna. They gave her little sips of coconut water very often, until her parents came home. Soon Anna was well and happy again.

2. Discuss this story with the children.

Some children may be able to tell you about their experiences when they or their small brothers or sisters had this sickness.

3. Make sure the children understand:

BELE-RUN is a VERY SERIOUS SICKNESS in BABIES and SMALL CHILDREN.
LESSON 2.  HOW TO TREAT BELE-RUN.

In this lesson the children will practise how to prepare coconut water to give to a patient with bele-run.

PROCEDURE

1. Recall the story: BABY ANNA HAS BELE-RUN
   If necessary, read the story again.

Make sure the children understand:
(1) How to recognize the symptoms.
   - Stools (pu pu) like dirty water.

(2) What to do.
   - Give small sips of coconut water very often.

2. CHILDREN'S ACTIVITY

The children can work in small groups.
Give each group a COCONUT, TEASPOON and CUP.

(1) Prepare the coconut water.
   - Wash the cup.
   - Make a hole in the coconut.
   - Pour the coconut water into the clean cup.

(2) Give sips of coconut water to a "patient" with a teaspoon.

LESSON 3. A SIMPLE CURE FOR BELE-RUN.

PROCEDURE

1. Children revise what they have learnt by PLAY-ACTING.
   Choose the actors for the following parts:
   Maria,
   her brother,
   her mother,
   her father,
   baby Anna,
   Jane.

2. Then act-out the story "BABY ANNA HAS BELE-RUN".

3. As part of the play the children should:
   - prepare the coconut milk and
   - give sips to baby Anna.

4. HOME ACTIVITY
   Encourage the children:
   1) to tell the story of "BABY ANNA HAS BELE-RUN" to their friends who do not go to school, and
   2) teach them how to make the coconut drink and how to give it to babies with bele-run.
GRADE TWO

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- CARING FOR OUR EARS

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- GOOD TO TOUCH! BAD TO TOUCH!

WEEK 4. WE TASTE WITH OUR TONGUE
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GRADE TWO

TOPIC 2: GOOD FOOD

INTRODUCTION

In Grade One the main aim was to extend the children's experiences of food and to encourage them to enjoy eating a wider range of food which is available in their community. They were not taught the difference between good and bad food.

The emphasis in Grade Two will be on GOOD FOOD. The children will be given experiences which will enable them to identify the source of many foods they eat. The approach may need to be different for town and village children. Many village children may help in the garden and help care for the animals and they will already know where much of their food comes from. Town children, on the other hand, may think food comes from the store or the market.

The children will also learn why they eat. This is not simply because they are hungry. Food is necessary for three very important reasons:

1. To enable them to GROW TALLER and STRONGER.
2. To give them ENERGY for WORK and PLAY.
3. To keep them HEALTHY.

Children who do not eat enough food or do not eat enough good food suffer from MALNUTRITION. These children will be undersized and underweight, weak, tire easily, have little energy, cannot concentrate, unhappy and grumpy, and will be sickly and suffer from many infections. Many of the children in your class will be suffering from malnutrition because they do not eat GOOD FOOD.

Sometimes children do not eat good food because it is not readily available or is too expensive for the parents to buy. But more often it is because village customs are difficult to change or the people do not know the important contribution of food to their health and well-being. Another serious problem is the availability of "junk" foods in stores and supermarkets.

It is very important therefore that the children in your class are provided with the knowledge about the importance of good food, and encouraged at every opportunity to eat foods which are good for them.
WEEK 1. FOOD FROM PLANTS.

OBJECTIVES:

By the end of this week the children will know
- that many foods they eat come from plants,
- some grow on trees, some on bushes and some underground,
- plant foods are good foods because they give us
  energy and keep us healthy.

REFERENCES: Nil

MATERIALS:

Pictures and samples of the different PLANT foods which
grow in the village or are available in the local market.
Name cards for each food.

TEACHERS' NOTES

Gardens can produce an excellent range of traditional
fruits, green leafy vegetables and root vegetables. If
the village people can be encouraged both to grow and to
eat these foods, many of the health problems which are now
present will disappear. Unfortunately old habits die
hard. When people have been eating certain foods, and not
eating other foods for whatever reason, for a long time, it
is very hard to change these habits.

In these lessons the aim is to show the children all the
good plant foods that grow in their village, to explain
that they are very good for them and to encourage them to
eat them.

Included in these lessons is a visit to a home or market
garden. You will need to make arrangements beforehand,
especially if you want to take the children to a privately
owned garden. If possible, obtain permission for the
children to pick some of the produce from the gardens.

LESSON 1. A VISIT TO A MARKET GARDEN.

In this lesson the teacher will take the children to visit
a home garden, a market garden or the school garden to
allow them to have FIRSTHAND EXPERIENCE of how things grow.

PROCEDURE

1. If you are taking the children away from the school for
   this lesson, prepare them for the visit before you leave
   school.
   - Tell them how to behave safely on the road.
   - Remind them to be well-mannered and well-behaved.
2. At the garden:
Let the children walk around and observe the way things grow.
Point out:
- Some foods grow on trees,
  e.g. pawpaws, bananas, coconuts.
- Some foods grow on bushes,
  e.g. beans, tomatoes.
- Some foods grow under the ground,
  e.g. sweet potatoes, yams, peanuts.

3. If permission has been obtained, allow the children to pick samples of the fruit and vegetables they have seen growing to make a display in the classroom.

LESSON 2. PUTTING PLANT FOODS INTO GROUPS.

PROCEDURE

1. Display the produce gathered on the excursion.
   - If necessary, add to this display more PLANT foods which are grown in the village or available in the market.
   (Don't introduce too many foods, as this will confuse the children.)

   The display may contain SOME of the following:

   banana       green beans       peanuts
   pawpaw       corn              yam
   mangoes      chinese cabbage  sweet potato
   tomatoes     round cabbage    taro
   pineapple    pumpkin          breadfruit
   oranges      cucumber         egg plant

2. NAMING THE FOODS
   Ask the children to name each food in turn.
   Put the appropriate NAME CARD near each food.

3. PUTTING PLANT FOODS INTO GROUPS
   The children should attempt to place the foods into three groups.

   GROW ON TREES    GROW ON BUSHES    GROW UNDERGROUND

   The children should take the name label from the food and place it under one of the above headings.

LESSON 3. PLANT FOODS ARE GOOD FOODS.

1. Draw attention to the display of plant foods.
   Explain:
   All these foods are VERY GOOD FOODS TO EAT.
2. **WHY ARE PLANT FOODS GOOD FOR US?**

   Explain:
   - They give us ENERGY - to play games and do school work.
   - They keep us HEALTHY - so we do not get sick and have to stay away from school.

3. **Tell the first part of the story, "YUM YUM".**

   Yum Yum is a little girl aged five. She has a big sister, called Betty. Yum Yum is not her real name. She is called Yum Yum because she likes food so much. Whenever she sees food she says, "Yum Yum! I am hungry. Can I have some of that food, please?" She is always saying "Yum Yum". That is why she is called, Yum Yum.

   Yum Yum and Betty and their mother live in a village. Mother works very hard in the garden. Some days she takes bananas and pawpaws and coconuts and long beans and chinese cabbage and other good plant foods to the market in Honiara. People come to the market in Honiara and buy the bananas and pawpaws and coconuts and long beans and chinese cabbage and other good foods from Yum Yum's mother. The people say:

   "This is very good food."
   "It tastes so good."
   "It gives us energy."
   "It makes us strong and healthy."
   "Thank you for growing this beautiful food for us."
   "Your children must be healthy children if they eat this good food."

4. **Discuss the story so far. Ask the following questions:**

   1) What does Yum Yum's mother grow in the garden?
      The children should add OTHER FRUITS AND VEGETABLES GROWN IN THEIR VILLAGE.

   2) What do people in the market say to Yum Yum's mother?

   3) Why are plant foods good for us?
      - **GIVE US ENERGY**
        The children can ACT-OUT what it is like if:
        . they do not have energy,
        . they have lots of energy.

      - **KEEP US HEALTHY**
        Emphasize:
        . children are unhappy if they are sick,
        . children are HAPPY if they are healthy.

5. **IN HEALTH BOOKS**

   The children can DRAW some plant foods they like to eat.

   The teacher should encourage the children to eat lots of GOOD PLANT FOODS and also set an example.
OBJECTIVES:

By the end of this week the children will know
- some animal foods come from the sea,
- some animal foods come from farms,
- animal foods are good foods.

REFERENCES: Nil

MATERIALS:

Pictures of farm animals. See Lesson 2.

TEACHERS' NOTES

Animal foods are rich in proteins, the body-building foods. Fresh shellfish and seaweed fish are excellent foods for people who live near the sea or a river. Fresh chicken, turkey, eggs and meat are good foods also. Small amounts of animal foods should be eaten everyday.

Before giving these lessons, the teacher should consider any religious and cultural taboos in the community, the availability of animal foods and their cost. There is nothing to be gained by teaching that eating meat is good, if the people are vegetarians or if meat is either unavailable or too expensive for them to buy. Teachers should adapt the following lessons to make them suitable for their class, if this is necessary.

LESSON 1. A VISIT TO A FARM OR THE SEASHORE.

The aim of this lesson is to give the children FIRSTHAND experience, so they find out for themselves where some of the animal foods which they eat come from.

When selecting a place to visit, the teachers should keep in mind the experiences the children have missed.

The following are some suggestions:

1. Visit a chicken farm.
   - Allow the children to watch the chickens
   - and collect the eggs.

2. Visit the seashore when a fishing boat is coming in.
   - The children can observe the catch
   - and watch the fishermen scale and clean the fish.

3. Visit a pig farm or enclosure in the village.
   - The children can watch the pigs eating their food
   - and the piglets feeding from their mothers.
LESSON 2. PICTURE TALKS AND STORIES ABOUT ANIMAL FOODS.

If possible, obtain some pictures to give more information about the way animals give us our food. For example:

- Fishermen catching fish in their nets.
- Mother hen with her baby chickens.
- Prawns, lobsters, sea crabs and other shell fish.
- A turtle and turtle eggs.
- A cow being milked.
- Children feeding farm animals.

PROCEDURE

1. The children can describe what they see in the picture. The teacher can point out anything the children have missed and explain how these animals give us food.

2. Some teachers might like to make up stories.

LESSON 3. ANIMAL FOODS ARE GOOD FOODS.

PROCEDURE

1. Recall lessons about foods from animals. Explain:
   - All animal foods are VERY GOOD FOODS TO EAT.
   - Animal foods help children GROW BIG AND STRONG.

2. Recall the story of "YUM YUM". Then continue:

   After Yum Yum's mother sells the bananas, pawpaws, coconuts, long beans and other things in the market, she always goes to see the fishermen to buy some fish. Everyday the fishermen go out in their canoes to catch the fish. They use big nets which they put down over the side of the canoe. When they have caught lots of fish, they come back to the shore to sell the fish. There is lots of fish to buy in the market.

   Yum Yum's mother likes to buy some fish because she knows that fish is good food. Fish tastes good. Fish helps children grow big and strong.

   When she gets home at night, Yum Yum's mother cooks the fish and gives it to her family with some potato or taro and some green leaves or long beans. Yum Yum's mother is happy because she knows she is giving her children good food to eat and they will grow big and strong and healthy.

3. Discuss this part of the story with the children.
   1) Why does Yum Yum's mother buy fish for her children?
   2) Emphasize the importance of GROWING BIG AND STRONG.

4. IN HEALTH BOOKS
   The children can DRAW animal foods they like to eat.
WEEK 3. FOOD FROM THE STORE.

OBJECTIVES:

By the end of this week the children will know that
- some good foods come from the store,
- some bad foods, called junk foods, come from the store,
- children who eat lots of junk food are not healthy.

REFERENCES: Nil

MATERIALS:

Empty containers of foods obtained from the store.
Include the containers or wrappers of junk foods.

TEACHERS' NOTES

The store in the village and the supermarket in the town are becoming more important as more people are buying most, if not all, of their food, because they are taking paid employment or growing cash crops. This is a very unfortunate trend, as it is accompanied by many illnesses which were previously unknown, the so-called Western diseases.

While many good nutritious foods can be obtained in the store, there is the temptation to buy the so-called "junk" foods. These include biscuits, crisps, lollies, ice blocks, icecream, chocolate, cordials and fizzy drinks. Junk foods are bad for us because they are made from white flour and sugar which provide energy, but are lacking in other important nutrients. Children often eat too much junk food which spoils their appetite for nutritious food and they suffer from malnutrition.

If we are to help to improve the health of the children, we must discourage the consumption of junk foods, and encourage the consumption of fresh fruits and vegetables from the garden.

LESSON 1. GOOD FOOD FROM THE STORE.

The teacher should visit the village store or town supermarket and select the main "good" foods which the people buy there.

Choose no more than 5 or 6 to make a display in the classroom.

These GOOD FOODS will probably come from the following lists:
STAPLE FOODS, such as rice
bread

CEREAL FOODS, such as porridge (oats)
weetbix

TINNED MEAT AND FISH corned beef
tai-yo

PROCEDURE

1. Tell the class you have been shopping at the store. Display the foods you have bought.

2. Find out if the children recognise these foods. Ask the following questions for each food in turn:
   1) What is the name of this food? You could provide NAME LABELS as before.
   2) Does anyone eat this food at home?
   3) When do you eat it? Every day? Special occasions?

3. These foods are GOOD FOODS. Ask the children:
   - Do you know where each food comes from? (HINT: Some come from animals, some from plants.)

   If necessary, tell the children
   - Rice is a PLANT FOOD - Plant foods are good foods.
   - Tai-yo is FISH - Fish foods are good foods, etc.

4. HOME EXERCISE.

   The children could ask their mothers what food she buys at the store.

   If possible, they could bring the packets or labels from these foods to school for the next lesson.

LESSON 2. JUNK FOOD FROM THE STORE.

The teacher should collect wrappers and containers from a selection of junk foods which are available from the store.

These might include:
   twisties ice-cream lollies
   potato chips ice blocks chocolates
   sweet biscuits lemonade chewing gum
   cakes coke
PROCEDURE

1. The children can show the packets and labels of foods they have collected at home.

   Make a display in front of the classroom.
   Label the display "GOOD FOOD FROM THE STORE".

   (If the children have brought "junk foods", put them to one side to use later in this lesson.)

2. Show the class your collection of "junk food" wrappers.

   Pick them up one by one and ask the children:
   - What was inside this wrapper (bottle, tin, etc)?
   - Who usually buys this food?

3. Let the children collect junk food wrappers.

   Take the class:
   - into the school playground, or
   - to the area near the village store.

4. Make a display of the wrappers in the classroom.
   Label the display "JUNK FOODS"

5. Why are these foods called "junk foods"?

   "JUNK" means that something is NO GOOD.
   - These foods may taste good, but
   - they will NOT help children grow

       BIG, STRONG AND HEALTHY.

LESSON 3. JUNK FOOD IS BAD FOOD.

PROCEDURE

1. Conclude the story of "YUM YUM".

   Do you remember Yum Yum's sister, Betty? Betty does not go to school. She stays home to look after Yum Yum while mother is working.

   One day mother was very tired. She was tired because she works so hard in the garden, goes to the market, buys the fish and comes home to cook dinner for her family. But this day she was too tired to get the dinner. So she said to Betty, "Would you get the dinner ready today?"

   Betty was a very good girl and she knew how to cook the potatoes and the greens and the fish. She made a nice dinner for the family. Next day and the next and the next, Betty's mother was still tired.
So Betty got the dinner. Betty got dinner every night.

But soon there was no food to cook. Mother did not bring home any fresh fruit and vegetables. She did not bring home any fish. Mother said to Betty, "Here is some money. Go to the store and buy some food for us to eat."

So Betty took Yum Yum with her and they went off to the store. Betty did not know what to buy. But Yum Yum saw packets of biscuits and lollies and twisties and chips and chewing gum and coke and ices. What do you think Yum Yum said to Betty? She said, "Yum yum! Yum yum! I want some of these." And she pointed to the biscuits and chips and lollies and all the other junk food in the store. "Please buy these, Betty."

So Betty spent all the money which her mother had given her on junk food. Then Betty and Yum Yum ate it all up.

When she got home from working in the garden, mother said, "Have you got dinner ready, Betty?"

Betty said, "I bought some food from the store and we have eaten it all up."

Mother was too tired to be cross. So she said, "Tomorrow you must keep some food for me." So Betty kept on buying junk food from the store, but, do you know what happened? Before very long:

Yum Yum started crying all day.
Betty was cross and unhappy.
Betty and Yum Yum were not strong and healthy.
Betty and Yum Yum got a toothache.

Mother said, "Junk food is not good food. We must start eating good food again." So mother brought home fresh food from the garden and fish from the market and soon the family was well and strong and happy again.

2. Discuss this story with the children.
   Ask questions such as:
   - What did Yum Yum ask Betty to buy from the store.
   - How did Betty and Yum Yum feel when they ate junk food all the time.

3. The children can select items Betty bought at the store from the JUNK FOOD DISPLAY.

4. IN HEALTH BOOKS
   The children can write: JUNK FOODS ARE BAD FOODS. Then they can DRAW some junk foods.
WEEK 4. OUR VILLAGE STORE.

OBJECTIVES:
During this week the children will revise what they have learnt about foods by:
- setting up their own village store,
- drawing up food shopping lists for their family,
- buying these foods at the store.

REFERENCES: Nil

MATERIALS:
Packets and wrappers of junk foods already collected.
Wrappers of other foods sold at the store.
Samples of other foods, including local fruit, green leaves and root vegetables.

TEACHERS' NOTES
This week the children can have some fun in their health lessons, but at the same time they will be learning by doing. They will set up their own store in the classroom.

This will need a lot of planning to decide what items to sell. This will be limited to some extent by the kinds of packaging they can obtain, but make sure that no important items are omitted for this reason.

The teacher should supervise the activity without interfering too much. Observing what the children "buy" and whether junk foods are on their "shopping lists" will give you some idea of the success of the previous lessons, i.e. whether the children have changed their food values, especially re food from the store.

LESSON 1. ORGANIZING THE STORE.

PROCEDURE
1. Explain to the children what they will be doing in their health lessons this week, namely:
   1) setting up a "pretend" village store in the classroom,
   2) acting-out being "shopkeepers" and "customers".

2. Discuss what foods to sell in the "store". Include:
   - the staple foods,
   - packaged and tinned foods,
   - junk foods,
   - fresh foods.

Let the children suggest what to sell.
3. Organize children to collect items to sell, such as: 
- empty packets, tins and wrappers of foods sold in the store, including junk foods,
- fruit, green vegetables and root vegetables readily available locally.

4. HOME EXERCISE
The children should collect the items listed above and bring to school for the next health lesson. 
(These can be collected at home and around the store. The local storekeeper may be willing to help.)

LESSON 2. SETTING UP THE STORE.

PROCEDURE

1. The children should pool all the "foods" they have collected for the store.

2. ARRANGE THE FOODS TO SELL
   The "foods" should be attractively arranged on tables in the pretend shop.
   Perhaps a few tables could be moved to the front of the classroom to be used for this purpose.

LESSON 3. SHOPPING FOR THE FAMILY.

PROCEDURE

1. The teacher should select children to be "shopkeepers" and "customers". Make sure all children participate.

   The "storekeepers'" responsibility is to think up ways to persuade the customers to buy the various foods.

   The "customers" will make up their shopping lists of food they need to buy to feed their family.

2. ROLE PLAY
   Let the children act-out "SHOPPING FOR THE FAMILY".

NOTE FOR TEACHERS.

The teacher should observe the children's play carefully, but not interfere in any way. What the children buy will indicate whether your lessons on GOOD FOOD have been successful.

However, even if the children reject the junk foods in their play, remember that it is not as easy as this to change people's eating habits.

The children will need to be reminded all the time about the importance of eating good food.
GRADE TWO

TOPIC 3. MY ENVIRONMENT

INTRODUCTION

In Grade One the children were given lessons to help them appreciate the beautiful and peaceful aspects of their surroundings and to make them aware of some of the things which spoil their beautiful world.

In the lessons which follow the children will learn more about their natural surroundings (i.e. their natural environment.) They will be encouraged to use all their senses to describe the natural world.

The children will then be made aware of the contribution which people have made to the environment. They will learn that some of the things that people have made are good.

But people can also destroy the beautiful world. The children will be made aware of rubbish, who makes the rubbish and what is the effect of rubbish on the environment.

Attempts will be made to make the children more responsible in disposing of rubbish and to involve them in clean-up campaigns, both in their homes and villages and at school.

Community hygiene is extremely important, because many of the sicknesses which the people get are caused by unclean homes and villages. For example, many sicknesses are caused by insects and insects breed in unclean surroundings. Many more sicknesses are caused by improper disposal of human waste, by polluted water, and so on.

Young children cannot do much about the big problems, but if they can be responsible for the little things, they will be more responsible about the big issues when they are older.
WEEK 1. WHAT IS MY ENVIRONMENT?

OBJECTIVES:

By the end of this week the children will
- be more aware of their environment,
- be able to distinguish between the natural and the man-made environment,
- be developing an appreciation of the beautiful aspects of their environment.

REFERENCES: Nil

MATERIALS:

Picture of a village, the bush or the beach.
(Optional) The Story of the Creation of the World in any Children's Bible Story Book.

TEACHERS' NOTES:

This week the aim is to reinforce concepts introduced in Grade One about the wonderful world of nature which God has made, and also to make the children aware of the contribution which people have made. The term "ENVIRONMENT" can be introduced, meaning "everything around us". Beautiful and peaceful aspects of the environment should be stressed whenever possible.

The distinction between the natural and the man-made environment may be difficult concepts for the children. Teachers may like to include the bible story of the creation to establish the meaning of the natural environment. If possible, the children should be given first-hand experiences to help them understand the contribution which people have made.

LESSON 1. THE ENVIRONMENT.

PROCEDURE

1. Show the class the picture you have chosen.

   Ask the children to describe what they see.
   (This might include houses, trees, gardens, animals, canoes, and so on.)

2. Introduce "ENVIRONMENT" meaning "everything around us". Write this word on the board - the children say it.

   Explain:
   Everything in the picture is part of the environment.
3. THE CHILDREN'S ENVIRONMENT
Have a class discussion.
Ask the children to name things in the classroom.
Explain:
Everything in the classroom is part of the environment.

4. AN OBSERVATION WALK
1) Take the class for a walk around the school grounds and the area nearby.
2) Draw attention to features of the environment.

   OBVIOUS                  LESS OBVIOUS
   tall trees              small flowers
   a noisy motor          bird singing

   BEAUTIFUL                UGLY
   flower garden           rubbish dump

3) While on the walk, encourage the children to make comments about the environment.
   - What do they like?
   - What do they dislike?

4) Continually stress: THE ENVIRONMENT IS ALL AROUND US.

LESSON 2. THE NATURAL ENVIRONMENT.

This lesson is about NATURE or WHAT GOD HAS MADE.

To introduce this lesson, you may like to make a link with bible lessons or Sabbath School lessons about God's creation of the world.

You could:
- Read a suitable story from a Children's Bible Story Book.
- Sing hymns or songs, such as:
  "All things bright and beautiful" or "God who made the earth."

You could also read other stories about the wonders of nature.

PROCEDURE
1. Introduce the lesson with a story or a song, as above.

2. OUTSIDE ACTIVITY

   1) Take the class outside to observe the WONDER AND BEAUTY of nature, the THINGS THAT GOD HAS MADE.
2) Encourage the children to use all their senses to describe the wonders of the natural world.

For example:
- The COLOUR of a beautiful flower or the sunset.
- The SCENT of flowers, the smell of rain.
- The SOUND of birds singing or waves roaring.
- The TASTE of bananas or mangoes.
- The FEEL of a kitten rubbing against your legs.

3. IN HEALTH BOOKS
The children can draw some of the things God has made.

LESSON 3. THE MAN-MADE ENVIRONMENT.

PROCEDURE

1. Recall the previous lesson about WHAT GOD HAS MADE.

2. WHAT PEOPLE HAVE MADE.
   1) Explain:
      Not all the things around us were made by God. Many things were made by people.

      Help the children understand this by referring to objects in the local environment. e.g.
      - buildings - houses, school, church, store.
      - canoes, wharfs.
      - roads.

   2) Ask the children to talk about some of the things which people have made.

      They might:
      - describe personal experiences,
      - bring things they or someone in their family have made to school to show the class.

3. OUTSIDE ACTIVITY
   Take the children to a suitable site outside the classroom where they can observe some things which are MAN-MADE.

4. IN HEALTH BOOKS
   The children can DRAW some things PEOPLE HAVE MADE.

NOTE FOR TEACHERS
You could use some of the children's pictures from this lesson and the previous lesson to prepare a class book, entitled:

"OUR ENVIRONMENT"

This could be added to from time to time.
WEEK 2. WHAT SPOILS THE ENVIRONMENT?

OBJECTIVES:

By the end of this week the children will
- have observed rubbish in the environment,
- understand that rubbish spoils the environment,
- understand that rubbish can cause accidents.

REFERENCES: Nil

MATERIALS:

Picture of a local scene showing rubbish.
A sackful of rubbish, collected from the village and school grounds. (See lesson 3.)

TEACHERS' NOTES

Wherever people live together there will be lots of rubbish. Rubbish which is left lying around spoils our environment. This rubbish can include food scraps, empty tins and other containers, broken glass, papers and food wrappings, weeds and garden cuttings and so on.

Rubbish is undesirable for many reasons.
- It is ugly and spoils the beauty of the environment.
- It can cause accidents.
- It can block drains.
- It can rot (go bad) and become smelly.
- It can bring flies and other insects which carry disease.

In towns like Honiara, Auki and Gizo, etc., a lot of money is spent cleaning up the rubbish to make the area clean. If people were more thoughtful and did not throw rubbish about, this money could be used for other purposes. Children frequently become so accustomed to rubbish, and the ugliness it brings, that they are unaware of it, accepting it as part of the surroundings over which they have no control.

The aim of these lessons is to draw the children's attention to this problem and try to help them develop a sense of responsibility concerning rubbish.

LESSON 1. RUBBISH SPOILS OUR ENVIRONMENT.

PROCEDURE

1. Introduce this lesson by showing the class a picture of a local scene where there is lots of rubbish lying around. Discuss:
- Is it a beautiful scene?
- What spoils the picture?
2. OUTSIDE ACTIVITY

Take the class for a walk outside the classroom to a place where there is lots of rubbish about.

The children should:
- collect samples of this rubbish and
- make a display in the classroom, under the heading:

   THIS SPOILS OUR ENVIRONMENT

LESSON 2. RUBBISH CAUSES ACCIDENTS.

PROCEDURE

1. Draw the children's attention to the display of rubbish collected last lesson.
   
   Ask the children:
   - Where did all this rubbish come from?
   - What is wrong with rubbish?

2. Tell the story of "THE OLD MEAT TIN".

Paul came home from school feeling very hungry and wanted his dinner right away. His mother had cooked the potatoes and the green leaves and was opening a tin of meat. She said to Paul, "Take this meat tin to the rubbish hole, wash your hands and come to dinner."

Paul was very hungry and he didn't want to go to the rubbish hole. So he took the meat tin from his mother and ran outside, but he didn't put it in the hole. Instead he threw it in the long grass. Then he went inside to have his dinner and forgot all about it. The tin stayed there in the long grass for a long time. The ants walked all over it, the rain fell on it and it wasn't shiny any more. It became brown and rusty.

Paul liked football. Everyday after school he played football with his friends. He was a very good player and played in the school team. One day when he was playing, his friend kicked the ball high into the air. Paul ran into the long grass to catch it and then, "Oh-ow-ow," he cried. "I've cut my foot! Oh-ow-ow, it's bleeding! It hurts! I can't walk!"

David, one of the other boys, ran to help him. David looked in the grass and then he said, "Here's the problem, Paul. You stepped on this old rusty meat tin. I wonder who left it there. It should be in the hole." So David picked it up and put it in the hole. But poor Paul. His foot was so sore. He couldn't walk on it properly and he couldn't play in the football team that week.
3. Discuss the story with the class. Include questions such as:
   - How did Paul have his accident?
   - How did the rusty tin get there?
   - What do you think Paul learnt from this accident?

4. Have a class discussion about how rubbish can cause accidents.
   The children can tell their experiences about:
   - accidents they or others have had,
   - lazy or careless actions with tins or glass bottles,
   - how to dispose of these properly.

5. IN HEALTH BOOKS
   The children can WRITE or make a drawing to show:

   **TINS AND BROKEN GLASS ARE DANGEROUS**

**LESSON 3. WHAT SHOULD WE DO WITH RUBBISH?**

The teacher needs a sack full of rubbish for this lesson. See the lists below to find out what to collect.

**PROCEDURE**

1. Recall the story of "The Old Meat Tin". What did the children learn from this story?

2. Show the class your sack of rubbish.
   - Explain that it contains lots of things which people throw away because they do not want them.
   - The children can guess what you have inside it.

3. Allow children to take one thing out of the sack at a time.
   - Discuss what it is and what should be done with it.
   - Sort the rubbish into the following piles:

   **BURN**
   - paper
   - wrappers
   - plastic
   - coconut husks
   - betel nut husks

   **BURY**
   - tins
   - bottles
   - broken glass
   - broken plates
   - toothpaste tube

   **FOR ANIMALS**
   - left-over food
   - chewed sugar cane
   - fruit skins
   - potato skins
   - squeezed coconut

   **PUT AROUND TREES**
   - ashes from fire
   - dead leaves
   - weeds
   - hedge cuttings
   - grass cuttings

4. **CHILDREN'S ACTIVITY**
   Put the children into FOUR GROUPS, as above.
   Let each group dispose of the rubbish, as above.
WEEK 3. WHO SPOILS THE ENVIRONMENT?

OBJECTIVES:

By the end of this week the children will
- know that people, including children, make the rubbish which spoils the environment,
- be more responsible in their actions at home,
- become involved in a cleaning up their homes.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

Children do not realise that their untidyness contributes to pollution on a large scale. They are more likely to notice what others do than what they do themselves.

In these lessons the teacher should try to arouse the children's awareness of their own careless and untidy habits, encourage them to be tidy at home and at school, praise them for their efforts and so cause them to take personal pride in clean and tidy surroundings.

LESSON 1. PEOPLE WHO DO NOT CARE.

PROCEDURE

1. Tell the story about "THE FAMILY WHO DIDN'T CARE".

Mother, father, three brothers and two sisters all lived together in a small house in a village. It was a very ugly house because they were all untidy people who didn't understand about keeping the world beautiful. They used to throw all the food scraps out of the door. The pigs came, the dogs came and the flies came to buzz around the rubbish. Then the flies came inside and it wasn't nice.

Everyone in the family used to throw rubbish all around the place. Empty coconut shells were all over the yard. When it rained they filled up with water and this brought the mosquitoes. There were rusty tins, broken bottles, old wrapping paper, plastic bags and lots of other things scattered all around. There were weeds growing everywhere. Nobody did any gardening.

Inside the house was just as bad. Nobody ever washed up the dirty dishes. There were dirty clothes thrown around everywhere. Rats and mice and cockroaches scampered around and had a great time. They were pleased that the family did not care.
2. By questioning, recall the story.
   - Build up a list of all the ways this family were spoiling the beautiful world.

3. ART WORK.
   Draw a picture of:

   THE HOUSE OF THE FAMILY WHO DIDN'T CARE.

   This can be done by the children working in groups, or the teacher using the chalkboard.

LESSON 2. PEOPLE WHO DO CARE.

PROCEDURE

1. Tell the story of "THE FAMILY WHO DID CARE".

   In the same village there lived another family who did care. This was a smaller family, just mother, father, one boy and one girl. They lived in a small house too, but this house was a tidy house because everyone helped to keep it that way.

   The little girl helped her mother keep the house clean. They always washed the dishes, washed their clothes and kept the house clean and tidy. They put the food scraps and other rubbish in a bin. No flies came into this house.

   The boy helped his father with the jobs outside. They got rid of the household rubbish, always kept the yard clean and tidy and they planted a beautiful garden around the house.

2. In a class discussion, compare this house with the house of the family who did not care from last lesson.

   Make a list on the board, e.g.

   FAMILY WHO DID NOT CARE          FAMILY WHO DID CARE
   no garden                         beautiful garden
   rubbish all over yard            clean and tidy yard
   food scraps thrown outside       food scraps in a bin
   flies, mice, rats,               NO flies, mice, rats

3. ART WORK

   Children, or teacher, can draw a beautiful picture of:

   THE HOUSE OF THE FAMILY WHO DID CARE

   Display this picture alongside last lesson's picture of

   THE HOUSE OF THE FAMILY WHO DID NOT CARE
LESSON 3. WHO MAKES THE RUBBISH?

PROCEDURE

1. Draw the children's attention to the pictures drawn in the last two lessons.

Recall the stories told about families who care and do not care about their environment.

Ask the children "Who makes all the rubbish?"
Make sure they understand PEOPLE MAKE ALL THE RUBBISH.

2. The children should try to remember:

1) A time when they made some rubbish.
   (Allow them to keep this secret.)

2) One time when they cleaned up some rubbish.
   (Allow some of the children to tell about this.)

3. STRESS:

EVERYONE MUST HELP to keep the ENVIRONMENT TIDY.

4. HOME EXERCISE

Every child should clean up something around their home, around the store or other untidy places in the village.

Spend time suggesting different tasks for the children to do which will help the family or the community.

Tasks could include:
- picking up papers and packets
- looking for tins, bottles and broken glass
- weeding the garden

Teachers should make time in the next health lesson for the children to report on what they have done.

A NOTE FOR TEACHERS

In communities where there are TOO MANY PEOPLE, this lesson could be used to draw the children's attention to the fact that:

MORE PEOPLE mean MORE RUBBISH

SMALL FAMILIES are BETTER than big families
WEEK 4. CARING FOR OUR SCHOOL ENVIRONMENT.

OBJECTIVES:

This week the children will be encouraged to
- be responsible, and do the right thing, with rubbish
  both inside and outside the classroom,
- plan ways to keep their classroom clean, tidy and
  attractive and put this into action,
- take pride in keeping their school beautiful.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

The lessons this week are meant to involve second class
children in the task of caring for their school
environment. This is the responsibility of the whole
school and very often the task of keeping the school yard
and playground clean is given to boys in the higher grades.

The main emphasis for second grade therefore should be in
keeping their classroom clean, tidy and attractive, and
this should become a habit. However the children should
be encouraged at all times to dispose of rubbish properly
outside as well as inside the classroom and to contribute
in other ways to the care of the total school environment.

It is important for the children to develop a sense of
pride in an attractive school environment and to want to
keep it that way. For this reason, teachers should not
give yard duty, picking up papers, etc. as punishment.

LESSON 1. IS OUR CLASSROOM BEAUTIFUL?

PROCEDURE

1. Ask children to examine their classroom very carefully.

   They should look for all the ugliness, untidyness,
   disorder and litter in the room as a whole, such as:
   - the children's desks or tables - Are they tidy?
   - the floor - Is it clean?
   - the walls - Are there any attractive posters, etc?

2. Make a list of all the problems.
   Discuss what can be done about them.

3. Solve simple problems immediately. For example:
   - Tidy the children's books.
   - Put waste papers in the bin.
   Discuss other ways to make the classroom more attractive.
   (This will be put into operation next lesson.)
LESSON 2. A CLASS DUTY ROSTER.

In this lesson the teacher will organize class duties. It is important that duties are rotated and every child is included. The teacher must continually supervise these activities until children accept this responsibility themselves.

PROCEDURE

1. The children and the teacher together should draw up a roster of duties to keep the classroom beautiful.

   These duties must be adapted to individual classrooms, but will probably include:
   - board monitor - to clean the board
   - book monitor - to keep class books in order
   - floor monitor - to sweep the floor
   - flower monitor - to put fresh flowers in vases
   - potplant monitor - to water the potplants
   - bin monitor - to empty the rubbish bins

2. Discuss the area outside the classroom.
   What can we do about that?
   Perhaps some of the children may be interested in starting a flower garden. Get this organised too.
   Appoint garden monitors to water and weed the garden.

3. The children should decide on penalties for class members who make work for the others to do.

LESSON 3. DO THE RIGHT THING.

Conclude these lessons on the environment with PLAY ACTING.

PROCEDURE

1. Divide children into small groups to plan and ACT-OUT a play to show how to:

   "DO THE RIGHT THING WITH RUBBISH".

2. Each play should be different.

   Suggested topics:
   - Children buying and eating twisties
   - Mother pealing the potatoes
   - Father burning the rubbish
   - School children eating their school lunch
   - Boys throwing stones at bottles
   - Children eating bananas.

   Teachers can add to this list of topics if they wish.

3. At the end of each play the children should discuss:

   Did the actors "DO THE RIGHT THING WITH THE RUBBISH"?
GRADE TWO

TOPIC 11: HEALTH SERVICES.

INTRODUCTION

There are many clinics, but only a few hospitals in Solomon Islands. Most clinics and hospitals are financed and run by the government, although there are also private clinics and hospitals conducted by churches, charities and other aid organizations.

Clinics are very important to village people who seek the help of the nurse when they or others in their family are sick. The clinic nurse also advises mothers on the care of their babies.

Clinics are found in many, but unfortunately not all villages. Many people have to walk a long way or travel by canoe to visit a clinic. A clinic may be staffed by one or more nurses working alone or with other health care workers. Doctors may also visit clinics from time to time.

Many nurses run clinics in several villages and must travel a long way before they start work, often walking through the bush, along the beach or travelling by canoe. Clinic nurses are very busy people.

Hospitals are for very sick people. Patients are usually sent to the hospital by a nurse or doctor working in a clinic. Patients are given special treatment in a hospital which cannot be given in a clinic or in their own home.

Both clinics and hospitals are very important and the children need to be made aware of the services they offer and how and when to use them.
WEEK 1. CLINICS AND HOSPITALS

OBJECTIVES:
By the end of this week the children will
- understand the purpose of clinics and hospitals,
- have less fear of visiting or being a patient in a hospital.

REFERENCES: Nil
MATERIALS: Nil

TEACHERS' NOTES:
Clinics and hospitals are places where people can go to get help when they are sick.

Most children would have visited a clinic with their mother, so they would know that the clinic nurse is very busy helping sick people and caring for babies.

A clinic nurse's duties include:
- weighing and measuring babies and advising mothers how to feed and care for them properly,
- giving injections to prevent serious sicknesses,
- providing first aid for injuries received in accidents,
- treating people who are sick,
- handing out medicines to sick people, and so on.

Hospitals are for very sick people. Patients are put to bed and cared for by hospital nurses and doctors. Some patients have operations, other patients are given medicine to make them better.

Many village people are frightened of hospitals. Usually the hospital is far away from their home and their wontoks, so they would be lonely, as well as anxious about what will happen to them in hospital. The fact that hospitals can make very sick people better needs to be stressed to reduce this fear.

LESSON 1. CLINICS.
The best way to conduct this lesson is to seek the help of a nurse at the clinic closest to the school. Perhaps the nurse who comes to school would be willing to help you.

PROCEDURE
EITHER
If possible arrange to take the children to VISIT THE CLINIC.
The children could observe the nurse:
- weighing the babies,
- giving injections to babies to prevent bad sicknesses,
- talking to mothers,
- bandaging sores,
- giving medicine to sick people,
- and so on.

OR
If a visit is not possible, the nurse might agree to come to school and talk to the children.

Otherwise the teacher must give this lesson.
In this case:

1. Talk about your own experiences when you have been sick and went to a clinic to get help.

2. Let the children talk about their experiences at a clinic.

3. SUMMARIZE by listing all the services available at a clinic. (See the lists above.)

LESSON 2. HOSPITALS.

PROCEDURE

1. Tell the class a story, "SALLY GOES TO HOSPITAL".

   Sally had the fever. She was very sick. She had been sick with the fever many times before and each time was worse. Her mother took Sally to the clinic and the nurse said, "Sally is very very sick. She must go to hospital where the doctors and nurses can care for her properly and make her better."

   The hospital was in Auki. It was a long way from the village. Sally's mother got some clothes ready. Then her father carried Sally to the canoe and made her comfortable and they all set off for the hospital. When they reached Auki, father picked Sally up and carried her to a taxi which drove them to the hospital.

   Sally was taken to her bed in a ward. A ward is a big room with lots of beds in it. Sally found there were children in the other beds. They all looked happy. Sally's mother was allowed to stay and she sat on a chair alongside Sally's bed.

   Soon the doctor came along to see Sally. The doctor took her temperature, looked at her eyes and throat and listened to her chest. Then the doctor said, "We will soon have you better, Sally, if you take your medicine."
After the doctor went away, a nurse came to wash Sally and make her comfortable in her bed. Then it was time for something to eat and before long it was time to go to sleep.

Next day Sally talked to some of the other children in the ward. They had all sorts of things wrong with them. One girl had a broken leg which was in plaster and she couldn't walk. A boy had had an operation and he had bandages all round his belly. Another boy had fallen out of a coconut tree and he had bandages around his head.

Each day visitors would come to see the children in hospital. Sally's wontoks came to see her and she was happy. In fact Sally was quite sad when she was better and it was time to go back to the village.

2. Discuss this story with the children.

Some of the children may be able to tell their experiences as a patient or visitor to a hospital.

3. In SUMMARIZING the lesson, make sure the children understand:

- Patients sleep in beds in wards in hospitals.
- Mothers can stay with children.
- Doctors examine patients to find out what is wrong.
- Nurses look after patients.
- There are other patients in hospital to talk to.
- Friends and wontoks can visit patients in hospital.

- HOSPITALS ARE TO MAKE VERY SICK PEOPLE BETTER.

LESSON 3. SALLY IN HOSPITAL.

PROCEDURE

1. PLAY ACTING

Let children act-out the story "SALLY GOES TO HOSPITAL"
You will need:
- Sally and her mother and father.
- The clinic nurse.
- Children who are patients and their mothers.
- A doctor.
- Some nurses.
- Cooks to prepare the patients' meals.
- Visitors to the hospital.

2. As they act-out the story, the teacher should talk about all the good things about going to hospital.
GRADE THREE

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Week 2. HOW WE CATCH A COLD.
- GERMS CAUSE COLDs. ("GERRY GERM").
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Week 3. COUGHS AND SNEEZES.
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Week 4. GERMS IN WATER
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Week 1. SUGAR, THE ENEMY OF TEETH.
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Week 4. HOW WE BEHAVE.
- DON'T BE A SHOW-OFF. ("BILLY THE SHOW-OFF")
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INTRODUCTION

Germs are extremely tiny living things (micro-organisms) which cause disease. They are too small to be seen with the naked eye, but can be seen under a high-powered microscope.

When germs get into or onto the body, they grow and multiply very quickly and make the person sick. Sicknesses caused by germs are called infections or infectious diseases.

Germs are very easily spread from one person to another. They can be spread in many different ways:

- by direct contact, i.e. by actually touching an infected area,
- by indirect contact, i.e. by touching objects where the germs have been deposited,
- through the air in tiny droplets when we cough or sneeze,
- in water which has been contaminated with germs, usually when infected body wastes are put into the water,
- on food which has been contaminated with germs, often from dirty hands and dirty dishes and by flies,
- by insects, such as mosquitoes which suck up germs from one person and put them into another person, and by flies which carry the germs on their legs.
- They can also be spread from animals, when we touch and fondle diseased pets.

It is difficult to teach children about germs because germs are invisible, so the children cannot see them. For this reason, the following lessons teach the children about germs through stories in which the germs are given names. There are activities following the stories to consolidate important points in the story and teach the children how to prevent the spread of germs.
WEEK 1.  Colds are catching.

OBJECTIVES:

The children will learn:
- the symptoms of a cold,
- how to care for a cold,
- that colds are catching.

REFERENCES:
"Children's Illnesses in Warm Climates" p. viii, 30
"Where there is no Doctor" p. 19, 163

MATERIALS: Nil

TEACHERS' NOTES

All people have colds from time to time. Most colds cure themselves, provided proper care is taken, including plenty of rest, good food and plenty to drink. However if colds are not treated properly, they can get much worse and develop into other more serious illnesses, including pneumonia.

It is important therefore that children know how to avoid colds. Strong healthy children who eat good food, have plenty of exercise and lots of sleep do not get many colds.

Colds are caused by germs and are caught from other people. The germs multiply in the nose and throat very quickly. Soon there are millions of germs which cause sore throats, running noses, headaches, coughs and sneezes.

Children who come to school with colds are very likely to pass them on to other children. Teachers therefore need to isolate sick children from others in the classroom, or else suggest the sick children stay home until the cold is better.

LESSON 1.  Colds make us miserable.

PROCEDURE

1. The teacher could introduce this lesson by MIMING some of the symptoms of a cold.

2. Recall earlier lessons about colds.

1) How do you feel when you have a cold?
   - sore throat, sore head,
   - running nose, sneezing, etc.
2) What should you do when you have a cold?
- wipe nose with calico
- cover mouth when coughing and sneezing
- drink lots of water, etc.

3. Tell the story of "SAMUEL'S COLD".

Samuel lives in Honiara, but he was going home to his village for a holiday. He had been looking forward to this visit for a long time and he was very excited. He had saved some money and during the week before he was to leave he went to the shops to buy some presents to give his mother, father, brothers and sisters.

He was to travel on the boat which left on Friday night. On Thursday he didn't feel very well. His head was aching and he felt very tired. When he woke up on Friday, he started to sneeze and his throat felt sore and his eyes were running. HE HAD A COLD!

On the boat the sea smelt so good and he was so excited that he almost forgot about his cold. And next day when he got home to his village everyone was so happy because they hadn't seen each other for a long time. The grown-ups talked and talked. And the children climbed all over Samuel. They hugged and kissed him because they were so pleased to see him.

Soon Samuel started to feel sick again. He sneezed and he coughed. His nose was running and his head was aching. His cold was getting worse. He was very tired, so he thought he had better go to bed.

Samuel had a good night's sleep. Next day he stayed quietly in the house. He felt thirsty, so he had many drinks of water and lemon juice. After two days he was feeling much better and said to himself, "Now I can enjoy myself with my family and friends".

4. Discuss this story with the children.

1) How did Samuel feel when he had a cold?
coughing headache tired
sneezing sore throat miserable
shivering watery eyes

2) What did Samuel do when he felt sick?
had a good sleep
stayed quietly in the house
drank lots of water and lemon juice

3) What did he want to do when he felt better?

4. IN HEALTH BOOKS

Make a heading: SAMUEL HAD A COLD

Make a drawing of Samuel with a cold.
LESSON 2. WHO CAUGHT SAMUEL'S COLD?

PROCEDURE

1. Recall the story of "SAMUEL'S COLD", so far.
   - Samuel got a cold just before he left Honiara to return to his village.
   - He forgot about his cold because he was very excited meeting his family again.
   - He soon started to feel sick again, but he knew what to do when he had a cold. He had a good sleep, stayed quietly in the house and had lots of water and lemon juice to drink.
   - After two days he felt better and said, "Now I can enjoy myself with my family and friends."

2. Continue the story of "SAMUEL'S COLD".

   Samuel was feeling much better when he woke up in the morning and his throat was not sore and his head was not aching. His nose was not running and his cough was nearly better. In fact he felt very good.

   He went to have his breakfast and his mother looked very miserable. She had a cold. She was coughing and sneezing, her nose was running and her head was aching. She told Samuel that his father was sick too. He felt so sick that he was staying in bed.

   Samuel's brothers and sisters were sick too. They were all sneezing and coughing. They all had colds.

   Samuel's mother said, "Samuel, why did you bring a cold with you when you came home from Honiara? Now we have all caught it. We have all caught the cold from you."

3. Discuss this part of the story with the children.
   Explain:
   Colds are catching
   - We get colds from other people.
   - We can give colds to other people.

4. DRAMA:

   Let the children ACT-OUT the story: "SAMUEL'S COLD".

   You will need:
   Shop keepers in Honiara
   The crew of the boat
   Samuel
   His mother, father, brothers and sisters

5. To summarize this lesson, revise the following points:
   1) We catch colds from other people with a cold.
   2) When we have a cold we can pass it on to other people.
WEEK 2. HOW WE CATCH A COLD.

OBJECTIVES:

The children will learn:
- colds are caused by germs,
- how colds are caught from other people.

REFERENCES:

"Children's Illnesses in Warm Climates" p. viii, 30
"Where there is no Doctor" p. 19, 163

MATERIALS:

Pictures of Gerry Germ.
Flour (for lesson 2).

TEACHERS' NOTES

In this lesson the children are introduced to germs. Children have difficulty understanding germs, because we are unable to provide a real experience, i.e. we cannot give them germs to see, feel and handle. To say that germs are very tiny and can only be seen with a microscope has little meaning to the children who probably have never even used a magnifying glass.

This lesson therefore makes use of cartoon characters to give the children some understanding of the way germs are spread, why diseases are catching and how to prevent the spread of disease.

LESSON 1. GERMS CAUSE COLDs.

1. Recall the story of "SAMUEL'S COLD" from last week.

   Ask the children:
   - Do you remember what happened to Samuel's family after Samuel came home to the village? (They all got colds.)
   - What did Samuel's mother say to Samuel? (Why did you bring a cold with you when you came home from Honiara? Now we have all caught it.)

2. CATCHING COLDs.

   Discuss:
   - Can you remember when someone in your family or in your village had a cold and gave the cold to you?
   - Does anyone know how one person can give a cold to another person?
Explain:
- When we are sick with a cold, we have GERMS in our throat and nose and these germs make us sick.
- Germs are very very tiny. We cannot see them.
- Germs can get from one person to another when we do not have good health habits.

3. Commence the story of "GERRY GERM".

Gerry Germ is one of the germs who was living in Samuel's throat when he came home to the village to see his family. He had lots of brothers and sisters living there with him, in fact there were millions of germs.

Samuel knew they were there because they made him feel sick. They made his throat sore and they made him cough. Some of them got into Samuel's nose and made his nose run and made him sneeze. They made Samuel's head ache too. Germs are not good to have living inside you.

4. SHOW THE CLASS A CARTOON PICTURE OF GERRY GERM.

EXPLAIN:
This is a picture of Gerry Germ.
He is not as big as this.
If I drew him his real size, you couldn't see him.
He is very very tiny.
So tiny that he can take a ride on a speck of dust.

SHOW DUST BY RAISING CHALK DUST IN A BEAM OF LIGHT

5. IN HEALTH BOOKS

Make a heading: COLDs ARE CAUSED BY GERMS

ART WORK:
Draw Gerry Germ, riding on a speck of dust.

LESSON 2. MORE ABOUT GERRY GERM.

1. Recall the story of "GERRY GERM" so far.
Then continue the story.

When Samuel's cold was nearly better, Gerry Germ started to get very worried. He said to himself, "If I don't get out of here very quickly, I will die."

Then all of a sudden Samuel sneezed. Lots and lots of tiny drops sprayed out of his mouth.
2. **HAVE YOU EVER NOTICED THE SPRAY WHEN SOMEONE SNEEZES?**

**DO THIS:**
Sneeze into some flour in your hand.
Observe the spray.

3. **Continue the story of "GERRY GERM":**

When Samuel sneezed, who do you think was hanging onto one of the tiny drops? Gerry Germ, of course.

(SHOW THE PICTURE OF GERRY GERM IN A SNEEZE)

Gerry Germ floated around in the air for a while. And then he saw Samuel's sister, Ruth. He came very close to Ruth's nose. Then when Ruth breathed in, Gerry Germ went in too.

He settled himself comfortably at the back of her throat. "That was easy." said Gerry. "Now I can grow big and fat and make lots more germs to be my brothers and sisters and we will all be very happy."

But Ruth was not happy. She had a very bad cold and she felt very sick for a week. She was so sick that she had to stay home from school and she missed her lessons. Ruth said, "I wish Samuel had kept his germs to himself. Why did he give them to me?"

4. **Talk to the children about this story. Ask them:**

- How many germs were in Samuel's throat when he was sick? (millions)
- How big are germs? (very very tiny)
- What happens to germs when a cold gets better? (they die, or escape and find another home)
- How did Gerry Germ escape? (on the spray in a sneeze)
- What was Gerry Germ's new home? (in Ruth's throat)
- How did he get there? (he was breathed in with the air)
- What happened then? (he started to grow and made lots more germs)

5. **IN HEALTH BOOKS**

Make a heading: GERMS IN SNEEZES

**ART WORK:** Draw Gerry Germ in a sneeze.
WEEK 3. COUGHS AND SNEEZES.

OBJECTIVES:
The children will learn:
- coughing and sneezing are ways germs are spread,
- how to shield coughs and sneezes,
- rules to prevent the spread of colds by coughing and sneezing.

REFERENCES:
"Children's Illnesses in Warm Climates" p.viii, 23, 133

MATERIALS:
Clean calico or paper tissues.

TEACHERS' NOTES:
The mucous which collects in the nose and throat when we have a cold or other throat or nose infection makes us want to cough and sneeze. Sneezing and coughing are natural reflex actions to clear the airway and enable us to breathe. Unfortunately this mucous contains millions of germs which are spread from one person to another when we sneeze and cough.

This method of spread of diseases is called airborne or droplet infection, because the germs are carried in the air on tiny drops of mucous. Sometimes the droplets are breathed in by another person, but other times the droplets may land on food or on hands shielding a cough and enter a new host this way.

If the children understand that germs are spread this way, they will be better motivated to put good health habits into practise.

LESSON 1. GERRY GERM IN COUGHS AND SNEEZES.
1. Recall lessons about "SAMUEL'S COLD" and "GERRY GERM".
   Ask:
   - Where are cold germs found? (in nose and throat)
   - How did Gerry Germ escape from Samuel? (in a sneeze)
2. COLDS MAKE IT HARD TO BREATHE.
   Ask:
   - Can you breathe properly when you have a cold?
   - Can you breathe better when you cough or sneeze?
Explain:
- When we have colds, germs grow in the nose and throat and we CANNOT BREATHE properly.
- Coughing and sneezing helps us BREATHE properly.
- But the spray from our mouth contains germs.

COUGHS AND SNEEZES SPREAD GERMS

3. Continue the story of "GERRY GERM":

When we last heard about Gerry Germ he had found a new home in Ruth's throat. He grew fatter and fatter and made lots more germs and Ruth's cold got worse and worse. But Ruth knew what to do when she had a cold. She went to bed, had lots of lemon drinks and had lots of good food to eat. Soon she started to feel better again.

Ask: WHAT HAPPENS TO GERMS WHEN A COLD GETS BETTER?
(They die if they do not find a home in another person.)

Gerry Germ is very clever at finding a new home. He knows that sometimes it is easy and sometimes it is hard. He likes to live in some villages where the people do not understand about colds, because these people make it very easy for Gerry Germ.

These things which make it easy for Gerry Germ.
- Sneezing and coughing.
  (Gerry floats away on a spray drop.)
- Many people living close together.
- Many children together in a classroom.
- People sleeping in the same bed.

Gerry doesn't always float into a new person on his tiny drop. There are other ways he can get in. Sometimes he lands on somebody's hand. He is not very worried if he lands on a child's hand, because he knows that most children do not wash their hands very often and soon they will put their hand up to their mouth.

Sometimes Gerry's spray drop lands on some food. Some people are very careless where they sneeze and cough. They sneeze all over food and this is what Gerry likes. He knows that soon someone will eat the food, so he will get into a new person and find a new home. I wonder would Gerry Germ like to live in your village?

4. Summarize important points in this story on the board:

HOW COLD GERMS SPREAD
sneezing and coughing near other people.
coughing or sneezing over food.
unwashed hands.
5. IN HEALTH BOOKS
(1) Write COUGHS AND SNEEZES SPREAD DISEASES.

(2) FAST WORKERS can complete the following table.

<table>
<thead>
<tr>
<th>WHERE I CATCH A COLD</th>
<th>WHY (children supply answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom</td>
<td>(Many children close together)</td>
</tr>
<tr>
<td>At home</td>
<td>(Many people crowded together)</td>
</tr>
<tr>
<td>In bed</td>
<td>(Sleeping with other people)</td>
</tr>
</tbody>
</table>

LESSON 2. HOW TO STOP GERRY GERM.

1. Recall previous lesson about "GERRY GERM" and the ways he is able to find himself a new home.

2. Then continue the story of "GERRY GERM":

There are some homes and some villages which Gerry germ does not like. This is where the people live who know all about germs. These people do not want to get sick and have colds all the time. All the grown-ups, and children too, have good health habits. These people know what to do about coughs and sneezes. When these people have colds, they stay away from other people. They are careful that their sneezes and coughs do not go to far. They stay away from crowded places and do not sleep close together.

One thing Gerry dislikes very much is sunlight and fresh air, because he knows that being outside in the sun and fresh air will make him shrivel up and die. So Gerry keeps away from people who spend a lot of time outside and put their clothes and bedclothes out in the sun to air.

3. Summarize this story.
Teacher and children together should make up some rules to prevent sicknesses spread by coughing and sneezing.

1) Always stop a sneeze going to other people by:
   - turning the face away,
   - holding calico or a tissue over the mouth,
   - putting a hand in front of the face.
2) Keep our hands very clean.
3) Do not share beds with other people.
4) Let fresh air and sunshine into our homes.

4. MIMING
Children can ACT-OUT what to do with coughs and sneezes.

NOTE FOR TEACHERS
The children should continually practise these good health habits. Teachers must supervise this at all times.
WEEK 4. GERMS IN WATER.

OBJECTIVES:
The children will learn:
- germs cause belerun,
- germs which cause belerun may be in water,
- how these germs get into the water,
- how to stop these germs.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 45, 151.
"Where there is no doctor" p.131-139.

MATERIALS: Nil

TEACHING NOTES
In the last few lessons, the children have learnt that germs cause colds. This week they will learn that there are germs in water which make us sick. In these lessons, as in previous lessons about germs, the germs are personified and given a name. This time the name chosen is Walter Germ. If Walter Germ gets into water and we drink the water, we will get belerun.

It is very easy for these germs to get into rivers, dams and reservoirs and other sources of water for towns and villages. It is therefore dangerous to use water for drinking or other household purposes straight from the river or other source. The water supply in towns is usually chlorinated to kill the germs. Village people should boil the water to make it safe.

There is also a danger when people use the sea as the toilet. The sea water becomes loaded with germs which can enter the body when people swim and play in the water.

LESSON 1. GERMS IN THE WATER CAUSE BELERUN.

PROCEDURE
1. Recall what they have already learnt about germs:
   - Gerry Germ lives in the throat and cause coughs, colds and other more serious respiratory diseases.
   - Gerry Germ is spread by droplets through the air in coughs, sneezes, and other unclean habits.
2. Tell the story of "WALTER GERM".

Walter Germ is one of Gerry Germ's cousins. He is called Walter, because he likes water. Sometimes we find him in rivers and streams and dams and reservoirs and even the sea. At other times he is inside people's bodies, in the part of the food tube called the gut. It is very watery in the gut so I guess that is why Walter Germ likes to live there.

When Walter Germ is inside people's bodies, he makes them feel very sick. Walter Germ causes a bad disease called belerun. If Walter Germ gets inside babies, he can make them very sick indeed, so sick that sometimes they die. Walter Germ is a very bad germ. We must learn how to stop him.

Walter Germ can get inside us when we drink water from the river or stream. He can also get inside us when we swim or play in the sea. When he gets inside, he grows big and strong and makes lots more germs to be his brothers and sisters. When we throw up and when we have bele-run, Walter Germ and his brothers and sisters get pushed out of the body. Then they look for some water, so they can get back into another person and make them sick too.

How does Walter Germ get into the water? Well, people who live in some villages make this very easy for Walter Germ. They use the river as a toilet and put all the rubbish in the river too. The women wash the dirty clothes in the river. (Walter Germ often gets on clothes and makes them dirty). Children often play and swim in the water.

Some people use the beach as a toilet. Sometimes waves carry him out to sea. But sometimes the sea is calm and Walter Germ waits near the shore, hoping some children will come down to play and swim in the water.

Some people use the bush as a toilet. When this happens, Walter Germ waits for the rain to come. Then he can float in water which runs off into a stream.

It is very easy for Walter Germ to get into water, isn't it? That is why so many children, and grown-ups too, often get this bad disease called belerun which makes them feel so sick.

3. Discuss this story with the children.
Talk about all the ways germs can get into water.

- Toilet in or near the stream.
- Toilet on the beach.
- Wash clothes in stream.
- Put rubbish in the stream.

STRESS THE SITUATION IN YOUR VILLAGE.
LESSON 2. HOW TO STOP WALTER GERM.

PROCEDURE

1. Recall the ways germs get into water.

2. Continue the story of "WALTER GERM''.

Walter Germ knows that there are some villages where the people understand about germs and how they are spread. He knows that these people have good health habits. He keeps away from these villages, because he knows that if he goes there he will be killed.

These people know:
1) that germs get into water by dirty toilet habits, such as using the river, beach or bush as a toilet, so they all use TOILETS.

2) that germs get onto hands by dirty toilet habits, so they always WASH THEIR HANDS WITH SOAP after using the toilet,

3) that germs get into water from
   - washing clothes in rivers or streams,
   - playing and swimming in rivers and streams,
   - putting rubbish in rivers or streams,

4) that germs are killed if they BOIL THE WATER.

People who remember these rules do not have many visits from Walter Germ, so they do not get sick with bele-run. Would Walter Germ want to live in your village?

3. Discuss this story with the children.
   Make the discussion relevant to your village. i.e. to the toilet habits of the people.

   Make up RULES similar to the following:
   1) DO NOT TOILET IN OR NEAR THE STREAM
   2) DO NOT PUT RUBBISH IN THE STREAM
   3) ALWAYS BOIL DRINKING WATER

4. Teach the song: BOIL YOUR WATER (Tune: Frere Jacques)

   Boil your water, boil your water.
   From the stream, from the stream.
   Make it safe for children, make it safe for children.
   Kill the germs, kill the germs.

IN HEALTH BOOKS
Make a heading: HOW TO PREVENT GERMS IN WATER
Write the above rules.

For quick workers:
Write your answer to the following question:
"Would Walter Germ like to live in your village?"
GRADE THREE.

TOPIC 3: TEETH AND FOOD

INTRODUCTION

In the days when everyone ate a traditional diet containing lots of crisp raw fruit and vegetables from the garden, dental problems were rare. These problems are now unfortunately on the increase because of the change of diet. People are eating less of the traditional, fresh foods from the garden and more of the packaged foods, the so-called Western foods, from the store.

Many of these "new" foods are made from refined starch and sugar which sticks to the mouth and leaves behind a slimy film called PLAQUE. If this film is not removed, the teeth will decay, (i.e. get holes in them) and this causes toothache.

Toothache is very uncomfortable and can also make the person very sick. Decayed teeth need treatment. But in many villages this treatment is not available, so the tooth is pulled out by someone in the village.

It is most unfortunate when children lose their teeth. So they should be taught to value their teeth and learn how to care for them. They must be encouraged to eat less refined food from the store and more traditional food. They should be warned to take care not to break their teeth.

Most important of all, they must be taught about the importance of cleaning their teeth regularly and encouraged to do this. Many children do not clean their teeth and they do not understand the need for cleaning their teeth. They do not realize that teeth get dirty.

Teeth should be cleaned regularly for several reasons.
1. To remove stains caused by some foods.
2. To make the mouth feel and smell fresh.
3. MOST IMPORTANT. To remove the slimy film, called plaque, which forms on the teeth and causes tooth decay.

The importance of cleaning the teeth properly cannot be overstressed. As with all the lessons on cleanliness, it is necessary for the teacher to set a good example at all times.
WEEK 1. BAD FOOD FOR TEETH.

OBJECTIVES:

The children will:
- learn that sugary foods from the store leave a rough slimy film (called plaque) on teeth which rots teeth,
- make a mobile or chart of bad sugary foods.

REFERENCES:
"Where there is no doctor" p. 229
"Children's Illnesses in Warm Climates" p.39

MATERIALS:

A picture of SID'S BAD TOOTH (with a big hole) either
- on stiff cardboard to make a mobile or
- in the centre of a sheet of chartboard to make a poster.

TEACHERS' NOTES

The greatest enemy of our teeth is plaque, the rough slimy film which coats our teeth. Plaque comes from our food, especially sugary and starchy foods which stick to the teeth. The worst offenders are cakes, biscuits, chocolates and sticky toffees and lollies, especially if these are eaten between meals. Sugar, honey, jam, treacle, golden syrup, icecream, iceblocks and sugary drinks are also harmful. Most of these foods are Western foods which come from the store.

Germs live in the plaque. The germs use the sugar for their food. In the process the germs produce acid which eats into and dissolves the enamel, which is the hard outside coating of the teeth. Soon there will be a hole in the enamel. Then the germs can get inside the tooth and cause it to rot. Toothache is caused by rotten teeth. Rotten teeth either have to be filled by a dentist (or dental therapist) or pulled out.

It is very serious if children have to lose their teeth, especially if they are their second teeth which are supposed to last for a life-time. So it is very important that they learn to look after their teeth by cleaning them regularly and avoiding sticky sugary foods which are so bad for their teeth.
LESSON 1. SUGAR ROT S TEETH.

In this lesson the children are told a story about the damage plaque can do, but the term, plaque, need not be mentioned if the word is too difficult for the children.

PROCEDURE

1. Recall lessons in grades 1 and 2 when the children were taught how to clean their teeth.

   Revise the method:
   - Clench teeth together and brush front teeth round and round.
   - Open mouth and brush back teeth inside and out.
   - Open mouth, flick and brush inside bottom front teeth.

   Teacher and children should do these actions together.

2. Teach the poem: CLEAN TEETH

   Brush your teeth every day,
   With your toothbrush you can play.
   Round and round, front and back.
   Move those food scraps from each crack.

3. Tell the story of "SID, THE SUGAR KID".

   Sid the Sugar Kid loved sugar and sugary things. Most of his time was spent searching for sugary things to eat. He liked biscuits and cake and sticky lollies. Sometimes he would put his finger in the honey pot and pick up as much honey as his finger would hold and put it into his mouth. He did this with jam and treacle too. When he had a cup of tea, he would put 6 teaspoons of sugar in it (if his mother wasn't looking).

   When Sid was 5 years old and still had all his baby teeth, the dental nurse came to the village. She looked at Sid's teeth and said, "You have got some holes in your teeth, Sid. I will have to put some fillings in them. You eat too many sugary foods. You will have to be more careful when your second teeth start to come."

   Sid liked the dental nurse, but he did not listen when she told him not to eat sugary foods. Sid knew he would never be able to resist all those sweet things he found in his mother's kitchen. So Sid continued to eat the sweet, sugary, sticky foods that he loved.
One day Sid felt a wiggle in one of his bottom front teeth. That evening the tooth wiggled right out and Sid nearly swallowed it. He showed it to his mother. She told him to watch the space because his new tooth would grow there. The tooth took a long time to grow, but one day his tongue felt something sharp. He ran off to show his mother. Yes, a new tooth was coming through.

Mother said, "You will have to take good care of that tooth, Sid. You will not get another one."

Sid did look after the tooth by brushing it, but he did not stop eating sugary foods. He continued to eat fingerfuls of jam and honey when his mother wasn't looking. When he had some money, he would buy lollies at the store.

Bit by bit, the sugar started to wear a hole in Sid's new tooth. The hole got bigger and bigger.

Next time the dental nurse came to the village, she said to Sid, "I hope you have been looking after your teeth. Have you been brushing your teeth morning and night?" "Yes," said Sid. "Well, I hope you have not been eating sugary foods. Let me have a look at your teeth."

When the dental nurse looked in Sid's mouth, she looked at the new tooth and she found a big hole. She said, "Sid, you have a big hole in your new tooth. How do you think that happened? Have you been eating lots of sugary foods?"

Sid had to tell the nurse that he had been eating sweet things, but he always tried to brush the sugar off when he cleaned his teeth at night.

The nurse told Sid to rub his tongue over his teeth. She said, "Can you feel a rough slimy feeling? That is the sugar (plaque) sticking to your teeth. That slimy sugar (the plaque) stays on your teeth all day and rots your teeth."

The dental nurse put a filling in Sid's tooth and said she hoped Sid would remember not to eat sugary foods all the time.

I wonder if Sid will have any more holes in his teeth when the dental nurse comes back to the village next year.

4. (1) Discuss this story with the children.

(2) Make a list of all the foods from the store which Sid like to eat.
5. Teach the poem: FOOD FOR TEETH

   Keep all your teeth strong and white.
   Make sure your eat the food that's right.
   Don't eat sweets and all that lot.
   For if you do, your teeth will rot.

6. IN HEALTH BOOKS

   Make a heading: TEETH
   Write: SID THE SUGAR KID HAD BAD TEETH
   Draw: Some of the sweet foods from the store that Sid liked to eat.

7. HOME TASK
   Find labels and wrappers of sugary foods to bring to school for the next health lesson.

LESSON 2. THESE FOODS ARE BAD FOR TEETH.

PROCEDURE

1. Show the picture of SID'S BAD TOOTH (with a hole)
   Ask the class:
   - How did this happen?
   Recall important points from the story told last lesson.

2. CLASS CRAFT ACTIVITY
   Organize the class to make either a mobile or a large poster to show the foods which cause holes in teeth.

   MOBILE
   Cut around the outline of the Sid's bad tooth.
   Hang the wrappers or labels of sugary foods which the children collected onto the cut-out tooth.
   Hang the mobile from the roof rafters.

   POSTER
   Write a heading: THESE FOODS ARE BAD FOR TEETH
   Paste the wrappers or labels in an attractive way around the picture of the rotten tooth on the chart paper.
   Display the poster on the classroom wall.
WEEK 2. GOOD FOOD FOR TEETH.

OBJECTIVES:

The children will
- learn that fresh fruit from the garden is good for teeth,
- make a mobile or chart of foods which are good for teeth.

REFERENCES:

"Where there is no doctor" p. 229
"Children's Illnesses in Warm Climates" p.39

MATERIALS:

A picture of SID'S GOOD TOOTH (with NO hole) either
- on stiff cardboard to make a mobile or
- in the centre of a sheet of chartboard to make a poster.

TEACHERS' NOTES

Children in the villages who eat plenty of crisp fresh fruit and vegetables from the garden usually do not have many, if any holes in their teeth. So these lessons are to encourage them to eat more of these good foods which are available in the village.

Unfortunately once they have acquired a taste for the Western junk foods which are in the store, it is hard to persuade them to give them up. However this lessons and any others in this health course will attempt to do this.

LESSON 1. FRUIT IS GOOD FOR TEETH.

1. Recall the story of SID, THE SUGAR KID.
   Make sure the children understand that eating lots of sugary foods, especially between proper meals, will rot their teeth, their teeth will ache and they will have to have holes filled by the dentist or the dental nurse.

2. Continue the story of "SID THE SUGAR KID".

   Sid did not like having his tooth filled. He had to sit in a chair which tipped right back and open his mouth wide. It didn't really hurt, but it felt uncomfortable. He decided that he would look after his teeth now so he wouldn't get any more holes.

   While the nurse was filling his tooth, she talked to Sid. She told him that he didn't have to stop eating sweet things altogether. He could eat bananas, pawpaws, pineapples and coconut and chew sugar cane. The bad foods were the sticky ones from the store. He could have just one lolly sometimes. A good time to eat it was after meals.
So Sid went home. He saw the honey pot and the jam jar and the sugar bowl. He wanted to put his finger in, but he said to himself, "No. You don't want any more holes in your teeth."

He went out into the garden. He looked at the banana tree. It was loaded with beautiful yellow bananas. He pulled one off, peeled it and popped it into his mouth. That wasn't too bad, in fact it was quite nice. Then he saw the pawpaw tree. It was loaded with beautiful yellow pawpaws. Sid thought pawpaws were for babies and pigs. But the nurse said pawpaws were good to eat, so he tried one. Yes, it was really good. And it was sweet too.

Soon Sid forgot all about the honey pot and the jam jar and the sugar bowl. Instead of Sid, the sugar kid, he became Sid, the fresh fruit kid.

When the nurse came back to the village next year, Sid had 3 more second teeth and not one hole. I think he had learnt his lesson, don't you?

3. (1) Discuss this part of the story with the children.
   (2) Make a list of all foods from the garden which are good for teeth.

4. IN HEALTH BOOKS
   Make a heading: TEETH
   Write: SID THE FRESH FRUIT KID HAD GOOD TEETH
   Draw: Some of the fruits Sid liked to eat.

LESSON 2. THESE FOODS ARE GOOD FOR TEETH.

1. Show the picture of SID'S GOOD TOOTH (with NO holes)
   - Ask the class: Can you see any holes in this tooth?
   Recall important points from the story told last lesson.

2. CLASS CRAFT ACTIVITY
Organize the class, as last week, to make either a mobile or large poster to show the FOODS WHICH ARE GOOD FOR TEETH.

The children should draw, colour in and cut out of fruit from the garden, such as bananas, pawpaws, pineapples, coconut, sugar cane and other fruit available in the village.

MOBILE
Cut around the outline of the good tooth.
Hang the pictures onto the cut-out tooth.
Hang the mobile alongside the other one from the roof rafters.

POSTER
Write a heading: THESE FOODS ARE GOOD FOR TEETH
Paste the CUT-OUT PICTURES in an attractive way around the picture of the GOOD TOOTH on the chart paper.
Display the poster on the classroom wall.
GRADE THREE

TOPIC 10: KEEPING SAFE

INTRODUCTION

All children have accidents and unfortunately many can be serious, resulting in severe injury and even death. Many people believe that most accidents just happen and nothing can prevent them, but this is not so. All accidents have a cause and most can be prevented.

Teachers have a very important part to play in accident prevention. School must have safety rules to prevent accidents at school and when travelling to and from school. Teachers must make sure these rules are obeyed. This means that the rules must be continually reinforced until they become second nature.

Teachers must ensure that the school environment is as safe as possible by removing hazards and making dangerous areas out of bounds, and must supervise the children's activities both in the classroom, in the playground and on the sports field at all times.

As children grow older, they must learn to take more and more responsibility for their own safety, and this is the reason for safety lessons in the curriculum.

The lessons which follow are about dangers associated with children's activities. These lessons try to make children aware of the dangers in their environment and how to avoid these dangers. Attempts are also made to show that accidents often happen because of the way they behave. The children are encouraged to accept responsibility for their own safety and to develop their own safety rules.
WEEK 1. THINGS WE PLAY WITH.

OBJECTIVES:

The children will learn:
- some toys may be unsafe for small children,
- some playthings for older children can be dangerous if used carelessly,
- the need to be responsible to prevent accidents.

REFERENCES: Nil

MATERIALS:

Some toys which village children play with.
A bow and arrow, and/or a stone and sling, or a picture of a boy using a bow and arrow or a sling.

TEACHERS' NOTES

Small children have no understanding of danger and for this reason are continually having accidents. It is often the responsibility of older children to care for the little ones in the family. For this reason, it is very important that school children understand the risks.

Many of the toys which children play with, both home-made and bought from the store, are dangerous, especially for young children. Some of these dangers are:
- sharp edges which cut,
- rough edges which splinter,
- paint which flakes off and could be eaten,
- small parts like buttons or beads which come off and could be swallowed or put into ears.

Older children sometimes play with objects which are safe if used correctly, but if used incorrectly can be very dangerous indeed. For example, bows and arrows and slings. These children must be made aware of these dangers and of the need to be responsible and think before they act when they are handling dangerous objects.

LESSON 1. SMALL CHILDREN'S TOYS.

PROCEDURE

1. Display all the toys.
   
   1) Pick them up one by one and ask the children:
      - What is this toy?
      - Who play with this toy?
      - What do they do with them?
      - How do they play with them?
   
   2) Let them SHOW you what children do with the toys.

5/3
2. Sort the toys into two groups:
   Group 1. FOR BABIES AND SMALL CHILDREN
   Group 2. FOR SCHOOL CHILDREN

3. Study the toys in GROUP 1.
   Ask the children:
   Are these toys safe for babies and small children?

   Take one toy and examine for the following dangers.
   - SHARP EDGES (which could cut).
   - SPLINTERS (in rough wood).
   - BEADS OR BUTTONS (could be SWALLOWED or put in EARS).
   - CHIPPING PAINT (which could be eaten).

   Children should examine each toy and look for anything which could be a danger to a baby or child.

   (The teacher could write the list of dangers on the board as a guide for the children.)

4. IN HEALTH BOOKS

   Make a heading: DANGEROUS TOYS

   The children can copy the above list of dangers and draw a picture (or write about) a toy which is unsafe for young children.

5. HOME EXERCISE:

   1) The children should examine the toys at home to see if they are safe for the young children.

   2) They should bring one dangerous toy to school for the next health lesson.

LESSON 2. BOWS AND ARROWS, STONES AND SLINGS.

PROCEDURE

1. Ask children to show dangerous toys they found at home and point out the danger. These dangerous toys could be displayed in classroom.

2. Draw attention to playthings in GROUP 2. They should examine each one, as before, and report on features which could be dangerous and cause accidents.

3. BOWS AND ARROWS, STONES AND SLINGS
   Display the real objects or the pictures.
   Ask the children:
   - Is it safe to shoot an arrow or stone from the sling?
   - What could happen?
   The children may be able to tell you about accidents which have happened this way in their village.
4. Tell the story, "BENJAMIN STALKED GOLIATH".

Benjamin was seven. He had been to Sunday School and he had heard the story of "David and Goliath". Goliath was the giant and David killed him with a stone shot from his sling. Benjamin thought this was a great story.

Benjamin had a sling. He used to go into the bush and try to shoot birds. He wasn't a very good shot, so he nearly always missed his target. However the stone often went very close to the birds. The birds would get a fright, they would squawk and fly away.

Benjamin's mother did not like him playing with a sling, because she knew it was very dangerous. A stone from a sling travels very fast, so if it hits someone, it could injure them very badly or even kill them. She told Benjamin not to use his sling anywhere near the village. So Benjamin used to go into the bush to shoot his sling.

One day Benjamin pretended to be David hunting Goliath. He pretended Goliath was behind a tree in the bush. He aimed and fired. There was a terrible scream. David realised he had hit someone. He ran to the tree and found his little sister, Mary, with her hand over her eye and blood running everywhere. The stone from David's sling had hit Mary in the eye.

He carried his sister back home and his mother sent him to get the nurse. But the nurse said, "This is a very bad injury. Mary will have to go to the hospital, so the doctor can treat her eye."

This story does not have a happy ending. The doctors in the hospital could not fix Mary's eye. She was blind. I wonder how Benjamin would feel, knowing he had made his little sister blind in one eye because he shot a stone from his sling.

5. Discuss this story with the children.
Make sure they understand:
- It is very dangerous to shoot stones from slings.
- It is cruel to aim at birds.
- Sometimes people are hit accidentally.
- The stones can cause serious injuries or even kill.

6. Apply this story to the local situation, if village children play with slingshots, bows and arrows or fish with spears.

IN HEALTH BOOKS
Make a heading: SLINGSHOTS (or BOWS AND ARROWS or SPEARS)
Complete the sentence:
Slingshots (bows and arrows, spears) are dangerous because.............
WEEK 2. GAMES WE PLAY.

OBJECTIVES:

The children will learn:
- sometimes their games can be dangerous,
- if they obey the rules and take care, their play can be accident free.

REFERENCES: Nil

MATERIALS:

Items used by children when playing ball and other games. Simple "SAFE" and "UNSAFE" SIGNS for each child. (written on scraps of paper)

TEACHERS' NOTES

Many of the games which children play have the potential to be dangerous. The danger comes not only from the game itself and what is used to play it, but where it is played.

Ball games are probably the most popular games of all, but unfortunately players are often injured, sometimes seriously. Whenever a ball is thrown, hit with a racquet, bat or stick, or kicked, there is a chance that there will be a mis-hit and another child will receive a blow from the ball, the bat or the foot.

However if children obey the rules and take care, their play can be enjoyable and accident free.

LESSON 1. BALL GAMES.

PROCEDURE

1. Introduce this lesson by having a class discussion about the ball games the children like to play.

2. Tell the story of "THE VILLAGE CRICKET MATCH".

All the boys in the village liked playing ball games. They played before school, at recess time and when they got home from school. Some of them were very good players. The game they liked best was football and they all practised very hard so they could get in the school football team.

One day they decided to play a different game. They had read a story at school about the game of cricket boys in England played. It sounded a great game so the village boys thought they would like to try it.
They found an old tin can to use as a wicket and they found a piece of wood to use as a bat. Then they had to find somewhere to play. It had to be a big area so there was room for the fielders. The place they chose was near the village church.

Tom was the opening batsman. He placed his bat ready to receive the first ball from Pete, the opening bowler. Pete bowled up a slow ball. Tom moved out to play it, but he missed and the ball hit the wicket. "You are out, you are out", shouted all the fielders. So poor Tom had to walk off the field and give the bat to the next batsman who was Jacob.

Jacob stood in front of the wicket and tapped his bat on the ground, waiting for the ball. This time Pete bowled a faster ball. Jacob hit the ball with great force, it went flying up into sky and then in through a window of the church and then there was a crash and the sound of broken glass as the ball hit the flower vase at the front of the church.

All the boys stood still. They didn't speak. Then Pete said, "Let's run away." But Jacob said, "No, we can't do that. We must own up." So Jacob went to the pastor and told him what had happened. He said he was very sorry about the accident. Together they went to the church to look at the damage. There was broken glass and water and flowers everywhere. The pastor told Jacob to clean up all the mess.

Then the pastor said, "I am pleased that you came and told me what happened. You must promise me that in future you will not play ball games near the church."

The other boys were waiting for Jacob. Jacob told them what the pastor said. They picked up their wicket and bat and ball and went to find somewhere else to play their cricket match.

3. Discuss this story with the children. Include these questions:
   - Why did the boys play cricket near the church?
   - How did the accident happen?
   - What would be a better place to play?

4. Talk about the ball games the children play.
   1) The types of accidents which can happen with balls.
      - Hitting another player.
      - Hitting an onlooker.
      - Breaking a glass window.

   2) Safe places to play.
      - A flat area.
      - Plenty of space to run and throw or hit ball.
      - Away from buildings.
      - Away from people.
LESSON 2. SAFE AND UNSAFE WAYS TO PLAY.

PROCEDURE

1. Recall the previous lesson about ball games. Drill the SAFE RULES FOR BALL GAMES.

2. OTHER WAYS CHILDREN PLAY.

Have a class discussion about other games village children play and make a list on the board.

3. ARE THESE GAMES SAFE OR UNSAFE?

(In this part of the lesson the children will decide whether games are safe or unsafe.)

- Give each child a "SAFE" and "UNSAFE" sign.
- Then tell brief stories (as below) or other stories more suitable for your school.
- After each story, the children should decide whether it is "SAFE" or "UNSAFE", and hold up that sign.
- If it is UNSAFE, the children should talk about it, and decide what is the SAFE WAY TO PLAY.

Here are some examples:

1) Children are playing chasey near a busy road.
2) Girls are playing basketball on the school court.
3) A boy is climbing to the top of a tree.
4) Girls are skipping with a rope.
5) A cricket ball is thrown when the batsman isn't looking.
6) A football is kicked when another player is trying to pick it up.
7) A boy shoots an arrow at a tree in the bush.
8) Children are playing with paper boats in a stream.

4. IN HEALTH BOOKS

Make a heading: SAFE WAYS TO PLAY

Write simple safety rules for games the children play.

5. HOME EXERCISE

At the end of the lesson, tell the children that they now know THE SAFE WAY TO PLAY.

They must make sure that younger children always play safely, so they will not have any accidents.
WEEK 3. THINGS WE HANDLE.

OBJECTIVES:
The children will learn:
- the dangers of sharp and pointed implements,
- the rules to keep them safe.

REFERENCES: Nil

MATERIALS:
Sharp objects, including a knife, pocket knife, scissors and razor blades.
Pointed objects, such as pointed knives and scissors, spears, arrows, needles and pins.

TEACHERS' NOTES
Many dangerous objects are found around our homes. Many children, and older people too, have serious accidents because they are either unaware of the danger or careless about the way they handle these objects.

Many accidents are caused by sharp and pointed objects, because people are careless, do not use them correctly or store them safely. These objects are especially dangerous for babies and children and must be kept in places out of reach.

LESSON 1. SHARP OBJECTS.

PROCEDURE
1. Place sharp objects on a table at front of the class.
   Cover with a cloth so they cannot be seen.
   Study these objects, one by one, in the following way:

   WHAT IS IT?

   - Let a child look under the cloth,

   - choose one object, (but do not pick it up), and

   - describe:
     . what it looks like and
     . what it is used for.

   - The other children can GUESS what it is.
2. SHARP OBJECTS ARE DANGEROUS

Explain: Sharp objects are very dangerous because it is very easy to cut ourselves with them.

The teacher or the children could describe accidents which were caused by each object in turn.

For example:
- Baby picked up a razor blade.
- Girl put her hand into a drawer of sharp knives.
- Small child tries to open a pocket knife.
- Boy cut finger when cutting paper with scissors.

3. SAFE RULES FOR SHARP OBJECTS.

The children should discuss the problems and develop rules for USING AND STORING sharp objects.

For example:

1) KEEP ALL SHARP OBJECTS IN A SAFE PLACE AWAY FROM SMALL CHILDREN.

   Where is a safe place? (A high shelf, locked drawer, cupboard or trunk.)

2) NEVER TOUCH POCKET KNIVES, RAZOR BLADES OR SHARP TOOLS.

3) ASK PERMISSION TO USE KNIVES AND SCISSORS.

4. HOW TO HOLD KNIVES AND SCISSORS.

1) The teacher should DEMONSTRATE the SAFE WAY.
   - Hold knives by the handle.
   - Hold scissors by the closed blades.

2) The children should PRACTISE this.

5. IN HEALTH BOOKS

Make a heading: SAFETY WITH SHARP OBJECTS
Write some rules.
LESSON 2. POINTED OBJECTS.

This lesson can follow a format similar to the previous lesson.

PROCEDURE

1. Place the pointed implements on a table under a cover.
   - Children can describe what each looks like and what it is used for.
   - Other children can guess what it is.
   - Hold each object up so the class can see it.

2. POINTED OBJECTS ARE DANGEROUS.

   Explain:
   Pointed objects are very dangerous. If people have accidents with pointed objects, it can produce a very deep cut which is very serious.

   Talk about accidents caused by pointed implements.

   For example:
   - Child falls carrying pointed scissors.
   - Baby treads on a needle.

3. SAFETY RULES FOR POINTED OBJECTS

   The children should discuss the problems and develop safe rules for USING and STORING pointed objects.

   1) KEEP ALL POINTED IMPLEMENTS IN A SAFE PLACE AWAY FROM SMALL CHILDREN.
   2) PICK NEEDLES AND PINS UP FROM THE FLOOR.
   3) ASK PERMISSION TO USE POINTED IMPLEMENTS.

4. IN HEALTH BOOKS

   Record: SAFE RULES FOR POINTED OBJECTS.

5. HOME EXERCISE

   The children should:
   1) Find out where sharp and pointed objects are kept at home.
   2) If this is not a safe place, they should tell their parents about this lesson and find a safer place.
   3) Complete the following sentence:

      In my house sharp and pointed objects are kept in......
WEEK 4. HOW WE BEHAVE.

OBJECTIVES:

The children will learn:
- the dangers of showing off,
- the dangers of taking risks,
- how to behave safely.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

Children often harm themselves because they try to do something but lack the skill to do it. Young children are often in danger in this type of situation because they try to copy older children. (e.g. climbing trees or riding bikes.) Children also place themselves in danger when they show off. They try to do something which is dangerous, but are more interested in impressing the onlookers than taking care.

Another dangerous type of behaviour is risk taking. Most children like having adventures, they like exploring the unknown. Without spoiling the adventurous spirit of the children, teachers must warn them about the results of irresponsible behaviour and encourage them to THINK BEFORE THEY ACT.

LESSON 1. DON'T BE A SHOW-OFF.

PROCEDURE

1. Tell the children the story of "BILLY THE SHOW-OFF".

Billy was nine. He was a happy boy and he had lots of friends in the village. Some of his friends were boys. Some of his friends were girls. Some were nine too, the same age as Billy. Some were younger than Billy. All his friends liked Billy because they thought he was funny. But the older children in the village didn't like Billy and they didn't play with him. They said he was a show-off.

Billy liked to do things to make his friends laugh. He would make funny faces and dance around in funny ways. Billy also liked to do dangerous things, so his friends would think he was very clever.

Billy had a bike. He was very proud of his bike. He liked riding his bike very much. When he got home from school he would go for a ride.
One day when Billy was riding on a bush track, he saw his friends watching him. Now Billy was a show-off. He wanted to impress his friends. He wanted to do something, so his friends would say, "Isn't Billy funny! Isn't Billy clever!"

Billy took his hands off the handlebars and waved them around in the air and said, "Hey! Look at me! No hands!" Then the bike swerved.

Billy couldn't stop it. The bike hit a tree. Billy fell over the handlebars and hit his head on the tree. The other children ran up to him, but he couldn't speak. His head hurt very much. He had to go to hospital and stay there for a long time.

2. Discuss this story with the children.
Make sure they understand:
- Billy had his accident because he was showing off.
- He was trying to make his friends think he was funny and clever.

3. SAFE BEHAVIOUR
Discuss:
1) Why is it UNSAFE to show-off?
   (Billy tried to do something he COULD NOT DO.)
2) What are some other DANGEROUS things show-offs do?
   Let the children apply this to their own lives.

Encourage children to be RESPONSIBLE and NOT SHOW-OFFS.

4. IN HEALTH BOOKS
The children should write the ending to this story. They should think about the following questions:
- Would Billy still be a show-off when he goes home to the village?
- Would his friends still like him?
- How would the older children treat him?

LESSON 2. CHILDREN COPY THEIR ELDERS.

PROCEDURE
1. Tell the story, "DANIEL COPIES HIS FATHER".

This is the story about a little boy, called Daniel, who was only three. Daniel loved his father very much. And his father loved Daniel. Daniel liked to go with his father every day. Some days they went into the garden. Some days they went to the market. Some days they stayed at home in the village.

Daniel's father was always very busy. In the garden he planted potatoes and beans and then he watered them and weeded them so they would grow well.
At the market he was very busy selling the potatoes and beans to the people in the town. At home he liked to make things out of wood. He was very clever. He could carve beautiful things out of wood. He made masks and fish and dishes. He was very proud of his carvings.

Now Daniel used to watch his father working every day. He wanted to help. Sometimes his father would give Daniel an easy job to do and show him how to do it. Then Daniel would copy his father.

One day when father was in the workshop doing his carvings, mother called to him, "Come up to the house quickly!" So father dropped his tools and ran up to the house, leaving Daniel alone in the workshop.

Daniel always wanted to help his father do the carvings, but father had said, "This is too hard for a small boy like you, Daniel. When you are bigger, I will show you how to carve the wood."

Now Daniel was alone in the workshop. His father had left all the sharp tools on the workbench. Daniel picked up one of the sharp tools and tried to copy his father. He tried to carve the wood.

But, what do you think happened? Yes, the sharp tool slipped and Daniel cut his arm very badly.

2. Discuss this story with the children.
   Make sure they understand:
   - Children learn by copying adults and older children.
   - Some things are too hard for children to do.
   - Father let Daniel do the easy jobs.
   - Daniel disobeyed.
   - Children can have bad accidents if they try to copy difficult things which older people do.

3. SAFE BEHAVIOUR

Discuss:
1) Why is it UNSAFE for small children to copy adults? (Daniel tried to do something he COULD NOT DO.)

2) What are other DANGEROUS ways children copy adults? The children should try to think of times when small brothers and sisters have TRIED TO COPY THEM.

Encourage the children to be RESPONSIBLE. They must CARE FOR SMALL CHILDREN WHO TRY TO COPY THEM.

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   Let the children act-out "DANIEL COPIES HIS FATHER".
GRADE FOUR

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GRADE FOUR

TOPIC 3: MY BODY AND ITS CARE.

INTRODUCTION

In grade 1, the children learnt the names of the external parts of their bodies, and engaged in activities to show them what these various parts are for.

In grade 2, they learnt about their senses (sight, hearing, touch, taste and smell) and their sense organs (eyes, ears, skin, tongue and nose.) They learnt that human beings, like all animals, are dependent on their senses for their survival and of the need to care for these important parts of the body. Our senses enable us to find our food and escape from danger. Our senses also enable us to communicate with each other and also contribute to the quality of life, by enabling us to see beautiful things and hear beautiful sounds.

In grade 3, the children had their first lessons about what is inside their bodies and what these various parts are for. They learnt a little bit about seven very important parts of their bodies - bones, muscles, heart, lungs, food tube, bladder and the brain.

The lessons which follow teach the children more about two very important systems of the body - the skeletal system and the muscular system.

The body charts are used to help the children understand what these parts are like. There are activities to show them what these various parts do. They also learn how to keep these various parts healthy.
WEEK 1. WHY DO I HAVE A SKELETON?

OBJECTIVES:
The children will learn that their skeleton:
- is made up of many different bones,
- gives their body its shape, protects their internal organs and enables them to move.

REFERENCES:
YOUR BODY CHART: The Skeleton and Bones

MATERIALS:
Animal, fish or bird skeletons (collected by the children)

TEACHERS' NOTES:
The skeleton is the framework of the body. It has many functions. It gives the body its shape, supports its weight, protects internal organs and, with the help of the muscles, enables it to move.

The skeleton is made up of bones. There are about 200 bones of different shapes and sizes, all with different functions and each has a name. Some bones cannot move, e.g. the bones in the skull which form a box to protect the brain. Some bones have limited movement, e.g. the bones (vertebrae) in the backbone (spine). Other bones can move freely, e.g. arm and leg bones.

LESSON 1. WHAT IS THE SKELETON LIKE?

PROCEDURE
1. Recall previous lessons about "BONES AND THE SKELETON". Ask: What are bones for? (The children may remember that bones make up the skeleton which gives the body its shape.)

2. DISPLAY the Body Chart: "SKELETON AND BONES".

1) Explain:
Human skeletons are made up of about 200 bones. How many can we count in this picture?
- One or more children can count the bones. (They will not find 200 as some bones are very tiny and some are joined together.)
2) Point to the bones labelled in the diagram. i.e.

- thigh bone, upper arm bone,
- lower leg bones, lower arm bone,
- knee cap, collar bone,
- hip bone, shoulder blade,
- foot bones, wrist bones,
- ankle bones, hand bones.

- spine, skull,
- ribs, jaw bone.
- breast bone.

3) The children should:
- Try to find each bone in their own skeleton.
- Then say the name together.

3. IN HEALTH BOOKS:
Make a heading: BONES IN MY BODY
Write:
There are more than 200 bones in my body. I could find only........bones.

4. PREPARATION FOR NEXT LESSON
Ask the children to search for skeletons of animals, birds or fish in the bush or on the beach to bring to school for the next health lesson.

LESSON 2. HOW MY SKELETON HELPS ME.

PROCEDURE

1. THE SKELETON GIVES THE BODY SHAPE

(1) Display the animal skeletons the children collected. Let the children examine each skeleton.

Ask:
- What kind of skeleton is it? Animal, fish, bird? How do they know?
  (The SHAPE of the skeleton should suggest what kind of skeleton it is, although if a lot of the skeleton is missing, this may be difficult.)

(2) Display the chart "SKELETON AND BONES"

Ask:
- Does the human skeleton give the body its shape? Let the children feel their skull.
- Does the skull (made of bones) give their head its shape?
2. THE SKELETON LETS US STAND TALL
Point out straight legs and straight back on the picture of the skeleton.

What would happen if:
- the legs were curved?
- the backbone was bent?

3. THE SKELETON PROTECTS INTERNAL ORGANS.
Use the chart and, if available, a suitable animal skeleton to demonstrate this.

(1) The skull protects the brain.
    Skull is made of very hard bones joined together.

(2) The ribs protect the heart and lungs.
    Ribs form a cage - the RIBCAGE - to prevent the heart and lungs being damaged.

4. SOME BONES CAN MOVE

CHILDREN'S ACTIVITY

Point to various bones in the skeleton.
Ask the children to find these bones in their bodies.
Can these bones move?
- Let the children try to move these bones.

Group bones as follows:

MOVE EASILY    MOVE A LITTLE BIT    CANNOT MOVE
arm bones       ribs (up and down)    bones of skull
finger bones    skull (nods)         upper jaw
leg bones       backbone (turns)
lower jaw

5. IN HEALTH BOOKS
(1) Make a summary of this lesson as follows:

   MY SKELETON
   1. GIVES MY BODY SHAPE
   2. STANDS TALL
   3. PROTECTS MY ORGANS
   4. LETS ME MOVE

(2) Some fun questions to answer:

   What would happen if:
   - I had no bones in my legs?
   - I had no bones in my back?
   - I had no bones in my hands?

   Can you make up some more fun questions?
WEEK 2. HOW TO CARE FOR MY SKELETON.

OBJECTIVES:
In these lessons the children will learn
- how to develop strong bones,
- the importance of good posture.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 102
"Where there is no doctor" p. 114

MATERIALS:
Picture of a child's skeleton and an adult skeleton.
Picture of a child with rickets.
("Children's Illnesses" p.102)
Pictures of foods to develop strong bones.
Pictures to show good posture.

TEACHERS' NOTES
When babies are born, their bones are very soft, because they are made of soft bone, called cartilage. The ear lobe is made of cartilage. As children grow older, their bones gradually harden. Adults have hard strong bones, old people brittle bones.

Bones (and teeth) are made of calcium and phosphorus which must be provided in the diet. Children should eat plenty of green leafy vegetables, fresh fruit, milk and milk products such as cheese. Vitamin D is also necessary. The body can obtain Vitamin D from sunlight, if the child has a good balanced diet.

Children's bones break easily. The break is usually a greenstick fracture. The bone does not break completely, it splits or bends.

Posture refers to the way a person holds the body when standing or sitting. Good posture looks good and feels good. Weight is evenly distributed and this reduces fatigue. The chest is expanded, so breathing can be full and deep. The digestive organs are not squashed, so they function well.

To develop good posture the children should be taught:
- to sit properly (thighs should support body's weight)
- to stand tall (tummy flat, shoulders down, head high)
- to walk correctly (toes point directly ahead)
- to have plenty of exercise to develop strong muscles.
LESSON 1. STRONG BONES.

PROCEDURE

1. Recall the previous lessons on the human skeleton.
   With oral questions revise:
   - the names of some of the bones.
   - the functions of the skeleton.

2. CHILDREN'S BONES
   (1) SHOW pictures of child and adult skeleton.
   Ask the children to describe the difference.

   Explain:
   As well as being smaller, the bones of children are SOFTER than the bones of adults.

   (2) Discuss the following:
   - How do we know the bones of babies are soft?
     (Babies bend legs and put toes in mouth.)
     (Baby's legs bend when they begin to walk.)
   - Can children put their toes in their mouths?
     (Children's bones are harder than babies' bones.)

3. WHEN BONES BREAK.
   (1) Talk to the children about accidents.
   - Who has broken a bone in an accident?
     Let the children tell you their stories.

   Explain:
   Children's bones break very easily.

   (2) DEMONSTRATION
   Show the children a green stick from a tree.
   Try to break it by bending it.
   (It should bend or split, not break into two.)

   Explain:
   Children's bones are soft, so they break this way.
   It is called a GREENSTICK FRACTURE.

4. ADULTS NEED STRONG BONES.
   Ask the children:
   - Why do adults need strong bones?
     Possible answers:
     . To carry babies, children and other heavy loads.
     . To work in the garden, catch fish, etc.
     . To throw, hit or kick a ball.
     . To stand straight and tall.

5. GOOD FOOD FOR STRONG BONES
   (1) Show a picture of a child with RICKETS.
   Point out how the legs are bent.

   This child did not eat good food.
(2) Explain: BONES NEED GOOD FOOD TO GROW STRONG.
Best foods for strong bones are:
- milk (or powdered milk)
- dark green leaves (kumara, pumpkin, cabbage)
- fruit such as bananas and pawpaw,
- fish, shell fish, eggs, nuts.

6. IN HEALTH BOOKS
   Draw pictures of FOODS TO DEVELOP STRONG BONES.

LESSON 2. GOOD POSTURE.

PROCEDURE

1. Recall last lesson about STRONG BONES, especially:
   - Why strong bones are important.
   - The foods needed for strong bones.

2. WHAT IS POOR POSTURE?
The teacher should DEMONSTRATE poor posture.
- Stand, walk and sit with
  round back,
  hunched shoulders,
  head drooping, etc.
Ask the children to comment.
Would they like to grow up like that?

3. WHAT IS GOOD POSTURE?
   Explain:
   - Children must sit and stand with straight backs.
   - Otherwise their bones will be bent when they grow up,
     even though they eat good foods.

   Display pictures illustrating GOOD POSTURE.
   Point out:
   - head straight,
   - level shoulders,
   - straight back,
   - chest out,
   - flat belly.

4. CHILDREN'S ACTIVITY
   The children can practice good posture in various ways:
   - Stand against a wall, try to make head, shoulders,
     hips and heels all touch the wall.
   - Pretend to be puppets and pull themselves up
     straight as if on a string.
   - Walk with a book on their head.
   - Sit up straight when reading or writing.
   - Walk tall in a "posture parade".

   The teacher must reinforce this continually.

5. IN HEALTH BOOKS
   Draw pictures to show GOOD POSTURE.
WEEK 3. MY MUSCLES.

OBJECTIVES:
The children will learn:
- there are many different muscles in the body,
- muscles cause movement by changing shape,
- muscles keep the body warm,
- how to develop strong muscles.

REFERENCES: Nil

MATERIALS:
Your Body chart "YOUR MUSCLES".

TEACHERS' NOTES

Muscle is the fleshy part of the body. About 40% of our body weight is muscle and there are about 650 muscles of all different shapes and sizes. They hold the internal organs and bones in place and help to protect them.

Muscles of the head and main part of the body form broad overlapping sheets. There are a great number of tiny muscles in the face. The muscles in the arms and legs are long and straplike, with a bulge in the middle.

The main function of muscles is to make the body move. Some movements we are not aware of and cannot control. These are movements of the INVOLUNTARY MUSCLES which keep us alive. These muscles keep the heart beating, allow us to breathe and digest our food.

The muscles we are aware of are the VOLUNTARY MUSCLES. These muscles move when we want them to and we can control them. They move when we smile, talk, walk, and so on.

Muscles also keep us warm. When muscles move they produce heat. This is why we become very hot when we run or do hard work. When we are very cold we shiver. Shivering is an involuntary movement of muscles to produce heat.

To keep our muscles fit and strong we must eat good food and have regular exercise. Muscles tire when they have done a lot of work, so we must let the muscles rest.

LESSON 1. DIFFERENT KINDS OF MUSCLES.

PROCEDURE

1. Recall the lesson on "Muscles" given in Grade 3.
   Ask the children:
   - What are muscles? (The fleshy part of the body.)
   - Where do we find them? (Under the skin, around bones.)
   - What are they for? (So we can move.)
2. Display the chart "YOUR MUSCLES".  
Point out muscles of different sizes and shapes.  
- Flat overlapping muscles of the trunk and neck.  
- Long straplike muscles in the arms and legs.  
- Circular muscles around the eyes and mouth.

Explain:  
- There are hundreds of muscles in the body.  
- Some are big (like those shown on the picture).  
- Some are very small (cannot be seen on the picture).  
- There are many small muscles in the face.  
- There are 36 small muscles in each hand.  
- Some muscles are inside the body.

3. CHILDREN'S ACTIVITIES  
Let the children move muscles in the following ways.  
They should use their hands to feel the movement.

At the end of each activity, ask:  
- Could you feel the muscles move?  
- Was there a tight (hard) feeling?

1) Screw up the eyes (as in bright sunlight).  
   (The circular muscles get smaller and hard.)

2) Pout the lips (as if whistling).  
   (The circular muscles around the mouth contract.)

3) Smile.  
   (It takes 17 tiny face muscles to smile.)

4) Frown (look angry and cross).  
   (It takes 40 tiny face muscles to frown.)

5) Turn the head.  
   (Overlapping muscles in the neck move.)

6) Lie on your back on the floor and raise your feet,  
   keeping your legs straight.  
   (Soft muscles on the belly become very hard.)

7) Hand movements  
   - Clench the fist.  
   - Stretch the hand.  
   - Wriggle the fingers.

Explain:  
- The muscles in our hands are very clever.  
  They can make many useful movements.

What other movements can hand muscles can make?

4. IN HEALTH BOOKS  
Make a heading: MY MUSCLES

Write:  
IT TAKES 17 MUSCLES TO SMILE.  
IT TAKES 40 MUSCLES TO FROWN.  
SO WHY WASTE ENERGY?
LESSON 2. WHAT ARE MUSCLES FOR?

PROCEDURE

1. Recall the previous lesson about muscles.
   Ask the children:
   - What happened to the muscles when you made various
     movements last lesson. (Muscles felt hard and tight.)

2. MUSCLES ARE FOR MOVING.
   Explain:
   Muscles can make different parts of our body move by
   changing their shape.
   - Muscles can be long and thin. (RELAXED)
   - Muscles can be short, fat and hard. (CONTRACTED)

3. MUSCLES KEEP US WARM.

   1) CHILDREN'S ACTIVITY.
      Take the class outside and allow the children to
      have some vigorous exercise.
      e.g. running around the playground.

      At the end of the activity, ask the children:
      "How do you feel?" (Very hot.)

   2) EXPLAIN:
      Every time a muscle moves, it produces heat.
      So when muscles move a lot, you get very hot.
      If you are cold, you can get warm again by doing
      some exercise.

4. MUSCLES GET TIRED
   Ask the children how their muscles feel after:
   - a long game of football or netball,
   - a long walk home from school.

   Explain:
   Muscles get tired when they do a lot of work.
   - They hurt.
   - They do not want to do any more work.
   - They want to have a rest.
   Talk about the importance of plenty of sleep and rest.

5. HOW TO DEVELOP STRONG MUSCLES
   Recall the importance of:
   - GROW FOODS which build strong muscles.
   - REGULAR EXERCISE which keeps muscles fit and healthy.

6. IN HEALTH BOOKS

   Write the following notes:

   FOR STRONG MUSCLES
   1. EAT "GROW" FOODS.
   2. EXERCISE.
   3. REST.
WEEK 4. MY FEET.

OBJECTIVES:

The children will:
- carry out activities to learn about their feet,
- understand when and why they should wear sandals or thongs,
- learn how to care for their feet and toenails.

REFERENCES:

"Children's Illnesses in Warm Climates" p. 7, 81
"Where there is no doctor" p. 140, 205

MATERIALS: Nil

TEACHERS' NOTES:

There are over 30 bones in the foot. In children these bones are soft and easily bent out of shape. Mis-shapen feet will cause problems later in life, so it is very important that children know how to care for their feet.

Ill-fitting shoes cause most problems with children's feet. Shoes which are too small will prevent the bones from growing properly. Shoes which are too big and heavy (like adult's shoes) will put extra strain on the feet and push the bones out of their correct position.

Many children in Solomon Islands do not wear any shoes. This is good in one way, because it allows the feet to grow properly. Unfortunately it is bad in another way, because there is a bad disease called hookworm which is picked up by walking barefoot over ground where people have defaecated (deposited their stools). Another disease, called athlete's foot, is picked up by walking barefoot in public places, such as public showers, swimming pools and dressing sheds.

The advice therefore must be that children should wear shoes. Open sandals or thongs are most suitable for the hot tropical climate. If children wear fitting shoes, they should be long enough and wide enough to allow the toes to lie straight and slightly separated, but fit snuggly around the heel.

Children should also be taught foot hygiene. The feet should be washed frequently and dried carefully, especially between the toes. Toenails should be trimmed regularly and the best way to do this is to cut the nail straight across.
LESSON 1. FINDING OUT ABOUT MY FEET.

PROCEDURE

1. Let children take off their shoes (sandals or thongs) and examine their feet.

They should note:
- feet are very strong. (Feet can support their weight.)
- feet are very sensitive. (What happens if your partner tickles your feet.)
- the soles are very tough. (Feel the hard dead skin on the bottom of the feet.)

2. FOOTPRINTS

Take the class outside to some damp sand. (Children should take one shoe with them.)

(1) Let them make a footprint in the sand. Observe its shape. Point out the foot arch. Has any one got flat feet? (Flat feet have no arch.)

(2) Let them compare their own footprints when they are standing, walking, jumping, squatting, hopping.

Are all these footprints the same? Where does most weight fall? (Where the imprint is deepest.)

(3) Let them compare each other's footprints. Have any two people got the same footprints? No two people have exactly the same footprints. Talk about tracking in the bush.

(4) Each child should trace around his/her shoe and then try to put their foot inside the outline. Does my foot fit easily in my shoe? (If not, shoe is not big enough.)

Talk about the importance of proper fitting shoes, so children's soft bones will not bend out of shape.

3. IN HEALTH BOOKS

Make a heading: MY FEET
Draw: A picture of your own footprint.

Complete the following sentence:
An interesting thing about my feet is.......

LESSON 2. CARING FOR MY FEET.

PROCEDURE

1. Let the children:
   (1) display footprints drawn in their health books. Do any two look alike?
   (2) read their sentence beginning "An interesting thing about my feet is...........
   (3) say why they think feet are important.

2. Should children wear shoes?
   (1) GROUP DISCUSSION.
   Let the class divide into two groups.
   Group 1. Children should wear shoes.
   Group 2. Children should not wear shoes.

   Appoint a leader of each group.
   Members of each group should talk together and work out some reasons for what they believe.

   After about 5 minutes the group leaders can tell the class the reasons.

   (2) Explain about HOOKWORMS which burrow into the feet if children walk near body waste.

   (3) Suggest children should wear thongs or open sandals when walking outside.

3. Are our feet clean?

   Have an inspection of feet.
   Look for feet which haven't been washed for a long time and feet with sores, blisters or scaling between toes.
   (Do not worry about dusty feet.)

   - Explain that feet should be washed often with soap and dried carefully.
   - Inform the nurse about any serious problems.

4. Toe nails.
   Have a class inspection of toe nails.
   Comment on cleanliness, broken nails, long nails, etc.
   Instruct children to cut toe nails (straight across) before next lesson.

5. IN HEALTH BOOKS.

   Make a heading: HOW TO CARE FOR MY FEET

   Write the following notes:
   WASH FEET OFTEN AND DRY CAREFULLY
   CUT NAILS STRAIGHT ACROSS
   WEAR THONGS OUTSIDE
GRADE FOUR

TOPIC 5: MYSELF AND OTHERS

INTRODUCTION

As we progress through life, we all build up pictures or images of ourselves. We find out what we look like from looking in a mirror. Some people like what they see, others are not happy with their appearance. We discover that we can do some things well, but other things not so well. We also learn about ourselves from other people, what they say to us and how they react to us. All of this information determines our "self esteem". If we feel good about ourselves, we have high self-esteem, but if we feel bad about ourselves, we have low self esteem. Self esteem is very important because it determines our mental health.

Children also have images of themselves built up in the same way, but especially from people who are close to them, such as their parents and other members of their families, their teachers and their friends. Children may feel loved or unloved, liked or disliked, good or bad, and so on.

This image of themselves determines how children respond to many situations, including their reaction to school and their attitude to school work. It also determines how they expect other people to react to them and how they behave towards other people. Getting on well with other people is very important.

In grade 3 the children learnt something about themselves, about their feelings, their moods and the importance of manners to develop good relationships with others. In the lessons which follow, they learn more about themselves, and the importance of friends and relationships.

Teachers should remember at all times that the development of mental health is an on-going process, not something which can be taught in one isolated lesson. Teachers have an extremely important part to play in building the self esteem of their pupils. A teacher must at all times show a child that he or she is a worthwhile person. One very important way of doing this is to continually praise children for what they can do well. Try to avoid drawing attention to their weaknesses and putting them down in front of their friends.
WEEK 1. MY FEELINGS.

OBJECTIVES:
The children will:
- become more aware of feelings and how they are expressed,
- have a better understanding their own feelings and the feelings of others.

REFERENCES: Nil

MATERIALS:
Pictures of a happy, sad, angry, lonely, excited and frightened faces. (Copy onto board before lesson.)

TEACHERS' NOTES

Everyone has feelings. We can all feel happy, sad, loving, excited, angry, jealous, sorry, lonely, afraid, embarrassed, surprised, confused and so on.

How people feel is often shown in their faces. If we know a person very well, the expression on the face will tell us a lot about how they are feeling. Smiles and bright shining eyes usually mean a person is well and happy. Frowns and scowls mean a person is angry, worried or not feeling very well. Some people go red in the face when they are embarrassed.

Facial expressions affect other people. We say that a smile is catching. If one person is happy, he/she makes other people happy too. On the other hand, people try to avoid a grumpy, twisted, frowning face because this is catching too.

Children are usually open and honest with the expressions on their faces, but adults often try to hide their feelings. When they are sad, adults will often smile for their friends. If they think something is silly, they might try to look serious.

Feelings are also expressed in other ways. Children may sing and dance when they are happy, hit someone or something when they are angry, and cry when they are sad. It is important for our health to express our feelings, but this of course must be done in socially acceptable ways.

The lessons this week are an introduction to feelings which will be studied in more detail during the following weeks.
LESSON 1. THE STORIES ON FACES.

PROCEDURE

1. Introduce this lesson by drawing attention to the drawings of six different faces on the board.
   Ask the children:
   - How would people with these faces feel?
   - Under the appropriate face, write:
     happy  sad  angry
     lonely  excited  frightened
   Let the children put on these faces.
   Perhaps children with the most meaningful expressions could show their faces to the class.

2. OUR FACES TELL STORIES.
   1) Explain:
      There is always a reason for the faces people put on.
   2) Tell a brief story about something that made you put on ONE of the above faces.
   3) Let the children tell their stories about times when they put on any of the above faces.

3. PLAY-ACTING
   Divide the children into six groups. There will be:
   - a "happy" group
   - a "sad" group
   - a "lonely" group
   - an "angry" group
   - an "excited" group
   - a "frightened" group.
   Each group must make up and ACT-OUT a story to illustrate their kind of FEELING.
   Encourage the children to put on the appropriate FACES as they act out their stories.

NOTE FOR TEACHERS:
You should make a note of ANY OTHER EXPRESSIONS OF FEELINGS in the children's plays.

For example:
In the "HAPPY STORY" someone may have
clapped their hands,
jumped for joy,
hugged and kissed someone.

These will be used in the next lesson.
LESSON 2. OTHER EXPRESSIONS OF FEELINGS.

PROCEDURE

1. Recall the previous lesson when children learnt that FACES TELL STORIES ABOUT FEELINGS.
   Let the children put on the six different faces.

2. How we BEHAVE when we have STRONG FEELINGS?

   1) Refer back to the children's plays last lesson.
      Ask the children appropriate questions about the BEHAVIOUR demonstrated in each play.
      
      For example:
      - What did Mary do when she was feeling very sad?
      - How did Jimmy behave when he won the race?

   2) IN GROUPS
      The children should discuss HOW CHILDREN BEHAVE when they have strong feelings and MAKE LISTS.
      
      For example:
      
      | SAD FEELINGS | EXCITED FEELINGS |
      |--------------|------------------|
      | cry          | butterflies in my tummy |
      | go away by yourself | can't stand still |

   3) Summarize the groups' findings in a class discussion.
      
      N.B. Discourage examples of socially unacceptable behaviour (e.g. fighting, smashing things).

3. HIDING FEELINGS

   1) Explain: Sometimes adults try to hide their feelings.
      For example:
      Mother might be worried because their is not enough food for the family. But she puts on a happy face, because she doesn't want her children to worry too.

   2) The children can discuss this and give other examples of hidden feelings.

4. A POEM ABOUT FEELINGS (Optional)

   Here is what one child your age wrote about colours:

   COLOURS ARE FEELINGS
   Red makes me feel like sunshine
   Blue makes the day feel dull
   Pink makes me feel floaty
   Yellow makes everything sparkle
   Black makes me feel heavy
   Green makes me feel all wrinkled up
   White makes me feel happy, just as I am now
   Purple is the end of the day and my poem.

5. IN HEALTH BOOKS

   1) Draw a picture, using colours, to show A FEELING.
WEEK 2. MY MANNERS.

OBJECTIVES:
The children will learn:
- the need for good manners in public
- how to behave politely,
- the importance of being a good sport and behaving properly at sports matches.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

The importance of good manners cannot be over-stressed. We are all conscious of the manners of other people and have much more respect for people who are polite and considerate of others. Such people are more likely to succeed in this world where inter-reaction with other people is necessary.

Schools have a responsibility to reinforce good manners which are learnt at home, especially the need for good manners when away from home. The children must learn how to behave in public and how to react to strangers.

One place where people often forget their manners is at sports matches. The test of a player or spectator is whether he or she can show true sportmanship both when on the winning or the losing side. This is often difficult to do, because of the emotions involved.

LESSON 1. GOOD MANNERS IN PUBLIC.

PROCEDURE

1. Recall previous lessons on GOOD MANNERS (grade 3).

Ask the children:

What are GOOD MANNERS when:

- you get up in the morning.
- you are spoken to by a grown-up.
- you are having a meal with the family.
2. GOOD MANNERS IN THE VILLAGE (OR TOWN)

Have a class discussion about any of the following which apply to your children:

Let the children PRACTISE GOOD MANNERS by ACTING OUT some of the situations.

1) GREETINGS
   - When you meet someone you know, you should smile and say, "Good morning/afternoon, (person's name)."
   - A boy should lift his cap when he meets a lady.

2) IN THE STREET
   - When walking in the street, keep to the left.
   - Boys should walk nearest the road.
   - Never stand in the middle of the footpath talking. Why?
   - Offer to carry parcels for old or handicapped people.
   - Help old or handicapped people cross the road.

3) ON BUSES
   - Let adults get on first, girls second, boys last.
   - When getting off, help old people.
   - Give up your seat to an adult.
   - Do not speak loudly or disturb other passengers.

3. IN HEALTH BOOKS

Make a heading: GOOD MANNERS

Write RULES which you think are most important for good manners:
1) AT HOME
2) AT MEALTIMES
3) IN THE VILLAGE (OR TOWN)

LESSON 2. GOOD MANNERS AT SPORTS MATCHES.

PROCEDURE

1. Check the RULES FOR GOOD MANNERS which the children wrote in their health books last lesson.

2. Tell the following story about "THE FOOTBALL MATCH".

Every year there was a very important football match between Tempe school and Motu school. These two schools had been rivals for many years. Some people said they had been rivals since grandfather went to school, but that was a long time ago.
It was a great honour to get into the team to play in this match. All the boys practised very hard all through the football season to get fit so they would get in the team and represent their school.

Peter, Tom, Isaiah and John all wanted to get into the Tempe team, but there were only two places left. The coach had to decide which two boys would fill the positions on the wing best. He chose Isaiah and John.

Peter and Tom were very disappointed, but they acted in different ways. Tom got angry and said, "I didn't want to get in the silly team anyway. I hope you lose." Peter felt tears coming into his eyes. It was his last year at school and his father and his brother before him had been in the team. But Peter was a good sport. He went to each member of the team and congratulated them and said he hoped they would win.

When the day of the big match came, there were lots of spectators from both schools. The spectators from Tempe always clapped good play on both sides. But Motu supporters cheered their own team, but boo-ed the Tempe team when they scored a point. Some of the Motu players made unkind remarks about Tempe players.

It was a very close match. In the final few minutes there was only one point separating the teams. The Tempe team tried very hard to kick a final goal but they just couldn't make it. The whistle blew and Motu school won by one point.

All the members of the Tempe team congratulated the Motu team. Although they were very disappointed, they did not forget their good manners.

3. Discuss this story with the children.
   Ask them:
   - How did Peter show good manners?
   - How did Tom show bad manners?
   - How did the Tempe supporters show good manners?
   - How did the Motu supporters show bad manners?

4. Summarize GOOD MANNERS AT SPORTS MATCHES

   - Do not make unkind remarks about the other side or any of the players.
   - See all the good points of the game and be ready to applaud good players on the other side.
   - If your team loses, praise the other side.

5. IN HEALTH BOOKS
   Write the RULE you think most important for GOOD MANNERS AT SPORTS MATCHES.
WEEK 3. BEING A FRIEND.

OBJECTIVES:

The children will:
- become aware of the qualities of a good friend,
- realise that these qualities apply to both sides of the friendship.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

Friends are very special people. We all need friends. Children often form friendships with other children who live nearby. They play together, walk or travel to school together and go to church and Sunday School together. As a result they get to know their friends very well.

They do however sometimes fall out with their friends, so it is appropriate to look at the qualities which are valued in friendships, such as loyalty, kindness, sharing and cheerfulness. It is important to stress that these qualities apply to both sides of the friendship.

Teachers should remember that some children find it hard to make friends, perhaps because they are shy or for some other reason which is hard to understand. These children need special consideration in these lessons.

LESSON 1. GOOD FRIENDS.

PROCEDURE

1. Introduce the lesson with a story about "GOOD FRIENDS".

Tom and Peter live near each other in the same village, they are the same age and they have known each other all their lives. Even when they were babies, they used to play together. Their mothers used to walk to the baby clinic together and talk about many things. Their mothers are friends too.

Before they started school, Tom and Peter spent almost every day playing together. They would have adventures, play pretend games and swim in the river. Some days they would go with their fathers to help in the garden. They always liked to be together and they liked doing the same things.

When they were seven, they started school. They walked to school together, sat together in class and played together at recess time.
Soon they got to know many other children who lived in other villages and they had lots of new friends. But Tom and Peter were very special friends.

Tom and Peter shared things. They shared secrets, they shared their food, they shared their books, they shared their playthings. When they went fishing, they shared the fish they caught. When they collected shells, they shared them too.

They told each other about their troubles. It is good to have someone to talk to when you are unhappy. When Tom was sick and in bed, Peter visited him and made him laugh. That made Tom feel a lot better. It is good to have a cheerful friend.

Tom and Peter helped each other too. Tom helped Peter with his spelling, and Peter helped Tom kick a ball. One day the school bully punched Peter in the nose. I wonder what Tom did?

Sometimes Tom and Peter had fights. Like the time Peter wanted to climb a coconut tree but Tom wanted to go fishing, and when Tom got angry with Peter because he kicked his dog. But it wasn't long before they said they were sorry and became good friends again.

2. Discuss this story with the class.
You could ask questions such as:
- Where did Tom and Peter live?
- How long had they known each other?
- What did they like to do together?
- How did they help each other?
- Why did they sometimes fall out with each other?
- What happened when they had a fight?
- What did Peter do when Tom was sick?
- How do we know Tom and Peter were good friends?

3. List the answers to the last question on the board.
   THEY KNEW EACH OTHER VERY WELL.
   THEY LIKED THE SAME THINGS.
   THEY SHARED THINGS.
   THEY HELPED EACH OTHER.
   THEY SAID THEY WERE SORRY WHEN THEY HAD A FIGHT.
   THEY MADE EACH OTHER HAPPY WHEN THEY WERE SAD.

4. HAVE YOU GOT A GOOD FRIEND?
Let the children talk about their friends.
- What they like to do together.
- What they like best about their friend.

5. IN HEALTH BOOKS
Make a heading: MY FRIEND.
Draw a picture of your friend.
Write down:
- Some things you like to do together.
- What you like about your friend.
LESSON 2. HOW TO HAVE FRIENDS.

PROCEDURE

1. Recall the previous lesson about "FRIENDS".
   1) Ask the children:
      Why were Tom and Peter good friends?
   2) The children can display pictures of their friends.
      Ask them, one by one, to READ their answer to the question: What do you like about your friend?
   3) Make a summary on the board of:
      WHY CHILDREN LIKE THEIR FRIENDS.

2. HOW TO HAVE FRIENDS
   1) Tell a short story about "MARIA".

   Maria goes to the village school. She is feeling left out of things. She is all alone in the playground.

   She thinks to herself:
   Why won't anyone play with me?
   Nobody cares that I am here all by myself.
   Why does everyone like Anna, but nobody likes me?

   2) Discuss:
   Why do some children have lots of friends, while other children have no friends.
   (People with friends do things other people like.)

   3) Make two columns on the board and, with the children's help, make lists of some of the things which Maria and Anna might do.

   For example:

   MARIA (no friends)            ANNA (lots of friends)
   Makes fun of people.          Shares things with others.
   Wants to be first in line.    Gives help if you need it.
   Talks one day, not the next.  Always takes turns.
   Laughs if you make a mistake. Keeps promises.
   Always wants to win.          Lets others choose the game.
   Brags a lot.                  Always happy and cheerful.

3. PLAY ACTING
   Let the children ACT-OUT being Anna and Maria in the playground.

4. IN HEALTH BOOKS
   Make a heading: HOW TO HAVE FRIENDS

   Complete the following sentences.
   I must ........................................
   I must not..................................

   (The children can use ideas in the lists on the board or make up their own ideas.)
WEEK 4. ONE OF A GROUP.

OBJECTIVES:

The children will:
- be made more aware of the pressures exerted on them by their friends or groups,
- be encouraged to make their own decisions to do what is right.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

All groups have leaders, even groups of two. Children like to belong to a group. If the group leader has a good character, he/she is a wonderful influence for good and all members of the group will benefit.

Unfortunately, sometimes the group leader is a bad influence and then the cost of belonging to the group can be very great. Children will often follow the behaviour of the leader, even though they know this behaviour is wrong.

They do this for different reasons. They fear being expelled from the group and being alone. Sometimes if they refuse to take part in the dangerous or dishonest behaviour they may be "dared" to do so. Often they may be threatened not to tell about the wrong things the group members are doing, so they are too frightened to do anything about it.

The purpose of these lessons is to help the children make their own decisions to do what they know is right. This may mean leaving a friend or a group of friends and being happy by themselves for a while until the right friend comes along.

LESSON 1. SHOULD I FOLLOW THE LEADER?

PROCEDURE

1. Recall the story of Tom and Peter who were "GOOD FRIENDS". Revise the qualities of good friends as illustrated in this story:

   They KNEW EACH OTHER very WELL.
   They LIKED THE SAME THINGS.
   They SHARED things.
   They HELPED each other.
   They said they were SORRY if they had a fight.
   They MADE EACH OTHER HAPPY when they were sad.
Ron was a new boy at school. He sat by himself in the playground and he was very lonely. He wanted a friend to play with. There was a group of children who always played together. Ron thought it would be great to be one of the group. One day Ken came up and asked Ron if he would like to join the group. Ron was very happy. At last he had some friends.

It wasn't long though before Ron was not so happy in the group. Ken was very bossy and he kept telling the other boys what to do. They used to bully the younger children, tease the girls, show off and do dangerous things. Ron didn't like some of the things Ken told the group to do, because he knew they were wrong, but he wanted to keep his friends.

3. Discuss this part of the story.
   - Who is the leader of the group? How do we know?
   - What did Ken tell the other boys to do?
   - What is wrong with doing these things?

Help the children to understand that other children are not good friends if:
   - they do things that are wrong and
   - try to make you do wrong things too.

4. Continue the story:

One day Ken climbed a coconut tree. He was a very good climber and he called out from the top, "Look at me." Then he told Ron to climb a coconut tree. But Ron was not a very good climber and he was very frightened.

Ron said, "No, I don't want to climb the coconut tree". But Ken and the other boys just laughed at him and said, "You're scared. Go on, we DARE YOU to climb the coconut tree." WHAT SHOULD RON DO?

5. IN HEALTH BOOKS.
Complete the following sentence:

Ron should (should not) climb the tree because......

Let the children share their answers.
(Next lesson they will find out if Ron climbed the tree.)

6. Discuss DARES with the children.
1) Let the children give examples of dares.
2) Explain:
   - Dares can be dangerous.
   - Children who dare you to do something are not good friends.
   - Children SHOULD DO WHAT THEY THINK IS RIGHT and not be forced to do something because of a dare.
LESSON 2. DO WHAT IS RIGHT.

PROCEDURE

1. Recall the story told last lesson about "KEN'S GROUP". Summarize the main points of the story:
   - Ken was the leader and told the others what to do.
   - Ron did not like the way the other boys behaved.
   - Ron was a new boy at school and didn't have friends.

2. Continue the story of "KEN'S GROUP".

Ron did not climb the coconut tree. The other boys laughed at him and called him a coward. Ron was very unhappy and he was in a bad mood when he went home. But next day when he got to school, he joined the group again, because he didn't have any other friends.

The boys were in a corner of the playground whispering. They were planning to steal fruit from Mr. Karo's garden. Ken, the leader of the group, was telling the other boys what to do. Ron was very upset. He knew it was wrong to steal. But these boys were his only friends. He didn't know what to do.

3. SHOULD RON LEAVE THE GROUP?
Discuss the alternatives with the class.
1) If Ron leaves the group, he will be lonely again and he did not like being lonely.
2) If he stays with the group, he will be forced to do things he knows are wrong.

Before the children decide what Ron should do, move on to the next step of the lesson.

3. IS IT ALWAYS GOOD TO BE ONE OF A GROUP? Explain:
1) It is NOT GOOD to be one of a group if you have to do things you do not want to do.
2) It is GOOD to be by yourself sometimes, and to do some things by yourself.

4. IN HEALTH BOOKS
Make a heading: THINGS I LIKE TO DO ALONE
Make a list of these things.

5. At the end of the lesson:
1) Discuss what children have written in their books. Point out:
   All children can be happy by themselves sometimes.

2) Decide WHAT SHOULD RON DO.
   Hopefully all will decide:
   - Ron should leave the group.
   - Ron will be happy by himself for a while, until a good friend comes along.

Encourage the children to apply this to their own lives.
INTRODUCTION

Mosquitoes are responsible for MALARIA, the "number one" health problem in Solomon Islands. The mosquitoes responsible are the female anopheles mosquitoes, which feed on human blood. A blood meal is necessary before they can lay their eggs and reproduce.

Malaria is caused by a parasite, caused Plasmodium, which is found in the bloodstream of people who are suffering from or carriers of malaria. When the mosquito bites, it pushes its proboscis through the skin and sucks up some blood and, if plasmodia are present, these are sucked up too. Later, when the mosquito bites another person, the plasmodia are injected into the bloodstream and will cause malaria.

The best way to prevent malaria would be to get rid of all the anopheles mosquitoes, but this is proving to be very difficult. These mosquitoes are very common in Solomon Islands. They breed in standing water, especially in swamps near rivers and near the sea. Draining the swamps would destroy their breeding places, but this is often very difficult to do.

Other methods of controlling the mosquitoes and preventing malaria must therefore be used, such as:

- Kill mosquitoes by spraying homes, villages and towns.
- Avoid being bitten by staying indoors after dark, sleeping under nets and using insect repellant.
- Find and cure the carriers of the disease by blood tests and mass drug administration programmes.

It is very important that all people cooperate in attempts to control malaria. This cooperation is at present not being obtained. It is hoped that this series of lessons will encourage the primary school pupils to be concerned about this problem and they will persuade others in their villages to help stamp out this very serious disease.
WEEK 1. MOSQUITO BITES CAUSE MALARIA.

OBJECTIVES:

The children will learn:
- some mosquito bites cause malaria,
- malaria mosquitoes breed in swamps and still water and hide in long grass,
- draining swamps, getting rid of standing water, cutting long grass and cleaning up around houses will help to get rid of mosquitoes.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 89
"Where there is no Doctor" p. 186-187

MATERIALS:

A picture of an anopheles mosquito.
A jar of water containing mosquito wrigglers collected from a swamp near the village.
(If preferred, the children can collect this.)

TEACHERS' NOTES

Mosquitoes are very common. The mosquitoes which cause malaria hide away during the day and become active at dusk. It is during the hours of darkness that they bite.

One of the places mosquitoes hide is in long grass. Therefore if we remove long grass around houses in the villages, the mosquitoes will have nowhere near the village to hide.

The mosquitoes which cause malaria breed in swamps. Heavy rain causes water to collect in swamps, often near rivers or near the sea.

Mosquitoes lay eggs in swamps. The eggs hatch into larvae, called wrigglers, which are easy to see wriggling in the water.

We can get rid of mosquitoes if we get rid of the water in the swamps and other water which collects in containers left on the ground.

Children can help to get rid of the standing water, and remove the grass in the village where mosquitoes hide.
LESSON 1. THE LIFE CYCLE OF MOSQUITOES.

1. Show the children the picture of a mosquito.
   - Talk about HOW MOSQUITOES BITE. (See Introduction)
   - Point out the proboscis used to suck blood.

2. Commence the story, "MILLIE MOSQUITO AND HER SISTERS"
This story explains the life cycle of mosquitoes, how we get malaria and ways to prevent this very serious disease.

Part A. THE MOSQUITOES HAVE A FEED OF BLOOD.

It was night time in the village of Kondolo. Night time is when mosquitoes come out from their hiding places in swamps and in the long grass and in the rubbish to look for something to eat. Mosquitoes like to eat blood.

Milly, Martha, Mandy and Muna Mosquito live in the grass around a small swamp (puddle) very close to the village of Kondolo. They said, "Zee...., zee.... I'm hungry. I want some blood!" They flew to Mr. Saitamado's house. Zee....," they said. We can smell people."

They flew in through the windows and doors. They flew into the bedrooms. They could smell Mr. and Mrs. Saitamado and their children Samuel and Sadie. They were all asleep in their beds. The mosquitoes buzzed around the beds, then landed on the people's faces, on their arms, on their ears and on their necks. They made holes in the skin and they sucked up blood from all the people.

"Zee....," they said. "That was good blood. Now we must have a rest." So Milly, Martha, Mandy and Muna flew up to the ceiling, folded their wings and had a sleep. After a while they woke up and felt hungry again. So they buzzed down to the people in the beds and had another feed of blood. When it was almost morning and starting to get light, they said, "Now we must go back home to lay some eggs." So they flew out of the house and back to the swamp. They stood on the water in the swamp and laid eggs.

After a few days, the eggs hatched into tiny wrigglers which looked like tiny worms. They are called wrigglers because they haven't got wings like mosquitoes and all they can do is wriggle in the water. However one day they got their wings and changed into mosquitoes. So now Millie, Martha, Mandy and Muna had a large family of mosquito children and there were lots more mosquitoes to bite the people in the village.
3. Discuss this story with the children.
Relate it to their own experience.
Make sure you ask the following questions:
- Where do mosquitoes live?
- Why do they lay eggs in the water?
- What do they like to eat?
- When do they like to bite people?

4. PRACTICAL ACTIVITY

1) Show the children the swamp water containing mosquito eggs and/or wrigglers you have collected.
OR
Allow the class to visit a swamp close to the school to look for the wrigglers, to collect some water in a glass jar and bring it back to the classroom.

2) Cover the glass jar (e.g. with some cotton or fine wire netting to prevent the mosquitoes escaping) and keep in the classroom to allow the children to observe the change from wrigglers into mosquitoes.

5. HOME EXERCISE

The children should look for mosquito wrigglers in the swamps near their homes.

LESSON 2. MOSQUITO BITES CAUSE MALARIA.

1. Recall the story told last lesson.
Revise the important points with questioning.

2. Examine the jar of swamp water.
Are there any mosquitoes yet?

3. Continue the story, "MILLY MOSQUITO AND HER SISTERS".

Part B. THE SAITAMADO FAMILY GETS SICK.

The morning after Milly, Martha, Mandy and Muna visited the Saitamado family, Mr. and Mrs. Saitamado and Samuel and Sadie woke up feeling very uncomfortable. They had mosquito bites all over them, on their faces, on their arms, on their ears and on their necks. The bites were very itchy and they started to scratch. The children scratched until the bites started to bleed. They had dirty finger nails. Some germs were hiding under the nails and they got into the scratches and started to grow. Very soon the children had nasty sores all over them.

But, about ten days later, something much worse than that happened. Mother, father and the children were all very sick. Their heads ached, they felt hot, the parents didn't want to work and the children did not want to play. They didn't want to do anything.
They all went to see the nurse. The nurse took some blood and said, "You have got the fever, because the mosquitoes have been biting you. The mosquitoes put malaria germs into your blood. You are all very sick. You must take this medicine and go to bed until you are better."

The nurse was worried about the family because they were very sick. She visited them every day to make sure they were taking their medicine.

The nurse was cross too. It was so easy for the mosquitoes to live near Mr. Saitamado's house because there were lots of swampy places and long grass nearby. It was so easy to get into the house. It was so easy to get onto the faces, arms, ears and necks of Mr. and Mrs. Saitamado and their children. It was so easy to bite them. The mosquito bites had given them malaria and made them all very sick.

When they were feeling better, the nurse said to Mrs. Saitamado, "Are there lots of mosquitoes near your house?" "Yes," said Mrs. Saitamado, "There are lots of mosquitoes around our house. I don't know why we have so many." The nurse said, "There are many things you can do to get rid of the mosquitoes and stop you getting malaria. I will teach you.

First you must clean up around your house. You must pick up all the rubbish, especially old tins, bottles and coconut shells, and put in the rubbish hole. You must cut the long grass. Then you must fill the holes in the path so there will be no puddles, and drain the small swamps near your house.

She said to the children, Samuel and Sadie, "You must help your mother and father do all these jobs."

4. Relate this part of the story to the children's experience.
   - Let the children relate personal experiences of:
     . mosquito bites which became bad sores,
     . members of their family who have had malaria.

   - With the children's help, make a list on the board of what can be done to get rid of mosquitoes.

5. IN HEALTH BOOKS
   Make a heading: SOME WAYS TO GET RID OF MOSQUITOES
   Write or draw FOUR (or more) things you can do to help get rid of the mosquitoes in your village.

6. HOME EXERCISE
   (1) The children should SEARCH for places around their homes and in the village where mosquitoes may be breeding or hiding.
   (2) Put some of the above ideas into practice.
WEEK 2. WAYS TO PREVENT MALARIA.

OBJECTIVES:

The children will learn:
- the importance of sleeping under mosquito nets to avoid being bitten by mosquitoes,
- they must take MDA medicine to prevent malaria.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 89
"Where there is no Doctor" p. 186-187

MATERIALS:
A mosquito net.
Some MDA medicine.

TEACHERS' NOTES:

Because the eradication of the mosquitoes which cause malaria is impossible at present, other methods of prevention of malaria must be used.

As mosquitoes usually bite at night, one simple method is to sleep under mosquito nets. For this method to be effective, the net must be clean, it must have no holes and it must be tucked in all around, so there is no way the mosquitoes can get inside.

Recently some trials have been conducted of mosquito nets which have been soaked in an insecticide, called permethrin. The idea is that these nets will prevent the mosquitoes biting the persons inside the net and also kill any insects which come near the net.

Another method of preventing malaria is to take a medicine, called chloroquin, which prevents malaria. Chloroquin kills the plasmodia in the bloodstream after a mosquito bites. Sometimes when there are lots of cases of malaria, this medicine is given to everyone in the village, including children. This is called MDA. MDA volunteers often help give this medicine.

LESSON 1. SLEEP UNDER MOSQUITO NETS.

1. Recall the story, "MILLY MOSQUITO AND HER SISTERS".
   Ask the children:
   - How do mosquitoes make us sick?
   - What are some ways to get rid of the mosquitoes?

2. Examine the jar of swamp water.
   Have the wrigglers changed into mosquitoes yet?
3. Ask for reports of the home assignment.
   - Who found swampy places where mosquitoes breed?
   - Who found long grass and rubbish where they hide?
   - What did the children do about it?

4. Conclude the story, "MILLY MOSQUITO AND HER SISTERS".

Part C. THE MOSQUITOES LEAVE THE SAIDAMATO HOUSE.

While Mr. and Mrs. Saidamato and Samuel and Sadie were draining the swamps, filling the water holes, cutting the long grass and cleaning up all the rubbish around their house, Milly and her sisters sat by and watched. They were getting very worried. Milly said, "Where are we going to live now? We cannot stay here. We have nowhere to lay our eggs and we will not be able to have any more baby mosquitoes. We will have to go and live somewhere else where there are still lots swamps and puddles."

So Mandy, Martha and Muna flew off to find somewhere else to live. But Milly decided to stay a little longer near the Saitamato's house.

The next night, Milly went into the house again and started to buzz, "Zee.....Zee......" This woke Samuel up. He called to his mother and said, "There is still a mosquito buzzing round my bed. She will bite me and I will get the fever again." Samuel started to cry. He was very unhappy.

Then Mrs. Saitamato remembered something very important. She remembered that a long time ago a Clinic sister had told her to buy some nets to put over the beds to keep the mosquitoes away. She had not used the nets for a long time. She found them in a cupboard, washed them and put them over the beds. That stopped Milly Mosquito. Milly couldn't bite anyone in the Saitamato family ever again.

5. Talk about SLEEPING UNDER NETS.
   - Display a net. Is it clean? Any holes in it?
   - Explain how the net must be tucked in carefully.
   - Stress that babies and young children should sleep under nets (if there are not enough for everyone).

6. IN HEALTH BOOKS

Make a heading: SLEEP UNDER NETS
Draw: BABY SLEEPING UNDER A NET
Complete the following sentence:
   Baby should sleep under a net because.............

7. HOME EXERCISE
Children should ask their mothers about mosquito nets. If there is one at home not being used, it could be put over the baby or young children.
1. Tell the story: "MALARIA MEDICINE TASTES AWFUL."

Nearly everyone in the village was sick with malaria. The clinic nurse tried to help them, but there was too much work for her to do. Some old people died, mothers and fathers were too weak to work so they couldn't get food for their children. The children cried, because they were sick and hungry. The health worker came to the village. He said, "This is a very sad village. All the people are sick. We must do something to stop these people getting the fever."

He found that there was a big swamp where the mosquitoes were living. He could not get rid of all this water, so he could not get rid of the mosquitoes. He went to some of the houses to visit the sick people. He asked them, "Have you got a net to put over you when you sleep?" But the village people did not have any nets.

The health worker went to the clinic to talk to the nurse. He said, "We cannot get rid of the mosquitoes in this village and there are no nets. So we must give these people MEDICINE to stop malaria."

Next week the clinic nurse went to the school. The children formed into a line, and one by one they went up to the nurse who gave them the medicine. But, it tasted AWFUL. The children gave a shudder as it went down.

The nurse came back to the school the next day and the next to give the children some more medicine. Some children heard she was coming and they stayed away from school. But do you know what happened? The children who stayed away from school and did not take their medicine got malaria again. They were very sick. All the children who took their medicine did not get sick. They said, "Taking medicine is awful, but it is better than getting malaria."

3. Discuss this story with the children.
Make the discussion relevant to the local situation.

4. Talk about MDA VOLUNTEERS.
Who are they?
- They are people from the village who help the nurse give all the village people the medicine.
Why do they do this?
- Because they know that MALARIA is a very bad sickness and they want to stop it.

5. IN HEALTH BOOKS
Draw: AN MDA VOLUNTEER GIVING A CHILD MEDICINE
OBJECTIVES:
The children will learn:
- about the work of the spraymen,
- how they help the people in the village,
- how children can help them.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 89
"Where there is no doctor" p. 186-187

MATERIALS:
Equipment used by spraymen.

TEACHERS' NOTES:
In the previous lessons on mosquitoes, the children learnt about different ways to prevent malaria. We can try to destroy their breeding places by draining the swamps, we can sleep under nets to avoid being bitten and we can take medicine to stop the malaria after the mosquito bites.

Another important way to prevent malaria is to kill the mosquitoes by spraying homes and buildings with DDT. This is the work done by the spraymen. The spray leaves a powder on the walls and this continues to kill any mosquitoes which land on the walls long after the spraymen have gone.

No one likes the spraymen coming to spray their houses. They do not like having to move all the furniture and they do not like the white powder which is left on the walls. However this is a very important way to kill the mosquitoes and it is very important that the village people co-operate with the spraymen.

Most children will be familiar with the work of the spraymen, so it should not be difficult to involve them in this lesson.

LESSON 1. THE WORK OF THE SPRAYMEN.

One way to conduct this lesson is to invite a sprayman to come to the school and talk to the children about his work:
- what he does,
- why he does it, and
- how children can help.
If this is not possible, use the lesson notes which follow.
PROCEDURE

1. Review previous lessons about MOSQUITOES AND MALARIA.
   Summarize the different ways to prevent getting malaria.
   - Stop mosquitoes breeding by draining swamps and cleaning up the village.
   - Sleep under mosquito nets.
   - Take medicine.

2. Explain there is another important way to prevent malaria, namely to KILL THE MOSQUITOES.

   Show the class some of the equipment used by spraymen.

   Some of the children may know how the spray equipment is used and, if so, they could tell the other children or better still, demonstrate its use.

3. WHAT SPRAYMEN DO.
   Have a class discussion about the work of the spraymen.
   You could ask such questions as:
   - Do you know the spraymen?
   - What do the spraymen do?
   - What happens in your house before the spraymen come?
   - Do the people in your family like the spraymen?
   - Why do the spraymen come?

4. THE SPRAYMEN KILL THE MOSQUITOES.
   The children must understand CORRECTLY why spraymen come.
   Explain:
   - The white powder sprayed on walls KILLS MOSQUITOES.
   - Every house and every building must be sprayed when the spraymen come.

5. Discuss:
   Would it matter if the people in just one house in the village would not let the spraymen into their house? (The teacher could explain some mosquitoes would not be killed, and might bite a child who may die of malaria.)

6. DRAMA
   The children can ACT-OUT the work of SPRAYMEN.

   Some children can be SPRAYMEN, the rest VILLAGE PEOPLE.

   The SPRAYMEN should
   - explain what their work is,
   - what the people should do,
   - how this will help the people.

   The VILLAGE PEOPLE can react any way they wish.

   The teacher should take note of what the children say and do, as this will reflect the feelings of the people in the village to the spraymen.
   This information is necessary for the next lesson.
LESSON 2. HELPING THE SPRAYMEN.

PROCEDURE

1. Recall the previous lesson about SPRAYMEN. Talk about:
   - what the spraymen do,
   - why they do it.

2. WHY IS THE SPRAYMAN UNPOPULAR?
Discuss some of the reasons the village people do not like the spraymen and often do not co-operate.
(Use information obtained from the children's ACTING last lesson.)

   Some points for discussion could be:
   - All the furniture has to be moved.
   - Cats die if they eat rats which have eaten dead insects.
   - The white powder gets all over everything.
   - People do not like the smell of the spray.
   - Bedbugs are more active after the spraying.

3. HOW CAN CHILDREN HELP THE SPRAYMAN?
Let the children think of some answers.
For example:
   - Put all their things in the middle of the room.
   - Cover the food.
   - Bring some water for the spraymen.
   - Keep animals outside.
   - Sweep up the dead insects.

4. IN HEALTH BOOKS
Write about WAYS CHILDREN CAN HELP THE SPRAYMAN.

5. GROUP ACTIVITY
Put the children into groups. e.g.
   - children from the same village or
   - children who live close together.

Select a group leader who will be responsible for:
   - organizing the group,
   - reporting to the class about their plans.

Each group should plan HOW THEY CAN HELP THE SPRAYMAN when he next comes to the village.
TOPIC 1. MY BODY AND ITS CARE

Week 1. THE BRAIN AND NERVOUS SYSTEM
- THE BRAIN AND NERVES
- VOLUNTARY AND INVOLUNTARY ACTIONS

Week 2. CARING FOR EYES
- LOOKING AT EYES
- FIRST AID FOR EYES

Week 3. SIGHT AND BLINDNESS
- HOW WE SEE
- HELPING BLIND PEOPLE

Week 4. CARING FOR EARS
- HOW WE HEAR
- EARACHE AND EAR INJURIES

Week 5. HEARING AND DEAFNESS
- DEAF AND DUMB ("TOMMY THE DUMMY")
- HELPING DEAF PEOPLE

TOPIC 2. MAKING THE RIGHT FOOD CHOICES

Week 1. WHAT DO WE EAT?
- THREE FOOD GROUPS AND BALANCED MEALS.
- MY FOOD DIARY

Week 2. WHAT DO WE EAT?
- JUNK FOODS
- ASSESSING FOOD DIARIES

Week 3. IMPORTANT MEALS FOR SCHOOL CHILDREN.
- BREAKFAST
- SCHOOL LUNCHES.

Week 4. MALNUTRITION IN CHILDREN.
- EFFECTS OF MALNUTRITION ("JAMES AND ROBERT")
- HELPING ROBERT

TOPIC 3. HEALTHY GUMS.

Week 1. MY TEETH AND MY GUMS
- WHAT DO WE KNOW ABOUT TEETH?
- HEALTHY AND UNHEALTHY GUMS (JAMES' SORE GUMS)

Week 2. CARING FOR TEETH AND GUMS
- CARING FOR GUMS
- TEACHING YOUNG CHILDREN ABOUT TEETH AND GUMS
TOPIC 4. UNDERSTANDING AND COPING WITH FEELINGS

Week 1. SAD FEELINGS (GRIEF AND LONELINESS)
- WHAT MAKES ME SAD?
- WHAT TO DO ABOUT SAD FEELINGS.

Week 2. SCARED FEELINGS (FEARS AND WORRIES)
- WHAT ARE OUR FEARS AND WORRIES?
- WHAT TO DO ABOUT FEARS AND WORRIES.

Week 3. BAD FEELINGS (ANGER AND JEALOUSY)
- EVERYONE GETS ANGRY SOMETIMES
- WHAT TO DO ABOUT BAD FEELINGS.

Week 4. GOOD FEELINGS (KINDNESS, GENEROSITY, APPRECIATION)
- WHAT MAKES ME HAPPY.
- MAKING OTHER HAPPY.

TOPIC 5. GROWING AND CHANGING

Week 1. FAMILY LIFE
- STAGES OF FAMILY LIFE
- HAPPY FAMILIES

Week 2. MALE AND FEMALE
- DIFFERENCES BETWEEN BOYS AND GIRLS
- DIFFERENCES BETWEEN CHILDREN AND TEENAGERS

Week 3. CHANGES AT PUBERTY
- HOW GIRLS CHANGE
- HOW BOYS CHANGE

TOPIC 6. CONTROL OF COMMON DISEASES

Week 1. CHILDHOOD INFECTIOUS DISEASES
- A SURVEY OF CHILDHOOD ILLNESSES
- HOW SERIOUS ARE CHILDHOOD INFECTIOUS DISEASES

Week 2. TETANUS AND POLIO
- TETANUS LOCKS THE JAW
- THE Crippling DISEASE ("STEVE THE CRIPPLE")

Week 3. TUBERCULOSIS AND LEPROSY
- SIGNS OF TB ("GRANDFATHER MARA")
- HELP FOR THE LEPERS ("FATHER DAMIEN")

Week 4. DISEASE PREVENTION BY IMMUNIZATION
- IMMUNIZATION PROTECTS PEOPLE
- IMMUNIZATION IS FOR EVERYONE

Week 5. WORMS
- WHAT DO WE KNOW ABOUT WORMS?
- RULES TO STOP WORMS.
TOPIC 7. A HEALTHY ENVIRONMENT

Week 1. SAFE DRINKING WATER
- A VILLAGE STREAM
- IS OUR WATER SAFE?

Week 2. CLEAN TOILET HABITS
- GERMS IN BODY WASTE MAKE US SICK
- A TOILET PREVENTS SICKNESS

Week 3. GET RID OF RUBBISH
- THE PROBLEM WITH RUBBISH
- BE A RUBBISH DETECTIVE

Week 4. CARING FOR ANIMALS
- RINGWORM AND OTHER DISEASES FROM ANIMALS
- ANIMALS LIVE OUTSIDE

TOPIC 8. SAFETY FIRST

Week 1. FIRE AS FRIEND AND FOE.
- FIRE AS A FRIEND.
- FIRE AS A FOE. ("PLAYING WITH MATCHES")

Week 2. WHAT TO DO IN CASE OF FIRE
- PUTTING OUT FIRES.
- CLOTHES ON FIRE.

Week 3. ELECTRICITY AS FRIEND AND FOE.
- ELECTRICITY IS OUR HELPER.
- ELECTRICITY CAN KILL. ("THE CAT LOST 8 LIVES")

TOPIC 9. FIRST AID

Week 1. NOSE BLEEDS
- WHY NOSES BLEED
- HOW TO STOP A NOSE BLEED

Week 2. FOREIGN BODIES
- IN EARS AND NOSES
- IN EYES

Week 3. CHOKING
- WHAT IS CHOKING ("BABY FRANK")
- FIRST AID FOR CHOKING
GRADE FIVE

TOPIC 2: MAKING THE RIGHT FOOD CHOICES

INTRODUCTION

Why do we eat? There are many answers to this question. We eat when we are hungry. Sometimes we eat from habit - it is time for a meal, so we eat, even though we may not be feeling hungry. We also eat for enjoyment, when people visit each other or meet together for a celebration. Some people eat when they are bored or unhappy.

The most important reason we eat is because food is needed by our bodies to keep us alive, to provide us with energy, to keep us healthy, and, in the case of children and adolescents, to grow. If we want to be strong and healthy, we must eat good food.

In Solomon Islands there is plenty of food for everyone, but people often do not eat the foods which will keep them strong and healthy. These people suffer from MALNUTRITION. Many mothers and many children suffer from malnutrition.

Children suffering from malnutrition are present in every classroom. They are undersized and underweight, weak, have little energy and get tired easily, cannot concentrate on their lessons, are irritable and bad tempered, cannot make friends easily, and continually suffer from colds and other sicknesses. On the other hand, well nourished children grow and develop properly, have plenty of energy for work and play, are happy, look healthy and rarely get sick.

Sometimes children do not eat good food because it is not readily available or is too expensive for the parents to buy. But more often it is because village customs are difficult to change or the people do not know the important contribution of food to their health and well-being. Another serious problem is the availability of "junk" foods in stores and supermarkets.

In grades 3 and 4, the children learnt the THREE FOOD GROUPS, which is a simple way to remember which foods are good for them. In the lessons which follow, this knowledge is put into practice.
WEEK 1. WHAT DO WE EAT?

OBJECTIVES:

During the next two weeks the children will:
- recall the three food groups, why they are important, and what is meant by a balanced diet,
- revise why junk foods are bad for them,
- assess their own diet and decide whether they are eating good foods.

REFERENCES:

"Children's Illnesses in Warm Climates" p. viii, 99-106
"Where there is no doctor" p. 107-111

MATERIALS:

Samples of local foods belonging to each food group.
Junk foods (or wrappers of junk foods), such as:
lollies, crisps, twisties, ices, sweet biscuits, cakes.

TEACHERS' NOTES:

Food is needed for three different reasons and this is why there are three different food groups:

(1) GO FOODS provide energy for work and play. These foods contain carbohydrates (starch and sugar), fats and oils. The best sources of GO FOODS are root vegetables and fruits such as bananas and coconuts. Rice and bread also belong to this group. The diet of most people in Solomon Islands contains large amounts of one or two foods, usually root vegetables or rice, which are cheap sources of energy. This is called the staple food. Children should eat other GO FOODS as well to provide extra energy.

(2) GROW FOODS are body building foods. These foods are rich in protein. Best sources are animal foods, such as fish, meat, eggs, cheese. Plants belonging to the legume family, such as peas, beans, peanuts, are grow foods too.

(3) GLOW FOODS protect the body from disease. These foods are rich in vitamins and minerals. Best sources are fresh green and yellow vegetables and fresh fruit of all kinds.

A BALANCED MEAL contains foods from each food group. All people should eat balanced meals every day.

There is no place for JUNK FOODS in balanced meals. Junk foods contain some energy foods, so they satisfy hunger, but they contain too much sugar and salt and large amounts of flavourings and colourings which are very bad for us. Also they spoil the appetite for good foods. Junk foods cause many health problems, including rotten teeth. Teachers must discourage children from eating them.
LESSON 1. THE THREE FOOD GROUPS AND BALANCED MEALS.

PROCEDURE

1. Introduce this lesson by singing a song about foods.

THREE FOOD GROUPS
(Tune: If you're happy and you know it.)

If you know the three food groups, clap your hands.
If you know the three food groups, clap your hands.
Growth, energy, protection,
Keep us in the right direction,
If you know the three food groups, clap your hands.

To work and play we need some energy.
To work and play we need some energy.
We need yam and sweet potato,
Bananas, rice and taro,
To work and play we need some energy.

All children need to grow big and strong.
All children need to grow big and strong.
Fish, meat, milk and cheese,
Some lentils, beans and peas,
All help to make us grow big and strong.

We need protection to help us fight disease.
We need protection to help us fight disease.
All the fruits and leafy greens,
Pawpaw, guava, pumpkin, beans,
Give protection to help us fight disease.

2. Revise the THREE FOOD GROUPS. (Summarize on the board.)
   (1) Do you remember the names of the three food groups?

   (2) What are GO FOODS for? For energy for work and play.
       What are GROW FOODS for? To grow big and strong.
       What are GLOW FOODS for? To fight disease.

   (3) What are some foods belonging to each group?
       (See lists in teachers' notes.)

3. Revise a BALANCED MEAL.
   (1) Draw some different meals on the board. e.g.
       - A plate of rice.
       - A plate of rice with some beans.
       - A piece of bread with some potato.
       - Taro, green leaves and some fish.

   (2) Are these meals BALANCED MEALS? If not, why not?
       - How could we make them into balanced meals?
       - Why are BALANCED MEALS so important?

4. IN HEALTH BOOKS
   Heading: THE THREE FOOD GROUPS - Write some notes.
   Draw a BALANCED MEAL which you would like to eat.
LESSON 2. MY FOOD DIARY.

PROCEDURE

1. Recall previous lesson about the THREE FOOD GROUPS. Let each child show his/her drawing of a BALANCED MEAL. They should
   - name the food groups to which each food belongs,
   - explain why the meal is balanced.

2. What did we eat last week? Give children 5 minutes to write down on a piece of paper all the foods they ate last week. Explain:
   It is hard to remember, so we are going to make a food diary to record everything we eat for one week.

3. Draw a FOOD DIARY on the board.

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<th>MORNING</th>
<th>DAYTIME</th>
<th>EVENING</th>
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</tbody>
</table>

Explain: The children are to record EVERYTHING THEY EAT for one week, commencing today.

The teacher should fill in what he/she had for breakfast and keep a diary for the week to use in lesson 4.

3. IN HEALTH BOOKS
   Make a heading: MY FOOD DIARY
   Copy the diary from the board.
   (Make sure you leave enough space to write what you eat.) Fill in what you have eaten today.

4. HOME EXERCISE
   The children MUST fill in this diary whenever they have something to eat.
LESSON 3. JUNK FOODS.

PROCEDURE

1. Check on progress with the FOOD DIARY. Encourage the children to continue with it until the next health lesson.

2. Show the display of junk foods or their wrappers.
   - What are these?
   - Do you eat them? How often?
   - Do you like them?
   - Do you know a name for them all? JUNK FOOD

3. JUNK FOODS
   (1) WHAT ARE JUNK FOODS?
       Explain:
       - The word "junk" means something that is NO GOOD.
       - So JUNK FOODS are NO GOOD.

   (2) Why are JUNK FOODS no good?
       Explain:
       - Junk foods do contain some energy, so we like to eat them when we are hungry.
       - This spoils our appetite for good foods, so we do not eat enough good GLOW and GROW FOODS.
       - Junk foods also contain substances which are bad for us, including too much sugar which
         . rot our teeth,
         . cause bad sicknesses.

   (3) JUNK FOODS should be SPECIAL TREATS
       Explain:
       Eating junk food occasionally will not hurt us, but children who eat too much junk food will not grow up to be big and strong and healthy.

4. CLASS DISCUSSION OR DEBATE
   Divide the class into two teams.
   - One team should think of good reasons why children should be allowed to eat junk food.
   - The other team should think of good reasons why children should not eat junk foods.
   Members from each team can come to front of the class and tell the audience their reasons.

5. IN HEALTH BOOKS
   Make a heading: JUNK FOOD
   Write a story to tell younger children why they should not eat junk food.

6. HOME EXERCISE
   (1) The children should read their story to children in the village who do not go to school.
   (2) Continue filling in the food diaries.
LESSON 4. ASSESSING THE FOOD DIARIES.

PROCEDURE

1. Each child should display their FOOD DIARY.

2. Make BAR GRAPHS to show what foods were eaten.
   The teacher should demonstrate this on the board.

3. IN HEALTH BOOKS
   Pupils draw bar graphs, using their own food diaries.

4. Discussion of the BAR GRAPHS.
   This is to summarize what children in the class eat.

   1) What food was eaten most often?
      This food is the STAPLE FOOD.
      A stable food is a cheap and easy source of energy.
      Staple foods are rice, yams, bread, etc.

   2) What other GO FOODS did the class eat?
      Make 3 lists on the board:
      GO FOODS                        GO FOODS                JUNK FOODS
      from plants                     from the store

   3) What GROW FOODS did the class eat?  Make 2 lists:
      FROM ANIMALS                   FROM PLANTS

   4) What GLOW FOODS did the class eat?  Make 2 lists:
      FRUIT                        VEGETABLES

5. IN HEALTH BOOKS

   Each child writes answers to the following questions:
   1) What is my STAPLE FOOD?
   2) What other GO FOODS did I eat?
   3) What GROW FOODS did I eat?
   4) What GLOW FOODS did I eat?
   5) What JUNK FOODS did I eat?
   6) Am I eating BALANCED MEALS?
   7) How could I improve my diet?
WEEK 3. IMPORTANT MEALS FOR SCHOOL CHILDREN.

OBJECTIVES:

The children will:
- learn why they need to eat breakfast before coming to school,
- plan breakfast and a school lunch using available foods from the three food groups,
- practise ways of preparing and packing food to take to school.

REFERENCES:

"Where there is no Doctor" p. 110-111, 115-117

MATERIALS:

Pictures of lunch parcels.

For lunch parcels:
- Clean brown paper, newspaper, plastic bags, banana leaves.
- Bamboo tubes, coconut shells.
- String or vines.
- Any other materials which could be used in your area for making food parcels.

TEACHERS' NOTES

After a 10-12 hour fast during the night, the body has run out of energy reserves and if children do not have a good breakfast they do not have enough energy to cope with work and play at school.

When parents leave early to go to work, the children are often left to get their own breakfast and something to take to eat at school. This means that many have no breakfast and no lunch, in fact nothing to eat until they get home from school.

Many have long distances to walk to school, they arrive at school tired and hungry, they are sleepy and inattentive and cannot do their lessons properly. Much more benefit will be obtained from school if the children can be encouraged to eat a nutritious breakfast and bring some food to eat at school during the break time.

Children in grade 3 may also have younger brothers and sisters who go to school. If so, they should be encouraged to make sure these younger children eat some breakfast and should help them prepare something to eat at school.
LESSON 1. BREAKFAST.

PROCEDURE

1. A survey of the breakfast habits of the children is a good way to start this lesson.

Make column graphs of:
- How many children did/ did not have breakfast today?
- The different foods the children had for breakfast.
- Who prepares the children's breakfast?

2. Have a class discussion.

1) Why is a good breakfast necessary?

   Stress:
   - Provides energy to walk to school.
   - Provides energy for work and play.

2) What happens if you don't have a good breakfast?

   - Arrive at school tired and hungry,
   - Get sleepy in class.
   - Cannot do lessons properly.
   - Cannot remember what the teacher said.

3. PLANNING A BREAKFAST FOR A SCHOOL CHILD.

   With the children's help make a list of all the foods that a child can eat for breakfast.

   - Use the information from the survey at the beginning of the lesson.
   - Add other foods available in your village or town.
   - Try to get some foods from each FOOD GROUP.
   - If junk foods are suggested, put them in a separate group.
     (If breakfast consists of junk food or nothing, junk food is preferable, but don't encourage this.)

   If children have to get their own breakfast, ask them:
   - How can foods such as sweet potato or peanuts be prepared so they are ready for an early morning breakfast?
     (These can all be put into the fire at night time. In the morning they will be ready to eat.)

4. IN HEALTH BOOKS
   Plan your own breakfast.
   Make a drawing of it and/or write about it.

5. HOME EXERCISE
   Encourage the children to prepare the breakfast they have planned and make sure they eat it before they come to school.
LESSON 2. SCHOOL LUNCHES.

PROCEDURE

1. Make a link with the previous lesson by asking the children what they had for breakfast today.
   - Who made their own breakfast?
   - Did you eat the food you planned last lesson?

2. WHAT DID YOU BRING TO SCHOOL TO EAT TODAY?
   Ask the children to show or tell what they brought to school to eat.
   - Make a summary on the board.

   The children can decide whether most school lunches consist of good foods or not.

3. PLANNING A GOOD SCHOOL LUNCH
   Let the children work in small groups.

   They should:
   1) Make a list of all the foods suitable for school lunch which are available
      - at home, or
      - in the store, or
      - in the school canteen (if applicable).
   2) Choose 3 foods from this list to make a school lunch.
   3) Check that the lunch chosen is a balanced meal.
   4) Draw a picture of your group's school lunch.

4. MAKING A LUNCH PARCEL.
   Show the accompanying pictures of lunch parcels and discuss each one.
   Working in groups, the children should practise wrapping a "pretend" school lunch in these various ways and any other way they prefer.

5. MAKE A CLASS DISPLAY
   1) Display the pictures of school lunches chosen by different groups.
   2) Display the food parcels.

A NOTE FOR TEACHERS

It is suggested that YOUNGER CHILDREN AT SCHOOL could inspect this display and various members of this class could teach them how to prepare and wrap their own school lunch.
WEEK 4. MALNUTRITION IN CHILDREN.

OBJECTIVES:

The children will learn:
- many children are malnourished because they do not eat enough food or do not eat the right foods,
- malnutrition affects health and progress at school.

REFERENCES:

"Children's Illnesses in Warm Climates" p.viii, 99-106
"Where there is no Doctor" p. 116-119

MATERIALS:

A picture of two boys, one healthy and one malnourished.

TEACHERS' NOTES

Although there is plenty of food in Solomon Islands, many children are malnourished. This is not usually because there is not food available, but because the parents do not understand the importance of food. The children are often not given enough to eat and do not eat the right foods.

Many children come to school without breakfast and eat the same food, white rice, every day. In the towns, and some villages as well, the children are eating too much Western junk food, like biscuits, chips, twisties, lollies and ices. As a result the children are small and thin, have no energy and get colds and other sicknesses all the time.

In addition many suffer from deficiency diseases, because nutrients the body needs are missing from their diet. Iron is needed for healthy blood. Children suffer from anaemia if iron is missing. This is a serious problem in Solomon Islands because the malaria parasite destroys the red blood cells and increases the need for iron.

Some vitamin deficiency diseases also occur. Vitamin B deficiency causes beri beri and is common amongst people who eat too much white rice. Vitamin A deficiency causes dry eyes and blindness. Vitamin C deficiency causes bleeding gums and loose teeth and reduced resistance to infections. Both Vitamin A and C deficiencies occur because of the lack of fruit and vegetables.

The children must eat often, they must eat enough and they must eat mixed foods. A diet which includes plenty of green leaves, yellow fruit and vegetables, and some meat, fish, eggs, beans and nuts, will prevent these problems.

Opportunity should be taken in this lesson to point out the advantages of smaller families. With fewer children to feed and care for, the mother has more time and energy to prepare good food for her family.
LESSON 1.  EFFECTS OF MALNUTRITION.

1. Display the pictures of the two boys.  
Describe them as follows and then ask which is which. 

JAMES 
James is 7 years of age and goes to school. 
He does well at his lessons and he is good at games. 
He doesn't get sick very often and he is very happy. 

ROBERT 
Robert is also 7 years of age and goes to school. 
He doesn't like school. 
He hasn't got enough energy to play games. 
He is always tired and sleepy. 
He is sick and miserable most of the time. 

2. Make a list on the board of all their differences, including physical differences. For example: 

<table>
<thead>
<tr>
<th>JAMES</th>
<th>ROBERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>good at lessons</td>
<td>doesn't like school</td>
</tr>
<tr>
<td>good at games</td>
<td>not enough energy for games</td>
</tr>
<tr>
<td>always happy</td>
<td>miserable most of the time</td>
</tr>
<tr>
<td>not often sick</td>
<td>often sick</td>
</tr>
<tr>
<td>tall and strong</td>
<td>short and weak</td>
</tr>
<tr>
<td>sturdy arms and legs</td>
<td>skinny arms and legs</td>
</tr>
</tbody>
</table>

Explain: Robert has MALNUTRITION. 

3. Describe the families of these two boys: 

JAMES' FAMILY. 
- There are four children in James' family. 
- Their mother gives them good food to eat which she gets from the garden, the market and the store. 
- They eat different foods every day and some hot food. 
- They always have breakfast before they go to school. 
- They take some food to eat at school and on the way home. 
- They like to help in the garden and grow foods to eat.

ROBERT'S FAMILY. 
- There are seven children in Robert's family. 
  Once there were nine, but two died. 
- They are all small, dirty and unhappy. 
- They do not like to work and they are often sick. 
- Their mother gives them the same food every day. 
- She gives them cold food because she only cooks one big pot of food each day. 
- She buys food from the store which costs a lot of money. 
- Often the children do not have breakfast before they go to school and they do not take food to eat at school.

4. Discuss these two families. 
What are the main differences between them? 
Make two lists on the board (beneath the lists above.) Include FAMILY SIZE.
5. WHY ARE JAMES AND ROBERT SO DIFFERENT?
   1) Children discuss this problem in pairs. Collect answers and write them on the board.

   2) Make sure the children understand the link between HEALTH, HAPPINESS, ACHIEVEMENT and DIET (what we eat).

   JAMES is healthy, happy and does well at school and games because he EATS PLENTY GOOD FOOD.

   ROBERT is sick, miserable, doesn't like school and games because he DOES NOT EAT GOOD FOOD and he DOES NOT EAT ENOUGH.

6. IN HEALTH BOOKS

   Draw JAMES AND ROBERT.
   Write your answer to the question: WHY ARE JAMES AND ROBERT SO DIFFERENT?

LESSON 2. HELPING ROBERT.

1. 1) Recall the previous lesson about: EFFECT OF DIET ON HEALTH, HAPPINESS AND ACHIEVEMENT.

   2) Revise the THREE FOOD GROUPS.
      Stress the need for:
      - enough food, frequent meals,
      - breakfast and food at school,
      - eating a variety of foods.

   3) Recall differences in FAMILIES of JAMES and ROBERT. If necessary, read the descriptions again.

2. WHY DOES JAMES EAT BETTER FOOD THAN ROBERT?

   Let the children work in pairs to work out their answers to this question.

   As before, they can share their answers which should be summarized on the board.

   Important points:
   1) Robert's mother does not understand that food has anything to do with health.
   2) Robert's mother has a big family to feed, and the easiest way is to cook a big bowl of rice.
   3) James' mother has fewer children and more time to grow food in the garden and look after her children.

3. GROUP WORK
   In small groups, the children can plan ways to help Robert's family to eat better food.

   At the end of the work period, each group leader should report the group's findings.
Some possible suggestions:
- Teach his mother that good food is important.
- Teach her that many green leaves are good food.
- Teach her not to waste money at the store.
- Help to plant a garden to grow vegetables.
- Get the children to help with gardening and cooking.

4. HOME ACTIVITY

Pupils should consider whether people in the village need to be taught about these things. If answer is "Yes", pupils should plan to do this.

* * * * *

ADDITIONAL ACTIVITY – THE GOOD FOOD GAME.
Quick workers could prepare the following game to play themselves, and teach younger children to play.

HOW TO PREPARE THE "GOOD FOOD GAME".
- Choose 12 or more foods commonly eaten in the village. (These should include foods from all foods groups, from garden, sea and store, and some junk foods.)
- Find pictures or make drawings of each of these foods.
- Draw some squares in the playground, as shown in diagram.
- Put one picture in one square. Leave some squares blank.
- Draw a base line about 2 or 3 meters away.

RULES.
1. FIND THE "GO" FOODS. (For children in grades 3 or 4)
   1) The children must
      - recall what GO FOODS are for,
      - decide which pictures represent GO foods,
      - write the words, "GO FOOD" under each picture.

   2) Stand at base line and take turns to throw a small stone, trying to get into the squares containing the GO FOODS. The stone must not stop on a line.

   3) To score: Add the number of times each person gets into a GO FOOD square.

2. PREVENT MALNUTRITION. (For grades 5 or 6)
   1) Give each picture a number according to that food's importance in the diet and place this number in the square with the picture. The high numbers are nutritious foods, the low numbers poor foods.
      e.g. 1 for lollies
           9 for fish

   2) Throw small stones or roll a ball into the squares as above, trying to get into the squares with the highest numbers, i.e. the most nutritious foods.

   3) To score: Add the numbers in the squares together. The highest score wins.
GRADE 5

TOPIC 5: GROWING AND CHANGING.

INTRODUCTION

In the lessons on this topic in earlier grades, the children have been learning how they grow. They have measured their own height and weight regularly to see if they are growing, because a steady increase in height and weight is an indicator that a child is healthy.

They have learnt that children of all ages have the same needs for healthy growth and development. They need good food, exercise, sleep, rest and relaxation, fresh air and sunlight, and love and care.

They have also noted that they change in other ways as they grow older. They develop new interests, new abilities and are able to accept more responsibilities.

When children reach the age of about 10-12 years in girls, maybe older in boys, they notice that as well as growing taller and heavier, their bodies are beginning to change in other ways. Their bodies are changing from the bodies of children into the bodies of adults. This is the stage called puberty.

Many children in grade 5 will have reached the stage of puberty and the others will reach this stage very soon. It is therefore very important that they are told what is happening to them.

The lessons which follow are designed for this purpose. Some teachers will call this sex education and may not be happy about giving these lessons. They will say that this is the responsibility of parents. This is true, but unfortunately many parents do not explain these things to their children.

These lessons have been very thoughtfully prepared, and teachers are asked to read the teachers' notes and the steps for each lesson very carefully before making a decision either to give or not to give these lessons.
WEEK 1. FAMILY LIFE.

OBJECTIVES:

These lessons aim to help the children understand:
- the different stages of family life,
- that all members of the family have needs,
- the happiness of a family depends on how successfully these needs are met.

REFERENCES: Nil

MATERIALS:

Pictures from magazines of babies, small children, school children, teenagers, parents and grandparents. Chartboard.

TEACHERS' NOTES

Everyone begins life as a baby. As we grow older, we pass through different stages within a family.

Babies are dependent on parents and others to care for them.
Small children are beginning to learn, but are still dependent on others.
School children are very busy learning many things and are able to help in many ways.
Teenagers are growing up to adulthood, they can accept more responsibilities and look after themselves.
Parents are very busy working and looking after children.
Grandparents have more time to spend with children.

An important function of a family is to fulfil the needs of all family members.

Some special needs of people in a family are:
- babies need total care,
- small children need protection and training,
- children need rules and discipline,
- teenagers need some independence,
- parents need help and consideration,
- grandparents need companionship.

LESSON 1. STAGES OF FAMILY LIFE.

PROCEDURE

1. Have a discussion about FAMILIES.
   - Refer to the children's own families.
   - Write a list on the board of VARIOUS STAGES OF LIFE.
     (See TEACHERS' NOTES.)
2. Children can describe characteristics of each group. This could include:
   - age,
   - whether they are dependent or independent,
   - how they fill their day,
   - their contribution to family life.

3. CRAFT ACTIVITY
   Design and put together a WALL CHART or MURAL with pictures depicting people in various stages of life.

4. IN HEALTH BOOKS
   Write a story commencing:
   
   I THINK THE BEST TIME OF LIFE WOULD BE..............

LESSON 2. HAPPY FAMILIES.

PROCEDURE

1. Recall previous lesson about STAGES OF FAMILY LIFE.

2. ROLE-PLAY: WEARING OTHER PEOPLE'S HATS (OR CLOTHES)
   - Let children put on a hat, or other garment, worn by different family members, from babies to grandparents.
   - They should ACT-OUT events in the daily lives of different people in their family.
   This exercise should be fun and children should learn about the needs of different members of their family.

3. NEEDS OF FAMILY MEMBERS
   With the children's help, compile a list on the board of the needs of family members. (See TEACHERS' NOTES.)

   Discuss:
   - how the family provides for these needs and
   - the special part children can play.

4. IN HEALTH BOOKS
   (Teachers should give these instructions step by step.)

   Make a heading: MY NEEDS
   1) Write down a list of your needs.
   2) Put "X" against any needs you think are not fulfilled.
   3) Think about this:
      - Are things marked "X" REAL NEEDS or SELFISH WANTS.
      - If selfish wants are granted:
        . will this badly affect others in the family?
        . will I be any happier?

   Make another heading: HAPPY FAMILIES
   Write:

   A FAMILY IS HAPPY WHEN EVERY MEMBER CONSIDERS THE NEEDS OF ALL OTHER MEMBERS AND EVERYONE TRIES TO HELP.
WEEK 2. MALE AND FEMALE.

(OPTIONAL)

OBJECTIVES:

These lessons aim to:
- help children accept and feel happy about their sex,
- describe and explain the period called puberty and some of the changes which commence at that time.

REFERENCES: Nil

MATERIALS: Nil

TEACHERS' NOTES

The sex of a baby is determined at the moment of conception, that is, when the sperm cell from the father and the egg cell from the mother join together. There are two different kinds of sperm. One produces boys and the other produces girls.

Many girls, and to a lesser extent boys, wish they were the opposite sex. This possibly arises from jealousy about family roles, the tasks they are required to do in the family and the greater freedom and opportunities given to boys in many families and cultures.

Many girls can see no future for themselves except marriage and a family and some are happy with this. However there are opportunities outside the home for girls these days, especially for girls who are educated and they should be made aware of this.

Puberty is the time when boys and girls first experience a change in their bodies. There is no exact age for the onset of puberty, but it usually occurs earlier in girls than in boys. In girls it usually occurs between 10 and 12 years and in boys between 11 and 16, but variations outside this range are perfectly normal. As a consequence of this, girls in the upper primary years are often bigger and more mature than boys of the same age. Teachers may also notice differences in their intellectual, emotional and social behaviour. In other words, the girls are more grown-up than boys.

Many children fear this time of change, the passing of childhood and the beginning of adulthood with all its associated problems. Often their fears arise because of ignorance. They do not understand what is happening. A simple straightforward explanation of the changes which occur at puberty will put their minds at rest.
LESSON 1. DIFFERENCES BETWEEN BOYS AND GIRLS.

This lesson aims to look at the good and bad points of being both boys and girls, emphasizing the positive aspects for both sexes. It will be most successful if conducted in a spirit of fun.

PROCEDURE

1. Discuss the similarities and differences between boys and girls. Don't be too serious. Make a game of it.

The discussion will probably centre around:
- clothes and hair styles,
- games and sports,
- jobs they do at home.

This can be done in different ways:
(Select a way which is acceptable in your village.)
- Boys can talk about boys, and girls about girls.
- Boys can talk about girls, and girls about boys.
- Pupils can mime games boys and girls play and jobs they do at home.

2. THE ROLES OF BOYS AND GIRLS IN THE HOME.
Compare jobs girls and boys like and do not like to do. Discuss:
Should boys and girls share jobs and responsibilities?

3. SPORTING ACTIVITIES
- What are girls' sports? What are boys' sports?
- Discuss the reasons girls are discouraged from playing body contact sports, like football.

4. GROUP WORK.
Organise the class into small groups, each group to include both boys and girls.

Each group should draw up two lists:
1) GOOD THINGS ABOUT BEING GIRLS
2) GOOD THINGS ABOUT BEING BOYS.

5. FUTURE WORK FOR BOYS AND GIRLS.
The teacher should lead a discussion about the kind of jobs available for the young people in the village.

Do not assume that girls will stay home and get married. This is one of the options open to girls, but not the only one.

6. IN HEALTH BOOKS

Write an essay: "WHAT I WANT TO DO WHEN I GROW UP."
LESSON 2. DIFFERENCES BETWEEN CHILDREN AND TEENAGERS.

PROCEDURE

1. CHILDREN'S ATTITUDES AND VALUES.
   Recall the previous lesson when the children studied similarities and differences between boys and girls.

   Summarize children's attitudes and values:
   1) What are the chief interests of boys and girls?
      (Make lists on the board.)
   2) Discuss:
      - What do boys think about girls?
      - What do girls think about boys?
      - With whom would you prefer to play?
      (Before puberty, boys and girls are not very interested in each other and prefer the company of the same sex.)

2. HOW HAVE TEENAGERS CHANGED?
   (This can be discussed by the whole class or in small groups if there are village taboos or teachers think some mature students may be embarrassed.)

   - Describe older brothers and sisters and friends.
   - Why do they spend so much time getting dressed?
   - Why do girls talk about boys all the time?
   - Why do boys show off in front of the girls?
   - Add other questions which apply in your village.

3. Explain THE FIRST SIGNS OF PUBERTY.
   (Keep this impersonal. Do not say "This will happen to you", but refer all the time to "the teenagers". The children will apply the information to themselves.)

   - Sometime between the ages of 10 and 16, the bodies of boys and girls change from bodies of children into bodies of adults.
   - This stage is called "puberty". Puberty means hairy. One of the things which happens is that hair grows on the body - under arms and in other places too.
   - Children usually begin to grow faster at this time. They get very hungry and eat a lot of food. They need good food so they will grow properly.
   - Teenagers get more interested in the opposite sex. Girls make themselves attractive so boys notice them. Boys sometimes show-off so girls notice them.
   - Children often laugh at teenagers and think they are silly, but teenagers enjoy being teenagers. It is a good time of life.

4. IN HEALTH BOOKS
   Make a heading: CHILDREN AND TEENAGERS
   Write some ways children and teenagers are different.
WEEK 3. CHANGES AT PUBERTY.

(OPTIONAL)

OBJECTIVES:

The children will learn in more detail
- what happens to boys at puberty,
- what happens to girls at puberty.

REFERENCES:

"Children's Illnesses in Warm Climates" p.93-94
"Where there is no doctor" p. 245-246.

MATERIALS: (Optional)
Diagrams of the male and female body in three stages:
  childhood, adolescence and adulthood.

TEACHERS' NOTES

Changes which occur in boys and girls at puberty are caused by sex hormones. Hormones are chemical substances produced in the body to control how the body works.

The male sex hormones cause facial hair, deepening of the voice, strengthening of the muscles and other changes obvious at this time. They also cause the testes to begin producing sperms.

Sometimes too many sperms are produced, they overflow and are pushed out of the penis during sleep. This is called a "wet dream", and usually occurs for the first time about two years after the first sign of puberty. Wet dreams indicate that a boy is now able to father a child.

The female sex hormones cause development of breasts and other changes obvious at this time. They also cause menstruation, the monthly bleeding called a period, which occurs when the lining of the womb comes away as part of the female menstrual cycle.

The first menstrual flow occurs about two years after the first signs of puberty. It indicates that the first egg cell has been produced by the ovaries. The egg cell travels down a tube to the womb which has been prepared as a nest in case the egg is fertilized, as it then needs a place to develop into a baby. If this does not happen, the egg cell passes out of the body and the nest is not needed any more so it is got rid of. It passes out of the body too and we call it the period. This is repeated every month and is called the menstrual cycle. The first period indicates that a girl can now have a baby.

It is suggested that boys and girls are put into separate groups for the lessons this week. A female teacher could take the girls and a male teacher the boys.
LESSON 1. HOW GIRLS CHANGE. (Girls only.)

Create a relaxed atmosphere for this lesson. There is no need for health books, as there will be no notes to record and no examination questions on this subject.

PROCEDURE

Explain changes which occur at puberty, using the following notes as a guide.

1. CHANGES IN APPEARANCE
   Use the diagrams of the female body - child, adolescent and adult - to help describe the changes which occur.
   - Growth of hair under arms and around private parts.
   - Gradual development of breasts from a bud to mature size over a 3-year period.
   - Rounding of the hips and thinning of the waist.
   Emphasise the good things about this. "The ugly duckling becomes a beautiful princess."

2. CHANGES IN SKIN.
   Explain:
   The skin sweats more, especially under the arms. The skin may be more greasy. Sometimes pimples come on the face.
   Stress the need for strict attention to:
   - cleanliness of the face and
   - regular washing under arms to prevent body odour.

3. MENSTRUATION
   Explain what happens very simply to get rid of fears.
   - Blood comes out of the vagina (private part).
   - This is called a "period".
   - The first period usually occurs about two years after the first signs of puberty (i.e. when breast buds form).
   - Periods usually last for about 5 days and happen every 28 days, although at first they are often irregular and may occur less or more frequently.
   - The first period means A GIRL CAN NOW HAVE A BABY.

4. MENSTRUAL HYGIENE AND VILLAGE CUSTOMS
   Explain the use of rags or pads or whatever is used in the village, and village customs, as appropriate.

5. MENSTRUAL PROBLEMS
   Sometimes there is pain, usually at the beginning of a period. It may last for a few hours or longer.
   Treatment:
   - The girl should lie down over a cushion.
   - An aspirin or paracetamol tablet may help.
   - If she can go to sleep, she will probably wake up feeling better.
LESSON 2. HOW BOYS CHANGE. (Boys only.)

Create a relaxed atmosphere for this lesson. There is no need for health books, as there will be no notes to record and no examination questions on this subject.

PROCEDURE

Explain changes which occur at puberty, using the following notes as a guide.

1. CHANGES IN APPEARANCE
   Use the diagrams of the male body - child, adolescent and adult - to help describe the changes which occur.
   - Growth of hair under arms, on face, on chest and around the penis.
   - The voice begins to crack and becomes deeper.
   - The muscles develop and become much stronger.
   - Growth in height.
   - Private parts (testes and penis) grow much bigger.

   Emphasise the good things in all this:
   - Often the smallest boy in the class becomes the tallest, strongest and most handsome young man.

2. CHANGES IN SKIN.
   Explain:
   The skin sweats more, especially under the arms.
   The skin may be more greasy.
   Sometimes pimples come on the face.

   Stress the need for strict attention to:
   - cleanliness of the face and
   - regular washing under arms to prevent body odour.

3. FACIAL HAIR
   At first soft downy hairs appear at the corners of the upper lip, later extend over the entire upper lip.
   When the hair becomes coarse, it becomes more obvious and the boys may wish to shave.

4. WET DREAMS
   Explain this very simply to get rid of anxiety.
   - Sometimes a wet sticky liquid comes out of the penis (private part) during sleep.
   - When this happens the boy may have had a dream about girls and growing up.
   - The sticky liquid is called semen. It contains lots of sperms which can help to make a baby.
   These sperms are not needed yet, so the body has to get rid of them.
   - The first wet dream means A BOY IS NOW ABLE TO BECOME A FATHER.
INTRODUCTION

The children had some lessons on the village environment in grade 3. This year this topic is dealt with in more detail.

Community hygiene is extremely important, because many of the sicknesses which the people get are caused by unclean homes and villages. For example, many sicknesses are caused by insects which breed in unclean surroundings. Many other sicknesses are caused by improper disposal of human waste and by polluted water.

The most serious problem is the method of disposal of body waste. Faeces contains many germs which cause disease, also eggs of parasitic worms. Unless body waste is disposed of in a properly constructed toilet and people have clean personal habits, it is very easy for the germs to spread to other people and make them sick. This is the cause of diarrhoea and many other diseases common in the villages.

It is also easy for germs to get into the water, especially if people defaecate in or near the village water supply. Many diseases are caught by drinking contaminated water.

The disposal of household and other rubbish is also a problem. Flies breed in rubbish, also other household pests. These pests carry germs from the rubbish to food and cause many diseases.

Animals which live in the village also carry many diseases which can easily spread to people, especially if they are allowed into the house.

Cleaning up a village, getting rid of the rubbish, building toilets and providing a safe water supply are tasks which village people must do themselves. It is hoped that the information in these lessons will be given to the adults in the villages, so that clean-up campaigns are put into operation and the number of diseases is reduced.
WEEK 1. SAFE DRINKING WATER.

OBJECTIVES:

The children will:
- revise reasons why water may be unsafe to drink.
- investigate the risks of the local water supply,
- learn how to collect and treat water to make it safe.

REFERENCES:

"Where there is no doctor" p. 131-139
"Children's Illnesses in Warm Climates" p. 45, 151

MATeRIALS:

A picture of a village stream.

TEACHERS' NOTES:

A supply of fresh safe water is necessary for every home, every village and every town. Many villages are built near rivers and streams, others have wells, while towns often build reservoirs or dams to collect water. Unfortunately it is very easy for this water to become contaminated with dirt and germs, and this is the cause of many serious diseases, such as diarrhoea and dysentery (belerun), cholera, typhoid fever and worm infections.

The safest sources of water in villages are rain water tanks and standpipes from improved water systems or covered wells. To keep this water safe, it is necessary to keep taps and pumps clean, get rid of rubbish and keep pigs and other animals away.

Water from an open well may not be safe if there is a toilet close by, if dirty water (e.g. from washing and swimming) drains into the well, or if children play and animals walk around it.

Water from a river or stream is not safe to drink, as it is often contaminated with body waste when people and animals toilet in or near the water, and when it is used for swimming and washing and a place to put the rubbish. If such a stream is the only water source, the water must be collected upstream from the village.

Water can also be contaminated during collection and after collection if people walk in the water, or by dirty hands, dirty containers and insects.

The only way to be sure water is safe to drink is to boil it. This will kill all the germs. The water should then be stored in a clean container which is covered to keep out dirt, flies and other insects. Do not drink from the water container. Always pour the water into a clean cup.
LESSON 1. A VILLAGE STREAM.

1. Briefly recall previous lessons about WATER.
   1) THE IMPORTANCE OF WATER.
      Water is needed:
      - for drinking and cooking,
      - to keep hands, bodies and clothes clean,
      - for washing dishes and cleaning the house,
      - for swimming and having fun,
      - to keep plants alive and help them grow.

   2) DANGERS IN WATER.
      - Germs in water which cause many bad diseases, such as belerun, skin diseases and worms.
      - Crocodiles, snakes and other dangerous creatures.
      - Floating logs, broken glass and other rubbish which may cause accidents.
      - The danger of drowning.

2. IS THIS WATER SAFE TO DRINK?
   Display the picture of a village stream.
   1) Children examine the picture carefully to see:
      - the position of the village,
      - the activities going on in the picture.

   2) A problem to solve:
      How many things can you find in this picture which makes this water unsafe to drink?
      Each child should make his/her own list.

   3) Check children's findings, which should include:
      - rubbish thrown into the stream,
      - dogs swimming in the stream,
      - toilet near the bank of the stream,
      - child urinating in the stream,
      - pigs on the bank,
      - women washing clothes in the stream,
      - children playing in the water.

3. SAFE WATER FOR THIS VILLAGE
   Have a discussion about "WHAT CAN BE DONE?"
   This should include:
   1) Collect water UPSTREAM from the village
      - where water is flowing,
      - where no one lives and there is no road or garden,
      - above the toilet place and the place used for washing and swimming.

   2) Put a fence around this place to keep animals away.
   3) Use a CLEAN CONTAINER to collect the water.
   4) Do not put feet in stream while collecting water.
   5) To be sure water is safe to drink, BOIL THE WATER.

4. IN HEALTH BOOKS
   Write your own notes or make a drawing of:

   HOW TO GET SAFE WATER FROM THE VILLAGE STREAM.
LESSON 2. IS OUR WATER SAFE?

This lesson is a practical extension of previous lesson.

PROCEDURE

1. Take class for a walk to local water source which may be:
   - a river or stream,
   - an open well,
   - a rain water tank,
   - a standpipe from improved water system or covered well.

2. They should make their own observations of the water supply to decide:
   1) Is the water likely to be safe to drink?
   2) If not, what can be done to improve the safety of the drinking water?

Things to be noted will vary, depending on water source. For example:

WATER FROM RIVER OR STREAM.
- Where is drinking water collected, upstream or downstream from the village?
- Is the water flowing or stagnant (still)?
- Is the water clear or dirty? (Remember - there may be germs in clear water too.)
- Is river used as a toilet, or are toilets nearby?
- Is river used for swimming, washing or washing clothes?
- Do animals use the water?

WATER FROM A TAP OF A RAIN WATER TANK OR STANDPIPE.
- Is area free from rubbish, vegetable peelings, etc.
- Do pigs and other animals come to the area?
- Is the tap clean?
- Is the tap always turned off after use?
- Does waste water collect near the tap?

WATER FROM AN OPEN WELL
- Is the area around the well clean?
- Do people wash themselves and clothes near the well?
- Does dirty water run back into the well?
- Is the bucket and rope used to collect water clean?
- Do children play near the well?

3. IN HEALTH BOOKS
   1) Record what you found out about your local water supply.

   2) Answer the question: IS OUR WATER SAFE TO DRINK?

   3) Write RULES FOR SAFE DRINKING WATER. These should include:
      - Use a CLEAN CONTAINER to collect the water.
      - BOIL THE WATER to kill the germs.
OBJECTIVES:
The children will:
- learn about different kinds of toilets,
- investigate risks of toilets and/or toilet habits,
- develop rules for clean and safe disposal of body waste in their village.

REFERENCES:
"Where there is no doctor", p. 137-139

MATERIALS: Nil

TEACHERS' NOTES:
One of the main causes of sickness in Solomon Islands is the improper disposal of body waste. Faeces contains germs which cause diarrhoea, worm infections and eye and skin infections. Even tiny bits of faeces carry enough germs to cause these diseases and make people very sick. The germs in faeces can get into the body in many ways.

1. FINGERS to MOUTH.
If hands not washed after passing stools or cleaning baby.

2. FINGERS to FOOD.
If food and utensils are handled with dirty hands.

3. FLIES to FOOD.
Flies are attracted to and breed in faeces, they pick up germs and carry them to food.

4. WATER
Water is easily contaminated with faeces if people toilet in or near the water source.

5. SOIL to MOUTH
Children who play in contaminated soil get germs on hands.

6. SOIL to FEET
Hookworms get into the body through the soles of the feet when people walk over contaminated soil.

There are different types of toilets. Villages near the sea may use a small house built over the sea. Villages in the bush may use deep pit toilets. There are some flush toilets in the big towns. Unfortunately many homes and schools still do not have a proper toilet, so the people use the beach, the bush or the stream.

A toilet is a safe place to pass urine and faeces, provided it is properly used, well-maintained and kept clean. But a toilet that is not kept clean can be more danger to health than not using a toilet at all.
LESSON 1. GERMS IN BODY WASTE MAKE US SICK.

1. Recall SCHOOL RULES about use of the school toilets.
   Stress the need for:
   - washing hands after using the toilet,
   - keeping the toilets clean.

2. GERMS IN STOOLS.
   Recall story of "Walter Germ" told in Grade 3.
   - Walter Germ lives in the gut and makes people sick with belerun.
   - Germs are pushed out of the body with watery stools.

   Explain:
   There are germs in stools even when we are not sick.
   These germs can make other people sick.

3. HOW GERMS IN BODY WASTE ARE SPREAD.
   Explain and discuss the following with the class.

1) ON FINGERS.
   - Faeces gets on fingers from dirty habits when passing stools and babies' dirty nappies.
   - People with unclean habits leave faeces on toilet seats, doors, paper, etc.
   - Germs on hands can get into:
     - mouths if we touch lips, suck fingers, etc.
     - food if people prepare food with dirty hands,
     - onto objects which other people touch, etc.

   STRESS
   The importance of washing hands to protect oneself and others from these germs.

2) BY FLIES
   - Flies are attracted to stools and other rubbish because that is where they lay their eggs.
   - Small bits of faeces stick to the flies' hairy legs and are carried to food.
   - The germs grow in the food and make us very sick.

   STRESS
   Importance of covering stools to keep away the flies.

3) IN SOIL
   - Children who play in soil where there is faeces, may eat soil or may get germs on their fingers.
   - If vegetables are grown in this soil, the germs can get onto the food.
   - Faeces and germs can be washed into rivers, streams, or wells by the rain.

   STRESS
   The importance of passing stools far away from the village if there is no toilet.
4) IN WATER
- Germs get into water if people toilet in rivers, streams and the sea.
- If people toilet on the beach or near a stream, river or well, faeces can be washed into water or carried in on the feet of people or animals.

STRESS
Importance of boiling drinking water to make it safe.

4. SUMMARIZE by building this diagram on the board:

"HOW GERMS ARE SPREAD".

5. IN HEALTH BOOKS
Copy the above diagram.
Either:
a. write a story, or
b. draw a picture
to show ONE way GERMS IN BODY WASTE CAN CAUSE DISEASE.

LESSON 2. A TOILET PREVENTS SICKNESS.

This lesson seeks to make the children more aware of the cleanliness of toilets and toilet habits.

Several different types of toilets are described. Choose those types which are relevant in your area.

PROCEDURE

1. Describe types of toilets and how they work.
DEEP PIT TOILETS.
- The stool is put in a hole deep in the ground.
  - It cannot spread to the water.
  - It cannot reach our hands and feet.
  - The germs cannot reach us.
- There is a cover to keep the flies out.
- It is in a small house with a roof.
- The VIP (ventilated improved pit) toilet also has a pipe to take away the bad smells.

TOILET OVER THE SEA.
- The waste goes into deep water.
  - The sea should take the waste away, but sometimes it washes back onto the beach.
- There should be two rooms, one for adults and one with a smaller hole for children.

FLUSH TOILETS
- The waste is flushed away with water and goes into a pit where it is treated to make it safe.
- To use this toilet you must sit on a seat.
  - You must not stand on it.
  - This makes the seat dirty.
- You must use toilet paper only.
  - Never use sticks or husks. These block toilet.

TOILETING IN THE BUSH.
Children must be very careful how they use the bush.
- They should dig a hole with a stick.
- They should clean themselves afterwards with leaves.
- They must be careful not to tread on the stool.
- They should cover stool and dirty leaves with soil.

2. Take the class for a walk to examine the school toilets, village toilets or the toilet area.

The children should decide:
- Is the toilet area clean?
- Does it smell? If it smells, it is not clean.
- Is the stool covered to keep away flies?
- Are there flies buzzing around? If there are flies, the stool is not properly covered.
- Is there anything to indicate that people who use the toilet have dirty toilet habits?

What can be done to make the toilet a healthy place?

3. IN HEALTH BOOKS
1) Record what you found out about the local toilets.

2) Answer the question: ARE OUR TOILETS HEALTHY?

3) Write RULES TO MAKE OUR TOILETS HEALTHY.
   - Some method to COVER THE STOOL.
   - The need to WASH HANDS after use.
WEEK 3. GET RID OF RUBBISH.

OBJECTIVES:
The children will:
- recall all the problems which come if rubbish is left in and around the home and village,
- survey their homes and the village for rubbish,
- develop plans to dispose of rubbish.

REFERENCES: Nil

MATERIALS:
Some samples of rubbish collected on the way to school.
Bags for the children to collect rubbish.

TEACHERS' NOTES:
Rubbish is anything which is of no further use and has been thrown away. It comes in many forms, including:
- food wrappings and containers, such as papers, tins and bottles,
- waste food, including peelings of vegetables and cleanings of fish and animals,
- broken or discarded implements and utensils, etc.

If rubbish is not got rid of in the correct manner, it causes many problems. Rubbish causes many accidents, e.g. when people step on or slip on the rubbish. It attracts rats, mice and cockroaches to homes and is a hiding place for snakes, spiders, scorpions and centipedes. Rubbish is also a breeding ground for flies and mosquitoes, both of which cause serious diseases.

Rubbish also makes homes and villages untidy and ugly. People who live in dirty untidy villages are usually dirty themselves and suffer from many health problems, but people who live in tidy villages are usually clean and more healthy.

Children who live in a dirty untidy village are usually not aware that anything is wrong, because they have never known anything else. In this case, it is the responsibility of the school to train the children to be tidy and to get rid of rubbish correctly. Teachers must set an example in the classroom and strict rules should be established to keep the school grounds tidy.

The best method of disposal of rubbish is to burn everything that will burn (papers, food wrappings, etc.). Everything else should be put in a big hole. Plant and animal material should be covered over with soil to keep flies and vermin away.
LESSON 1. THE PROBLEMS WITH RUBBISH.

PROCEDURE

1. Describe your journey to school and showing, one by one, the bits of rubbish you picked up.
   Have a class discussion about:
   - what it is,
   - how it got there,
   - who is probably responsible.

2. DIFFERENT KINDS OF RUBBISH.
   Question the children and make a list on the board. This will probably include:
   - Food wrappings made of paper, plastic or foil.
   - Food tins which often have sharp or jagged edges.
   - Bottles and plastic containers.
   - Broken glass and china.
   - Broken or worn out appliances, tools, toys, etc.
   - Wood shavings, old nails, etc.
   - Vegetable and fruit peelings.
   - Scales and insides of fish.
   - Meat scraps, including fat and bones.
   - Weeds from the garden.

3. PROBLEMS CAUSED BY RUBBISH.
   Have a discussion and recall previous lessons about:
   1) Accidents, e.g.
      - Treading on broken glass, jagged tins, rusty nails.
      - Slipping on banana skins and vegetable peelings.
   2) Vermin.
      Rats, mice and cockroaches come to dirty kitchens and rubbish bins and bring disease germs.
   3) Poisonous creatures.
      Snakes, spiders, scorpions and centipedes hide under logs and other rubbish left lying around.
   4) Insects.
      - Flies breed in rubbish, especially animal waste.
      - Flies carry germs to food.
      - Mosquitoes breed in stagnant waste water.
      - Mosquito bites cause malaria
      - Fleas and bedbugs hide in rubbish in houses.
   5) Ugliness, untidyness and dirt.
      - Rubbish makes homes & villages ugly and unhealthy.
      - People who get rid of rubbish and live in clean houses are more healthy.

4. IN HEALTH BOOKS
   Make a heading: THE PROBLEM WITH RUBBISH
   Draw examples of rubbish found in your village.
   Underneath each drawing, write about problems it causes.
LESSON 2. BE A RUBBISH DETECTIVE.

This lesson is a practical extension of the previous lesson.

PROCEDURE

1. In the classroom, organise the class and explain the activities which are to follow:
   1) Put the children into small groups and give each group a bag to collect rubbish.
   2) Organise the type of rubbish to be collected by each group. e.g.
      - Group 1 - papers, wrappings, etc
      - Group 2 - tins, bottles, broken glass, etc
      - Group 3 - food scraps, etc

2. Take the class for a walk around the playground and/or through the village.
   If possible, with the owner's permission, also visit yards and gardens of some houses.
   1) The teacher should:
      - draw attention to rubbish and untidyness.
        e.g. Dirt swept out of houses left in a heap outside the door.
      - also point out:
        . areas which are neat and tidy,
        . rubbish pits,
        . incinerators for burning rubbish.
   2) The children should collect rubbish they find and put in the bag.

3. Back in the classroom, the children should decide what to do with the rubbish they have collected.
   - Take anything which will burn to the incinerator.
   - Everything else should be put in the rubbish hole and covered over with soil.

4. HOME EXERCISE
   Each child should search his/her home, yard and garden and the village for rubbish.
   Collect the rubbish and dispose of it properly.
   Then write a report (as follows) in their health book.

5. IN HEALTH BOOKS
   Make a heading: RUBBISH AT HOME
   Write:
   - a list of the rubbish you found, and
   - what you did with it.

Make a plan to get rid of the rubbish in your home in the future.
WEEK 4. CARING FOR ANIMALS.

OBJECTIVES:
The children will learn:
- we get some diseases from cats, dogs and other animals,
- animals bring dirt and germs, if they come inside,
- animals must live outside and be properly cared for.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 117

MATERIALS:
Pictures of a mangy dog and a child with ringworm.
A bottle of gentian violet (triple dye) from the clinic.

TEACHERS' NOTES
There are many diseases which people get from animals. Animal droppings contain germs and eggs of worms which cause sickness if they get into mouth, e.g. on dirty hands or on food. Other diseases are carried to man from animals by the bites of insects such as fleas, ticks, mites and lice. Some skin diseases can also be caught from animals.

If animals are allowed inside the house, they bring dirt and germs and insect parasites with them. If children fondle and play with the animals, there is even greater risk that they will pick up diseases.

Animals should not be allowed inside, and pigs and cows and chickens should not be allowed to wander close to the house. Animals should have a special yard and/or shelter away from the house. This place should be kept clean and the animals should be properly fed, watered and cared for.

RINGWORM.
Ringworm is not a worm infection, as its name suggests. It is a fungal infection of the skin and scalp. The infection begins as a red patch on the skin which grows outwards from the centre. As it heals in the centre it leaves a red crusty ring - hence the name "ringworm".

Ringworm is often caught from infected cats and dogs. Infected animals are mangy, i.e. they have bald patches in their coats where the hair has fallen out. Children who play with and fondle these animals are very likely to pick up the infection. The infection can then be handed on from one child to another.

Ringworm on the skin is extremely itchy. It can usually be cured with gentian violet (triple dye). Ringworm of the scalp is more serious. It produces bald patches where the hair has fallen out. It is very difficult to clear up and often all the hair has to be shaved off.
LESSON 1. RINGWORM AND OTHER DISEASES CAUGHT FROM ANIMALS.

PROCEDURE

1. Review (or re-teach if necessary) what the children have already learnt about diseases caught from animals.

   1) **ANIMAL DROPPINGS** may contain **GERMS** which cause sickness and **EGGS OF WORMS** which grow inside us.

      Discuss how these germs and worm eggs get inside us:
      - Animal dung is deposited on ground, children play in the dirt and get dung on their hands.
      - Animals step in dung and carry it inside houses.
      - Dung gets on the coat of animals and children play with the animals.
      - Animal dung is washed into the water.
      - Flies carry germs from dung to food.

   2) **FLEAS, TICKS, LICE AND MITES** live in coats of animals.

      Discuss how these insects cause problems:
      - They cause itchy bites which we scratch and they become ulcers.
      - Sometimes they bite animals and pick up germs and then bite us and give us the germs.

2. **RINGWORM**

   Show the pictures of:
   - a child with ringworm on the skin and in the hair.
   - a mangy dog or cat which has bald patches where the hair has fallen out.

   Let the children talk about their experiences.
   - Who has had ringworm on their skin or in their hair?
   - What was it like? Did it itch? How did you cure it?

   Explain:
   - Triple dye will usually fix ringworm on the skin.
   - If on the scalp, the hair may have to be shaved.

   Have any dogs or cats in the village got bald patches?

   Explain:
   - These animals have ringworm.
   - If children play with or pat these animals, they will pick up ringworm germs.

3. **IN HEALTH BOOKS**

   Make a heading: **DISEASES CAUGHT FROM ANIMALS**

   Write some notes about:

   - **GERMS AND WORM EGGS IN ANIMAL DUNG.**
   - **BITES FROM INSECTS ON ANIMALS.**
   - **RINGWORM FROM MANGY DOGS.**
LESSON 2. ANIMALS MUST LIVE OUTSIDE.

PROCEDURE

1. Briefly recall previous lesson about diseases caught from animals.

STRESS:
If animals are allowed to roam around the house and inside the house, it is very easy to get these diseases.

ANIMALS MUST LIVE OUTSIDE.

2. WHAT SHOULD WE DO WITH ANIMALS IN THE VILLAGE?

Discuss: WHAT DO ANIMALS NEED?

1) If animals are to live happily and keep healthy, they need:
   - sufficient clean food to eat,
   - clean water to drink,
   - room to move,
   - a dry and clean place to sleep.

2) What sort of house or yard could we make for animals?
   - What materials would we need?
   - Where would we put it?

3) Who will be responsible for caring for the animals, feeding them and keeping their yard clean?

3. GROUP WORK: A PROBLEM TO SOLVE

Put the children into small groups to work out:

WHAT THEY SHOULD DO WITH ANIMALS IN THEIR HOUSE OR VILLAGE.

The teacher should provide suggestions only if the children cannot come up with any ideas of their own.

4. SHARE FINDINGS

When they have had sufficient time to work out their plan, one member of each group could tell the rest of the class. If the plans are different, have a class discussion to come up with the best idea.

5. IN HEALTH BOOKS

Make a heading: ANIMALS LIVE OUTSIDE

Draw or write about your plan for caring for animals at your house or in your village.

6. HOME EXERCISE

Encourage the children to put the plans into action.
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- KEEPING THE AIRWAY CLEAR.

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Week 9. BROKEN BONES
- A BROKEN OR INJURED ARM
- A BROKEN OR INJURED LEG

TOPIC 9. WHAT HAVE WE LEARNT ABOUT HEALTH

UNITS OF WORK
This topic can be used to revise all that has been taught about health in the six primary grades, in preparation for the Hick's test.

Alternatively, it could be an activity for the boys during the lessons on MOTHERCRAFT (i.e. Topic 4) which may be considered by some teachers to be more useful for girls.

1. HEALTHY BODIES
2. HEALTHY FAMILIES
3. SAFE AND HEALTHY HOMES
4. SAFE AND HEALTHY VILLAGES AND TOWNS
5. A HEALTHY NATION
GRADE SIX

TOPIC 2. DENTAL HEALTH.

INTRODUCTION

The lessons which follow consolidate the series of lessons on dental health which have been given in grades 1 to 5, by revising the previous lessons and giving the students a fuller understanding of what happens when teeth decay and how to prevent this happening.

The cause of dental problems is the food we eat. When people ate a traditional diet of crisp raw fruit and vegetables from the garden, dental problems were rare. These problems are now unfortunately on the increase because of the change in diet. People are eating less of the traditional, fresh foods from the garden and more packaged foods, the so-called Western foods, from the store.

Many of these "new" foods are made from refined starch and sugar which sticks to the mouth and leaves behind a slimy film called PLAQUE. If this film is not removed, the teeth will decay, (i.e. get holes in them) and this causes toothache.

Plaque also makes the gums unhealthy. Unhealthy gums are swollen and painful, and eventually teeth fall out.

To prevent dental disease, children must be encouraged to eat more traditional food, such as crisp fresh fruit and vegetables from the garden, and less refined food from the store.

They must also be taught about the importance of cleaning their teeth and their gums correctly and regularly. Teeth and gums should be cleaned regularly for several reasons:

1. To remove stains caused by some foods.
2. To make the mouth feel and smell fresh.
3. To massage the gums.
4. To remove the slimy film, called plaque, which forms on the teeth and causes decay.

The importance of cleaning teeth and gums regularly and properly has been continually stressed, also the need to eat a diet of fresh crisp food from the garden, not sticky sweet and starchy food from the store.
WEEKS 1 & 2. PREVENTING TOOTH DECAY.

OBJECTIVES:

The students will:
- recall and revise earlier lessons about teeth,
- learn how a tooth is made and how it decays,
- do experiments to show how acid dissolves enamel,
- enjoy creative activities to consolidate these lessons on teeth.

REFERENCES:

"Children's Illnesses in Warm Climates" p. 39
Your Body Charts: Your Teeth.

MATERIALS:

A baby tooth, coca cola and a glass.
A hard boiled egg, vinegar and a glass.
2 apples, melons or similar, one good, one bruised.

TEACHERS' NOTES

Teeth are very hard and bone-like, but they are not made of bone. The outside of a tooth is made of a substance called ENAMEL which is even harder than bone. Enamel protects the living part of the tooth underneath. The enamel is very tough because teeth have hard work to do, biting and tearing and grinding the food.

Beneath the enamel is DENTINE which is hard too, but not as hard as enamel. In the centre is the PULP which is soft. Dentine and pulp are the living parts of the tooth. The pulp contains nerves and blood vessels. The enamel protects the living parts of the tooth, so it is important that the enamel is not damaged.

What can damage enamel? The greatest problem is PLAQUE. Germs grow in the plaque and form acids which slowly dissolve (eat away) the enamel. Acid food and drinks can dissolve the enamel too. Many children who drink a lot of coca cola have bad teeth.

Tooth decay occurs as the hole in the enamel gets bigger and goes right through into the dentine. As the hole gets deeper and closer to the pulp, the tooth begins to ache. If the hole reaches the pulp, germs can get into the pulp and cause an infection, called a tooth abscess.

Tooth decay is a very serious problem. It causes toothache which is very painful. A tooth abscess may cause blood poisoning and make people very sick. A dentist may be able to fill the hole, if it is not too big, but often there is no dentist or the tooth has died and then it has to be pulled out.
LESSON 1. WHAT DO WE KNOW ABOUT TEETH?

PROCEDURE

1. Recall what the students have already learnt about teeth in earlier grades. Question the class and re-teach topics if necessary.

1) Baby teeth and second teeth.
   - There are 20 baby teeth which are pushed out by the second teeth.
   - By the age of 12 or 13, most people have lost all their baby teeth and have 24 to 28 second teeth. Let the students count their teeth.

2) Different types of teeth.
   - Incisors are biting and cutting teeth.
   - Canines, the eye teeth, are tearing teeth.
   - Molars, double teeth, are for grinding and chewing. Let the students examine, count and describe the different types of teeth in their mouths.

3) Crown, root and jaws.
   - The crown is the part we see above the gums.
   - The root is in the gums.
   - Molars have 2 or 3 roots, other teeth only one.
   - Teeth are held firmly in cavities in the bone of the jaw by cementum.
   - The gums help to hold the teeth in place.
   - When we bite or chew, we move our bottom jaw.
   Has anyone got a loose tooth? Describe what is happening.

4) Plaque is an enemy of teeth.
   - Plaque is the slimy coating on teeth which comes from eating sweet sticky foods.
   - Plaque makes holes in teeth.
   - Plaque makes gums red and swollen and loosens teeth.
   The students should name the foods which cause plaque.

5) Cleaning teeth and gums properly to remove plaque is very important.
   The best method of cleaning teeth and gums is:
   - Clench teeth, brush front round and round.
   - Open mouth and brush back inside and out.
   - Open mouth, flick and brush inside bottom teeth.
   The best toothpaste is FLUORIDE toothpaste. Salt or a mixture of salt and bicarbonate of soda can be used instead of toothpaste.
   - Rinse mouth with water if you cannot brush your teeth after eating.
   - Clean between teeth with a tooth stick.
LESSON 2. HOW TEETH DECAY.

PROCEDURE

1. WHAT IS A TOOTH MADE OF?
   1) Explain:
      Teeth are very hard and look like white bone.
      But a tooth is not the same all the way through.

   2) Compare a tooth with an apple or melon.
      - When an apple is whole, we see the skin outside.
      - If we cut it in half we can see what's inside.
        (a fleshy part and the centre where the seeds are)

   3) Use the chart "Your teeth" to show what is inside.
      Explain:
      - Outside layer is ENAMEL (like skin of apple).
        Enamel is white, tough and protects parts beneath.
      - Under the enamel is DENTINE (like flesh of apple).
        Dentine is hard too, but not as hard as the enamel.
      - In the centre is the PULP (like core of the apple).
        Pulp is soft and contains blood vessels and nerves.

2. IN HEALTH BOOKS
   Make a heading: THE INSIDE OF A TOOTH
   Draw and label a tooth cut in half.

3. WHAT CAUSES TOOTH DECAY
   1) Compare a decayed tooth with a rotten apple or melon.
      Cut through the damaged skin to see what is beneath.
      Explain:
      - The broken skin let germs in.
      - The germs make the apple rotten.
      - The rotten part is brown.

   2) Use the picture in "Your Teeth" chart to explain how a tooth decays.
      - Acid in the plaque eats into the enamel and decay begins inside the tooth.
      - The decayed part is black.
      - The decay spreads through the dentine until it reaches the pulp.
      - The pulp dies and can form an abscess.

4. IN HEALTH BOOKS
   Draw a picture to show what happens when a tooth decays.

LESSON 3. MORE ABOUT TOOTH DECAY.

PROCEDURE

1. Check understanding of the process of tooth decay.
   - What does a decayed tooth look like?
   - What causes holes in teeth?
   - Why does a tooth ache?
   - What causes a tooth abscess?
2. Set up EXPERIMENTS TO SHOW HOW ACID DISSOLVES ENAMEL.
   1) Put a baby tooth in a glass of coca cola. Observe for several days and watch the enamel slowly dissolve away.

   Explain:
   Coca cola contains enough acid to rot teeth. People who drink coke all the time have bad teeth.

2) Put a hard boiled egg in vinegar. Observe after several minutes, one hour and again the next day.

   Explain:
   The shell is hard like enamel. Vinegar is an acid.

3. IN HEALTH BOOKS

   Record results of these experiments.

LESSON 4.   TEACHING OTHERS ABOUT DENTAL HEALTH.

These activities are designed
- for enjoyment,
- to consolidate what the students have learnt in their health lessons, and
- to teach others.

You may select one or more of the activities below.

PROCEDURE

1. Make up a play about "THE WAR IN THE MOUTH". Invite people in the village to watch the performance.

   Suggested cast:
   Jimmy Germ - who attacks teeth.
   Sally Sugar - who makes plaque.
   Mickey Molar - a rather stupid tooth.
   Mrs Toothbrush - three good and helpful people who
   Tommy Toothstick stop Jimmy Germ and Sally Sugar
   Mr Dentist attacking Mickey Molar.

   Write a 2-minute advertisement about DENTAL HEALTH. This could be recorded on a tape recorder and played to the school and in the village.

3. A Comic Strip.
   Make up a comic strip about CARING FOR TEETH. Draw the comic characters and write what they are saying.

   This could be printed in the school magazine or pinned on the school and village notice board.
GRADE SIX.

TOPIC 4. STARTING A NEW FAMILY

INTRODUCTION

This topic includes some lessons on sex education. Not all teachers agree that these lessons should be given in the primary school. Some teachers believe that in previous times, people managed without sex education. They lived by the rules of the village. They got married when they were young and had lots of children. Why can't this happen now?

There are many problems in the world today which are caused by people's sexual behaviour. These problems are so serious that they could cause the death of millions of people. These problems are already affecting many countries and will affect the people in Solomon Islands very soon unless steps are taken immediately to prevent them.

The sexually transmitted diseases and AIDS are some of these problems. These will be taught in Term 3.

Another problem is the rapid increase of the population in Solomon Islands. The old idea that children are a security for one's old age no longer applies. This country cannot support any more people.

More people also mean more rubbish. This rubbish is put into the air, into the water and onto and into the ground. All this rubbish is poisoning people and will destroy the world unless we do something about it.

At a more personal level, if women have too many children, one after the other, they get old and die before their time. Women have a right to live long and healthy lives, and this can be done by birth spacing, which means having a gap of at least three or four years between babies.

But it is not much use deciding to have fewer children if you don't know how this can be done. So young people must understand how babies are made and be taught how to avoid having children.

The lessons which follow will give school leavers some knowledge about these matters to help them make the right decisions.
WEEK 1. HOW A BABY IS MADE.

(OPTIONAL)

OBJECTIVES:

These lessons aim to give pupils an understanding of:
- the male and female reproductive systems,
- how the egg cell and sperm cell meet,
- emotional and social aspects boy-girl relationships.

REFERENCES: Nil

MATERIALS:
Diagrams of male and female reproductive organs.

TEACHERS' NOTES:

The lessons this week explain in simple terms how a baby is made, and give the students the opportunity to ask questions about things they want to know about sex.

Because this is a controversial subject, these lessons are optional.

Many teachers will feel embarrassed about this subject and unwilling to talk about this matter in school. They may not understand what happens themselves, because this subject is taboo in many villages.

It is important that the headmaster agrees that these lessons should be given. The parents also should be informed, and perhaps invited to the school to hear the lessons themselves.

If it is decided that the lessons should be given, boys and girls should be separated. Perhaps a female teacher could speak to the girls, and a male teacher to the boys. Another idea is for the school or community nurse to be asked to take these lessons.

You will notice that there are two sets of lesson notes - one set for the girls and one set for the boys.
HOW A BABY IS MADE - FOR GIRLS.

LESSON 1. HOW DO WOMEN GET PREGNANT.

PROCEDURE

1. Use the diagram to help describe the SEX ORGANS OF A WOMAN.
   - There are two ovaries attached to the back wall of the abdominal cavity (the belly).
   - Each month one egg cell is produced. An egg cell is very small, only about as big as a pinprick.
   - The egg cell has a long journey for something so small. It travels into the mouth of one of the fallopian tubes and down the tube into the womb.
   - Usually the egg cell then passes out of the womb, into the vagina and out of the body through the opening between the legs.
   - If a girl gets pregnant, the egg cell nestles in the wall of the womb and grows into a baby.

2. Recall grade 5 lesson when girls learnt about PERIODS.
   - Each month the womb prepares for a baby. It stores food in blood vessels in its wall.
   - If a girl does not become pregnant, this food is not needed, so it leaves the body, as monthly bleeding.

3. HOW DO GIRLS GET PREGNANT?
   This can be explained simply as follows:
   - A man and a woman are needed to make a baby.
   - Women produce egg cells. Men produce sperm cells.
   - Sperm cells are produced in the testes, the bags between the legs, and come out through the penis (private part).
   - The sperms are placed in the woman's body when a man and woman make love. This is a very sacred act and is part of God's plan. It should only happen between a husband and wife.
   - If this happens at the time of the month when a woman has produced an egg cell, the sperm will join with the egg cell and grow into a baby.

4. WHAT GIRLS WANT TO KNOW ABOUT SEX.
   Most girls have many questions about sex they would like answers to, but they are too shy to ask anyone.

   The teacher could ask the girls to write their questions on a piece of paper and put in a box.
   The teacher can give answers next lesson.
LESSON 2. WHAT GIRLS WANT TO KNOW.

Many girls in grade six will have reached puberty, so their bodies are ready to have a baby.

It is not good for girls to become pregnant at this age, as this would mean they would have to drop out of school.

Also they still have the minds of children, and are not ready for the responsibilities of becoming a parent.

However adolescent girls are attracted to boys, and boys are attracted to young adolescent girls. So unless they are strictly supervised and/or know how to look after themselves, it is very likely that they will get pregnant.

The person giving this lesson should provide information which will protect girls from unwanted pregnancies before they get married, and also from sexually transmitted diseases.

The information given must not offend older people in the village and must conform to village customs and religious beliefs.

PROCEDURE

1. The teacher can read the questions which were placed in the box last lesson and give an answer or discuss each problem with the class.

Questions asked may include:

- Can I get pregnant the first time I have sex?  
  Answer: Yes.

- What do I do if I like a boy and he wants to have sex?  
  Answer: It is best to stay in groups and not be alone with a boy.

- Will taking........stop me getting pregnant?  
  Answer: Most custom remedies do not work.

- How can I stop getting pregnant?  
  Answer: There is only one way when you are young. Don't have sex.
HOW A BABY IS MADE - FOR BOYS.

LESSON 1. HOW DO WOMEN GET PREGNANT?

PROCEDURE

1. Use the diagram to describe the SEX ORGANS OF A MAN.

- Hanging between the legs of boys is a bag which contains two hard smooth lumps, called testes.
- Testes produce sperms.
- Sperms are very very tiny, too small to see. They have a tail, so they can swim.
- Millions of sperms are produced and they are stored in tubes inside the testes.
- Sperms come out through the penis (private part) in a sticky liquid.

2. Recall the grade 5 lesson about WET DREAMS.

- Sometimes the sperms come out of the penis when boys are asleep.
- When this happens, the boys often have a dream about girls or growing up.

3. HOW DO GIRLS GET PREGNANT?

This can be explained simply as follows:

- A man and a woman are needed to make a baby.
- Women produce egg cells. Men produce sperm cells.
- Women produce one egg cell each month which remains in the women's body for about one week.
- Sperms are placed in the woman's body when a man and a woman make love. This is a very sacred act and is part of God's plan. It should only happen between a husband and wife.
- If this happens at the time of the month when the woman has produced an egg cell, the sperm will join with the egg cell and grow into a baby.

4. WHAT BOYS WANT TO KNOW ABOUT SEX.

The teacher could ask the boys to write their questions on a piece of paper and put them in a box at the end of the lesson. The teacher can give the answers next lesson.
LESSON 2. WHAT BOYS WANT TO KNOW.

The girls in grade six will probably have reached puberty, so their bodies are ready to have a baby. Boys however mature at a slower rate than girls, so it is likely that many of the boys will not have reached puberty.

In many ways this is good, as these facts can be explained to them before they are experiencing sexual feelings and are attracted to girls.

The person giving this lesson should make sure the boys understand and accept their responsibilities towards the girls.

Boys must not talk girls into having sex before they are married. It is wrong to make girls pregnant while they are young, especially if they are still at school.

The boys are too young to become fathers, and the girls too young to become mothers.

This information must conform to village customs and religious beliefs and must not offend older people in the village.

PROCEDURE

1. The teacher can read the questions from the box, and give answers or discuss various issues with the class.

   All answers given should aim to protect boys and girls from sexually transmitted diseases (see p.) and to make boys responsible in relationships with girls.

2. Some topics for discussion could be:

   - The strong sex drive when men are young.
     Explain: This is natural and happens to all males, but it must be controlled.

   - The fact that boys like to prove their manhood by having sex with girls.
     Explain: Manhood can be proved in other ways, e.g. by showing respect to girls and having good manners.

   - What about girls? Is it OK to make love with them?
     Explain: It is wrong to bring unwanted children into the world which may happen if you have sex.

   - What is masturbation and is it wrong?
     Explain: Masturbation is seeking pleasure by touching the sex organs.
     It is a normal part of growing up.
WEEK 2. HEALTH CARE DURING PREGNANCY AND CHILDBIRTH.

(OPTIONAL - GIRLS ONLY)

OBJECTIVES:
The students will learn:
- the signs of pregnancy, and how a pregnant woman should care for her health,
- how to safeguard both mother and baby during birth.

REFERENCE
"Where there is no Doctor" p. 247-254

MATERIALS:
Copies of the story, CHERYL'S BABY, in two parts.
Part 2 should be adapted according to the conditions in the village. (See Teachers Notes.)

It would be helpful if the students, especially the girls, had a copy of this story to paste in their health books.

TEACHERS' NOTES

Women who are pregnant for the first time are often excited about the expected event but anxious about the unknown which lies ahead. During a pregnancy the lives of two people are at stake - that of the mother and the developing baby. The expectant mother must know how to care for herself.

Her diet must supply all the nutrients needed by the baby, otherwise her own health will suffer as the baby will take what it needs from the mother. The baby's special needs are proteins for growth, calcium for bones and teeth, iron for blood and vitamins for health.

Pregnant women are also more susceptible to malaria, as they lose their natural immunity at this time. It is therefore important that they take chloroquin or other anti-malarial drugs.

A pregnant woman can continue working, but should avoid getting over-tired. She should have regular exercise and plenty of rest. Towards the end of the pregnancy when the baby is getting heavy, she may need to rest with her feet up to prevent swollen feet, varicose veins and more serious problems.

She should visit a pre-natal (MCH) clinic every month, so her weight and general health can be checked. She should carefully follow any advice given at the clinic.
While childbirth is a natural event, women who give birth unattended take a great risk, both to their own health and that of their baby. Excessive bleeding and infection can cause the death of the mother, while tetanus is a common cause of death of babies.

It is very important that the second lesson is ADAPTED to VILLAGE CUSTOMS and availability of HEALTH SERVICES.

For example:
- Where there is a hospital or "in-care" health centre, emphasise the need to get there when labour begins.
- Where births occur at home in the village attended by the local village aid, midwife or clinic sister, emphasise the importance of calling him/her and preparing a clean room, collecting clean rags and providing lots of boiling water and soap.
- If the women go away into the bush to have their babies, this habit should be discouraged. It is dangerous for mother and baby, because of bleeding and infection, and the risk of tetanus.

LESSON 1. A FIRST PREGNANCY.

PROCEDURE

1. Give students copies of this story to read.

"CHERYL'S BABY" (PART 1)

Cheryl and Sharon were sisters. Sharon had been married for nearly one year. She hoped that she would have a baby soon as she loved children. She knew that the first sign that you might be pregnant was missing a period, and her period was already seven days overdue. Sharon knew what to expect, because Cheryl had a baby last year.

In the first few months Cheryl felt very sick, and wanted to throw up all day, so she went to the MCH clinic. The clinic nurse said many pregnant women felt this way and it was a sure sign of pregnancy. It was called morning sickness. She was told it was not serious and might last for 6 or 8 weeks.

Cheryl also felt very tired and weak and she had a backache. She used to work in the village garden, as they needed the money, but some days she felt so weak that she had to stay home and rest. The nurse said she was anaemic and gave her some iron tablets to take. She was told she could continue to work in the garden, but not do heavy work. She should have some exercise and walking was very good.
Cheryl was told to eat good food. She should eat more GROW FOODS, like meat, fish, eggs, chicken, peanuts and cheese, to help the baby grow, and plenty of GLOW FOODS, like dark green leaves, so the baby will be healthy. She was also given some calcium tablets to take to help make the baby's bones strong.

Cheryl lived in a village where people often got malaria. The nurse told her that she must take malaria tablets, because pregnant women are more likely to get malaria and it might affect the baby too. So Cheryl look her tablets every week.

The clinic nurse asked Cheryl if she smoked cigarettes. She had to admit that she smoked sometimes. The nurse said she must stop, as smoking was very bad for the baby.

Cheryl went to the MCH clinic every month until her baby was born. She listened carefully to all the nurse told her and took good care of her health, because she wanted to have a healthy baby. And Sharon remembered all about this too when she knew she was pregnant.

2. IN HEALTH BOOKS
Make a heading: CHERYL'S BABY

Write the answers to the following questions. (The answers are found in the story.)

1) What is the first sign that a woman is pregnant?
2) What is another sign?
3) Why did Cheryl go to the MCH clinic the first time?
4) How often did she go to the MCH clinic?
5) Why did Cheryl feel very tired and weak?
6) Should a pregnant woman have plenty of exercise?
7) Should a pregnant woman do hard work?
8) Should a woman smoke cigarettes when she is pregnant?
9) What were THREE different tablets Cheryl had to take and what were they for?
   ............................
   ............................
   ............................
10) What food groups are important for pregnant women and why.
   ............................
   ............................

3. DISCUSS the answers to the questions and enrich when necessary, as follows:

1) First sign of pregnancy: a missed period.
2) Another sign of pregnancy: morning sickness.
3) She went to the MCH clinic the first time because she felt sick.
4) She went every month until the baby was born.
5) She felt tired and weak because she was working hard in the garden and she was anaemic (had thin blood)
6) Pregnant women should have regular exercise.
7) Pregnant women can continue to work, but they should not lift heavy weights and they should not get too tired.
8) Mothers who smoke have weak babies.
9) Cheryl took
   - iron tablets to make strong blood,
   - calcium tablets to make baby's bones strong.
   - malaria tablets to prevent malaria.
10) Cheryl was told to eat
    - GROW FOODS to help baby grow.
    - GLOW FOODS so baby will be healthy.

4. HOW TO HELP PREGNANT WOMEN.
Have a class discussion.
List suggestions on board and record in health books.

For example:
- Tell them how to care for themselves, especially eating nutritious food.
- Help to prepare good food if they are too tired.
- Help them with their work so they can have more rest.
- Mind their other children.

5. IN HEALTH BOOKS

Prepare some RULES to KEEP HEALTHY DURING PREGNANCY.
These should include:
- Visit MCH CLINIC every month.
- Eat good food, especially GROW and GLOW FOODS.
- Exercise every day.
- Do not lift very heavy weights.
- No smoking.
- Take malaria tablets every week.

LESSON 2. THE BIRTH OF THE BABY.

PROCEDURE

1. The pupils should read Part 2 of "CHERYL'S BABY" which has been changed as necessary.

"CHERYL'S BABY - PART 2"

As the time for the baby to be born got nearer and nearer, Cheryl got bigger and bigger because the baby inside her was growing so fast. The baby used to kick when she was trying to sleep at night. She wondered if her baby was always going to be awake when she wanted to sleep.
Finally the day came for the baby to be born. Cheryl didn't know what to expect, but she guessed something was about to happen when she started to get pains in the bottom of her belly. They felt a bit like the colic, but they didn't last long. They came about every 10 minutes. She told her husband it was time to prepare for the birth.

ADD A PARAGRAPH HERE ACCORDING TO VILLAGE CUSTOMS

The next 12 hours were not much fun for Cheryl. The pains got worse and they came more often, but the midwife told her how to relax and this eased the pain. At last Cheryl felt like pushing, so she pushed and pushed and soon the baby came out through the birth canal and was born. The baby was still attached to the cord and the midwife cut this with a new razor blade. She wrapped up the baby's belly to help the cut cord heal.

At last Cheryl was given her baby to nurse. A beautiful healthy baby girl. Cheryl gave the baby susu. Cheryl and her husband and her family were very happy.

2. Have a class discussion about CHILDBIRTH.
   Apply this to the situation and customs in the village. The following questions and answers are a guide.

1) How did Cheryl know her baby was about to be born?
   (She got pains in her belly about every 10 minutes.)

2) Why did her husband call the midwife (or take her to hospital)?
   (Because this is the safest way to have a baby.)

3) Why is it necessary for the hospital or room where the birth takes place to be very clean?
   (So no germs can infect the mother or the baby.)

4) Why is it dangerous for women to have their babies by themselves?
   (The mother can bleed to death and baby can die.)

5) How can a new-born baby get tetanus?
   (When the cord is cut with a dirty razor blade or dirt gets into the wound. Tetanus can kill.)

6) How can tetanus be prevented?
   (a. Immunize mother. This protects baby too.
   b. Strict attention to cleanliness during birth.
   c. Cut cord with a new razor blade.)

3. IN HEALTH BOOKS
   Make your own notes about A SAFE CHILDBIRTH.
WEEK 3. BIRTH SPACING AND FAMILY PLANNING.

OBJECTIVES:
The pupils will:
- learn why birth spacing is desirable,
- plan their ideal family.

REFERENCES:
"Where there is no doctor" p. 283-294

MATERIALS:
Two pictures:
- a family with many children,
- a family with 2 or 3 children.

TEACHERS' NOTES
Some parents want a lot of children. They believe that lots of children will help with the work and look after them when they grow old. But big families bring many serious problems.
- With big families, it takes a lot of money to feed, clothe and educate them all.
- Some children, usually girls, are kept home from school to look after younger children and so miss out on their education.
- It takes a lot of money to provide hospitals and nurses and doctors and medicines to keep the people healthy.
- When a mother has one baby after another, with little space between, she often becomes weak. She cannot produce enough good milk to feed her babies and she may die, leaving lots of children without a mother.
- Villages and towns become crowded and there is not enough space for people to enjoy themselves.
- Many people make lots of rubbish. Too much rubbish is hard to get rid of and it can poison people.

How to limit the size of families is the other problem. Many people have large families, not because they want them, but because they do not know how to prevent having children.

Primary school is not the place to teach children about methods of contraception. However it is appropriate to tell them about the work of SIPPA, the Solomon Islands Planned Parenthood Association, so that when the time comes, they will know where to seek help.
LESSON 1. THE IMPORTANCE OF BIRTH SPACING.

PROCEDURE

1. Introduce this lesson by showing the two pictures:
   1) A big family with lots of children,
   2) A small family with 2 or 3 children.

   Let the class discuss the differences.
   - Count the children.
   - Guess the ages of the children in the big family.
   - Think about the work the mother has to do.
   - Think about how much it would cost to feed all the children in the big family.
   - Do you think all the children would go to school?
   - What are other differences between the big family and the small family?

2. Recall the story "Ruth had a big family".

   - Can you remember what happened to the baby, Peter?
   - Can you remember what happened to Ruth?
   - Do you think Ruth and Peter would have been so sick if Ruth had a smaller family?

3. BIRTH SPACING

   Explain:
   Birth spacing means 3 OR 4 YEARS BETWEEN BABIES

4. Have a class discussion about

   1) disadvantages of many babies close together,
   2) the advantages of birth spacing.

   Draw up two lists on the board. e.g.

   **BABIES CLOSE TOGETHER**
   - too much work for mother
   - too many meals to cook
   - family mainly fed on rice
   - mother gets very tired
   - father worries about money
   - toddler is malnourished
   - new baby is weak
   - children don't go to school
   - house crowded

   **BIRTH SPACING**
   - mother has time to relax
   - more time to enjoy cooking
   - more nutritious meals
   - mother happy, enjoys life
   - plenty of money for family
   - mother is healthy
   - toddler gains weight
   - new baby is strong
   - children do well at school
   - plenty of room in house

5. IN HEALTH BOOKS

   Copy the two headings from the board.

   Write your own lists.
LESSON 2. FAMILY PLANNING.

PROCEDURE

1. Recall the previous lesson about BIRTH SPACING. Talk about:
   - Disadvantages of many children close together.
   - Advantages of smaller families.

2. FAMILY PLANNING

   Explain:
   Family planning means having
   THE NUMBER OF CHILDREN YOU WANT,
   WHEN YOU WANT THEM.

3. IN HEALTH BOOKS

   Write a story about "MY IDEAL FAMILY".
   You should describe the numbers of children you would like to have, how far apart they would be, whether they would be boys or girls and why you think this would be a good family.

4. Let some of the pupils read their stories.

   Other pupils can discuss what they have written and either agree or disagree with it.

5. SOLOMON ISLANDS PLANNED PARENTHOOD ASSOCIATION (SIPPA)

   Mention, but do not overstress, the work of SIPPA.

   Explain:
   - These people can help parents who want to plan their families.
   - Before women and men get married, they should go and talk with these people.
   - Parents who do not want to have any more children should go to see them too.

   Suggest that the pupils should tell their parents and older brothers and sisters about this.
GRADE SIX

TOPIC 7. DEADLY HABITS

INTRODUCTION

The lessons in this section are about drugs. The topic is entitled "Deadly Habits" because drugs are poisonous substances. It is extremely dangerous to take drugs, in fact this habit often leads to death.

Many people do not understand what drugs are. A drug is any substance which people take into their bodies in order to bring about a change inside their bodies.

Some drugs are prescribed by doctors to kill germs in our bodies and make us feel better when we are sick. These drugs are called medicines and are very useful when taken exactly as instructed by the doctor or nurse. If used in any other way, they may cause serious sickness and death.

Other drugs are used by people, not to make them better when they are sick, but to change the way they feel and how they behave.

There is a drug in betel nut. There is a drug called caffeine in tea, coffee, cocoa and cola drinks. There is a drug called nicotine in tobacco smoke, and a drug called alcohol in beer and wine. These drugs are often called the social drugs, because people use them when they get together for a good time.

Unfortunately these social drugs have other effects which are very harmful. These are explained in the teachers' notes which follow.

There is often a lot of pressure on young people to start using drugs, especially smoking tobacco and drinking alcoholic drinks. Sometimes this pressure comes from their friends (this is called peer group pressure). Sometimes it comes from advertisements.

Many people smoke and drink because they want to copy people in Western countries. But these drugs are causing terrible problems in countries like Australia. There are now campaigns to stop people smoking and drinking. People in Solomon Islands should learn from the mistakes of other countries and discourage young people from taking up these dangerous habits.
WEEK 1. WHAT ARE DRUGS?

OBJECTIVES:

The pupils will be given a simple understanding of:
- what drugs are,
- the use of drugs to cure sickness and the danger of incorrect use,
- the harmful effects of chewing betel nut.

REFERENCES:

"Children's Illnesses in Warm Climates" p. 49

MATERIALS:

Samples of different kinds of medicines from the clinic, such as:
- cough syrup, tablets and capsules, eye or ear drops,
- puffers, ointment or cream, and
- a syringe for injections.

Betel nut and lime.

TEACHERS' NOTES

There are many different kinds of drugs.

MEDICINES are drugs which we take when we are sick, to make us feel better. Medicines come in many forms, (liquids and syrups, tablets, pills and capsules, drops, inhalants and puffers, ointments and creams), and are given in different ways, (by mouth, inhaled, rubbed into the skin and injected with a syringe).

The drugs in medicines are powerful and dangerous substances. They all produce other symptoms, called side-effects, which can be serious. To avoid problems, medicines must always be used exactly as prescribed.

Drugs are used for other reasons too. Some drugs are used to make people relax. BETEL NUT contains a drug which has a relaxing effect. The chewing of betel nut is a national past-time for young and old. This seems a harmless habit, which has been going on for a long time. However it is now known that it is a dangerous and unhealthy habit.

- It affects the mouth, causing mouth ulcers, and often affects the whole body causing general sickness.
- It may cause mouth cancer, which causes death.
- Teeth become permanently discoloured, gums become red and sore, and teeth become loose and may fall out.
- It causes excess spitting which spreads germs, especially TB germs, to other people in the community.

Teachers should discourage children from chewing betel nut and should set a good example.
LESSON 1. MEDICINES.

PROCEDURE

1. Introduce the word, "DRUG". Write it on the board and explain: PEOPLE TAKE DRUGS TO CHANGE THE WAY THEY FEEL.

2. Display the medicines obtained from the clinic.
   1) Explain:
      - They are all MEDICINES.
      - They all contain DRUGS
   2) Have a discussion with the class about:
      - what they are and
      - what they are used for.

Let the pupils contribute experiences of the use of the medicines and how they helped a sick person. For example:
- syrups for coughs and colds,
- aspirins for headaches and fever,
- tablets and capsules for infections,
- drops for earaches and sore eyes,
- puffers and inhalants to help us breathe,
- ointments and creams for sores and wounds,
- injections for serious illnesses.

3) Explain: DRUGS IN MEDICINES make us FEEL BETTER when we are SICK.

3. DRUGS ARE DANGEROUS.
   Explain:
   - Drugs in medicines are very powerful substances.
   - If we take medicine the wrong way or take too much, it may cause BAD SIDE EFFECTS.
     . Too many aspirins make the stomach bleed.
     . Too much cough syrup affects the brain.
     . If we do not take penicillin correctly, the germs are not killed but get stronger.
   - Sometimes small children find medicines and think they are lollies. They eat lots of them and they die.

4. RULES FOR MEDICINES.
   1) Medicines must be taken EXACTLY as prescribed.
      Discuss:
      - The doctor or nurse usually explains what to do.
        (but it is easy to forget.)
      - Instructions are also written on the bottle.
        (School children can read the labels for others.)
   2) Medicines must be locked away or put in a safe place where small children cannot find them.

5. IN HEALTH BOOKS
   Make a heading: DRUGS
   1) Write:
      DRUGS ARE SUBSTANCES WHICH CHANGE THE WAY PEOPLE FEEL.
      DRUGS IN MEDICINES MAKE SICK PEOPLE FEEL BETTER.
   2) Draw some examples of DIFFERENT KINDS OF MEDICINES.
   3) Write SAFE RULES FOR MEDICINES.
LESSON 2. BETEL NUT.

PROCEDURE

1. Recall the previous lesson about DRUGS and revise:
   - What is a drugs?
   - What are drugs in medicines for?
   - What are safe rules for medicines?

2. OTHER USES FOR DRUGS.
   Explain:
   - Sometimes people take drugs, not because they are sick, but because they like the way the drugs make them feel.
   - BETEL NUT contains a drug.
   People chew betel nut because it helps them RELAX.

3. BAD EFFECTS OF BETEL NUT.
   Explain the following bad effects, with reference to the way betel nut has affected people you know.
   (SUMMARIZE on the board.)
   1) TEETH AND GUMS are stained, gums,sore, teeth get loose and fall out.
   2) MOUTH becomes unhealthy.
      MOUTH ULCERS appear which are painful.
      This can also affect a person's general health.
   3) MOUTH CANCER often occurs in older people, especially if they have been chewing betel nut mixed with lime.
      This is a very unpleasant and fatal disease.
   4) SPITTING out the saliva produced by chewing betel nut spreads germs, especially TB germs.
      This is the most important reason why TB is still a common disease in Solomon Islands.

4. GROUP DISCUSSION
   In small groups, the pupils should discuss:
   1) Why do people chew betel nut?
   2) Should people chew betel nut?
   3) If "yes" to question 2), at what age should you start?
   4) Why do people mix betel nut with lime?
   5) Now you know that betel nut is a drug and lime makes it more dangerous,
      - will you chew betel nut?
      - will you mix betel nut with lime?

4. IN HEALTH BOOKS

Make a heading: BETEL NUT
Write a list of: GOOD REASONS NOT TO CHEW BETEL NUT.
WEEK 2. SMOKING TOBACCO.

OBJECTIVES:
The pupils will
- have the opportunity to think about why boys and girls start to smoke tobacco,
- learn that smoking is unpleasant, unhealthy and expensive.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 51
"Where there is no doctor" p. 149

MATERIALS:
A smoking machine: You will need:
- plastic bottle, stopper with a hole in it,
- piece of transparent plastic tubing,
- cotton wool and a cigarette.

TEACHERS' NOTES
Smoking tobacco is a very dangerous habit. Smoking is killing millions of people throughout the world. Many people are giving up the habit, because they don't want an early and painful death.

Tobacco contains a drug, called nicotine. People who smoke, sniff or chew tobacco soon become addicted to this drug, which means they feel nervous and depressed without it. As well as nicotine, tobacco smoke contains many other poisonous substances. People who smoke do not only harm themselves, but they harm others who breath in the smoke.

Why is smoking dangerous to health?
- It causes serious lung disease and stomach ulcers.
- Babies of mothers who smoke are small and develop slowly.
- Children of parents who smoke have more sicknesses.
- The more you smoke, the greater the chance of dying of cancer, heart disease and stroke.

Why do young people smoke? There are many reasons:
- Curiosity to find out what it is like.
- Copying parents, brothers, sisters and teachers.
- Peer group pressure - they find it hard to be different if all their friends smoke.
- They think it is smart and grown-up to smoke.
- To rebel against parents who do not want them to smoke.
- The influence of advertising.
- Cigarettes are easily obtained in the stores.

Children often do not worry about sicknesses which may happen when they are old. If we want to persuade them not to smoke we must stress the good things about not smoking.
LESSON 1. HARMFUL EFFECTS OF CIGARETTES.

NOTE: It is a good idea to try out the experiment with the smoking machine before the lesson.

PROCEDURE

1. Introduce this lesson by telling the story:

"MIKE THE CIGARETTE STEALER".

Mike lived with his family in a house in Honiara and he went to the primary school just around the corner. He had a sister, Ruth, who had left school. Ruth worked in one of the stores in the Main Street. Every week she got her pay. Some of this money she gave to her mother and some she kept for herself. Ruth used to spend some of her money on cigarettes.

Ruth used to smoke secretly. Her mother would not allow her to smoke at home. Her mother told her that smoking was very bad for health, but Ruth did not listen to her mother. Her friends smoked, so Ruth wanted to smoke too. She used to keep her cigarettes in her shoulder bag.

One day just before she was leaving the house to go to work, Ruth couldn't find an important piece of paper on which she had written a message. She tipped everything out of her bag onto the table, because she thought the piece of paper might be there. What a relief! She found it. She quickly put things back into her bag and ran off to work, so she wouldn't be late. But she forgot to put one thing back in her bag. She left her cigarettes on the table.

When Mike came home from school, he saw the cigarettes. He looked around. No one was in the house. So he opened the packet and took one cigarette out. He searched for some matches. He found a box in the kitchen. He put the cigarette in his mouth, put the match to it and inhaled. Smoke went into his mouth, and out through his nose. He started to splutter and cough. He began to wonder why people liked smoking. But he thought he would try again. He put the cigarette back in his mouth, had another puff. He started to cough........And then - what did he hear? His mother was coming in the back door.

Mother came in, sniffed with her nose and said, "Who is smoking in my house?" She went into the front room and saw Mike with a cigarette. She was extremely angry. She said, "Where did you get that cigarette? Put it down immediately. Never touch a cigarette again."
2. Discuss this story with the class.

The questions should include:
- Is Mike's behaviour normal?
- Is it OK for his big sister to smoke?
- Why was his mother so upset?

The pupils' answers to these questions will indicate the attitudes of children and their families to smoking. (This will be dealt with again in the next lesson.)

3. The smoking machine.

1) Assemble the machine as follows:
   - Fit tubing through the stopper, put stopper in the top of the bottle and make it airtight.
   - Push cotton wool into the tubing, leaving room for the cigarette.
   - Push the cigarette into the top of the tube.

2) Press the plastic bottle to force all the air out.

3) Then light the cigarette

4) Continue slow and regular pumping until the cigarette is finished.

5) Pull out the cotton wool. What do you notice?

Results:
The tar and other poisonous substances in the smoke leaves a brown stain on the cotton wool.

Emphasise:
- When people smoke, this rubbish is left in the lungs. It causes a lot of damage to the lungs.
- IF GOD MEANT PEOPLE TO SMOKE, HE WOULD HAVE GIVEN THEM A CHIMNEY.

4. IN HEALTH BOOKS

Make a drawing to show:
PEOPLE WHO SMOKE SHOULD HAVE A CHIMNEY.

LESSON 2. BE A NON-SMOKER.

1. Recall the story of "MIKE THE CIGARETTE STEALER". Talk more about the 3 people in the story.

THE MOTHER
Mother was very upset because she knew:
(1) The harmful effects of smoking.
   - It damages the body and can kill.
   - Children of parents who smoke are sickly.
(2) People who do not smoke themselves also inhale this smoke when people near them smoke. Is this fair?

(3) Cigarettes are very expensive. This money should be spent on other important things like good food and clothes.

RUTH - THE SISTER WHO SMOKES
Why did Ruth smoke? Discuss the following:
(1) Her friends smoked and she didn't want to be different. Point out the importance of making your own decisions.
(2) She thought it was smart and grown-up to smoke. It is silly to smoke, because smart grown-up people know that smoking will kill you.
(3) Her mother told her not to smoke. Young people often do the things their parents tell them not to do. Is this sensible?

MIKE - THE CIGARETTE STEALER
Why was Mike tempted to try the cigarette? Discuss:
(1) He wanted to find out what is was like? He found out it was awful. What should he do?

Explain:
The first cigarette is always awful. But if people keep smoking, they soon find they cannot give it up, because if they do they feel nervous and depressed. They are ADDICTED.

(2) He sees cigarette advertisements in the store.

Explain:
The people who make cigarettes want people to buy them, so they can make a lot of money. They say untrue things in advertisements so silly people will buy the cigarettes.

2. IN HEALTH BOOKS
Make a heading: BE A NON-SMOKER

Complete the following sentences. Give your own reasons:

RUTH SMOKED BECAUSE.................................
MIKE STOLE A CIGARETTE BECAUSE...........................
MOTHER WAS ANGRY BECAUSE.................................

Write down some reasons for BEING A NON-SMOKER.
WEEK 3. ALCOHOL.

OBJECTIVES:
The pupils will learn:
- the difference between alcoholic and non-alcoholic drinks,
- the bad consequences of drinking alcohol.

REFERENCES:
"Children's Illnesses in Warm Climates" p. 50
"Where there is no Doctor" p. 148

MATERIALS:
Empty bottles or cans of a range of alcoholic and non-alcoholic drinks. e.g. beer, wine, coke, fanta, lemonade.

TEACHERS' NOTES

Many drinks which are commonly consumed contain alcohol. Alcohol is a drug which affects the brain. Many people believe that alcohol is a stimulant drug, because it makes them relax, become more talkative and laugh and enjoy themselves more. But this is not so.

Alcohol is a depressant drug. It slows down the brain, so a person cannot make decisions in the normal way. When people drink too much they become "drunk" and lose control of themselves. They are clumsy, they cannot walk a straight line, they cannot drive a car properly, they cannot do any sort of work properly. They also behave badly. They may fight with other men and bash their wives and children.

If alcohol causes all these problems, why then do people drink? Because alcohol is addictive and people have a craving for it. It is more important in their lives than anything else.

Alcohol is a very serious problem in Solomon Islands. Drinks are very easy to obtain and can be bought by children in the super-markets. This law should be changed. Many people drink too much. Men often spend all their money on alcohol, so that their wives have no money to buy food and other necessities for their children.

Young people are affected by alcohol even more than older people. This is because they have not learnt how to drink, do not know what to drink and how much to drink.

These lessons aim to give the pupils information about different drinks and some understanding of the problems caused by alcohol, in the hope that it may avoid tragedies of the type described in the following story.
LESSON 1. ALCOHOLIC AND NON-ALCOHOLIC DRINKS.

1. Tell the story of "THE LAST DAY AT SCHOOL".

It was the last day at school for the pupils in Form 6 at Riverside High School. Tomorrow they would all stay home to study for their important Higher School Certificate examination to be held in a week's time. If they passed, some would go to college or university to study to become teachers, doctors, nurses and many other things. Some would take jobs. They were excited to be leaving school, but sad too, because they would be saying "Good-bye" to many old friends.

Because it was such an important day, the students decided to have a party. They would go to the beach in the evening. The girls said they would provide the food and and they were very busy all day, cooking fish and meat, preparing salads and making cakes.

The boys said they would get the drinks. They all put in some money and they went to the store to buy the drinks. When they got to the store, there were many different drinks lined up on the shelves. Tom said, "I think we should buy lemonade and coca cola. Everyone likes those drinks." But Bill said, "No. Those drinks are just for children. We are grown-up now. Let's have some booze."

Now Bill was the leader of the group. What Bill said, everybody did. So nobody argued with Bill. In fact it was rather exciting. Many of the boys had never drank beer before. So the boys filled up the shopping baskets with beer and wine and some other drinks called whisky and brandy.

When evening came, all the friends met at the beach. The girls set the food out on one table, and the boys put the drinks on another table. Some of the girls looked for some lemonade or coca cola to drink, but there wasn't any. However it was a party, a night to be happy, so they all started to eat the food and laugh and talk together. And some of them drank some beer and the other drinks the boys had bought.

2. Have a brief discussion of this story.

Ask:

- What drinks did Tom want to buy?
- What drinks did the Bill want to buy?
- Why did they buy "booze"?
- What is the difference between coca cola and booze?
Explain:

Beer, wine, brandy and whisky contain a substance called ALCOHOL.

Alcohol alters the way people behave.

3. Display the empty drink containers.

- Find out if the pupils recognise them.
- Let the pupils examine the labels to find out if there is any alcohol in the drink.

Explain:

Some drinks contain more alcohol than others. The percentage of alcohol in a drink should appear on the label.

4. Put the drinks into two groups and write the percentage of alcohol in a drink alongside its name.

<table>
<thead>
<tr>
<th>ALCOHOLIC DRINKS</th>
<th>NON-ALCOHOLIC DRINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(contain alcohol)</td>
<td>(no alcohol)</td>
</tr>
<tr>
<td>beer (four X, etc)</td>
<td>lemonade</td>
</tr>
<tr>
<td>wine</td>
<td>coca cola</td>
</tr>
<tr>
<td>brandy</td>
<td>fanta</td>
</tr>
</tbody>
</table>

5. IN HEALTH BOOKS

Make a heading: DRINKS

Draw up two columns:
ALCOHOLIC DRINKS       NON-ALCOHOLIC DRINKS
(contains alcohol) (no alcohol)
beer (four X, etc) lemonade
wine coca cola
brandy fanta

LESSON 2. THE BAD EFFECTS OF ALCOHOL.

1. Recall the story "THE LAST DAY AT SCHOOL", so far. Then continue the story.

The drinks the boys brought to the party were not popular with everyone. Many of the girls didn't like the smell of beer, so they didn't have anything to drink. Others tried the drinks, but only had a sip, because they didn't like the taste.

However most of the boys and some of the girls had a lot to drink. At first they laughed and talked a lot, but after a while some of them began to feel very sick. Some went down to the sea and vomited.
One of the boys, called Jack, thought he would feel better if he had a swim, so he dived into the water and everybody forgot about him. Then two of the boys had an argument which ended in a fight.

Before long, it wasn't a happy party any more and four girls who had not been drinking decided they would like to go home. Tom had borrowed his father's truck and he said he would drive them home. So they all got into the truck.

Tom had had a lot of beer to drink. He hadn't drunk beer before, and he did feel a bit strange and a bit dizzy. But he didn't know that people who drink should not drive a car. He started the car, and drove very fast down the road. Suddenly he came to a corner, he skidded, went off the road and crashed into a coconut tree. The four girls and Tom were thrown out of the truck and killed. Next morning, Jack's body was washed up on the beach. He had drowned.

What started off as a happy party to celebrate the end of school days ended in tragedy. Five young people were killed on their very last day at school.

2. Discuss this part of the story with the class.

Ask:

- What were the good effects of drinking alcohol?
  . The young people laughed and talked a lot at the beginning of the party.

- What were some bad effects of drinking alcohol?
  . felt sick and vomited,
  . had arguments and fights,
  . couldn't drive a truck properly, so 5 young people were killed,
  . couldn't swim properly, so one boy was drowned.

3. Also discuss these important points.

- The decision to buy alcoholic drinks was made by one person, the leader of the group.

- The boys did not understand about alcohol. They bought and drank a mixture of drinks and drank too much.

- There were no non-alcoholic drinks at the party for the girls to drink.
4. PEOPLE WHO DRINK TOO MUCH.

Talk about problems in the village or town.

- People who drink too much get drunk and behave badly.
- They hang around streets, and are dirty and abusive.
- They often spend their money on drink which should be spent on other things, like food and clothes for their families.
- They often bash up their wives and children.

5. WHY DO PEOPLE DRINK TOO MUCH?

Explain:

Alcohol is a drug and some people get a craving for it. It becomes the most important thing in their lives.

6. IN HEALTH BOOKS

Make a heading: ALCOHOLIC DRINKS

Write your answer to the following question and give your reasons:

SHOULD EVERYONE BE ABLE TO BUY ALCOHOLIC DRINKS?

* * * * * *
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