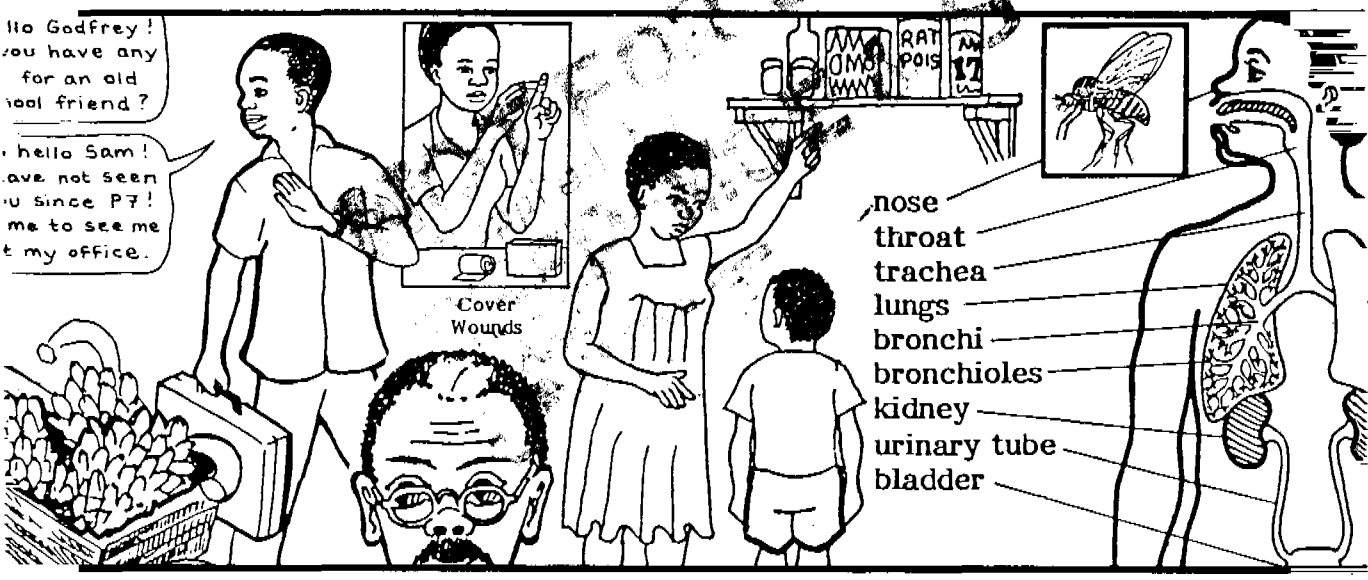
Basic Primary Science & Health for Uganda

HEALTH EDUCATION



Pupil's Book Five

THE REPUBLIC OF UGANDA
National Curriculum Development Centre
Interministerial Expert Panel on School Health Education
Ministry of Health, Ministry of Education
Republic of Uganda

Contents

First Published In 1988

Foreword

This Basic Primary Health Course for Uganda has been designed to help your pupils learn about health. It also aims to help your pupils incorporate good health habits into their daily lives.

This book follows the revised Basic Science and Health Syllabus for Primary Schools in Uganda which was launched by the Ministry of Education in May 1988. You will find many of the topics covered in the Basic Primary Science & Health Teacher's Guide to give you additional material with which to teach. Each chapter in this book is organised in four sections.

How We Work

This section gives the pupil basic health information about the subject. Where the material is already covered in the Basic Primary Science Course for Uganda, it will not be repeated here. You should revise the subject using the Basic Primary Science Pupil's books and Teacher's Guide, and as always, you are highly encouraged to use other resources at your disposal to make the Science and Health topics work hand in hand.

What Can Go Wrong

This section explains to pupils what can go wrong with either our bodies or our social lives.

How We Can Help

This section leads the pupils to discover the many ways in which they can help with health by:

- preventing health problems
- treating them quickly and
- helping others to enjoy good physical and mental health.

CHILD-to-child

Many of the exercises and activities for pupils in this book will encourage them to teach others, especially their brothers and sisters who do not yet go to school, or friends who cannot go to school. The concept of children teaching children is the basis of the CHILD-to-child programme whose activities we encourage here. Teaching others will also help pupils learn the topics better.

So, good luck with your teaching, and good health!

Dan Sentamu
Director
National Curriculum Development Centre
Ministry of Education

Acknowledgements

On behalf of the Interministerial Expert Panel on Health Education and on my own behalf, I wish first of all, to express our thanks and gratitude to the Ministries of Education, Health and Agriculture which realising the urgent need for and the crucial importance of Health Education in schools at this stage of Uganda's development, agreed to work together in setting up the Interministerial Expert Panel on Health Education (hereinafter referred to as the Panel). The Panel was charged with the task of developing a new Health Education Syllabi and appropriate teaching and learning materials for schools and institutions of higher learning.

We are similarly grateful to the following parastatal institutions and interministerial organisations which agreed to nominate their staff as full members of the Panel:

1) Makerere University
2) The National Curriculum Development Centre
3) The Uganda National Examinations Board
4) The United Nations Children's Fund (UNICEF)
5) The World Health Organisation (WHO)
6) The African Medical Research Foundation (AMREF)

Without the setting up of this Panel this Pupils' Book would never have been written.

We are particularly grateful to the Honourable Minister of Education and Health not only for giving us the full backing of their respective ministries, but also for their continued support, encouragement and unwavering commitment to the goals and aspirations of the Panel.

Our thanks go to the Primary School Teachers, TTC Tutors and Inspectors of Primary Schools who attended the Panel's first three workshops.

We are also indebted to the Headmasters and staff of the seventeen Satellite Primary Schools and four Teacher Training Colleges on which the Panel's original syllabus was pre-tested. It was the experience gained through running these workshops and the pre-test exercise which helped the Panel to revise the syllabus on which this Pupils' Book is based.

We would also like to express our thanks to the National Curriculum Development Centre (NCDC) for their willingness and co-operation in adopting the Panel's Health Education Syllabus and making it part and parcel of the "Basic Science and Health Education Syllabus for Primary Schools".

We are very grateful to Ms Regina C. Faul-Doyle (UNICEF) and Ms Susan Durston (UNICEF) who did the actual writing and designing of this Book. Without their unbounded enthusiasm, dedication, commitment, sheer hard work and meticulous editing this book would never have seen the light of day. Ms Durston and Ms Regina C. Faul-Doyle were helped in the writing and editing of this book by Mr. David Kiyimba (NCDC), Mr. Francis Odet (Ministry of Education, Inspectorate), Mr. V.O. Ekatan (Ministry of Education, Inspectorate), Mrs Rose Tiridri (Ministry of Health), Mrs Mary Owor (Ministry of Education), and Dr. G.G.C Rwegellera (World Health Organisation). To all these people we are grateful for their valuable contribution.

Our special thanks go to Ms Sally Fegan-Wyles, the current UNICEF Representative in Uganda for her invaluable contribution to the work of the Panel in the latter's early days when she was still the UNICEF Health Programme Officer, and for her continued support, encouragement and guidance since she became the Country Representative of UNICEF. It was Ms Fegan-Wyles, more than anyone else who kept the Panel going even when the going was difficult.

We wish to express our gratitude and indebtedness to UNICEF Uganda for its generous financial and material support. It is difficult to see how the syllabus, the Teacher's Guide, other teaching and learning materials and this Pupils' Book would have been developed and written without UNICEF's continued support and assistance.

Lastly, but by no means least, we wish to thank those people, too many to mention by name, who contributed in one way or another to the development of the Primary Health Education Programme and the writing of this Pupils' Book.

Despite the help of all those mentioned above, we are solely responsible for any errors that may be found in this book.

George G.C. Rwegellera, M.D.
Chairman,
Interministerial Expert Panel On Health Education
Kampala, Uganda

To the Pupil

Welcome to health!

Do you think about your health every day?

Most people do not think about their health until they fall sick. Then they think: "I wish I were healthy again."

This new pupil's book has been made to help you think about your health so that you can prevent sickness or get well quickly if you do get sick. This book will help you think about health in school, on the playground, at home, at work and at play.

The things you have learnt in Science will be very useful to you here. You should use this book on Health along with your other Science books. This will help you to pass your examinations for the new Science and Health studies.

Your teacher will give you other ideas about ways to practise Health every day. Though sickness can be a serious subject at times, we encourage you to put some fun and play into Health whenever you can. Share your ideas about games, toys, funny stories and jokes when you think of them.

We want you to read this book, do the activities and exercises, talk with your friends, but most of all carry the ideas home and use them to teach others about Health.

If you use your ideas about Health you will help yourself, your friends, your family and your nation to become healthier. President Museveni has said "A healthy child is the lifeline of a prosperous nation." We hope you will rise to the challenge and become that healthy child!

T.K. Mugoya
Chief Inspector of Schools
Ministry of Education

1 Our Lungs

How We Work

How Our Lungs Work

Did you know ...
That we breathe in and out about 8 million times a year?

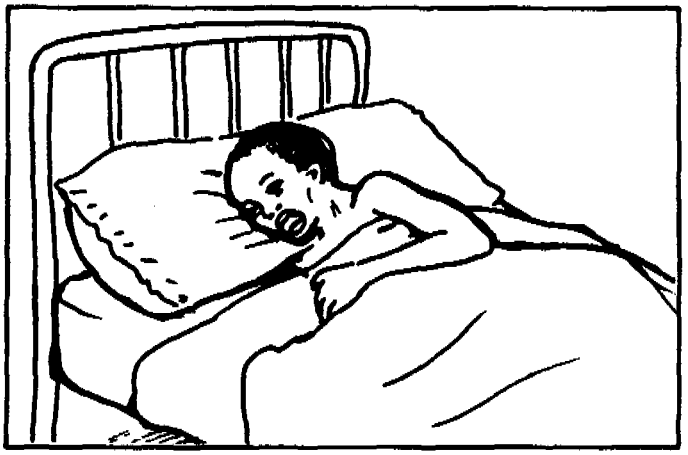
Exercise

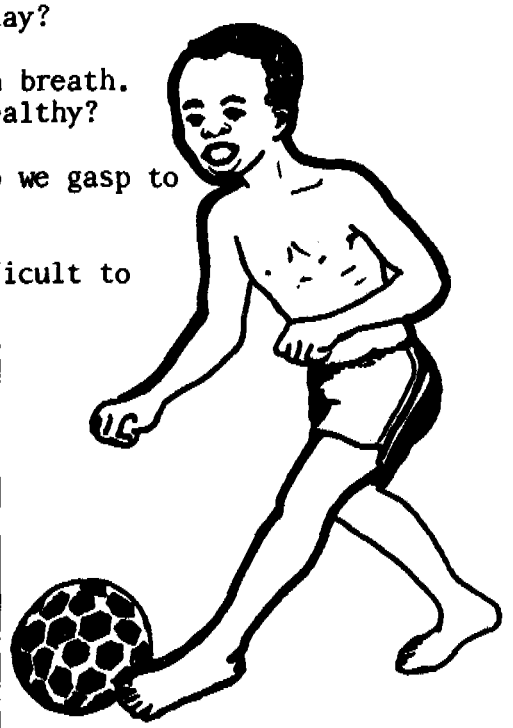
How many times is that each month? Each day?

Make a list of when you do not have enough breath. Is it when you are sick or when you are healthy?

We need more air when we take exercise, so we gasp to take in more air.

When we are sick we sometimes find it difficult to breathe.

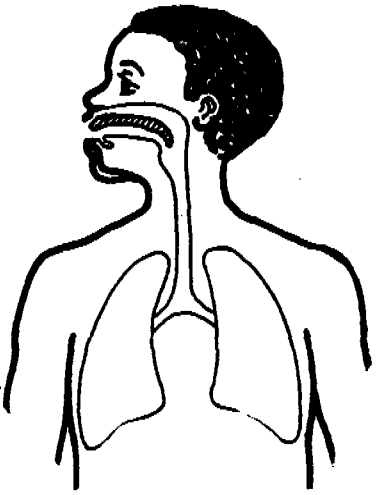




Note to Teacher

(Syllabus pp 45
Term 2, Unit 5: Systems of the Mammal
"Organs of Respiration")
Teacher's Guide
"Immunity & Vaccines" p 19
"Smoking" p 25
"Bacteria & Viruses" p 145
Basic Primary Science
"Respiration" p 71

What Can Go Wrong



What Can go Wrong With Our Lungs

Several things can affect our lungs:
- Diseases
- Smoking or "bad air"
- Things which block the lungs

1. Diseases

Diseases of the lungs are also called "respiratory diseases".

- Tuberculosis (TB) is caused by bacteria (see Chapter 3). If a person with TB coughs or spits in the open, others will catch it.
- Common Cold brings a cough. What other things do you feel with a cold?
- Pneumonia is also caused by bacteria. The person will have fever and a cough.
- Whooping Cough is also caused by bacteria. It makes sticky stuff (mucus) which children try to cough up and often get short of breath. In China it is called

百日咳

百 HUNDRED

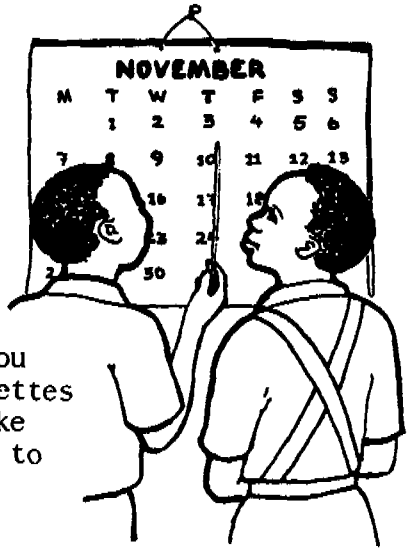
日 DAY

咳 COUGH

This is because it can last for many, many days.

Exercise

Find out how many weeks are in one hundred days.



This is a long time for a small child to cough. Whooping cough makes children very weak from coughing.

2. Smoking and Smoke

Have you ever stood near a fire and it made you start coughing? This is how smoke from cigarettes affects the lungs. When cigarettes burn, smoke and tar are formed. Tar from cigarettes goes to the bottom of the lungs. It can:

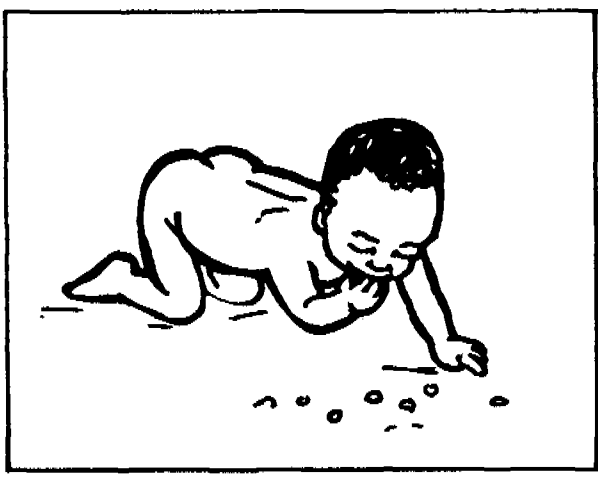
- make the smoker cough a lot
- make the smoker get bronchitis and chest infections worse than a person who does not smoke
- make a person get out of breath easily.

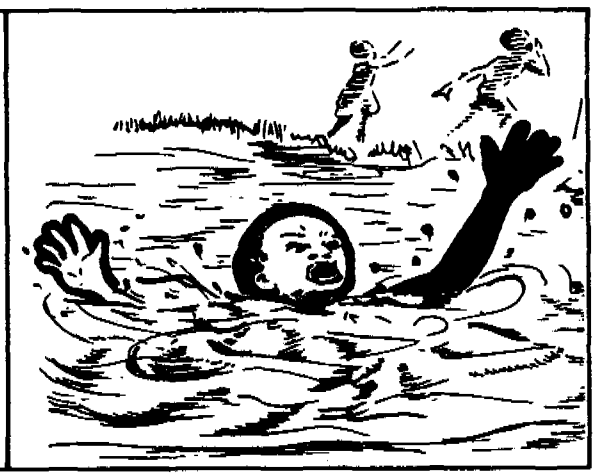
Who can suffer from bad lungs?

- people who smoke
- workers who breathe bad air from factories
- people who breathe in smoke from cooking inside the house.

3. Things which block the lungs

- Have you ever eaten something and it went "down the wrong way"? If you eat too quickly or while talking, food may go "down the wrong way" and make you cough.
- Water can stop air getting to the lungs and prevent oxygen from getting to the brain. This is called drowning. Sometimes people drown like this when they fall into a lake, pond or the sea and cannot swim.
- Small objects, like peas, beans, other things can "go down the wrong way" and get stuck in the passage to the lungs. This is common in young children, who put things in their mouths. Then they might choke.





How We Can Help

How We Can Help Care for Our Lungs

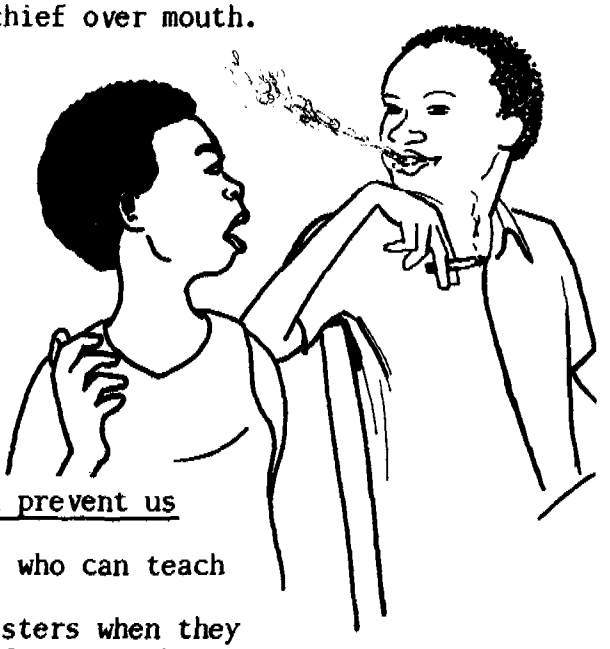
1. Diseases

We can avoid catching some diseases of the lungs by:

- Keeping warm and dry in cold or wet weather
- Keeping fit through good food and regular exercise.
- Making sure our house has enough fresh air

We can help to prevent respiratory diseases spreading from one person to another by:

- Keeping a sick person with respiratory disease away from others.
- Making sure our younger brothers and sisters have been immunised.
- If we have a cough, using handkerchief over mouth.
- Avoid overcrowding in the house.



2. Smoking

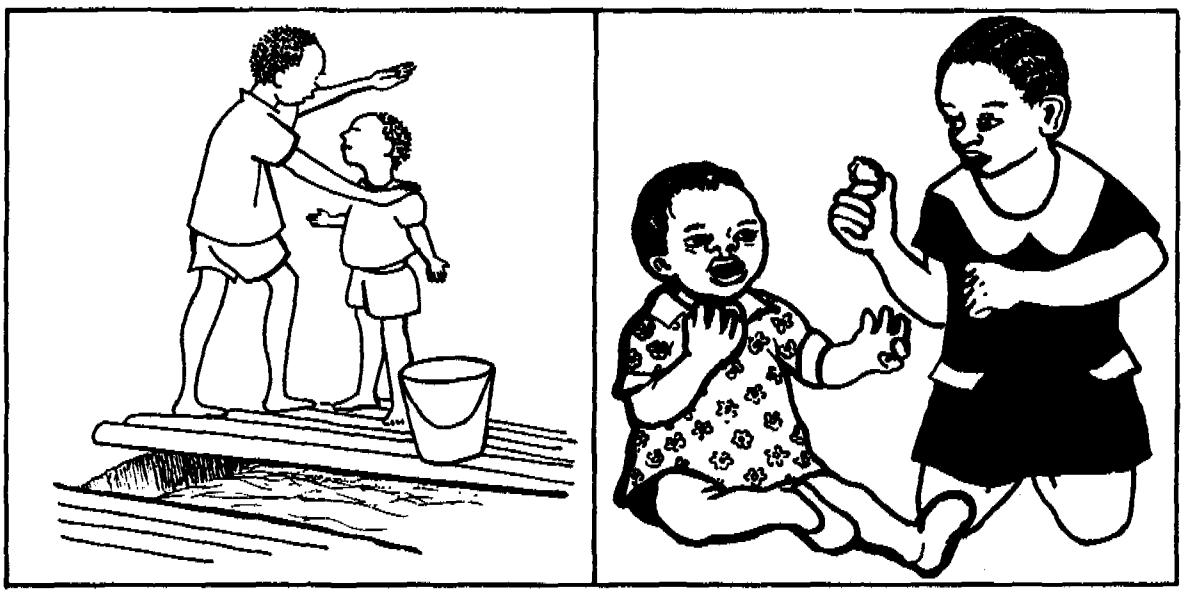
Do not smoke!

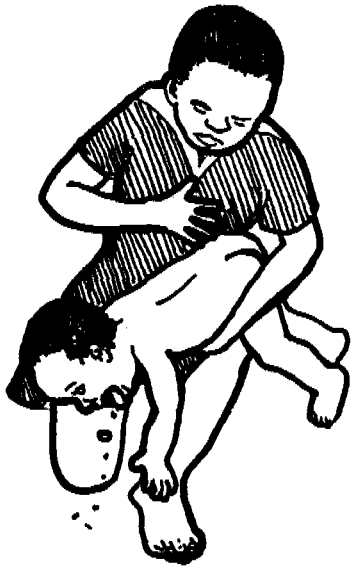
Save your lungs
Save your money
Save your breath
Save your friends

3. Things which block the lungs and prevent us breathing

Can you swim? Do you know someone who can teach you how to swim?

Watch your younger brothers and sisters when they are near water. Help them play safely somewhere else. Also teach them never to put things in their mouths, or play near fire.





If someone has something in their air passage, first hit them on the back between the shoulders. Use sharp blows with an open hand. If they are still choking and cannot breathe get an adult to help.

How to help a person who has stopped breathing.

1. Remove food or liquid from throat
2. Lie person on their back, with head back
3. Place your mouth over the person's mouth
4. Blow in their mouth, then lift your head when their chest rises.
5. Repeat 10 - 12 times a minute. Do this until the person breathes by themself. For a baby or small person, blow small breaths only.

CHILD-to-child

Find out whether your younger brothers and sisters have been immunised with:

- BCG (against TB)
- DPT (against Diphtheria, Whooping Cough, Tetanus)

Look at their record cards. When were they immunised? We will learn more about "The Six Immunisable Diseases" in Chapter 3.

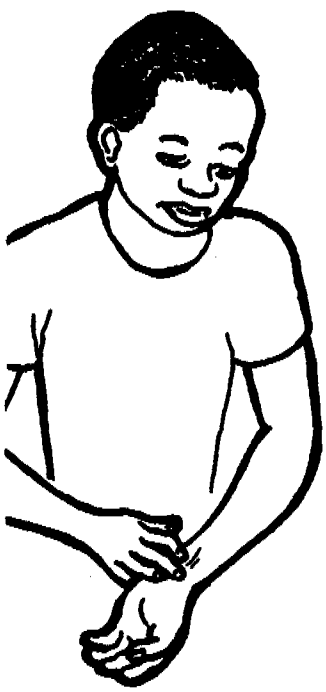
2 Our Heart and Blood

How We Work

How Our Heart and Blood Works

Did you know that:

- The heart of new-born baby beats about 130 times per minute?
- The heartbeat for adults is about 70 per minute?



Exercise

What is your heartbeat rate?
Primary Science shows you how to take your heartbeat (or pulse) before and after exercise. It also shows you how the heart works, and facts about blood. Blood is the "messenger" that carries good things from food and air around the body to make us grow and to repair our bodies. Blood also carries waste materials such as CO_2, from body. To make good blood, we need to eat good food.

Note to Teacher

(Syllabus pp 45, 46
Term 2, Unit 5: Systems of the Mammal
"The Heart", "Blood")
Teacher's Guide
"Smoking" p 25
"Immunity and Vaccines" p 19
"Bacteria and Viruses" p 145
Basic Primary Science
"Respiration" p 71
"Blood Circulation" p 76

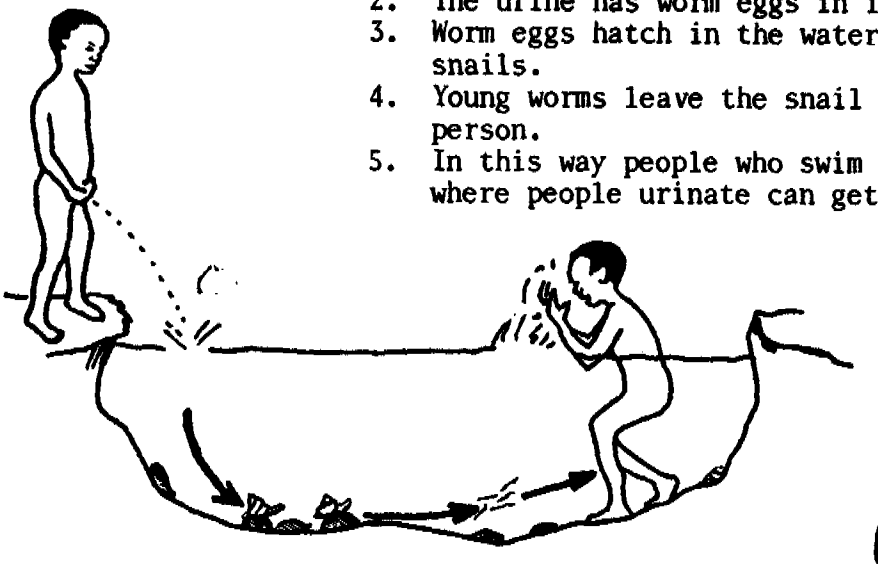
What Can Go Wrong

What Can Go Wrong With Our Heart and Blood

Bilharzia

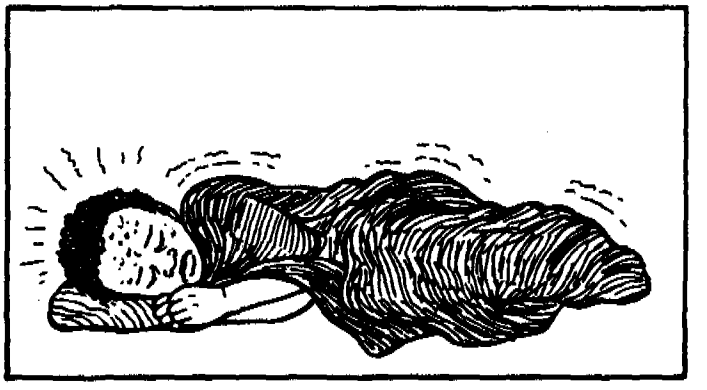
Bilharzia is a disease which causes blood in our urine and pain when urinating. Bilharzia is spread like this:

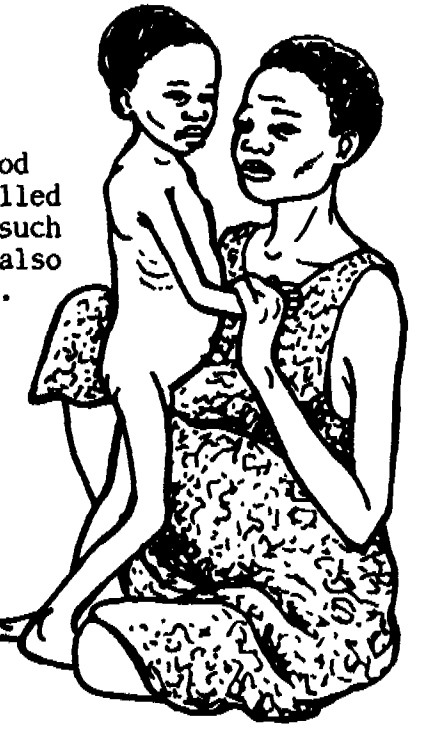
1. An infected person urinates in water.
2. The urine has worm eggs in it.
3. Worm eggs hatch in the water and go into water snails.
4. Young worms leave the snail and go into another person.
5. In this way people who swim or bathe in water where people urinate can get Bilharzia.



Anaemia

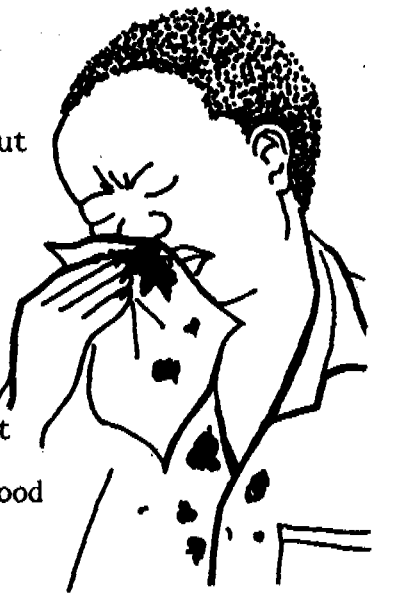
When people do not have enough iron in their blood they can become very weak and tired. This is called anaemia. Anaemia can be caused by losing blood such as in an accident or during childbirth. It can also be caused by not having enough iron in the blood.





Anaemia mostly happens in:

- children who get malaria often. The malaria parasites destroy the red blood cells.
- children who have worms a lot. The worms suck out the child's blood.
- people who do not eat enough food with iron.
- women who do not eat enough food with iron when they are pregnant
  (see Chapter 6 Food and Feeding)

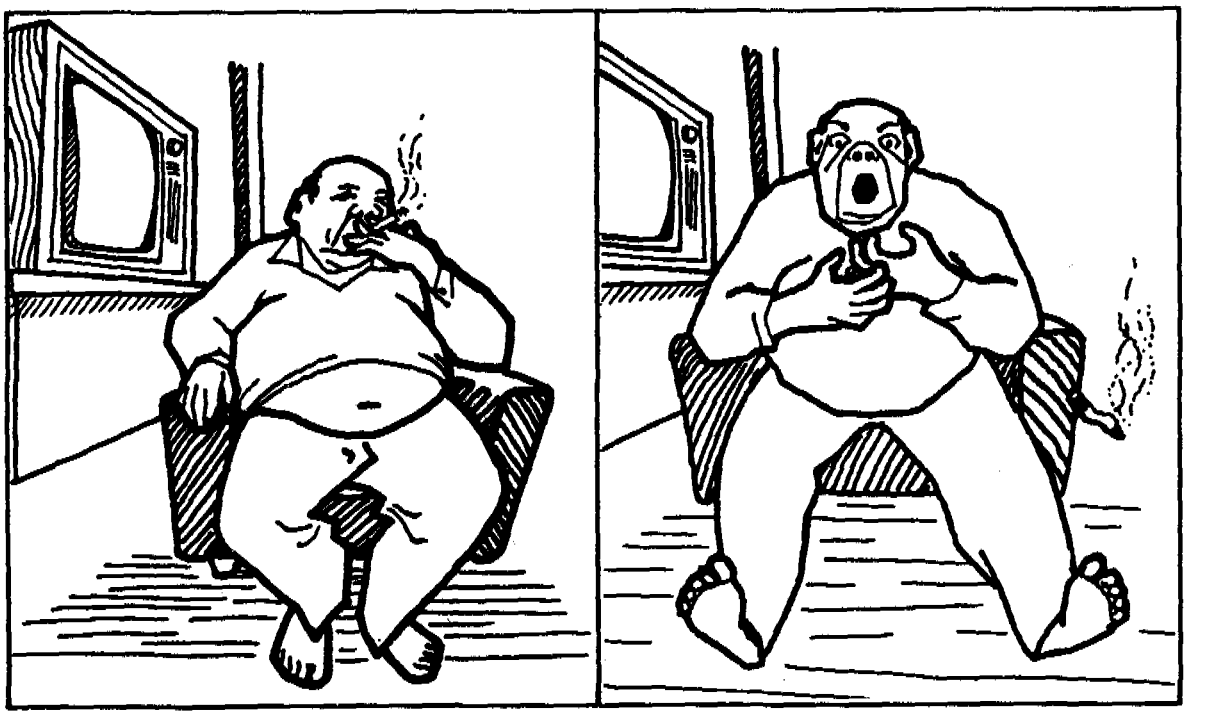


Nosebleeds

Sometimes people get nosebleeds when they run a lot or blow their nose. This happens most often with children. Their noses bleed easily because the blood vessels in their noses are weak.

Heart Attacks

A heart attack is when a person's heart suddenly hurts like a great weight is crushing their chest. It is a very serious disease which can cause death. It is a disease that happens to older people, especially those who are fat, who smoke or who have high blood pressure. It is caused by the heart being too weak to keep pumping blood around the body.



Exercise

Make a list of sharp things which cause deep cuts.
What other things cause cuts or wounds?
What happens when you cut yourself?
You could notice that:

- A cut will stop bleeding if it is not too deep. The blood forms a clot.
- If you do not wash it, the cut allows germs to enter and it becomes infected.

Sometimes people bleed a lot and a clot does not form right away. What can cause this to happen?

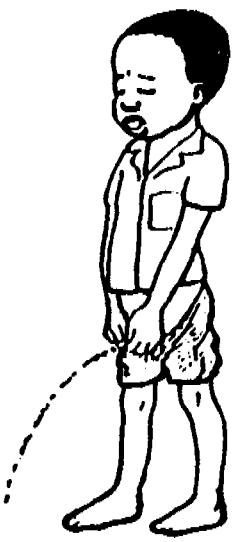
How We Can Help

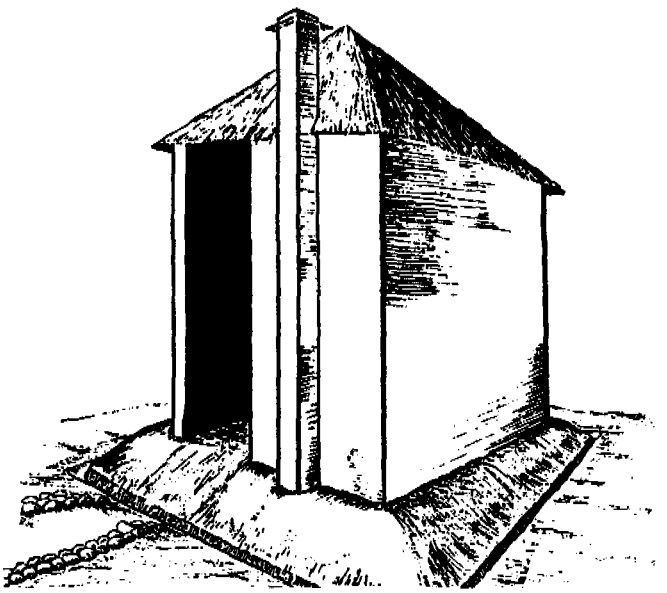
How We Can Help Care for Our Heart and Blood

Never urinate or defecate in the water or on open ground. This will help to stop bilharzia.

IF EVERYONE EVERYWHERE STOPPED URINATING IN THE WATER WE COULD END BILHARZIA FOREVER.

Use latrines to urinate and defecate. This will help to stop the spread of worms.

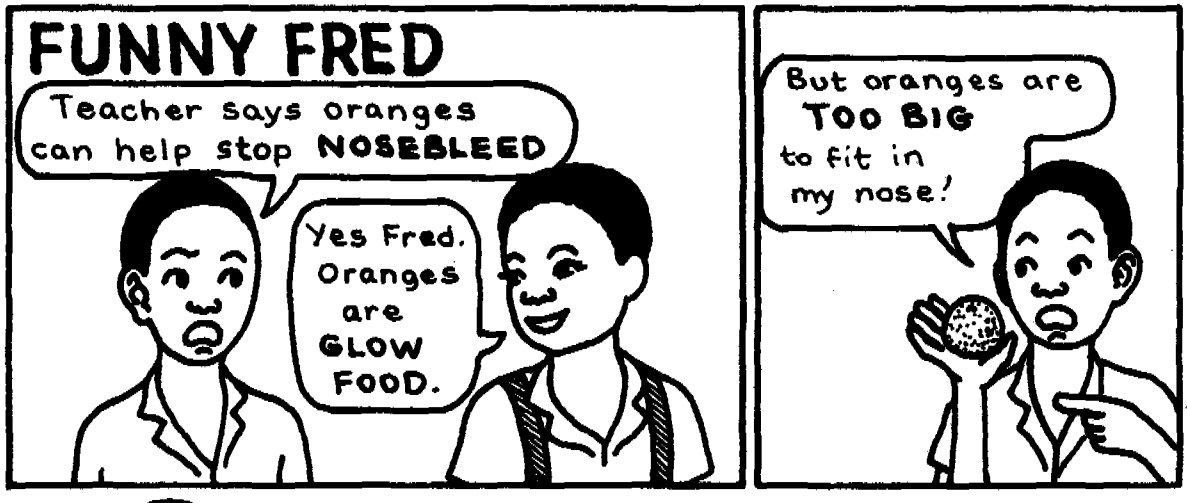




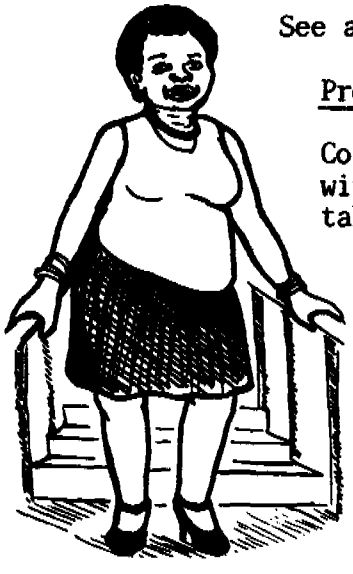
Eat Foods With Iron In Them

GO FOR "GLOW" (Protective foods).
A healthy person is a happy person
Get enough sleep.
Take exercise.
Eat "GLOW" foods (foods with vitamins and minerals) especially:
- Spinach
- Fruit
- Dodo and other green leafy vegetables

Eating "GLOW" foods will help to prevent anaemia. Eating oranges, tomatoes and other fruits can help make the veins in the nose strong so the nose will bleed less easily.



See also Chapter 4 on how to stop a nosebleed.



Prevent Malaria

Cover windows with screening. Cover baby's cot with netting. When small children do get malaria, take them to clinic for treatment.

Do not smoke cigarettes or get fat and lazy.

- exercise often
- do not smoke
- avoid becoming fat. You can become fat if you eat foods with too much sugar or oil, such as sweets or fried foods.

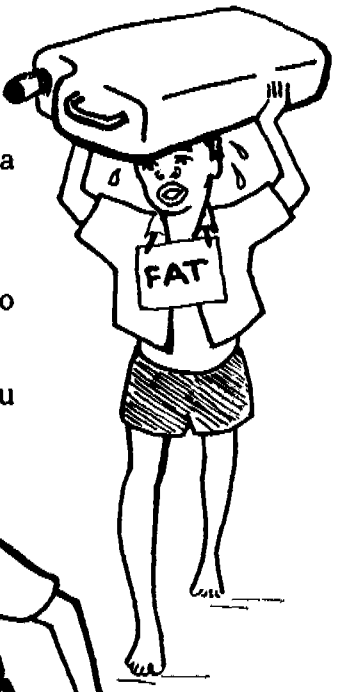
You can help to avoid having a heart attack when you are an adult.

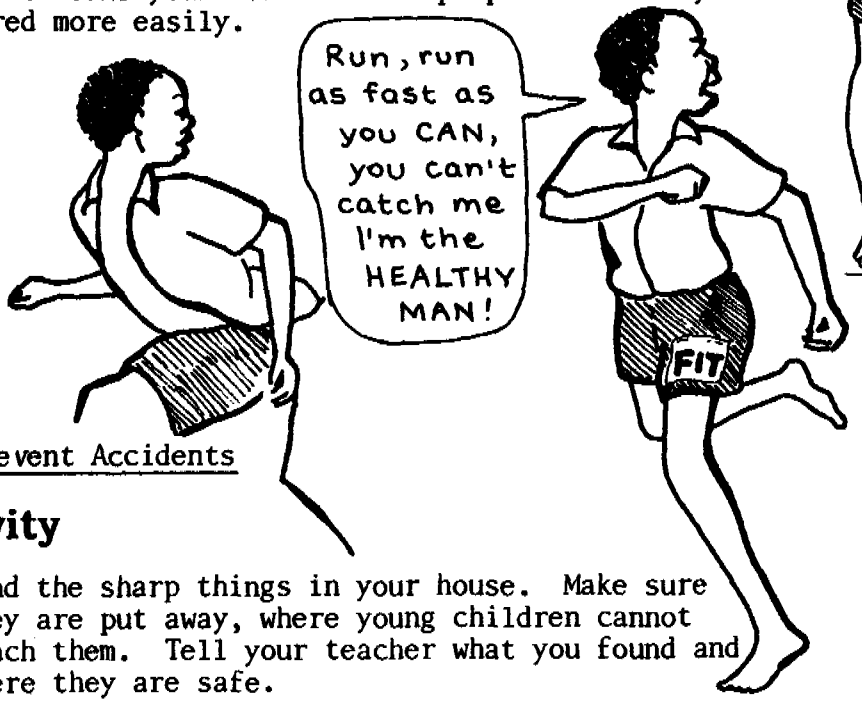
Activity

Have a running race with two teams. One team is the FAT team, the other is the FIT team. The fat team must each carry something heavy when they run (like a big stone, a jerrycan of water, a brick). The fit team carries nothing.

Now run the race.

Which team won? Why? Who got out of breath more? Do you want to carry a weight around always? Being fat is like carrying an extra weight around all the time. It means your heart has to pump harder and you get tired more easily.





Prevent Accidents

Activity

1. Find the sharp things in your house. Make sure they are put away, where young children cannot reach them. Tell your teacher what you found and where they are safe.
2. Look around the compound and the school. Are there any objects which could cause cuts? Tell your teacher what you find and how you can remove them.

CHILD-to-child

- Get other children to carry around a jerrycan of water to warn them of the dangers of getting fat.
- Organise games and sports with other children, to help them keep fit.
- Make a safe place to play for children. Get rid of sharp things (eg. broken glass) on which they could cut themselves.

3 Immunity and Vaccines

How We Work

How Natural Immunity Works

Do you know that your body escapes from some diseases?
How many of these childhood diseases did you get?
Measles? Whooping Cough? Polio?
If you did not get them, how do you think you escaped?
Have you ever heard of the disease Yellow Fever?
Do you know anyone who has had Yellow Fever?

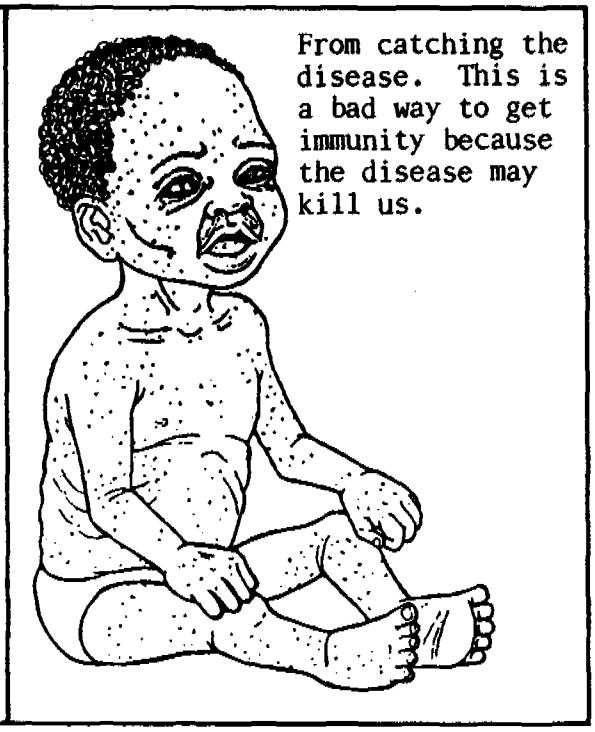
Our bodies can kill most germs which enter before they can cause diseases. This is called IMMUNITY. The body makes "germ soldiers" to fight disease. These are called "antibodies".

Note to Teacher

(Syllabus pp 46
Term 2, Unit 18: Immunisation
"Immunity and Vaccines")
Teacher's Guide
"Immunity and Vaccines" p 19

Ways In Which We Get Natural Immunity

From mother to baby. This is a good way to immunity, but it does not last long.



From catching the disease. This is a bad way to get immunity because the disease may kill us.

What Can Go Wrong

What Can Go Wrong With Our Immune System

Some antibodies do not last very long

Babies get some antibodies from their mother's blood before they are born. They get some other antibodies from their mother's milk when they are breastfed. These antibodies are very good but do not last very long. When babies are very small their bodies cannot make some "germ soldiers". Therefore babies do not have very much immunity. Childhood diseases can easily attack and kill them.

Some diseases are very strong

Sometimes even when we are older and our body is able to make antibodies, a disease may be very strong. If a disease is too strong it may kill us before we have a chance to to make antibodies to fight the disease. This is what can go wrong with our immune system in diseases such as Yellow Fever.

Exercise

How many diseases have your brothers and sisters had? Or your friends? Did you have any of these childhood diseases?

List them like this and report them to your teacher:

	Measles	Whooping Cough	Polio	Diphtheria	Tuberculosis
JOHN	X				
SAM					
MARTHA					

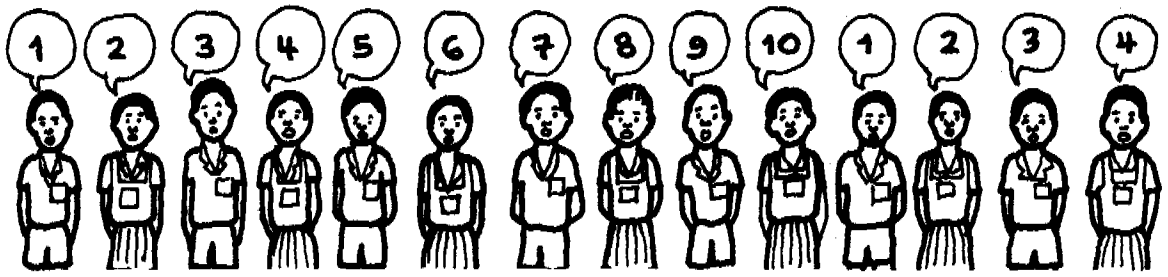
How long did they take to get well?

Activity

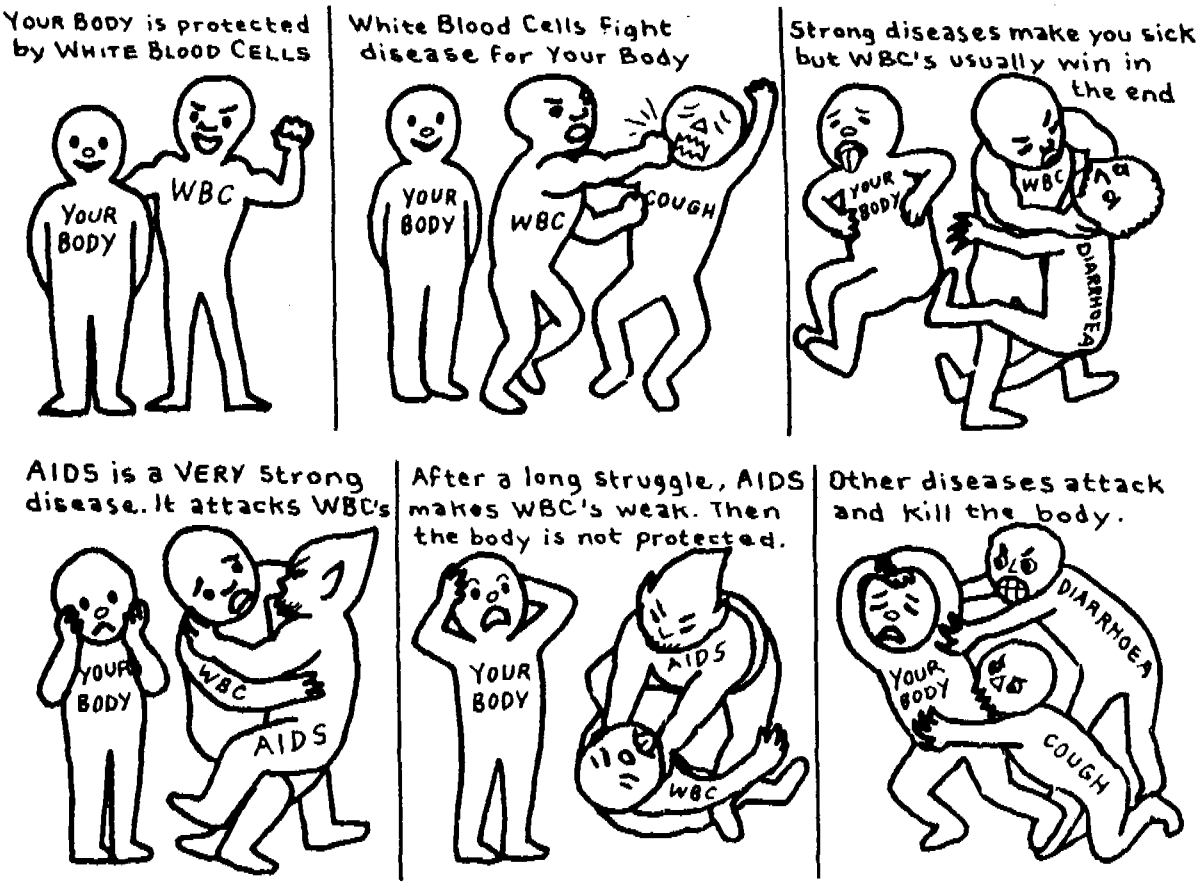
In Uganda, one out of every ten children die before they reach their fifth birthday. Many of these children die from immunisable childhood diseases.

Have everyone in class count off from one to ten. Every pupil who is number ten is the one who has "died" from disease.

How many are left?
Think how terrible it would be if disease really did kill them.



How the disease AIDS attacks our body



White blood cells are the part of your blood that makes antibodies.

Activity

Make a role play using the story from the pictures about WBCs, Our Body and AIDS.

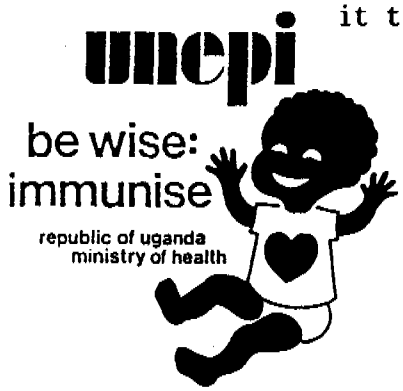
Imagine you are OUR BODY. You have White Blood Cells (5 or 6 friends). Other pupils are DIARRHOEA, MEASLES, WHOOPING COUGH, DIPTHERIA, MALARIA, T.B, AIDS and other diseases. The diseases attack WBCs.

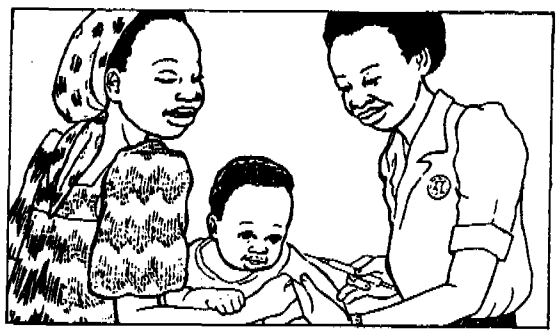
When the WBCs defeat a disease OUR BODY stays healthy. When the WBCs are attacked by more than one disease, OUR BODY can get sick and may die, especially if it is weak.

How We Can Help

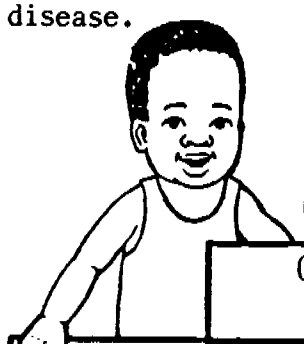
How We Can Help Get More Immunity

1. Breastfeed All Babies
   Do not bottlefeed. Only breastmilk has antibodies in it that can help protect babies when they are small.
2. Be Wise - Immunise
   We can help our bodies to fight certain diseases by being immunised with vaccines. These vaccines are germs of the same disease which are weak or dead. The body makes "germ soldiers" (antibodies) and these are ready to fight the disease whenever it tries to attack.





Immunisations are a way to give ARTIFICIAL immunity. NATURAL immunity is that which we get from our mother or from accidentally catching the disease.



Look at the front of the Ministry of Health Child Health Card. You will notice that some diseases have more than one immunisation. Which are these?

IMMUNISATIONS

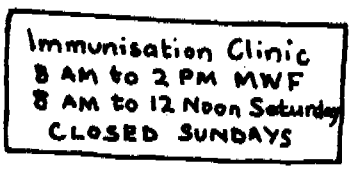
	0	1	2	3
	Write in date of immunisation			
BCG				
POLIO				
DPT				
MEASLES				

Some vaccines need time to work and need more than one dose to make "germ soldiers" (antibodies).

3. Immunise Before Travelling

When you travel outside Uganda you will need a World Health Organisation card. This card shows that you have been immunised against Yellow Fever. One Yellow Fever immunisation protects you for ten years against Yellow Fever.

Unfortunately there is no immunisation against AIDS. AIDS is a very new disease in the world. Scientists have not yet discovered a vaccine against AIDS.



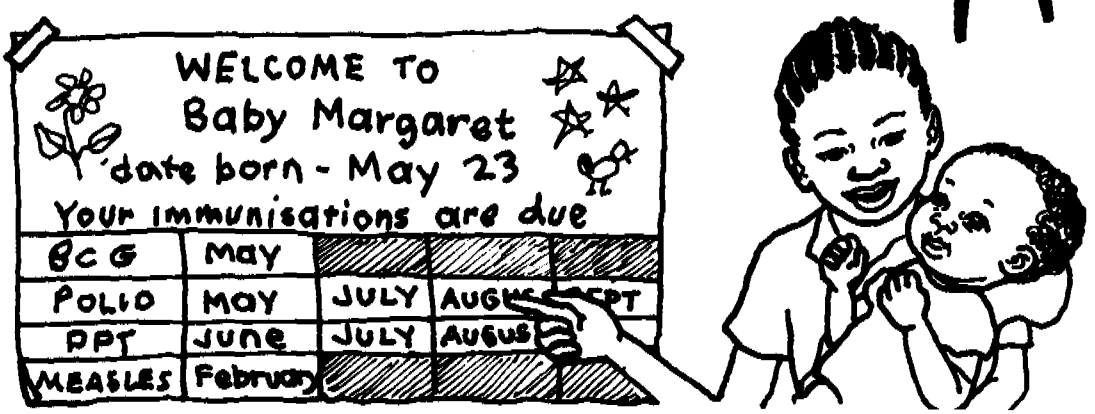
Activities

1. Find out where immunisation is given in your area. What days are the clinics, and at what time? Can you help to give this information to mothers of children under five years old?

2. Do you know what DPT stands for?
   Do you know what UNEPI stands for?
   Do you remember what TB stands for?
   Can you find out what BCG stands for?
   What can you find out about UNEPI? (Ask your local immunisation centre what it is).

CHILD-to-child

Make a birthday card for a new baby in your home.



4 First Aid

How We Work

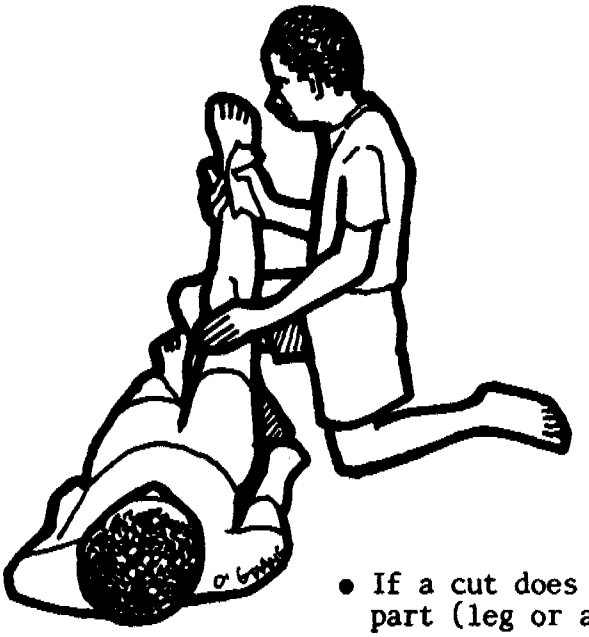
HOW FIRST AID WORKS FOR NOSEBLEEDS, CUTS AND WOUNDS

First Aid is the first help we give to people who have hurt themselves. When someone is bleeding, we must stop it. That is the first thing to do when there is an accident.

How to stop bleeding from a cut or wound

- Wash the cut well, with soap and clean water. Use water from a safe source or which has been boiled and cooled. Germs live in unboiled water and could get into the cut.

  Only if there is a clean bandage should you use one. Usually the blood will form a clot (thickened, hardened blood) and stop by itself.



- If a cut does not stop bleeding quickly, raise the part (leg or arm) with the cut.

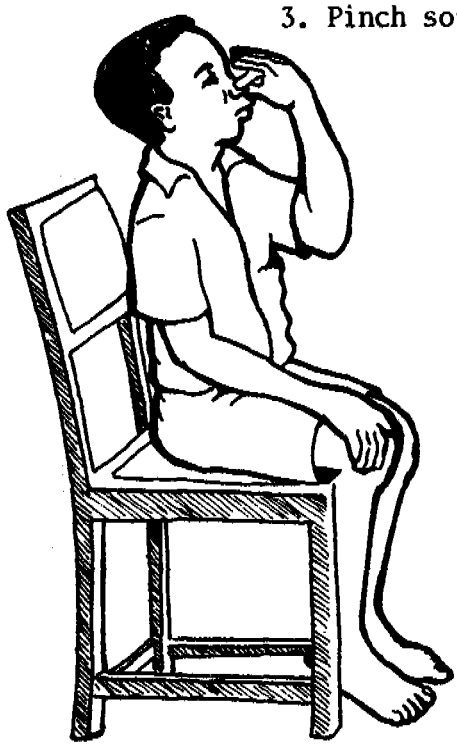
Note to Teacher (Syllabus pp 46
Term 2, Unit 15: Accidents & First Aid
"Nose Bleeding, Simple Cuts & Wounds")

Press a clean cloth pad on the wound or use your hand if there is no clean cloth. Press hard until the bleeding stops.

- IF IT IS A DEEP CUT OR WOUND, GET THE PERSON TO THE HEALTH CENTRE.
- IF IT DOES NOT STOP BLEEDING, GET THE PERSON TO THE HEALTH CENTRE.
  They may lose too much blood, or get Tetanus, and may die.

How to stop a Nosebleed

1. Sit the person down
2. Put head forward
3. Pinch soft part of nose firmly for ten minutes.



Activity

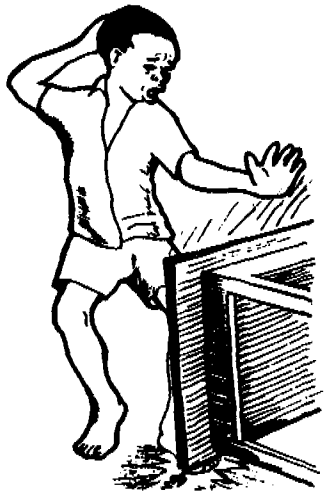
Find the soft part of your nose. Where is it - at the top or bottom?
Practice sitting forward and pinching the soft part of your nose for 10 minutes.
How will you breathe?

What Can Go Wrong

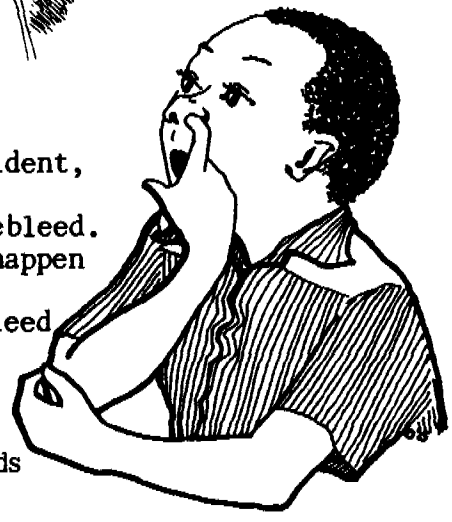
What Can Cause Nosebleeds, Cuts and Wounds

Exercises

1. Think of things that cause cuts and wounds. Put all your answers in groups: For example, things which are sharp, things which are heavy, things which go fast.
   Are all the cuts or wounds the same?



2. Do you know what can cause a nosebleed? Perhaps you have thought of an injury or accident, or picking the nose. But did you know that:
   - Breathing hot, dry dusty air can cause nosebleed.
   - Not enough GLOW foods can make nosebleeds happen more often.
   - Blowing your nose too much can cause nosebleed.



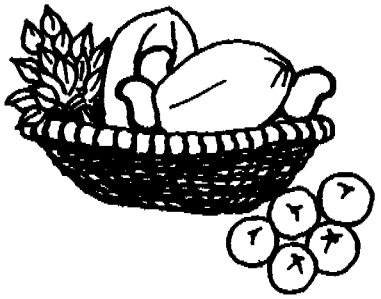
How We Can Help

How We Can Help Prevent Nosebleeds, Cuts and Wounds

Activities

1. Get rid of sharp objects lying about. Look at your list of things in chapter 2 that cause cuts and wounds. Put your answers into different groups: things which are found at home, at school, on the road, other places. Can you think of ways of making these places safer?

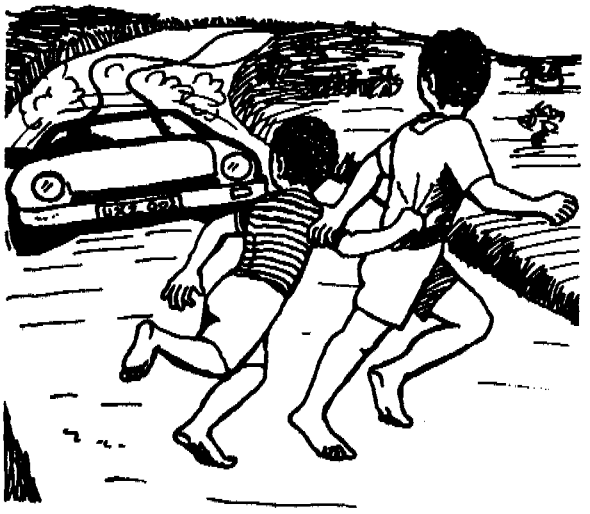
2. Take care of your nose!
   - Eat plenty of fruits and vegetables - the GLOW foods will help your nose!
   - Do not pick your nose and stop others picking theirs!
   - Blow your nose gently when you have a cold.



CHILD-to-child

Look at your list of things found at home which can cause cuts and wounds. Find safe places at home for knives and other dangerous things. Make sure young children cannot reach them.

Keep children from playing in the road.



5 Food and Feeding

How We Work

How We Use Foods

1. Why we eat

Can you think of reasons why we eat? One main reason is so that we stay alive!

Do you know the five Hs?

- HEALTH - we eat and drink in order to live and stay healthy
- HUNGER - our stomachs feel empty
- HABIT - there are sometimes of day when we normally eat
- HAPPINESS - we enjoy eating some foods
- HOSPITALITY - it is a custom to offer food to guests.

Note to Teacher

(Syllabus pp 47
Term 2, Unit 9: Food & Nutrition
"Breastfeeding"
"Food for Vulnerable Groups"
"Pregnant & Lactating Mothers"
"Food Taboos")
Teacher's Guide
"Feeding and Foods for Vulnerable Groups" p 79

2. What we believe about food

Exercise

Which foods (or drinks) do you give to visitors to your home?
What foods do you have for special occasions (for example, a wedding, Christmas or Id el Fitri?)

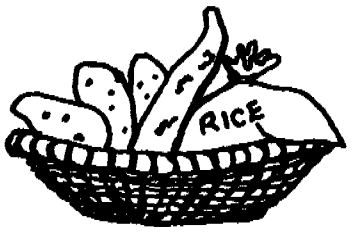
What foods are you not allowed to eat if you are: a woman, young boy, young girl, man? What special foods should each of these eat?

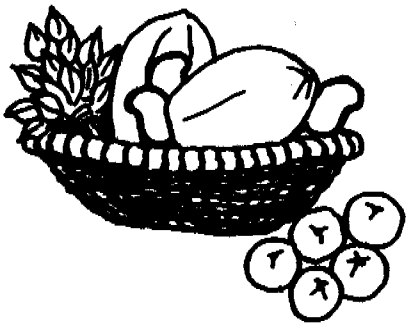
	Foods they should not eat	Special food they should eat
Young girl		
Young boy		
Man		
Woman		

Are there special foods which people of some religions do not eat?
Are these special times (for example, during pregnancy, during Ramadhan) when some foods should, or should not be eaten?
These traditional beliefs about food which should not be eaten are called FOOD TABOOS.

3. Food we need

Our bodies need to GO, GROW and GLOW

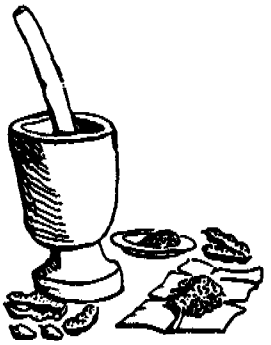




"GO" foods

These foods give us energy to go!
These foods are usually called CARBOHYDRATES:
- rice
- bread
- sugar
- cakes
- chapatis

and FATS
- cooking oil
- butter
- ghee
- groundnuts
- avocadoes
- fatty meat

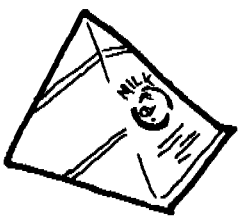


They are also STAPLE foods:
- matooke
- millet
- maize
- potatoes
- sweet potatoes
- sorghum
- cassava

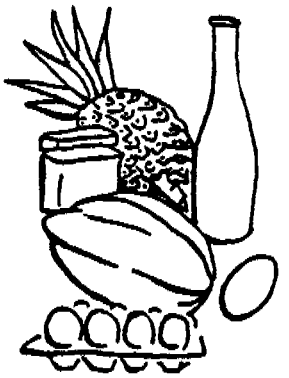
"GROW" Foods

These foods are for growing muscle, skin, and brain, and for repairing body cells. They are also called PROTEINS:

meat	groundnuts
chicken	beans
fish	simsim
eggs	white ants
milk	grasshoppers (nsenene)

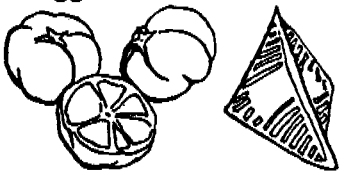


These foods help us to glow like a light, with good health! Keep eyes, skin, and body healthy.

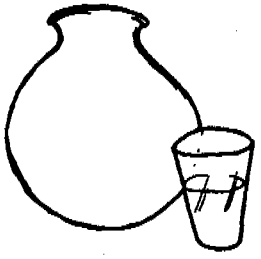


These are usually called VITAMINS and MINERALS and are found in:

pawpaw	grapefruit	tomatoe
mango	passion fruit	green leafy vegetables
pineapple	lemons	carrots
orange	jackfruit	milk
onions	cabbage	fish
eggs	meat	



We also need ROUGHAGE. These are parts of food which help the waste products pass through our body quickly to keep us healthy. They are mainly from: fruits
vegetables



WATER is needed to keep us from becoming dehydrated. Did you know that:

- Over 90% of our body is water?
- Water helps keep our body at the right temperature?
- Water is needed to help flush out waste through the kidneys?
- Water is needed to digest food?

Activity

Copy these pictures of foods onto pieces of paper. Make a basket for GO, GROW, GLOW foods. Which groups do these foods belong to?

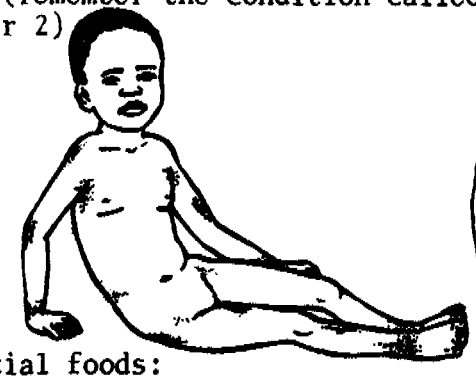
Name each food and put them into the basket to which it belongs. (Some foods may belong to more than one basket.)

What Can Go Wrong

What Can Go Wrong If We Do Not Have The Right Foods

If we do not have enough GLOW foods we could:

- go blind
- get bad skin (rough skin)
- have cuts that do not heal quickly
- get tired and weak (remember the condition called Anaemia from Chapter 2)



Some people need special foods:

- BABIES need breastmilk

When babies are fed from bottles, they often become sick and die. This is because bottles are difficult to keep clean. Dirty bottles can make babies sick.

- PREGNANT WOMEN need enough good food both for themselves and the babies inside them. If they do not eat the right foods the mothers will grow thin and weak. Their babies will not develop well.

- MOTHERS BREASTFEEDING their babies need food and drink which will help them produce milk. If mothers do not eat the right foods, they will not produce enough milk and both mother and baby will become weak and sick.

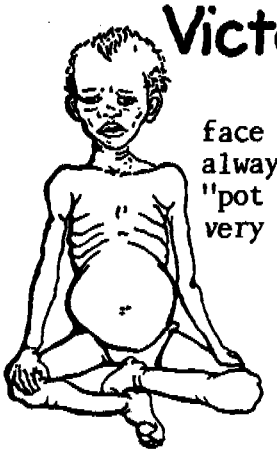
- YOUNG CHILDREN need enough of the right kinds of food to prevent sickness. Have you seen children who look like Felix or Victoria?

Felix

swollen "moon face"
loss of colour in hair and skin
unhappy looking
not growing
thin upper arms
sore and peeling skin
muscles are wasted
swollen hands and feet

Victoria

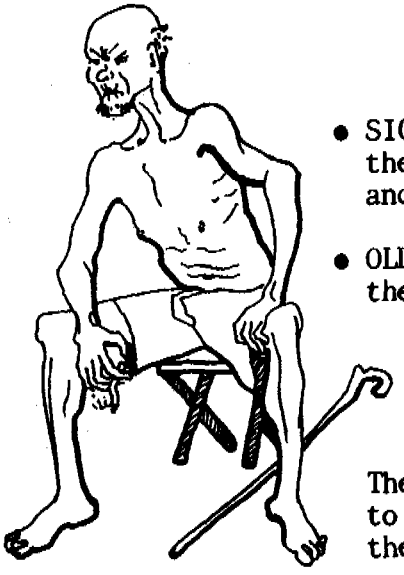
face of an old man
always hungry
"pot belly"
very thin



Neither of these children had enough of the right kind of food. James ate STAPLE food but did not get enough GROW and GLOW foods. Victoria did not get enough of any kind of food.

Exercise

What foods should James have been given to keep him healthy?
What foods should Victoria have been given to keep her healthy?



- SICK PEOPLE need good food and extra drinks. If they do not get them they cannot fight the sickness and they will get worse.

- OLD PEOPLE sometimes stop eating enough because they have health problems. They may:
  - have lost some teeth
  - have stomach problems
  - be weak and unable to prepare enough food to eat
  - have little appetite

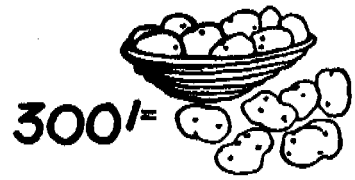
They may have stopped liking some foods they used to eat. These problems cause them to eat less and they can become weak and sick.

Some foods which cause problems

Sweets, sodas and alcoholic drinks are expensive.
They do not help GROW or GLOW.
What happens when we eat too much? Do you remember FAT and FIT from Chapter 2?

How We Can Help

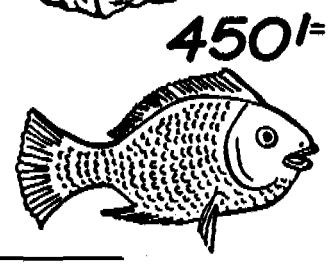
How We Can Help Get the Right Foods



1. Mixed Foods

Exercise

To stay healthy we all need to eat foods from each food group. Find out how much different foods cost.
Plan a day's meals to include some foods from each group. Who can produce the cheapest day's meals among your friends? Which is the most varied meal?



Write down what you ate during the last week

DAY	WHAT I ATE
SUNDAY	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	

2. Food for People Who Need Special Foods

Who were the people needing special foods?

- Babies
- Mothers breastfeeding
- Pregnant women
- Young children
- Sick people
- Old people

We also call these groups of people "Vulnerable" groups. Vulnerable means "easily harmed". These vulnerable groups of people are easily harmed by not having the right foods.

- Babies

  Breast is best for a baby. Breastmilk has antibodies. Breastmilk is also clean and does not give a baby diarrhoea.

  Breastfeeding is easy for mothers. It is clean, warm and cheap.

  Bottle feeding needs mixing of milk powder and water. It can cause sickness if the bottle or water are dirty. Milk powder is expensive.

- Mothers who are breastfeeding their babies

  Breastfeeding mothers need more foods from all groups but also:
  - extra drinks (clean water, milk, fruit juice, tea)
  - extra eggs and dried fish.

- Pregnant women

  They need more GO, GROW and GLOW foods, especially green vegetables, meat, eggs and fish.

- Sick people, especially children with malaria, diarrhoea and measles need:
  soft food
  food from each group
  small amounts but many times a day
  and also more to drink.

Children, especially those with diarrhoea, need more to drink. Chapter 12 explains a special drink (ORS) for these children.

- Young Children

After 4 months of age, babies need food as well as breastmilk. We call the first food for babies "weaning foods". Weaning foods are foods we give to babies in addition to breastmilk. Weaning foods are given until the baby is one or two years old and stops breastfeeding.

Young children need food from all food groups.

Young children need soft foods because they do not yet have teeth to chew their food.

Exercise

1. Can you make a list of soft foods babies can eat? Can a baby eat a banana? A paw paw? What other foods are soft enough for a baby to eat?

2. What can be done to food to make it soft? Make a list of things we can do to food to make it soft for a baby. Can a baby eat meat? What can we do to make meat soft? How can we make maize, groundnuts and chicken soft?

Small children have small stomachs. So feed small children many small meals each day.

MATHS AND MEALS

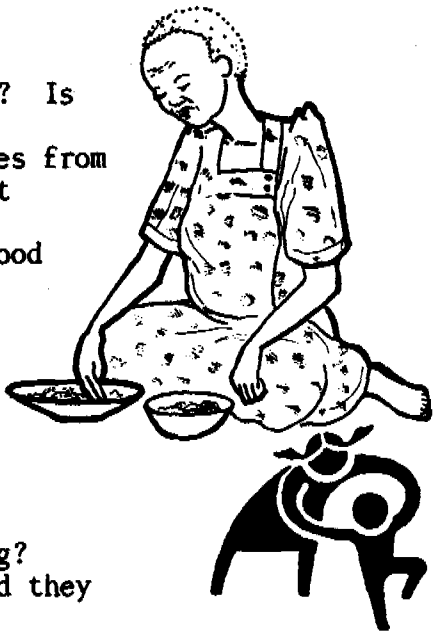
A small child needs 900 mls of porridge in one day to grow well.

1. If a child eats 3 times a day, how many mls should each meal contain to make 900 mls?

2. If a child eats 5 times a day, how many mls should each meal contain to make 900 mls?

- Old People

What foods does your grandmother like to eat? Is she getting enough foods from each group? Perhaps you could help her by taking the bones from chicken, meat and fish. Can you help her eat mashed fruits and vegetables and eggs? She also may like to eat a small amount of food many times a day.



CHILD-to-child

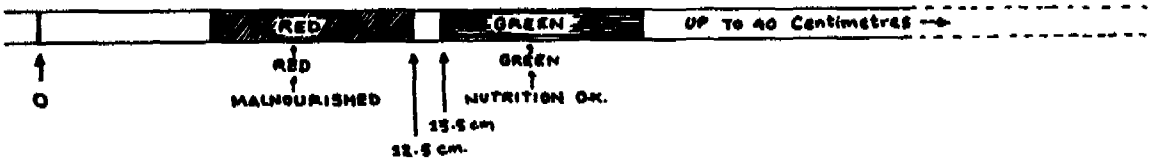
What are the young children in your home eating?

- Watch baby. If babies do not get enough food they may:
  - stop smiling, babbling or playing
  - move, crawl and roll less than a healthy child
  - get thinner and look miserable

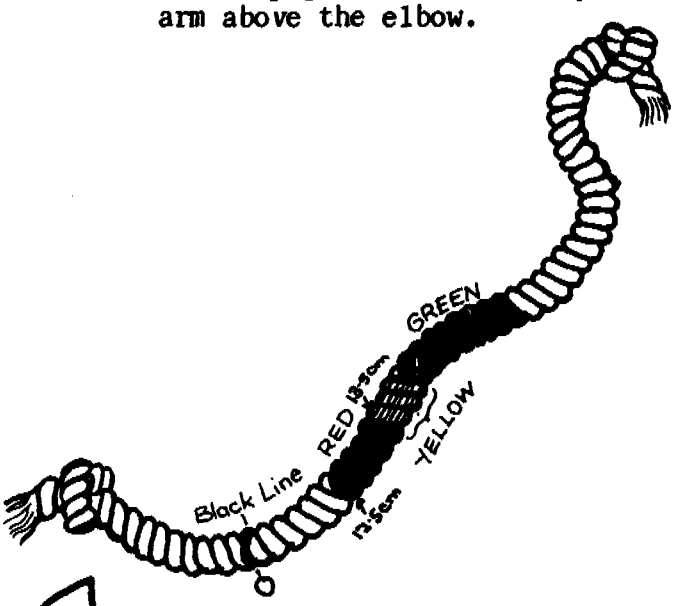
  Does baby have breastmilk?
  Is baby eating the right food?
  Can you help your mother prepare food and give baby small amounts often?
  Think of foods baby can eat which you do not need to cook.

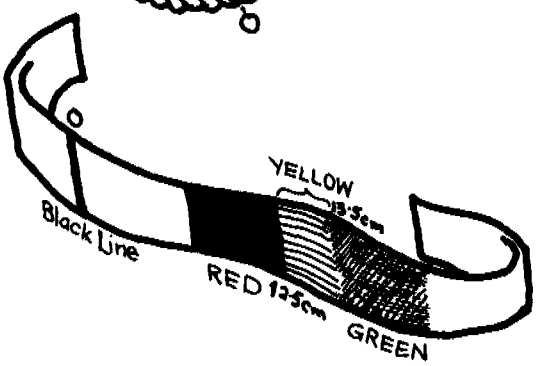
- Watch the young children in your home. Are they:
  - happy?
  - active?
  - playing?
  - doing nothing?
  - getting thinner and eating less than usual?

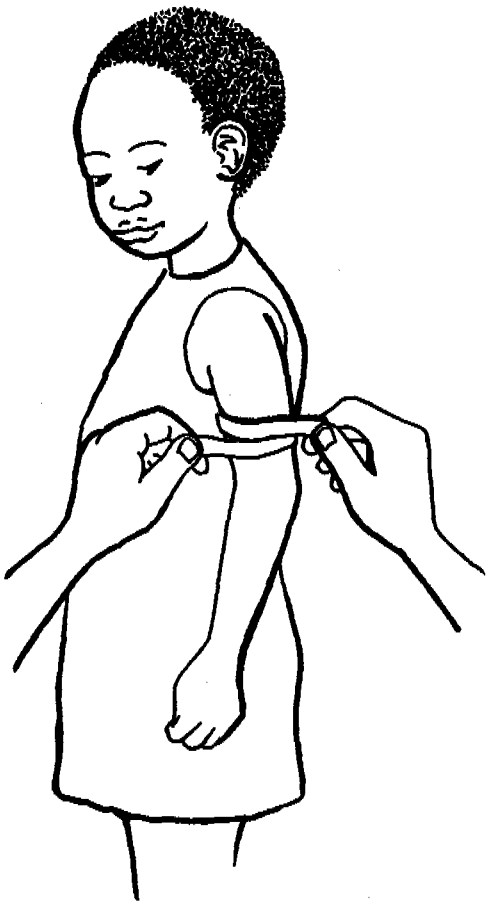
- Find out if the young children (below 5) are growing well. If they are not, their arms will become thin. We can measure around their arms using a measuring strip like this:

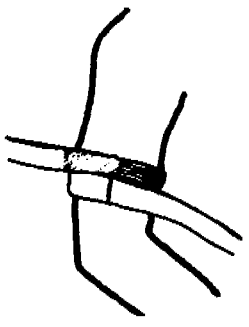


Make this strip from strong paper, thick plastic, a strip from around a plastic bottle or fibre from plants that do not stretch. Copy it from the bottom of the page. Put the strip around a young child's arm above the elbow.

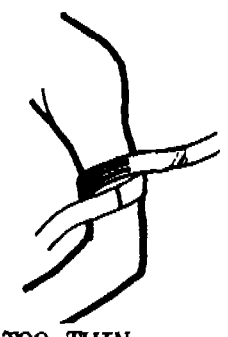




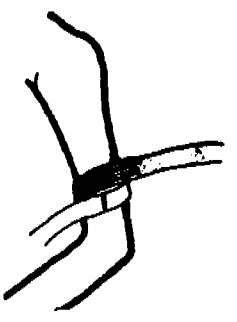




HEALTHY
in the green
section



TOO THIN
in the yellow
section



MUCH TOO THIN
in the red
section

Practice around jars and bottles first. Then measure the arms of your friends elbows. Tell your teacher which children are TOO THIN or MUCH TOO THIN.

TOO THIN	MUCH TOO THIN

6 A Healthy Home

How We Work

How Our House Works for Us

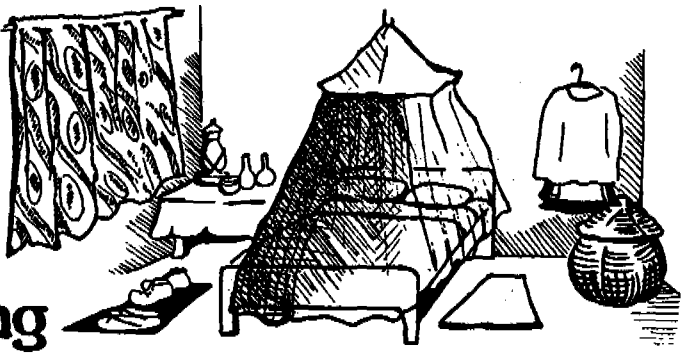
In Science class you may have learnt the reasons why human beings need houses. Do you remember?
Would you like to live outside your house starting from today? Why?
What would happen to you if you stayed outside all the time?

Would weather affect you?
Would insects affect you?
Would animals affect you?
Would thieves affect you?
What are other reasons we need houses?
How does a house help our health?
Even some animals need houses. Which animals are these? Do they need houses for the same reasons we do?

Note to Teacher

(Syllabus pp 47
Term 2, Unit 7: Sanitation
"Housing")
Teacher's Guide
"Housing and Health" p 1

What can you see in this picture?
What is each item for?



What Can Go Wrong

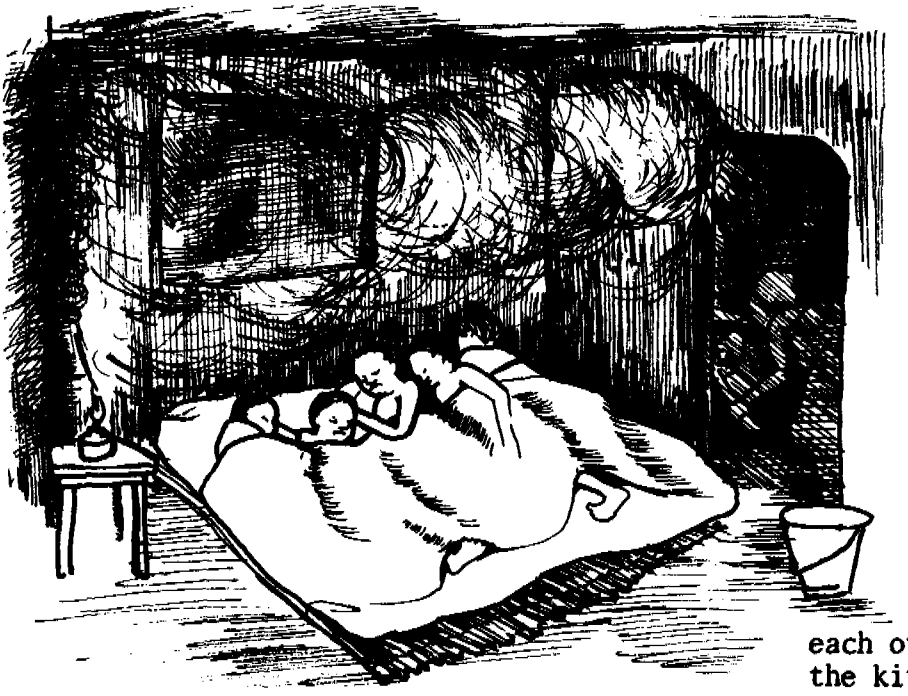
WHAT CAN MAKE A HOUSE UNHEALTHY

1. A bad SITE

A house near a swamp will have mosquitoes in it.
If a house is far from water, there may not be enough water to keep it clean.
If a house is too near a road it can be dusty or dangerous.
If a house is too close to other houses it can have poor ventilation.
What other places would you rather not have your house?

2. Not enough SPACE

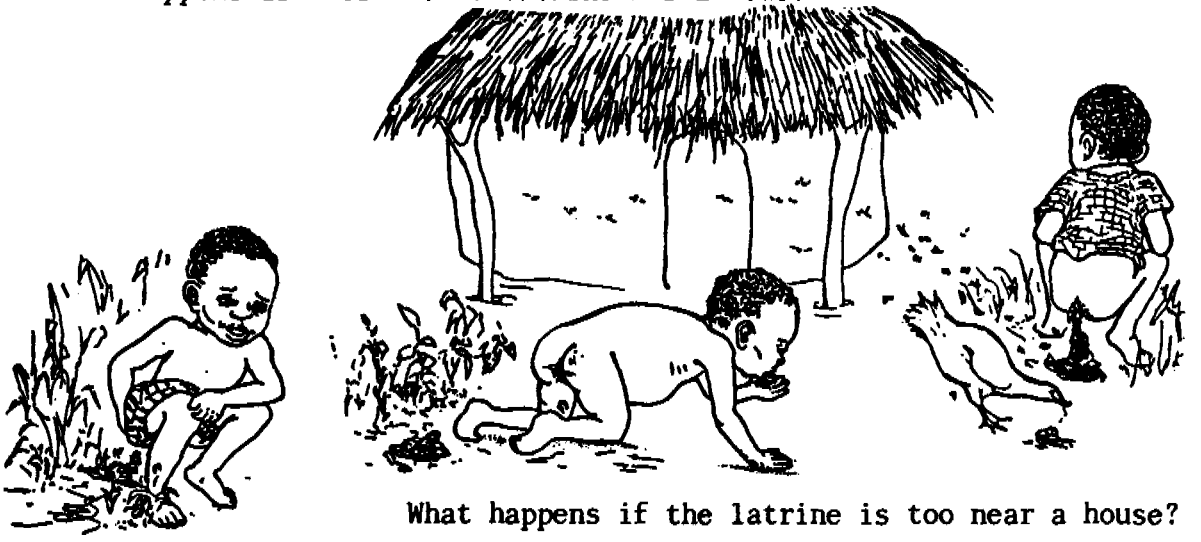
If a house is too small, we share ...



each other's sicknesses
the kitchen's smoke

3. Poor SANITATION

What happens if there is no latrine for a house?

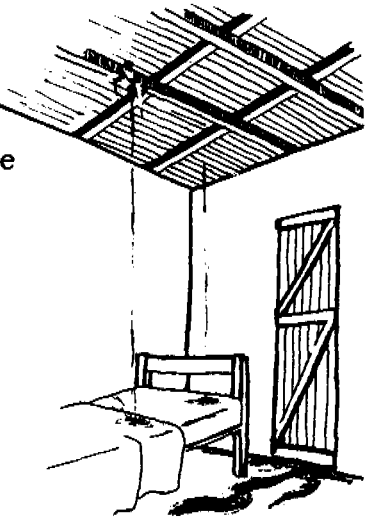


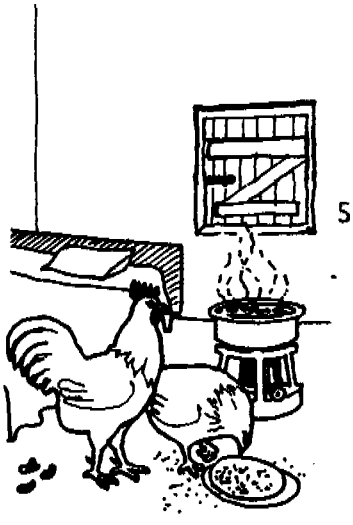
What happens if the latrine is too near a house?

Would you like to have a house close to a rubbish pit? What would it smell like? Where would the flies go?

4. House is DAMP

Some houses are built badly so the rain comes in or the water seeps up from the ground. The house becomes damp.
Then people in the house may get bad coughs, or other things which affect their lungs.
(Do you remember what you learnt in Chapter 1?)





5. ANIMALS inside or too near the house

Animals may walk through faeces on the ground. If they walk inside the house, they can bring the faeces inside. Faeces can carry germs and worms. These germs can then get into our food and water and make us sick.
Would you like to sleep with the chickens? Why not? Would you like to sleep among the goats? Why not?

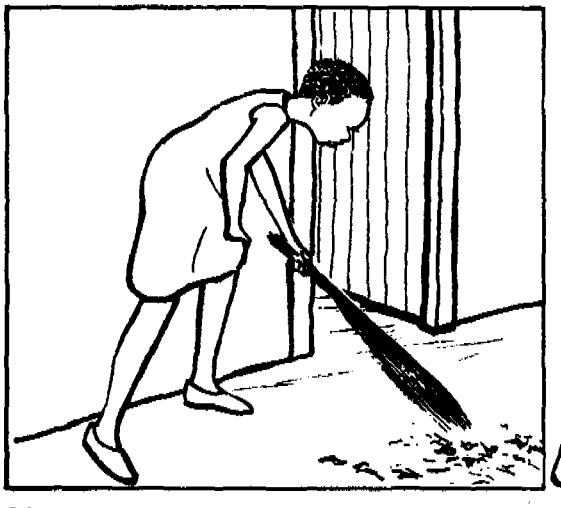
How We Can Help

How We Can Help Keep Our House Clean

1. Build a house on a good SITE
   Where in your village or town would you like to build your house? Why?

2. Make sure you have SPACE for:
   - enough windows to let in light
   - enough air passing through either windows or ventilators
   - a way of letting charcoal smoke escape

3. Keep your house CLEAN inside and outside.
   - Inside the house, we should sweep every day. We should sweep the kitchen after cooking each time.
   - Clean the compound.
     Dispose of rubbish outside the house.
     There are two ways to get rid of rubbish:
     Burn it!
     Bury it
   - Build and use a latrine.
   - Build a drying rack for kitchen utensils.

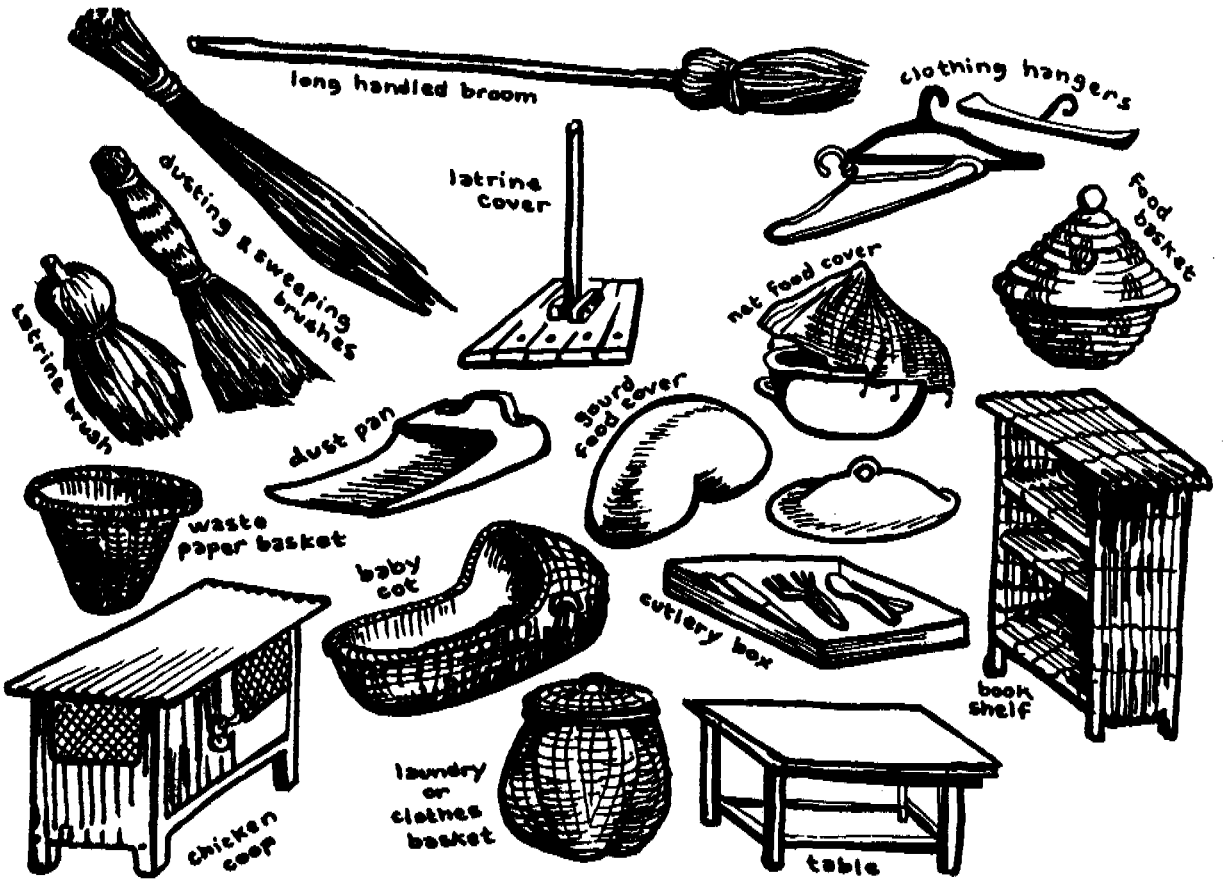


4. Keep your house dry inside
   Perhaps your family, or your teacher can teach you how to make bricks which will keep the house dry.

5. Keep animals outside the house. There should be a separate house for animals.

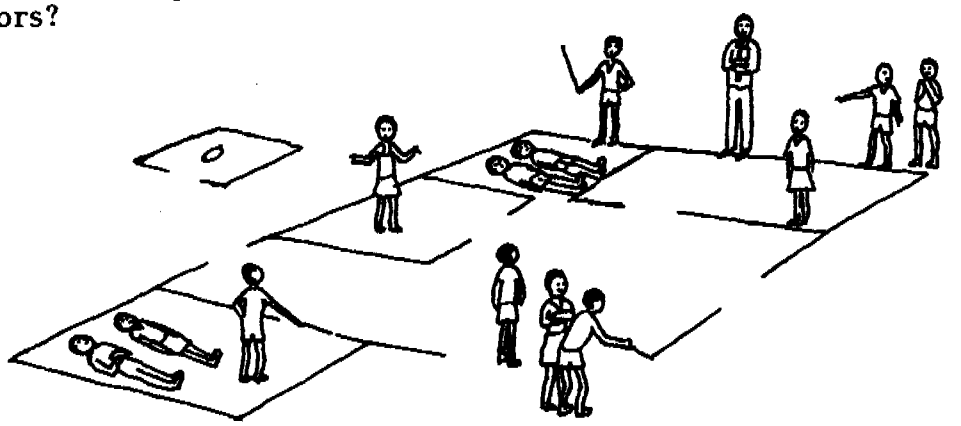
Activities

1. Make one of these things for your home



Which items help to keep the house clean?
How do they work?

2. Take a stick and draw the plan of a house on the ground. Where should you put the cooking area? The sleeping rooms? The latrine and rubbish pit? Measure the rooms. Is there enough space to lie down and sleep? Where will you put windows and doors?



CHILD-to-child

Make a song about keeping our sleeping rooms clean. Sing the song to little brothers and sisters while showing them how to shake out blankets and mats, put bedding away and sweep floors.

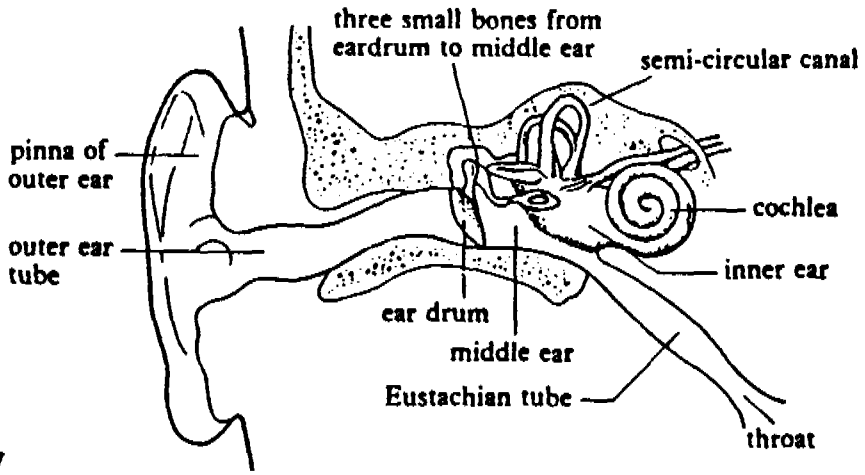
7 Our Ears

How We Work

HOW OUR EARS WORK

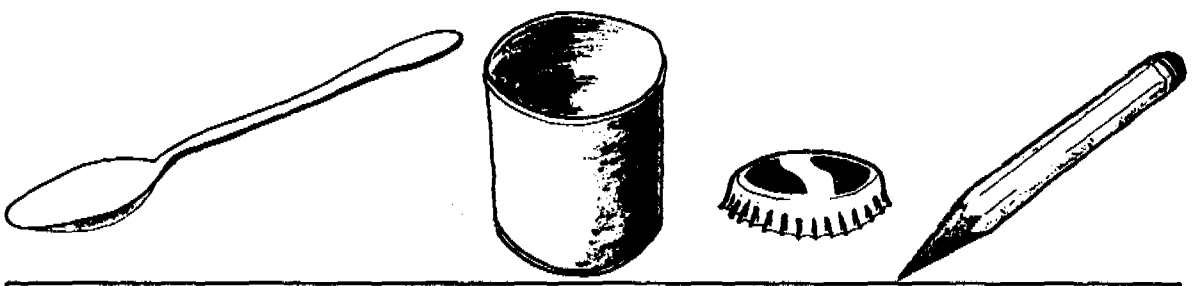
Can you remember what the ear looks like, from your science lessons?

OUTER EAR MIDDLE EAR INNER EAR



Activity

Put some things in a tin (bottle top, pencil, spoon). Shake the tin. Ask your friends if they can hear what is in the tin.



Note to Teacher

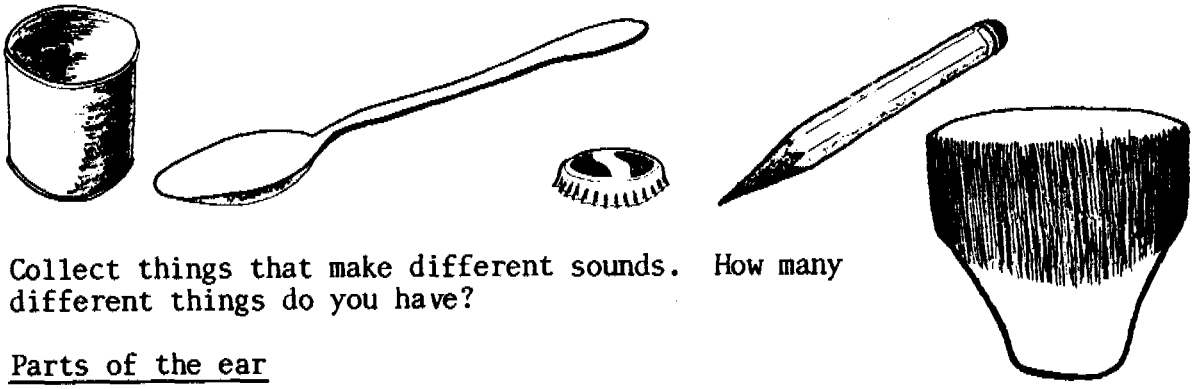
(Syllabus pp 48
Term 2, Unit 13: Forms of Energy
"Ear Defects"
"Care of the Ear")
Teacher's Guide
"Ears & Ear Diseases" p 157

Why we need both ears

Activity

Blindfold some friends. Make a noise (a drum, for example) and let them guess where the noise comes from. Tell them to cover one ear and guess again with the noise in a different place. They are not allowed to turn their head.

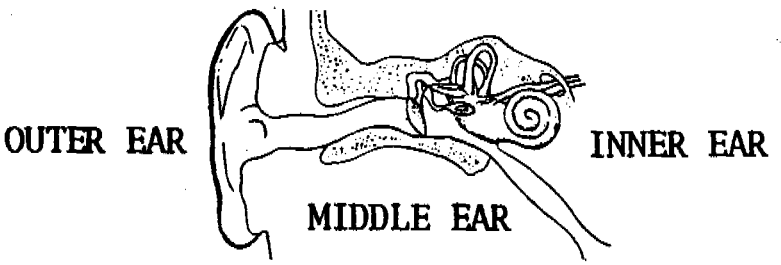
Is it easy to hear with only one ear? Cover both your ears and talk or sing. How does it sound?



Collect things that make different sounds. How many different things do you have?

Parts of the ear

The outer ear helps gather sounds for us to hear better. The bigger the outer ear, the better to hear.
Who has big ears? Who has little ears?
Do you know that no two people's ears look exactly alike?

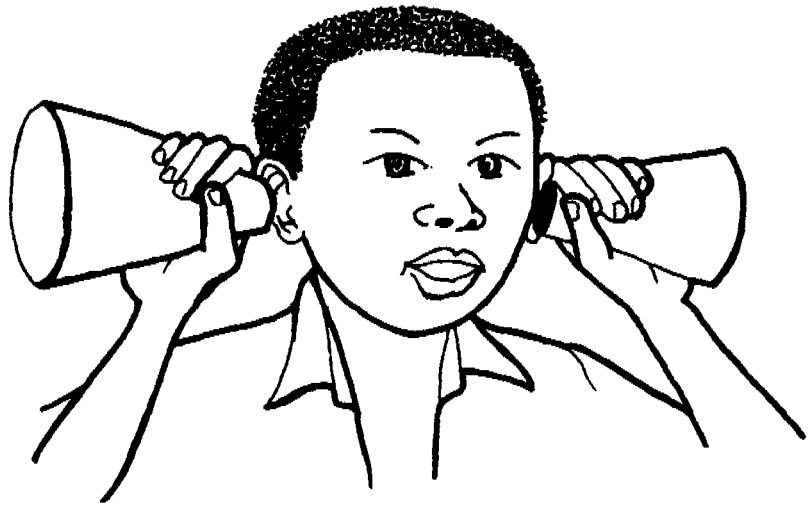


The middle ear has a drum. This vibrates to make us hear sounds. The yellow wax in the ear collects dust and gets rid of it, so that it does not enter the ear.

The inner ear sends sounds from the drum to the brain.

Activity

Make cone shapes out of paper. Place the small end just up to the holes of your ears. (Not far into the ear holes!) Walk around and listen to people talking with and without the cones. What is the difference in how you hear? What if your ears were as big as the cones?



What Can Go Wrong

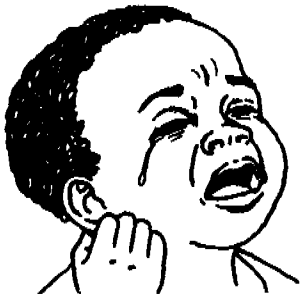
What Can Go Wrong With Our Ears

- Sometimes people are born without hearing. We say they are deaf.
- Sometimes people become deaf through an accident or disease in their ears.
- Did you know that ....
  One in every 1,000 children is severely deaf.

Activity

Sit at home with a blindfold over your eyes.
What sounds do you hear?
Make a list of sounds that are for pleasure and those for danger, and those of daily activities.

SOUNDS FOR PLEASURE	SOUNDS FOR DANGER	SOUNDS FOR DAILY ACTIVITIES
Sister laughing Music	Baby crying	Matooke cooking



What other sounds do you sometimes hear? Are there sounds of sadness? (eg. a drum beating)

What would happen if you could not hear the sounds of danger?

How would you feel if you could not hear the sounds for happiness?

Some people - even teachers - think that others are stupid, when really they cannot hear.

Naughty, or can't hear

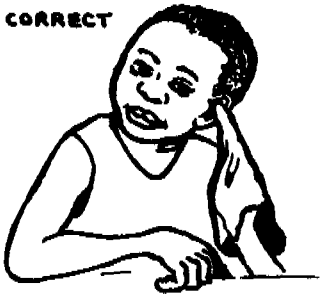
Activity

1. Make a drum from an empty tin and a piece of plastic bag.
2. First fill the tin with sand. Then stretch the plastic on the top and tie it with string. Beat on the drum. Does it make very much noise? This is what happens to our ear drum if you put something inside your ears.
3. Now untie the string and throw out the sand. Tie the plastic over the top again. Beat on the drum. Does it make a nicer sound like a real drum? This is the way our ear hears noises.
4. Now make a hole in the plastic which it is tied on the tin. Beat on the drum. Does it make very much sound? This is what happens to our ear if we break our eardrum by poking something in our ear.

How We Can Help

How We Can Help Care for Our Ears

1. Look after your ears! Keep them clean with soap and water, but NEVER put a hard object into them.



Activity

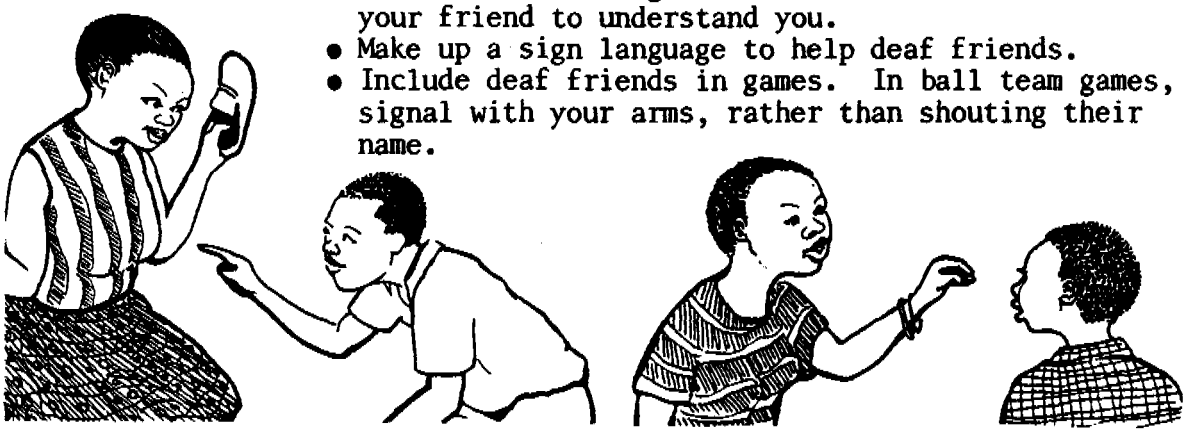
Cover your ears and look at a friend talking to you. Can you understand what he or she is saying? Perhaps this will help you understand what it is like to be deaf.

2. Deaf people very often learn to watch other people's lips as they talk. When they watch other people's lips, deaf people can see the shapes of the words that are being said. This is called "lip reading". We can help people who are deaf by letting them watch our lips as we speak. We can also help them by speaking our words very clearly.

3. We can help people who have a difficult time hearing by speaking loudly to them.

CHILD-to-child

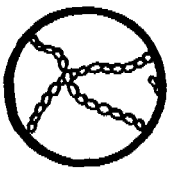
- Show younger brothers and sisters how to keep their ears clean properly.
- Find out how well other children hear. Blindfold one child in the middle of a circle of children. Let one child in the circle place a stone near the child in the middle. Can the child guess where the stone is and which child moved it? Repeat this with other children.
- If there are children who cannot hear well, tell their parents and teacher. They may need to sit at the front of the class.
- If you have a deaf friend, remember to face your friend when talking. This will make it easier for your friend to understand you.
- Make up a sign language to help deaf friends.
- Include deaf friends in games. In ball team games, signal with your arms, rather than shouting their name.



8 Bacteria and Viruses

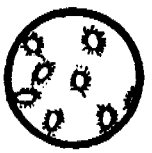
How We Work

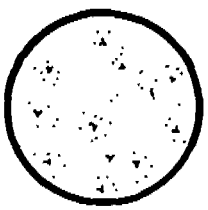
How Bacteria and Viruses Work



In science class you will have learnt that bacteria and viruses are very tiny organisms which are so small that we cannot see them. Bacteria and viruses are so small they can enter, live and grow in our body, in our cells or in our blood.

Bacteria and viruses also live on and in plants, animals, the soil, air and water. All bacteria and viruses need food, water and a warm place to grow in order to live. There are thousands of different types of bacteria and viruses in the world. They come in different shapes and they do different things. These are some of their shapes:



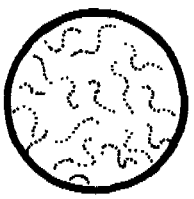


Some are helpful to us.

- When we digest food, certain bacteria help us break it down so that the nutrients can be used by the body.
- Certain bacteria help break down rubbish and faeces. This helps new plants to grow.

Some are harmless to us.

- Some bacteria and viruses only live in plants or animals. Or they live on or in us and do not help or harm us.



Some are harmful to us.

- Some bacteria and viruses cause disease. We usually call bacteria and viruses which cause disease, "germs".

Note to Teacher

(Syllabus pp 48, 49
Term 3, Unit 7: Common Diseases
"Where Bacteria are Found
"Ways of Fighting Diseases")
Teacher's Guide
"Bacteria & Viruses" p 145

- Do you remember how germs are spread? Different germs are spread through:
  - blood
  - touch
  - insects
  - animals
  - food
  - water
  - sexual intercourse
  - soil

Exercises

1. Susan had a cold. She was sneezing, coughing and had a runny nose. Susan came to school and sat near Joseph and Sarah. Two days later Joseph and Sarah also had colds. Can you make a list of different ways Susan could have given Joseph and Susan colds?

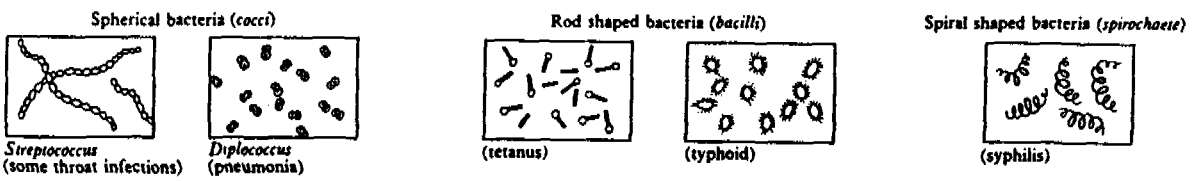
2. Felix had diarrhoea. He went to play with Harold and Francis. They all ate mangoes together. The next day Harold and Francis also had diarrhoea. Can you list ways in which Felix could have given Harold and Francis diarrhoea?

What Can Go Wrong

What Can Go Wrong When We Get Harmful Germs

When harmful germs enter our body they can breed and attack our healthy cells. If we do not have enough antibodies to fight the germs when they enter our body, we become infected. Then we develop signs of a disease. Different germs cause different diseases. They are also spread in different ways.

Type of Germ	Name of Disease	How It Is Spread
bacteria	Tetanus	Soil to blood, infected cuts,
	Some types of diarrhoea	water, food, insects, touch
	pneumonia	air
	gonorrhoea	sexual intercourse
	syphilis	sexual intercourse
	infected wounds	touch, air, soil to blood
	whooping cough	air
	diphtheria	air
	tuberculosis	air
	rabies	animals to blood (bites)
	warts	touch
viruses	cold	air
	flu	air
	measles	air
	polio	water, food, air
	some types of diarrhoea	water, food, touch, insects
	AIDS	sexual intercourse, blood



Exercise

1. Which of the diseases on the list are immunisable diseases? Remember what you learned in Chapter 3?

2. What bad things are happening in this picture? Where can bacteria or viruses be spread?

How We Can Help

How We Can Help Fight Bacteria and Viruses

Exercise

1. Look again at the list of diseases and how they are spread. Put the name of the disease we can prevent next to these ways to fight bacteria and viruses:

This is a way to fight bacteria and viruses:	This is the disease it stops:
• boil water	
• use water from a protected spring or borehole	
• cover food against flies	
• wash hands before eating	
• use of latrines	
• proper disposal of rubbish	
• wash fruits and vegetables	
• have sex with only one faithful sexual partner	
• wash cuts with soap and water	
• immunise	
• cover mouth with handkerchief when coughing	

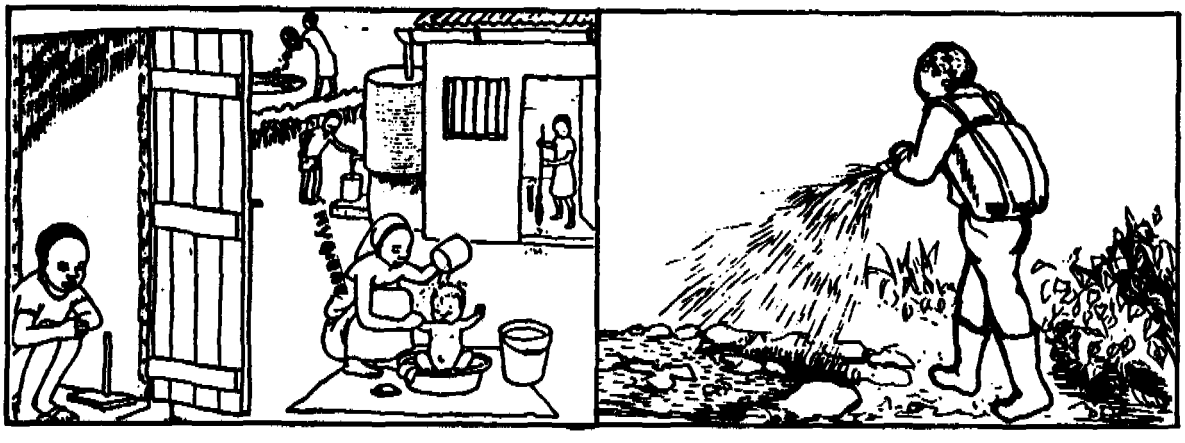
2. What other ways are there to fight germs? Can you think of things to do at home? At school? Add these ways to the list. What diseases can be stopped in these ways?

Sometimes we need a special type of soap or liquid to help stop germs from growing. This kind of soap or liquid is called an antiseptic or disinfectant. One type of antiseptic used in Uganda is "Dettol".

- Do you know of a place where people use Dettol?
- Why is antiseptic most useful in a place like a hospital or clinic?
- Sometimes First Aid Kits have antiseptic in them. When can you use antiseptic for First Aid?

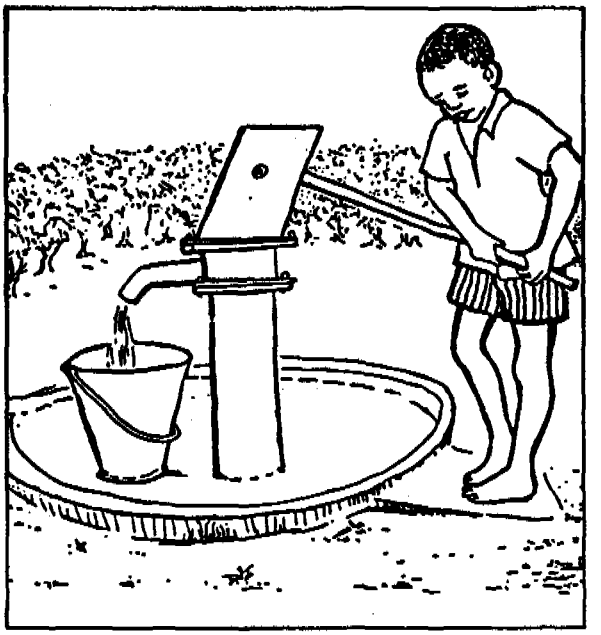
Sometimes we need drugs given by a health worker to fight bacteria. Drugs which can fight bacteria are called "ANTIBIOTICS". Antibiotics will not work to fight viruses.

The best ways to fight bacteria and viruses are to prevent them by:



Activity

1. Find out where the water comes from which you use at home, and at school.
2. Make a map of where water comes from and show how it is brought home. Where are the places it could get bacteria and viruses in it?
3. Organise a clean up committee to get rid of things in your water which help germs to grow.



CHILD-to-child

Before every meal at home, inspect your younger brother's and sister's hands. Are they clean? Have they washed using soap and water? Show them how to wash properly and make it a family HEALTH HABIT.

9 Six Immunisable Diseases

How We Work

HOW SOME DISEASES ATTACK US

Which diseases did you have as a young child?
Have your brothers and sisters had any of the diseases you learned about in chapter 4?
Do you know what these diseases look like?

Measles

James has Measles, he has a FEVER
He has a RASH ALL OVER THE BODY and

RED EYES and a
RUNNING NOSE and a
SORE MOUTH and a
COUGH.

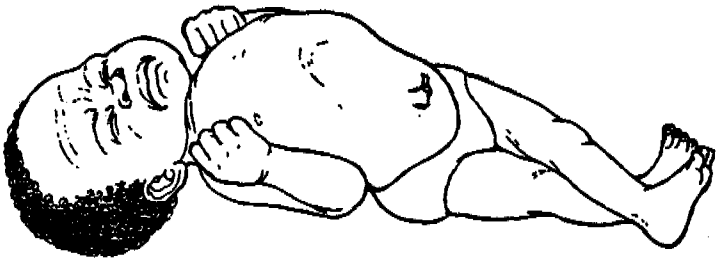
Have you or your friends had this disease?

Note to Teacher

(Syllabus pp 49, 50
Term 3, Unit 18: Immunisation
"Six Immunisable Diseases"9
Teacher's Guide
"Immunity and Vaccines" p 19

Tetanus

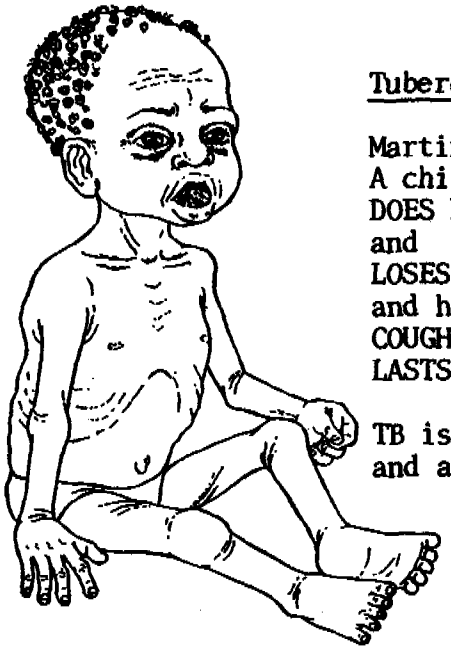
Regina is a newborn baby who had her cord cut with a dirty knife. She has Tetanus and has STOPPED SUCKING THE BREAST. She will probably die.



Tetanus causes
STIFF MUSCLES ALL
OVER THE BODY

A person with Tetanus
has
SPASMS WHEN TOUCHED

Douglas cut his foot in the field. Tetanus germs got in with the dirt. A week later all his muscles became tight so he could hardly breathe.
Tetanus can happen to anybody but mostly happens to small babies.



Tuberculosis (TB)

Martin is suffering from TB.
A child with TB
DOES NOT EAT WELL
and
LOSES WEIGHT
and has a
COUGH WHICH
LASTS A LONG TIME

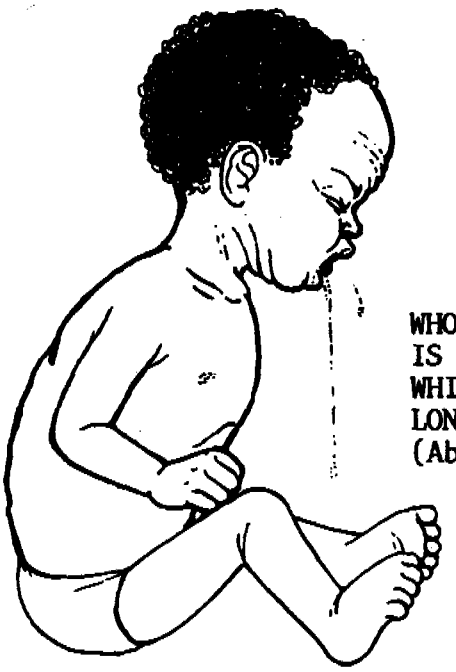
TB is a disease which mostly attacks small children and adults who are 15 to 35 years old.

Polio

Martha caught Polio a few years ago

Her sickness
began like a
MILD COLD,
but then her
LEGS BECAME
LAME.
Her lame legs
became
THIN AND
WASTED as she
got older.

Do you know anyone who limps like Martha? Or has a lame arm.
Children who limp can still become good friends and grow up to be good, clever adults. But it would be best if no one ever became lame.

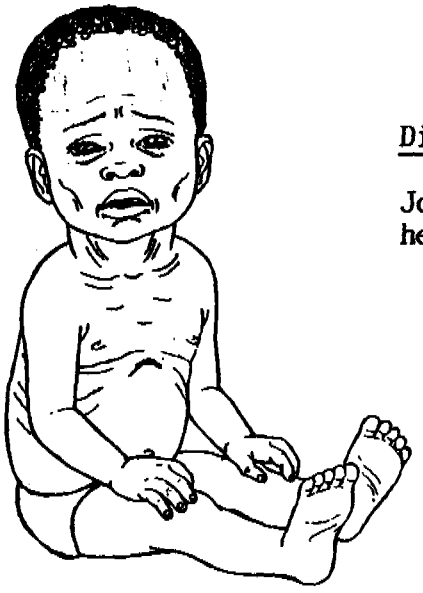


Whooping Cough (Also called "Pertussis")

Catherine caught whooping cough and has
COUGHING SPELLS WHICH END IN
VOMITING and a
GASP FOR BREATH
She has a
RUNNING NOSE

WHOOPING COUGH
IS A SICKNESS
WHICH LASTS A
LONG TIME
(About 3 months)

Catherine gave
Whooping cough to
her baby brother.
The baby brother
cannot breathe
during his coughing
spells. The coughing
makes the baby very
weak and he may die
because of it.



Diphtheria

Joyce breathed in some diphtheria germs which made her very ill and weak.

She developed a
THICK NECK
and a
SORE THROAT

She found it
HARD TO BREATHE

What Can Go Wrong

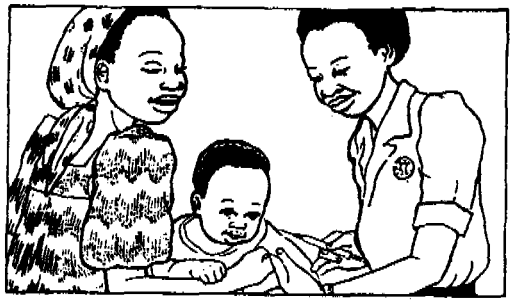
WHAT CAN GO WRONG IF THESE DISEASES ARE NOT STOPPED

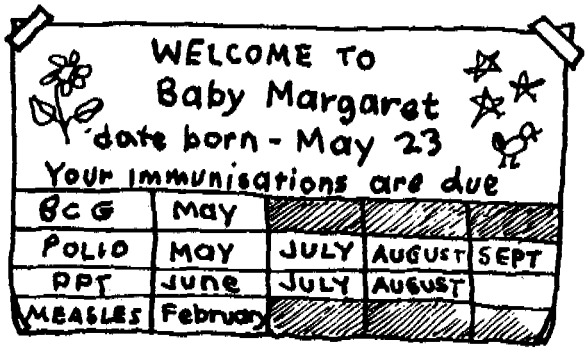
- These six diseases can be spread from one person to another very quickly.
- They can spread by coughing or spitting near others.
- They can be spread by faeces in drinking water.
- People who do not have IMMUNITY (see Chapter 4) may become seriously ill and die.
- Some people can be crippled for life by these diseases.
- These diseases can cause DEATH
  CRIPPLING
  SUFFERING

How We Can Help

HOW WE CAN HELP PREVENT THE SIX IMMUNISABLE DISEASES

Be Wise, Immunise!
No one need get these six diseases.
Make a new baby a birthday card. (See Chapter 4).
Make a chart like this and hang it up at home.
This chart is like Child Health Card given to small children at clinics.





Exercise

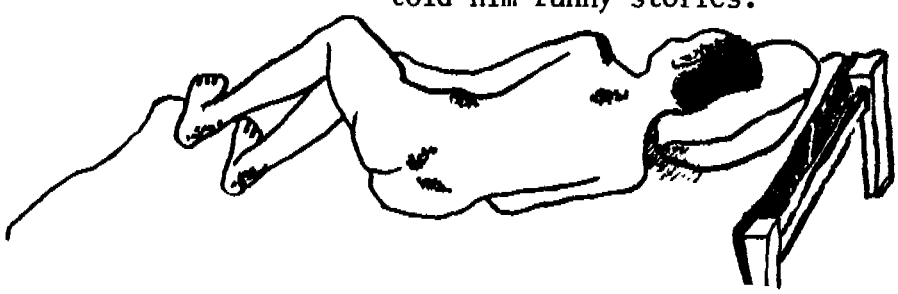
When were you last sick?
How did you feel?
Who looked after you?
How did they help you?
If someone falls sick, help to look after them.

CHILD-to-child

A HELPING HAND

James had measles. Christine, his older sister, helped her mother care for James. They found a quiet, dark corner for James to sleep, away from others. They gave him a lot to drink and some mashed beans several times a day. James's friends wanted to come and play with him but it was Christine's job to keep smaller children away. Christine said "No, wait until he is better. You might catch measles too!"

James was getting a bit sore lying in bed. His mother rubbed his elbows and heels in order to prevent bed sores. When James became tired of being without his friends, Christine kept him company and told him funny stories.



Soon James began to feel better, and a few weeks later he was outside playing with his friends again. James' friends had gone to the clinic and had been immunised so would not get sick like James.

Have your younger brothers and sisters been immunised?

How we can help when someone is sick

Do the things Christine did for James:

- Give plenty to drink.
- Give small amounts of soft food many times each day.
- Rub elbows, heels and bottom to stop them getting sore.
- Sit with them and talk or sing to them.
- If your young brothers and sisters get any of these six diseases, keep other children away.
- If they are very ill, get a health worker to help.

10 Community Health

How We Work

How We Work Together As A Community

We are part of a community

Note to Teacher

(Syllabus pp 50
Term 3, Unit 19: Primary Health Care
"Activities In PHC"
"Elements of PHC"
"Responsibility of PHC"
"Promoting PHC")
Teacher's Guide
"Elements of Primary Health Care" p 71

Exercise

1. Think about what it would be like if you were all alone in your house for one week. Make a list of all the things you can do to care for yourself without your mother or father or other people's help:
   - What can you do for yourself when you are hungry or thirsty?
   - What can you do for yourself when your clothes get dirty?
   - Can you play games by yourself? Which ones?
   - What if you fell down and cut your knee?
   - What can you do when it gets dark in the house?
   - Which are the things that your family usually helps you with?

2. Now think about what it would be like if you and your family were all alone in your village. What can the family do without other people in the village?
   - Where can you get food? Can you help?
   - Does your family have its own water nearby?
   - If there were no school, could you teach others to read and write?
   - If someone in the house fell sick, could you care for them at home? What kind of sickness needs a clinic?

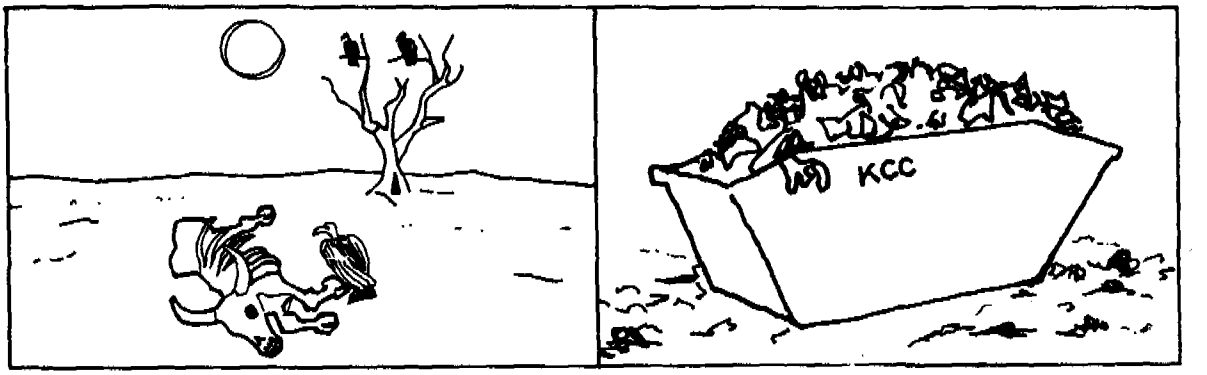
What Can Go Wrong

What Can Go Wrong In A Community

Several things can go wrong which affect our community.

Activity

Discuss these things with your classmates:
Do you remember the wars in Uganda?
Where were you during the wars?
Were you able to stay in your home? Did you go to school?
Did any people in your community fight in the wars?
Did your community suffer during the wars?



Ask older people in your family what things were like before the wars and how they have changed.

Other things can also go wrong. Have you ever known a time when there was a disease which many people in your community caught? What was it? Who got it? Were they children or adults, or both? When a disease catches a lot of people in one community at once, we call it an EPIDEMIC.

What other things have gone wrong in <u>your</u> community?

Has anyone died recently?
Has anyone committed a serious crime recently?
Has the village crop been poor?
How can these problems affect our health? Our family health? Our community health?

How We Can Help

How We Can Help Ourselves to Good Health

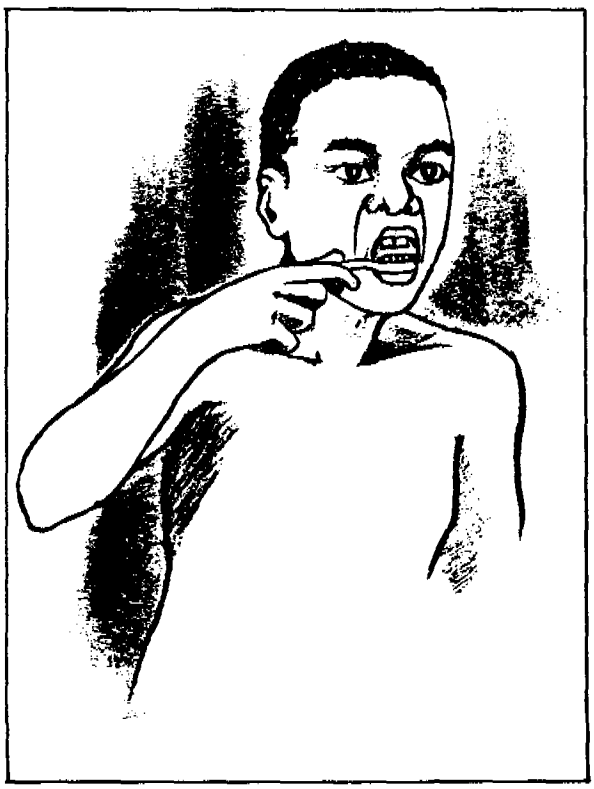
1. Personal Hygiene

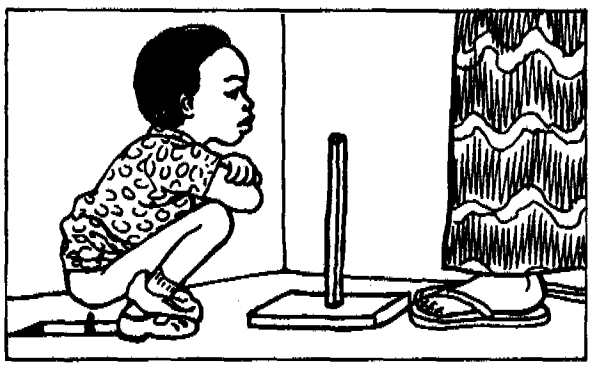
What health habits will lead to your GOOD HEALTH?

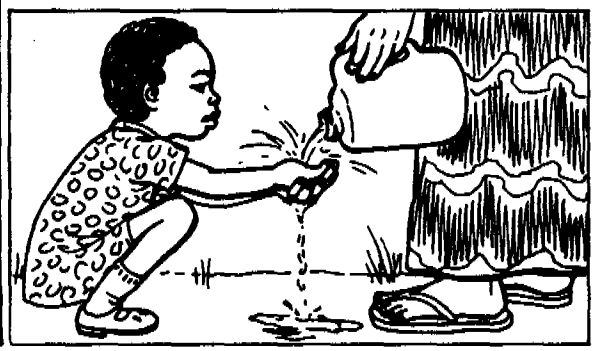
Activity

Which one of the following habits is the most important for GOOD HEALTH? Discuss them with your friends.

- Washing our clothes.
- Washing body and face.
- Washing hands (especially before meals and after using latrine).
- Brushing teeth (especially in the mornig and at bedtime).
- Cleaning eyes, nails.
- Using latrines whenever possible.







2. Healthy lifestyle

Exercise

What should you do to live in a healthy way? Copy this chart and Place ticks ( ) in the correct boxes:

SELF HEALTH CHECKLIST

Do you	Mostly	Sometimes	Never
Eat food food?			
Get exercise?			
Sit and stand properly?			
Get enough rest?			
Smoke?			
Use drugs for pleasure?			
Drink alcohol?			
Visit the health centre when you have a problem?			

Most of your answers should be "mostly", except for smoking, DRINK ALCOHOL, USE DRUGS! Where is your tick for these three? Where should it be?

3. Healthy Environment

How can we keep our homes healthy? (See Chapter 7). What can we do to keep our school healthy?

HOW WE CAN HELP OUR FAMILIES TO GOOD HEALTH

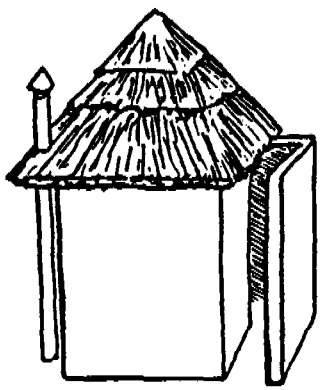
Our families can get to good health by:

1. Sharing what we know about good health with others in the family

2. Keeping our home clean
   - Building a latrine
   - Boiling water
   - Washing hands before preparing food
   - Covering food to keep flies away.

3. Living a healthy life

- Preparing good food for all members of the family (including special food for "vulnerable" people. Remember this from chapter 6).
- Avoiding smoke from charcoal stoves and cigarettes.
- Not drinking too much or using drugs of dependence.
- Assisting each other to see health workers when sick.
- Keeping each other happy.



ABLE-DISABLED HELP EACH OTHER
WE TEACH AND HELP EACH OTHER
DRIVER - CARRY MY COMMUNITY WITH ME
BE HEALTHY BUS
LATRINE LET-OUT
WHEEL OF FAMILY PLANNING
WHEEL OF IMMUNISATION
ORS OIL
GO, GROW GLOW FUEL "BREAST IS BEST"
ROAD TO GOOD HEALTH

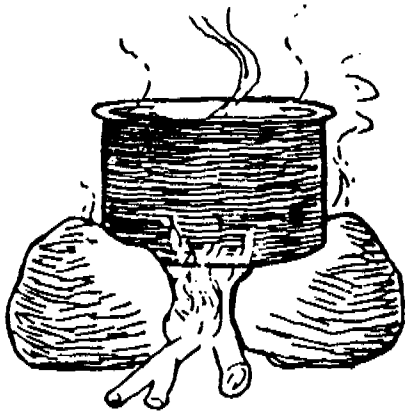
We must keep our bus working well. We have to drive to GOOD HEALTH and take our family and friends with us. All these parts of good health are called PRIMARY HEALTH CARE.

HOW WE CAN HELP OUR COMMUNITIES TO GOOD HEALTH

There may be ways in which we assist the community to gain responsibility for its own health. Find out what is going on and how you can help.

Exercise

Are there any projects in your community (your village or neighbourhood) which are encouraging good health? For example, are people trying to raise money to build a health unit? What health services exist already? Is someone assisting the community to get safe water (a protected spring, or a borehole?) Are people building latrines, building or repairing roads, digging rubbish pits? Is there a community health committee?



WE BOIL OUR WATER
GO, EAT, GROW AND GLOW FOODS
BREAST IS BEST
WE SAY YES TO ORS
BE WISE IMMUNISE
WE TEACH EACH OTHER
WE TREAT OUR SICKNESS EARLY
ABLE OR DISABLED - WE HELP EACH OTHER
WE KEEP OUR HOME CLEAN
WE BUILT A LATRINE
BE HEALTHY BUS
ROAD TO GOOD HEALTH

GOOD HEALTH is the road we want to stay on all our lives. When we were babies we were carried down the ROAD TO HEALTH by our mother. Now we are old enough to learn to drive ourselves. When we are even older we can carry our own children.

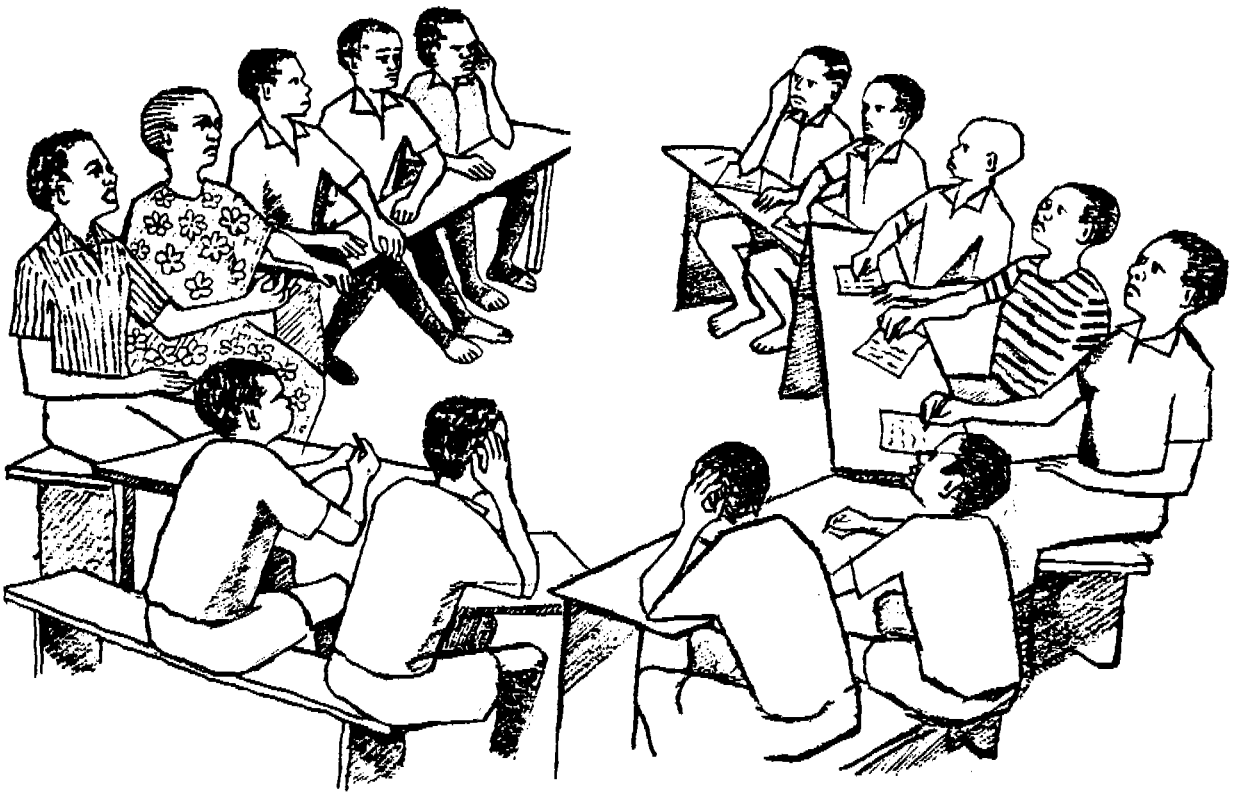
CHILD-to-child

1. Your school as a community

   Your school is also a community, and your own class is a group within that community. What can your class do to improve the health of your school community?

Some ideas you could try:

1. Have a class, or school health committee.



Activity

Have you learnt to draw graphs in your mathematics lessons?

- Make a community health map.

1. Put on it the health unit, homes of children in the class, the school, where the nurse lives etc.
2. Make another map where you put on dangers to health eg.
   - water where mosquitoes could breed
   - places where accidents could happen (eg. a busy road, or a rubbish dump).
   - long grass where snakes could hide.

   (picture - Health scouts)

- When a child is absent from school find out:
  - If they are sick and what from
  - Whether they are being cared for with good food (see chapter 12)
  - If they have brothers and sisters at school, can you teach them how to care for sick children?

What could they be responsible for?

- Keeping classrooms clean
- Keeping latrines clean (building simple latrines if they do not exist. See chapter 7)
- Checking the other pupils for clean hands and nails, clean hair.

2. Be Community health scouts!

Find out:

- What health services are in your community?
  - health units, mobile clinics, immunisation.
- What health people are there?
  - traditional healers, nurses, women who help at childbirth, medical or health assistants, primary health worker.
- What food taboos (see chapter 6) are there?
- Which children have had which immunisations?

Choose a group of homes where there are young children. Make a record chart (see chapter 10) and enter each child on it.
Take your information back to your teacher.
Can you put together a graph of the number of children who have completed different immunisations?

No of children				
Diphtheria Whooping Cough	BCG	Tetanus	Polio	Measles

- In what other ways can you help your families and other children to good health? Look at all the CHILD-to-child activities in this book. How many have you carried out?

Exercise

MY CHILD-to-child activity checklist

CHILD-to-child activity	When I did it	Who did I do it with

Can you wear something special to show you are a health scout?

11 Caring for Sick People

How We Work

How We Work to Stay Healthy

You have learnt in other chapters how to stay healthy. Can you remember what you must do?

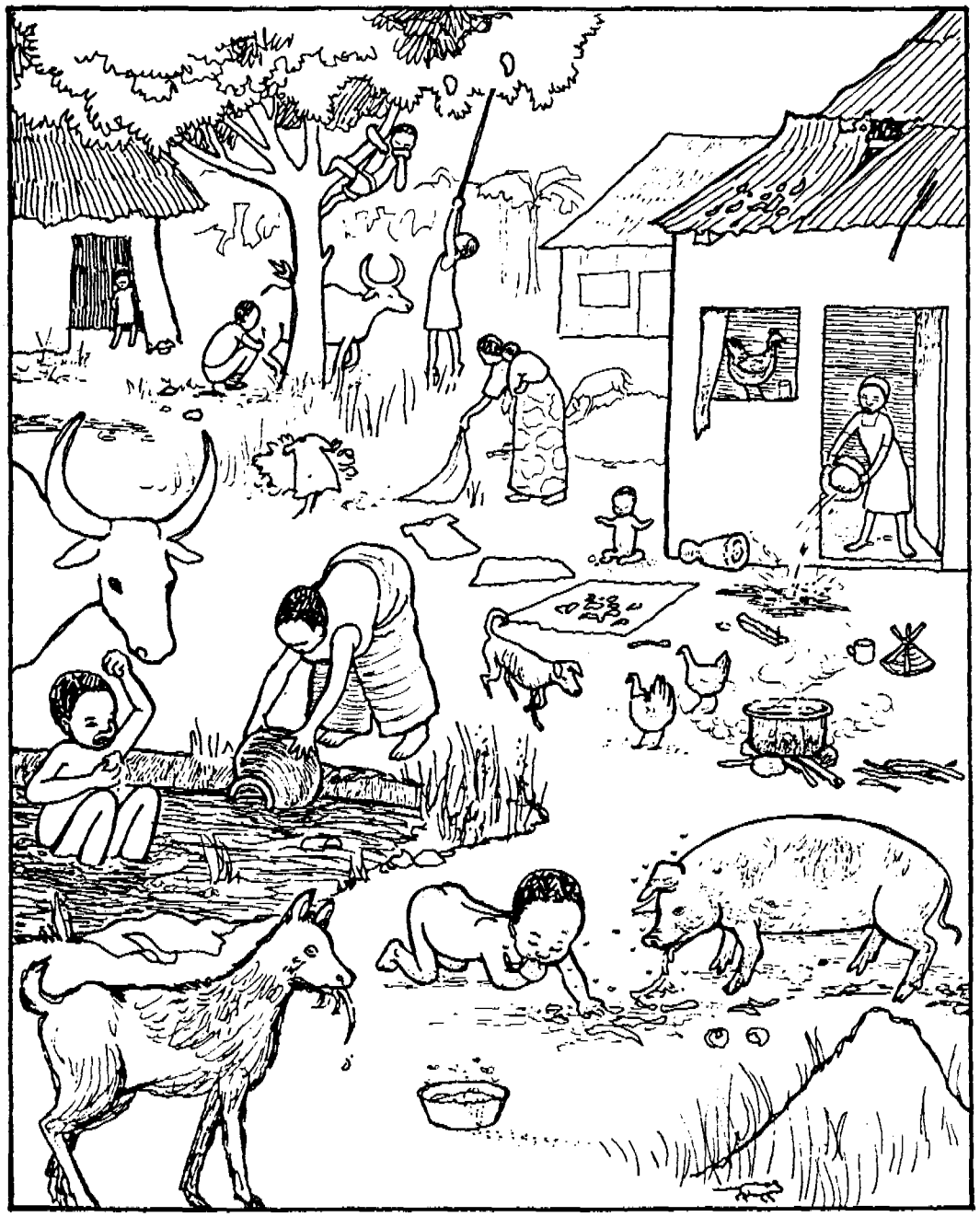
Note to Teacher

(Syllabus pp 50
Term 3, Unit 16: Family Health & Social Problems
"Care for the Sick")
Teacher's Guide
"Sickness In the Home" p 217

What Can Go Wrong

What Can Make People Sick

What can happen to make people sick at home? Can you see what is wrong in these pictures?



How We Can Help

How We Can Help Care for Sick People

Caring For Sick People At Home

We can help care for sick people at home by helping them:

- Keep clean
- Eat well (Remember foods which sick people need? Read Chapter 6 again).
- Drink extra fluids
- Rest enough
- Get help from a health worker when necessary

CHILD-to-child

When younger brothers or sisters fall ill at home, you can help your mother care for them.

- Help your mother prepare drinks for the sick child.
- Mash the foods prepared for the child. Add a little oil for extra strength.
- Go to get medicines if needed.
- If they are vomiting help them lie on their side.
- Rub elbows, heels and bottom to stop them from getting sore.
- If they feel like it, tell them stories, sing songs, hold their hand.

12 Our Family

How We Work

How We Work As An Extended Family

Who are the people in your family?
Which of these people sleep and eat in the same house as you do? Which of these people live in your community?

Note to Teacher

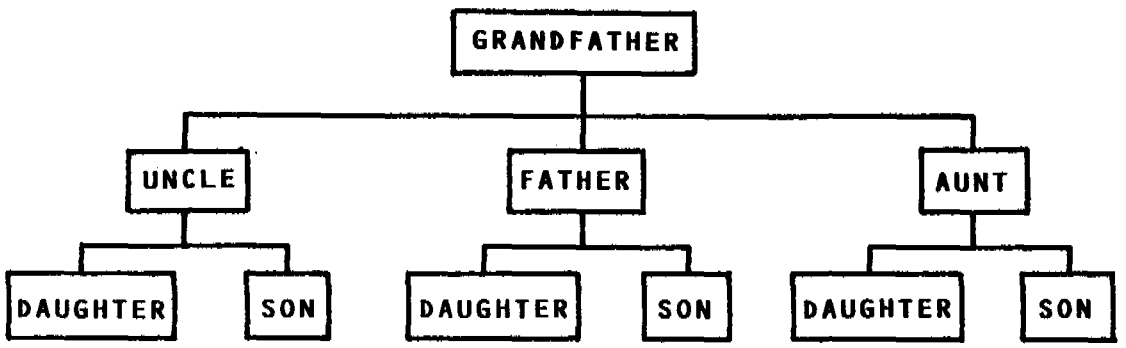
(Syllabus pp 51
Term 3, Unit 16: Family Health & Social Problems
"Family Relationships"
"Sharing Activities & Responsibilities"
"Extended Family")
Teacher's Guide
"Marriage" p 203

Here is a list of family relationship names:
mother - the woman who produced you
father - the man who produced you
sister - the daughter of your mother and father
brother - the son of your mother and father
aunt - the sister of your mother or father
uncle - the brother of your mother or father
cousin - the child of your aunt or uncle
niece - the daughter of your cousin
nephew - the son of your cousin
grandmother - the mother of your mother or father
grandfather - the father of your mother or father
great-grandmother - the mother of your grandmother or grandfather
great-grandfather - the father of your grandmother or grandfather
step-mother - another wife of your father
step-brother - a son of your step-mother or step-father
step-sister - a daughter of your step-mother or step father

Exercise

Draw your family tree using proper family relationship names. A family tree shows how you and your family are related to each other. Look at this family tree for example:

1. Discuss the family relationship names with your classmates. Have you ever used the names on the list? Which names? Which names are new to you?



2. Do you think we have nuclear families or extended families in Uganda? What are the advantages of this type of family? What are the disadvantages of this type of family?

3. Make a list of things you do for other people in your family. For example:
   - o What do you do for your mother? Your father? Do you help to do work in the home? The farm?
   - o What do you do for your brothers and sisters? Do you help care for them? Play with them? Take them to school?

4. Make a list of things other people in the family do for you. Do any of these people do something special for you as you grow up? For example, who will help you when you are ready to marry? Who will help you to find a job?

In Uganda we often use family relationship names informally. We usually call our cousin "brother" or "sister". We might call our father's other wife "mother". Some times we call a good fried of our parents "auntie" or "uncle" as if they were a member of the family. Why do we do this? Which names are names of respect? Which names are names of friendship?

What Can Go Wrong

What Can Go Wrong In Our Family

What things have gone wrong in your family in the last two weeks?
Have you failed to do your jobs at home?
Has someone come home drunk?
Did someone get sick or have an accident?
What else? Were there enough people in the family to help with the problem?
What reasons do you think there were for these things to happen?
What effect did they have on other family members?

Delinquent behaviour can disrupt friendships, home life, school and the community.

How We Can Help

How We Can Help Our Family Work Together

HOW WE CAN HELP OUR FAMILY WORK TOGETHER

Many of the things go wrong at home for some particular reason. Perhaps we do not talk enough to each other. Perhaps someone has a problem they would like to share but finds it difficult. Then they may quarrel or get drunk.
Perhaps there is someone in the family who is disabled and is quarrelsome. Have you thought that you could make someone like this feel more useful and happy?

Exercise

Make a chart as shown on the facing page.

Try to find a reason for what went wrong, and what you and your family can do to help.

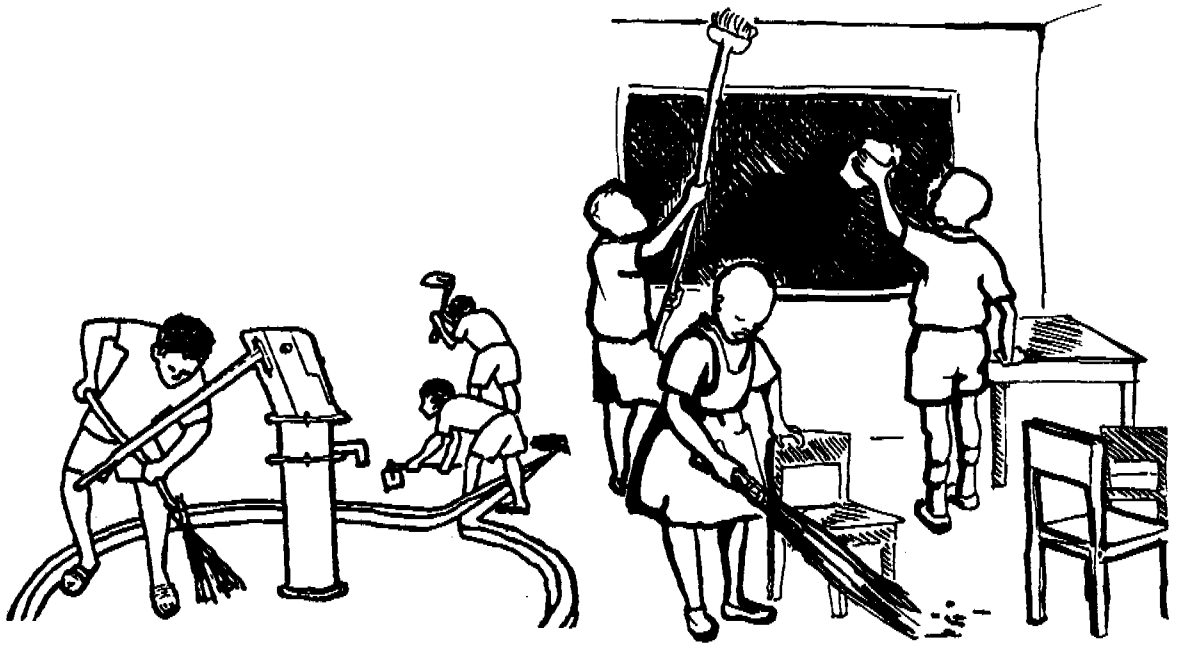
LAST WEEK

What went wrong?	What reason?	How did it affect other family members?	How can we help?

Discuss these things with your friends. Perhaps you haven't noticed the real reason why something went wrong (it is sometimes not very obvious, but is usually simple!)

Tell your friends how it affected the family. Perhaps they can suggest ways to help.

How can you share responsibilities and duties at home so that everyone feels useful and happy?

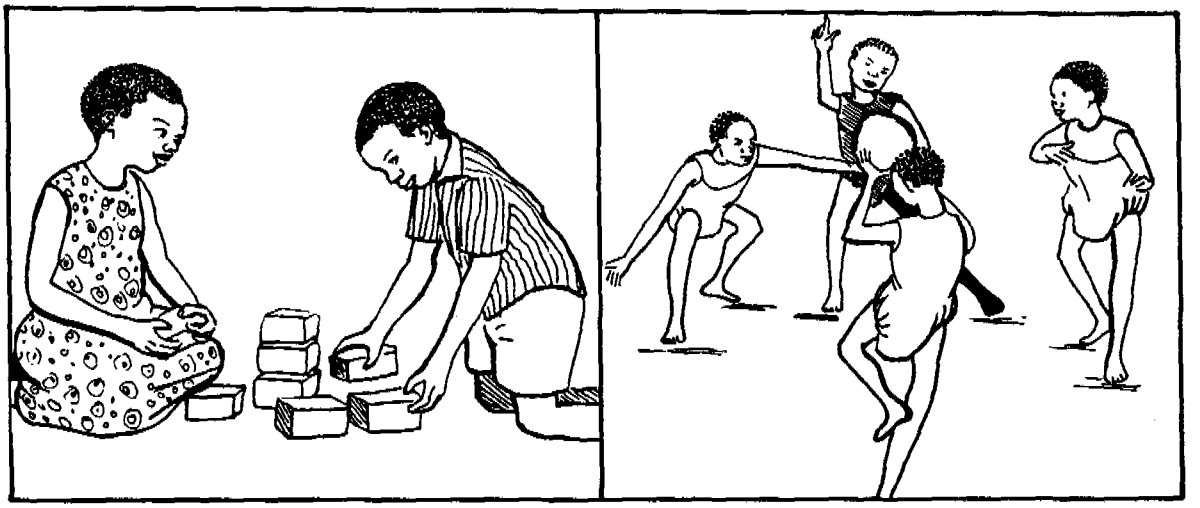


CHILD-to-child

CHILD-to-child activities

The people you will be best able to help in your family are your brothers and sisters. Perhaps you can also help your friends if they have problems.

1. If a young child is naughty, try to find out why:
   Are they fed enough? Do they have play activities which help them learn and are fun?
   Are they unable to hear what people are saying to them, or to see things clearly? (See Chapter 8 "Our Ears")

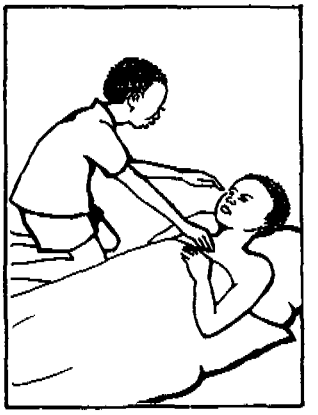


You could then:

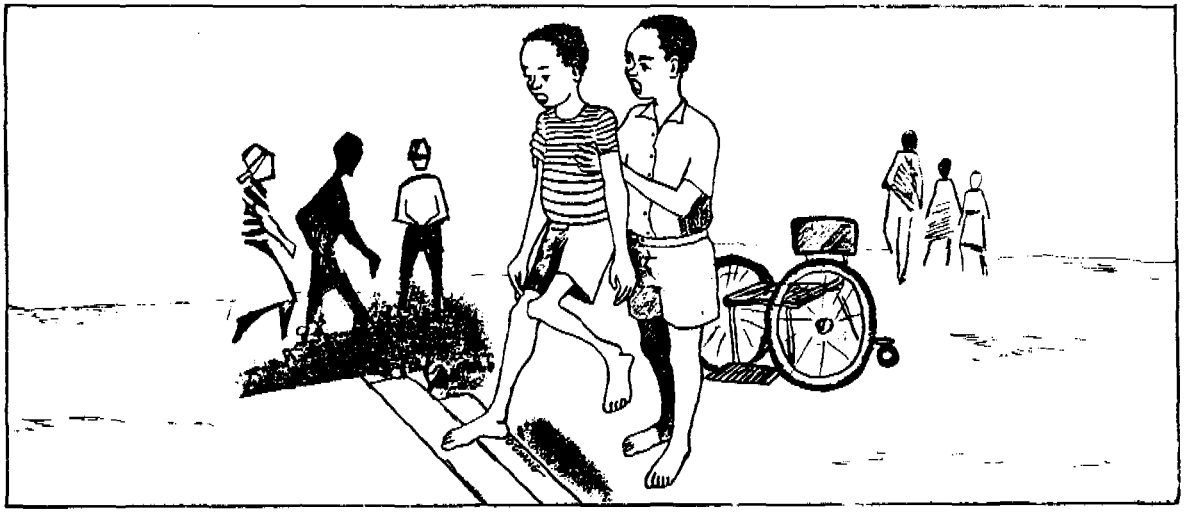
- Play games with them that they will enjoy eg. chasing their shadows, playing ball games.
- Make toys and take part in activities with them
  - building blocks (from matchboxes, wood, etc.
  - different size tins, gourds and banana stems for playing with water
  - things to count and sort into groups (eg. all the round things, all the red things).

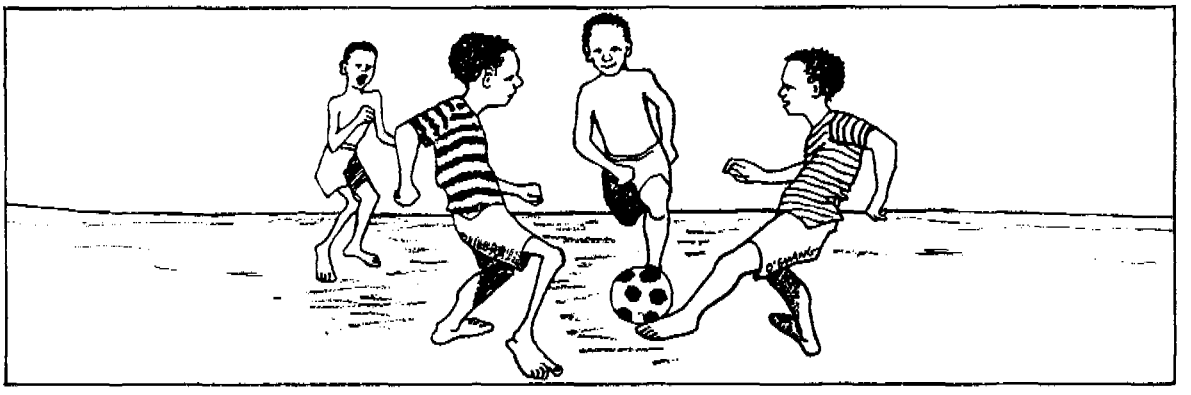
What can you think of? Share your ideas with your friends at school.

2. You can help to look after children who are sick (see Chapter 12 and Chapter 6).



3. You could help children who are disabled and they could help you.
   Do you or other children talk to handicapped children?
   Do you play with them?
   Can they play some of your games?
   Which of your games could they join in?
   Handicapped children can be very useful and bright. Often they do their school work very well. Sometimes the fit parts of their bodies are stronger than yours!



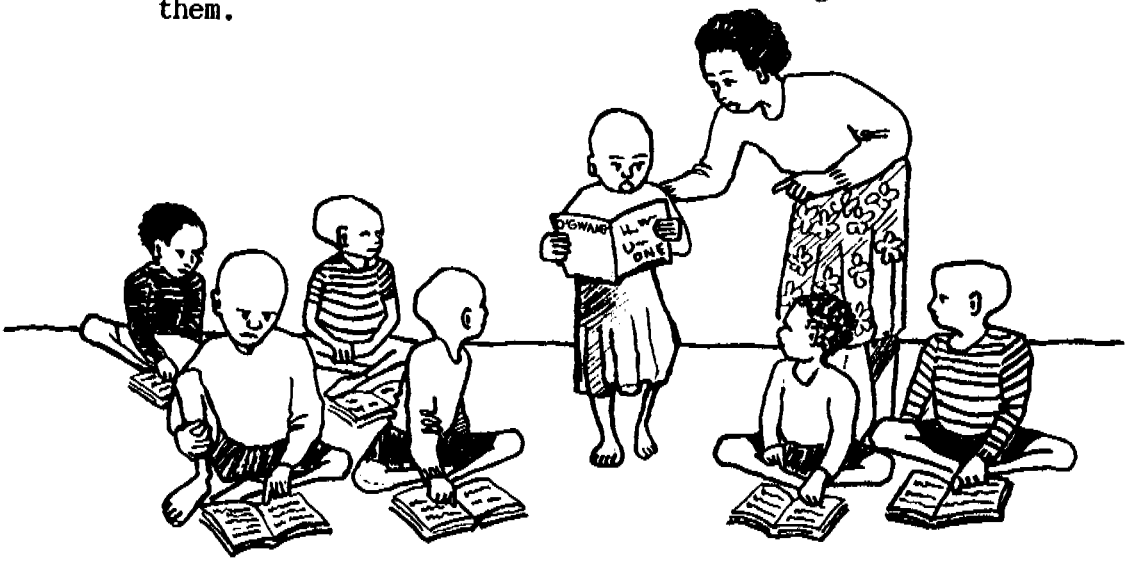


If a child is mentally disabled, what games can they join in?
Can you tell them stories, play games with colours, or with interesting sounds?

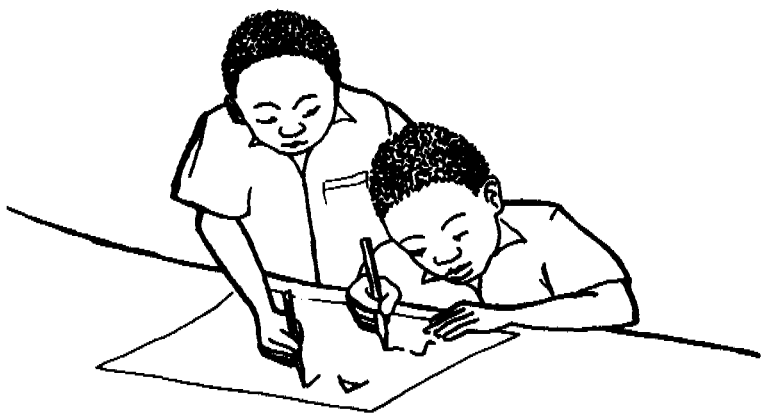
"Playing with younger children"
Musical chimes.

If a child is physically disabled in the legs they may not be able to get to school.

- Can you teach them to read, and write and count at home? Can you give them some interesting things to do? Could they make up health songs? Could they act as home health teachers? (You could even make them a badge). Share your health knowledge with them.



If children are deaf, can you and your friends make a sign language? (See Chapter 8 Our Ears).
If they cannot see well, can you lead them, play with them, make games of touch or smell?
You could do some of these activities with older people, too.
Remember that everyone has problems (even you!) but with love and understanding we can help people work together well.



Glossary

A

antibody - germ soldier, a type of very tiny living animal which helps the body to fight disease
antiseptic - a thing which stops germs from growing but does not always kill the germs
appetite - the feeling of wanting to eat
artificial - not natural; made by human beings
avoid - keep away from

B

babbling - foolish talk made by babies before they learn to talk properly
bacteria - a kind of tiny living animal which is also called a germ
BCG - Bacille Calmette Guerin: the name of the vaccine used to stop tuberculosis; "Bacille" means bacteria in the French language; Calmette and Guerin are the names of the men who helped invent the vaccine
borehole - a special water hole made in the ground by a drilling machine; a borehole usually has a pump on top to bring up the water
breed - to make children or to reproduce

C

carbon dioxide - a gas which our body makes which we breathe out
cheap - low in cost
childhood disease - a sickness which we usually get when we are small children
CHILD to child - an idea that children can teach and help care for other children
choke - to stop the breathing
CO_2 - scientific name for carbon dioxide
community - a group of people living in one place
coughing spell - a time when a person coughs and coughs and cannot stop until the "spell" is finished
crippled - suffering from lameness which can not be cured

D

diarrhoea - a sickness in which you have many watery stools or faeces
disabled - unable to walk or think or do things normally because of injury or sickness
disinfectant - a thing which removes germs or stops them growing
DPT - Diphtheria Pertussis Tetanus: the name of the vaccine used to stop these three diseases
drugs of dependence - drugs which you cannot stop taking once you begin even if you want to stop

E

escapes - becomes free of; get away from
exercise - training of the muscles and limbs to keep fit and healthy
expensive - high in cost
extended family - a family made of a mother, a father, their children, their parents, brothers and sisters and all other relatives

F

faithful - being trustworthy in one's promises
family tree - a chart which shows how people in a family are connected to each other by birth and marriage; when the chart is drawn it usually looks like a tree
foreign bodies - things which do not belong

G

gasp - to catch one's breath with difficulty
germ - a very tiny animal which can cause disease

H

handicapped - having a problem which prevents one from doing things normally
high blood pressure - a serious health problem where the blood is pushing too hard inside the body
hygiene - being clean or keeping in good health

I

immunisable disease - any sickness we can prevent with immunisation
immunisation - injection with a special medicine that prevents a certain disease
immunity - the body's ability to fight off disease
infected - filled with germs
informally - without strict rules
iron - important mineral in our blood
island - a piece of land in the middle of water; anything by itself in the middle of nothing

L

lame - unable to walk normally because of injury or sickness
lifestyle - the way in which a person lives
limp - to walk slowly or with difficulty

M

mentally - of the mind or brain
miserable - very unhappy

N

natural - made by nature; not made by human beings
nuclear family - a family made of a mother, a father and their own children
nutrient - food

O

organism - any individual living thing whether animal or plant
ORS - Oral Rehydration Salts: a special drink made of sugar, salts and water; this drink helps stop people from dying from diarrhoea
overcrowding - filling a room with too many people
oxygen - a gas which is part of the air; oxygen is needed by all living things to live

P

parasite - an animal or plant which lives in or on another animal or plant
physically - of the body
poking - pushing through
pot belly - when the stomach area of the body has swollen and looks like the bottom of a round pot

R

relationship - what one person has to do with another person
respiratory disease - a sickness of the lungs; to "respire" is to breathe
responsibility - the thing for which one must care and answer for

S

sharp blows - quick hard hits
staple food - the most important, and most common thing we eat everyday
struggle - fight hard
swollen - grown unusually bigger

T

taboo - not allowed
TB - tuberculosis
tetanus - a dangerous disease caused by bacteria

U

UNEPI - Uganda National Expanded Programme on Immunisation: the Ministry of Health office which runs immunisation clinics for children and mothers

V

vaccine - the medicine which is used to immunise
ventilation - an opening which lets air pass freely into a room
vibrates - moves to and fro very quickly
virus - a kind of tiny living animal smaller than bacteria; also called a germ

W

wasted - worn away, made weak and thin
waste materials - things which have no use
white blood cell - a type of cell which fights disease in blood by eating the disease