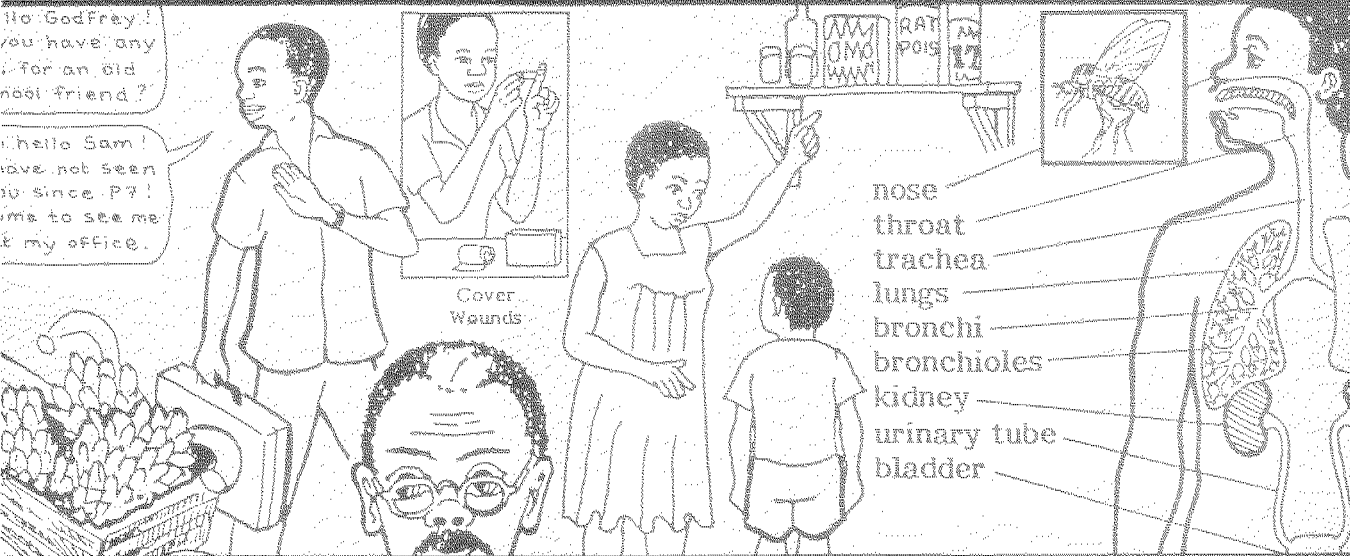


Basic Primary Science & Health for Uganda

HEALTH EDUCATION

Hi Godfrey!
Have you had any
for an old
best friend?

Hiello Sam!
I have not seen
you since P7!
Come to see me
at my office.



Pupil's Book Seven



1992 REPUBLIC OF UGANDA

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

144-88BA-14249

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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

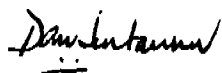
This section leads the pupils to discover the many ways in which they can help with health by:

- 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

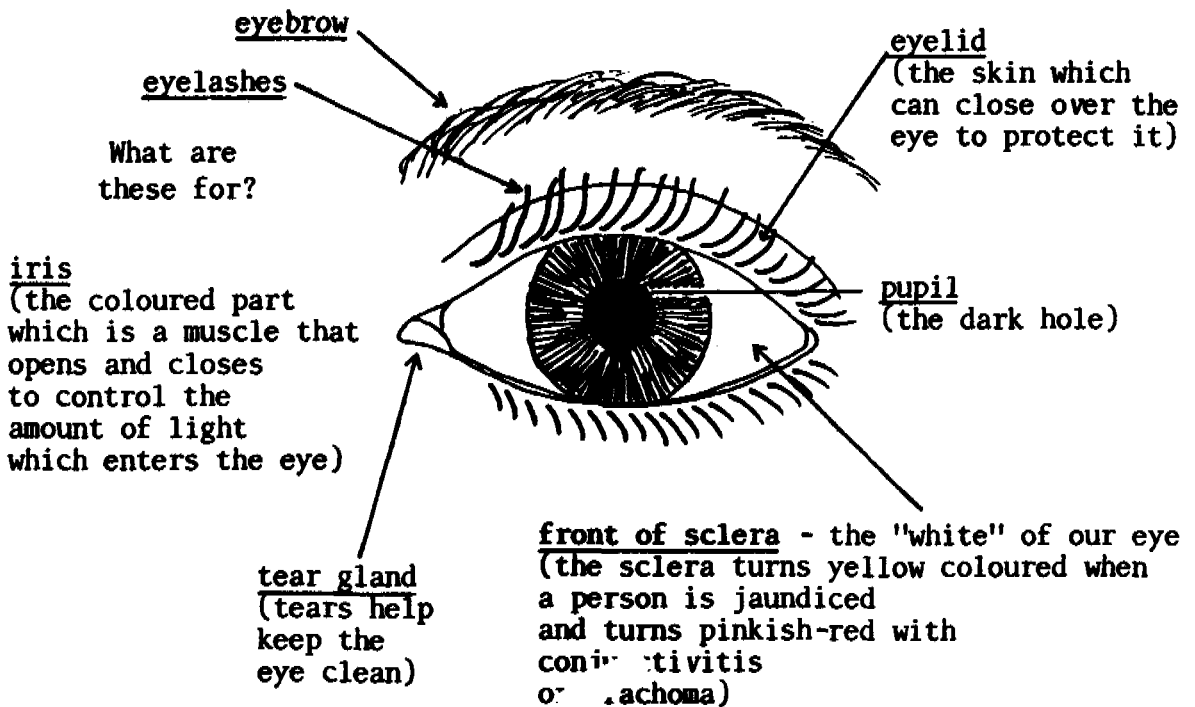
1 Our Eyes

How We Work

How Our Eyes Work

In your Science studies you learned how your eyes work to take in light, turn the light into nerve images, send these nerve images to your brain and allow your brain to understand or see. Let us review what you have learnt so that you can understand what could go wrong with your eyes and how to keep it from happening.

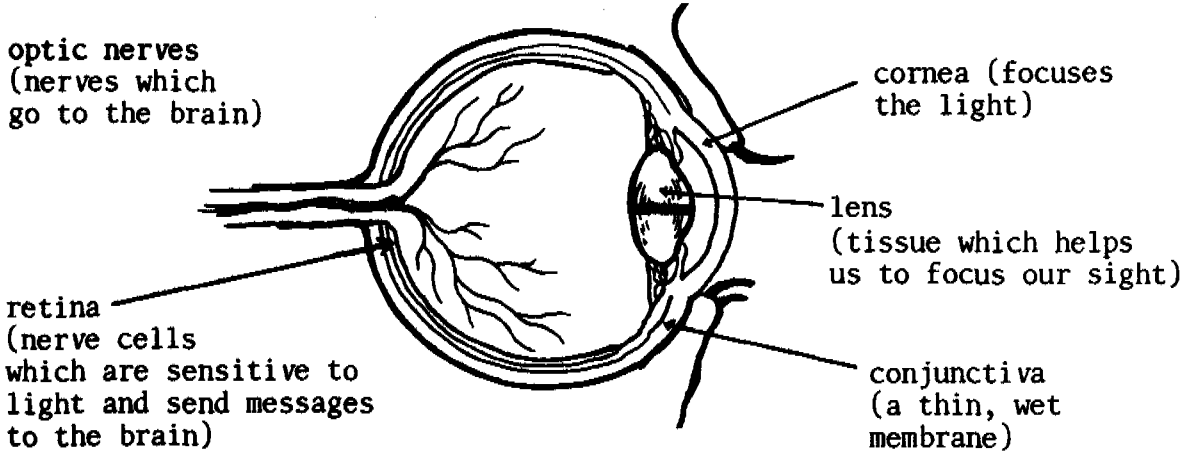
FRONT (OUTSIDE) VIEW OF OUR EYE



Note to Teacher

(Syllabus pp 64, 65
Term 2, Unit 13: Forms of Energy
"The Mammalian Eye"
"Care of the Human Eye"
"Common Eye Defects")
Teacher's Guide
"Eyes & Eye Diseases" p 153

SIDE (CROSS-SECTION) VIEW OF OUR EYE



Activities

1. Look into the eyes of some friends
What do you see?
What colour are their eyes?
Can you draw their eyes? Are all eyes the same?
2. Ask your friends to close their eyes for one minute. Then, as they open them, watch carefully. Does anything change? You might notice something about the pupil of their eyes. Do they change?



3. Cover one eye with your hand. Is it easy to see?
Look at an object in the distance. Now close the left eye and look again. Now close the right eye and do it again. We need both eyes to judge distance.

What Can Go Wrong

What Can Go Wrong With Our Eyes

THE WAY OUR EYES ARE MADE

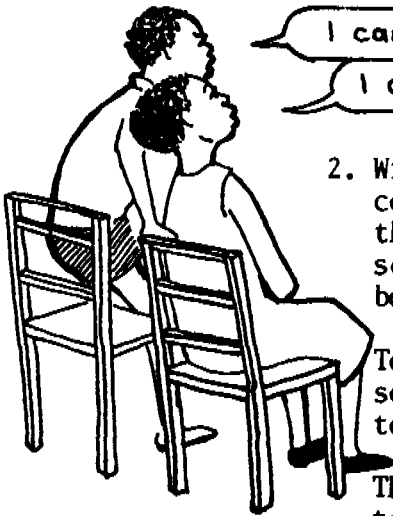
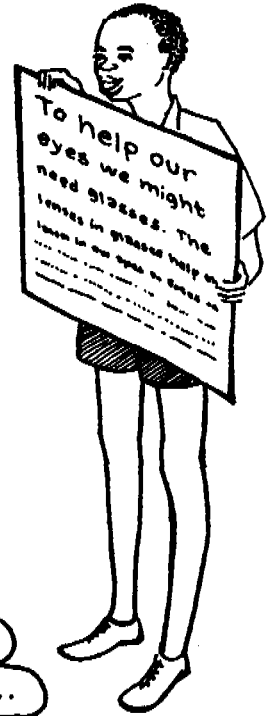
Do you know anyone who wears glasses?
When people need glasses, they are usually either short-sighted or long-sighted.



People who are long-sighted can not see most things which are close to them. But they can see things at a distance. People who are short-sighted can see most things close to them but not things at a distance. These problems are caused by the way our eyes are made (the shape of the eyeballs or lenses).

Activities

1. Hold up a poster with large and small writing on it. Hold the poster about 10 centimetres away from the eyes of some classmates and ask them to read a sentence. Now stand back 2 metres and ask another group to read a sentence. Now stand back 4 metres and ask for another reading. How far away can you go before none of your friends can read any of the poster? Can all of your friends read all of the poster at each distance?



I can't even read the first line!

I can read the fourth sentence.

2. Write something on the chalkboard to have everyone copy it. Watch your classmates as they look at the board to copy the message. Are any of them squinting (holding their eyes half shut to see better)?

Tell your teacher which children have difficulty seeing the poster from a distance. They may need to sit at the front of the class.

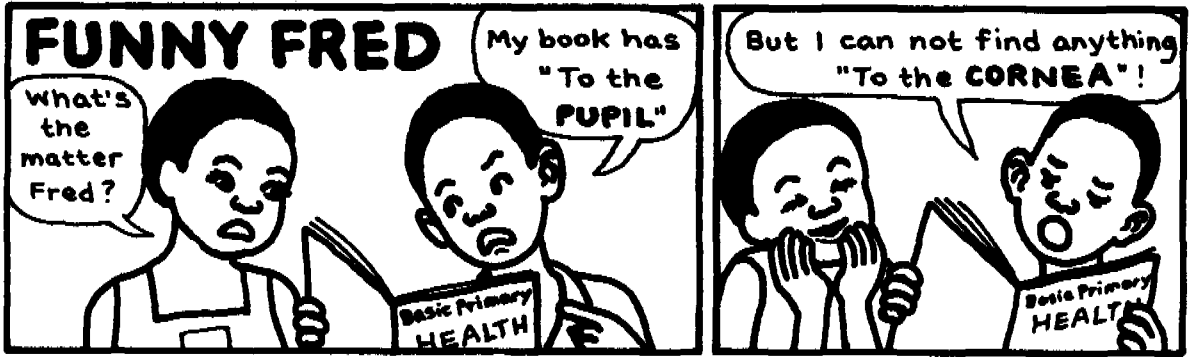
The lenses in glasses help the lenses in our eyes to focus better and overcome either short or long-sightedness.

DISEASES OF THE EYE

Conjunctivitis ("Pink eye")

This is an infection caused by either bacteria or viruses. They cause the white of the eyes to go pink-red and to itch, the eyelids to swell and a small amount of pus to make the eyelids stick shut. You can get conjunctivitis through putting dirty fingers, towels or cloth in your eyes. Dust and flies can also carry bacteria or viruses into your eyes.





Trachoma

This begins like conjunctivitis but if not treated it will cause scarring and eventual blindness. It is caused by a small organism called chlamydia. This can be spread by flies, dirty fingers, towels or cloth touching the eyes.



I had "pink eye" and did not MIND. Then I got trachoma. Now I'm BLIND!



Gonorrhoea

Gonorrhoea is a common sexually transmitted disease. If a woman has gonorrhoea when she is pregnant, the disease can attack the newborn baby's eyes during birth. It can cause blindness if not treated.

River Blindness

This is caused by tiny worms found and spread by flies found in fast-flowing rivers.



Night blindness

Night blindness is when a person cannot see as well in the dark as most others can. It mostly happens to children who are between 2 to 5 years old. This is caused by lack of Vitamin A, and if not treated the person can become permanently blind even during the daytime.

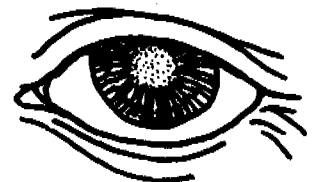
I'm the bad black FLY. I help to blind your EYE!



Cataracts

My cataracts make lenses GREY. I cannot see to read or PLAY!

These are cloudy patches which appear on the cornea. They are mostly found in old people.



Activity

Wrap a piece of cloth round your eyes or put your hands over your eyes. Try to move from your desk to the door of the classroom. Can you get from one place to the other? What does it feel like?

How We Can Help

How We Can Help Care for Our Eyes

When something goes wrong with our eyes we either lose our ability to see well or we lose our ability to see altogether. Things which cause us to have poor eyesight are:

- the way we are made
- accidents
- disease

We may not be able to help the way we are made. Some people naturally have better eyesight than others. We can help overcome nature if we are able to get eyeglasses (or spectacles). But we can do a lot to prevent accidents and disease which affect our eyes.

LOOKING AFTER OUR EYES

1. Wash your face and around your eyes every morning and evening. Why should we do this?
2. Do not share towels or cloths with people who have sore eyes. Why not?
3. Never poke or hit someone else's eyes, and do not throw dust or small stones at others.
4. Do not look directly at the sun or at very bright lights such as welders use.
5. Try to read in enough light so that you do not strain or make your eyes tired.
6. Avoid rubbing your eyes, especially with dirty fingers. How will this help protect our eyes?



PREVENTING DISEASES OF THE EYE

When we treat certain eye diseases, we can prevent more serious eye diseases, and can even prevent blindness. Therefore, treatment is an important part of prevention for some eye diseases.

Conjunctivitis can be prevented by keeping your face clean. If you have pink eye it can be helped by washing the eye gently with a clean cloth moistened in warm water. If the eyes remain painful or the redness and swelling last for more than three days, see a health worker who can treat the eyes with ointment. Treat conjunctivitis to prevent trachoma.

**Remember: Dirty EYES
are food for FLIES!**

I will wash my
EYES to stop
these FLIES!

Look! There is
our favourite
restaurant!



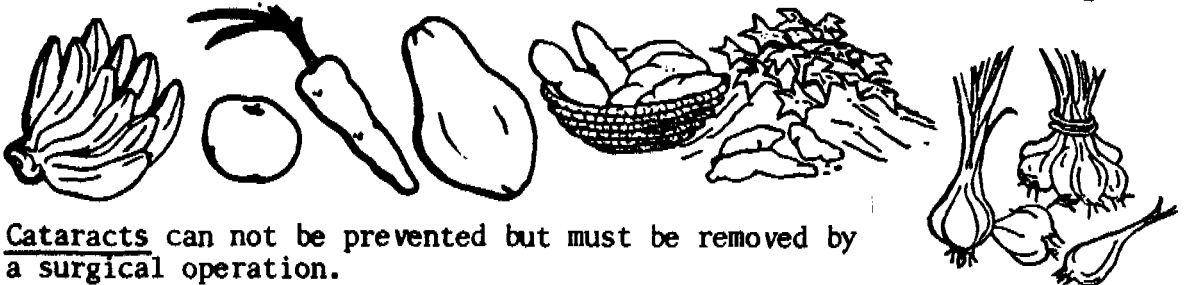
Trachoma can be treated by a health worker. If you treat trachoma early you can prevent blindness.

Gonorrhoea can be prevented by having only one faithful sexual partner for life. Blindness in babies due to gonorrhoea can be prevented by cleaning all babies eyes with silver nitrate immediately after they are born.

River blindness can be prevented by a health worker if it is treated in its early stages.

Night blindness can be prevented by eating properly. It is very important to eat foods which contain Vitamin A, especially for young children. Which foods have Vitamin A?

dark green leafy vegetables
vegetables and fruits coloured red and yellow (such as carrots and pawpaw).



Cataracts can not be prevented but must be removed by a surgical operation.

Exercises

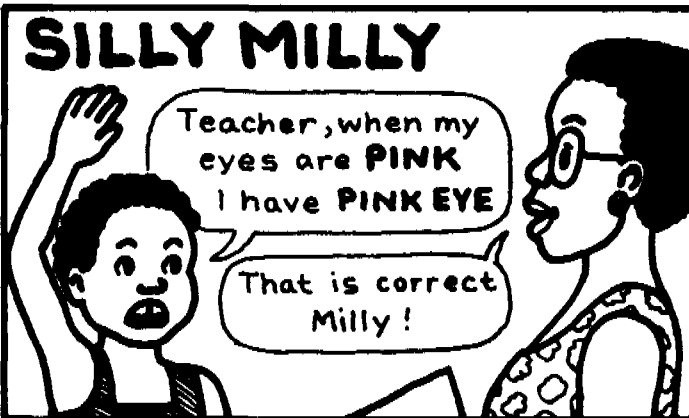
1. What are the five senses?
2. How important are our eyes to us?
For example, would you rather lose your sense of taste or sight? Touch or sight? Hearing or sight?



3. Name ways in which we can lose our sense of:
 - touch
 - taste
 - hearing
 - smell
 - sight
4. Which senses are easiest to lose?

Think of phrases which use the word "eye"

I have my eye on that pawpaw
(I would like that pawpaw)
I am eyeing you
I can't take my eyes off her
I am keeping an eye on him
She is making eyes at me
She has an eye for fashion
What others can you think of?
Which "eye" phrases do you know?

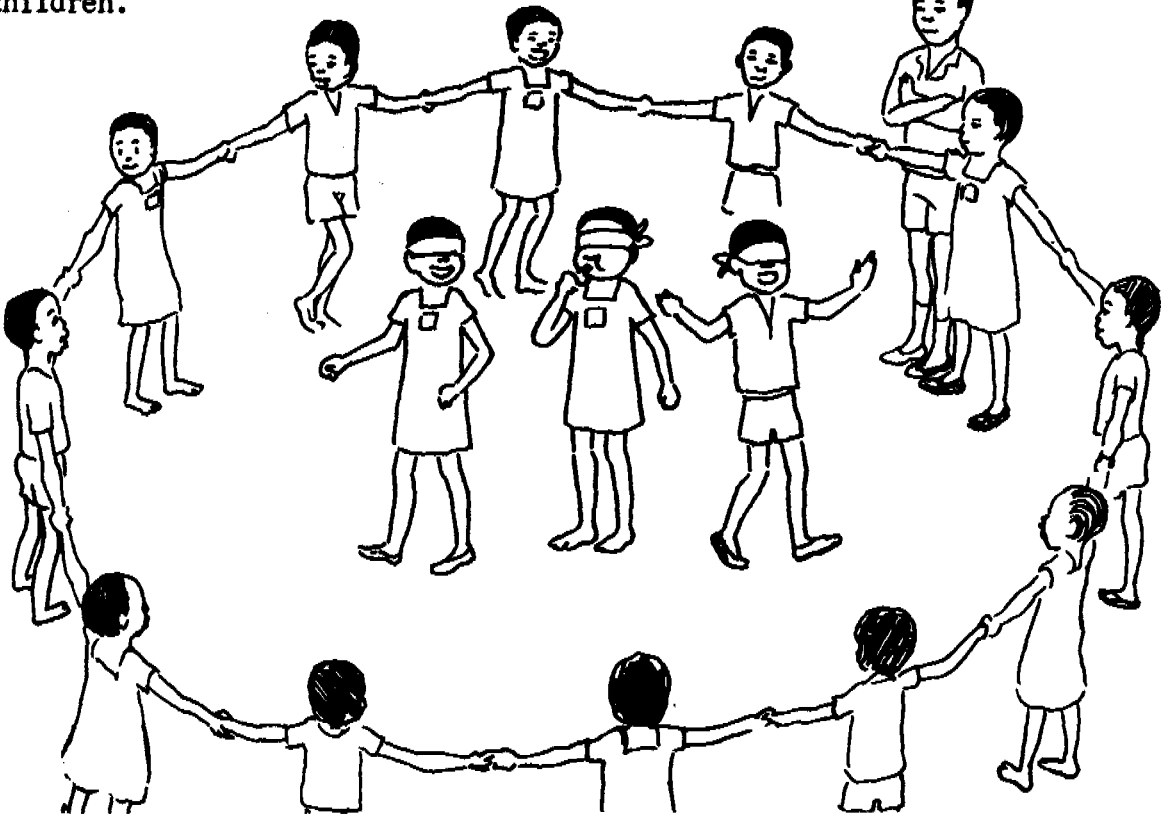


CHILD-to-child



Teach others the importance of sight and how we should treat blind people. Play a game:
Find the child who blows the whistle.

Three blindfolded children stand inside a circle of children.



One of the blindfolded children has a whistle. This child blows the whistle once every minute. The other two must try to find the child with the whistle.

Change the three blindfolded children for children in the outside circle every 5 minutes.

After the game is over, ask the children:

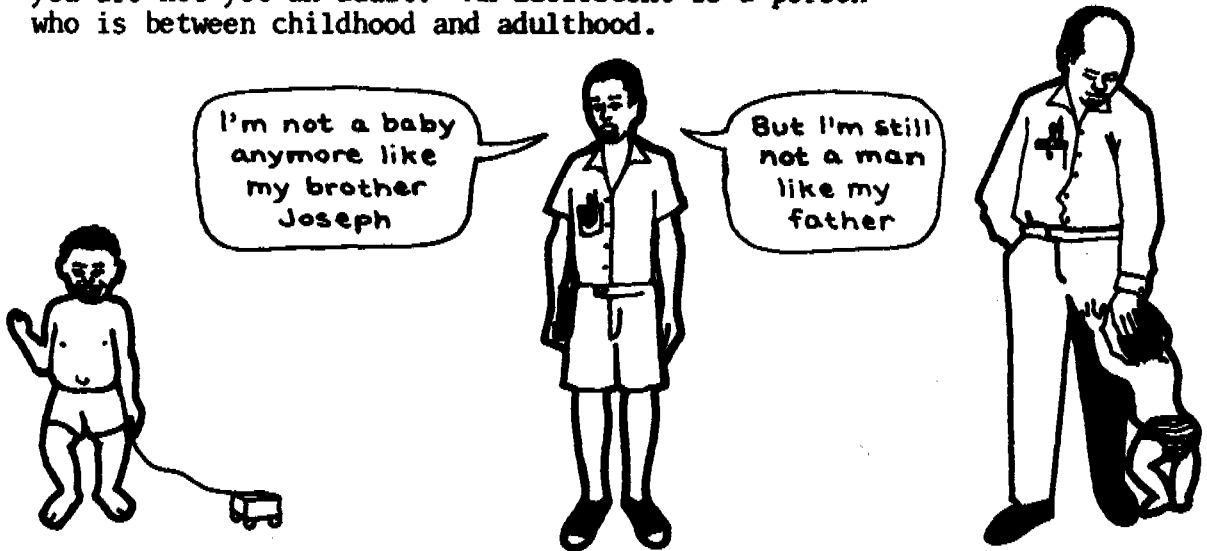
- What was it like being blind?
- Would you like to be blind always? Why not?
- How did you feel when I played tricks on you and you couldn't see me? Do you think it is good to play tricks with blind people?

2 Growing Up

How We Work

How We Grow and Develop

Now that you are in P7 your body will soon (or may now) be going through its greatest changes. Your body is going through adolescence. Adolescence is the time in life when you are no longer a child, but you are not yet an adult. An adolescent is a person who is between childhood and adulthood.



Perhaps you have noticed how your body has changed since you were in P1. Have you become taller? What other changes have taken place?

Note to Teacher

(Syllabus pp 66

Term 2, Unit 6: Our Health

"Adolescence"

"Reproductive System"

"Marriage"

"Parenthood")

Teacher's Guide

"Care of Pregnant Women" p 95

"Growth & Development: Changes In Adolescence" p 189

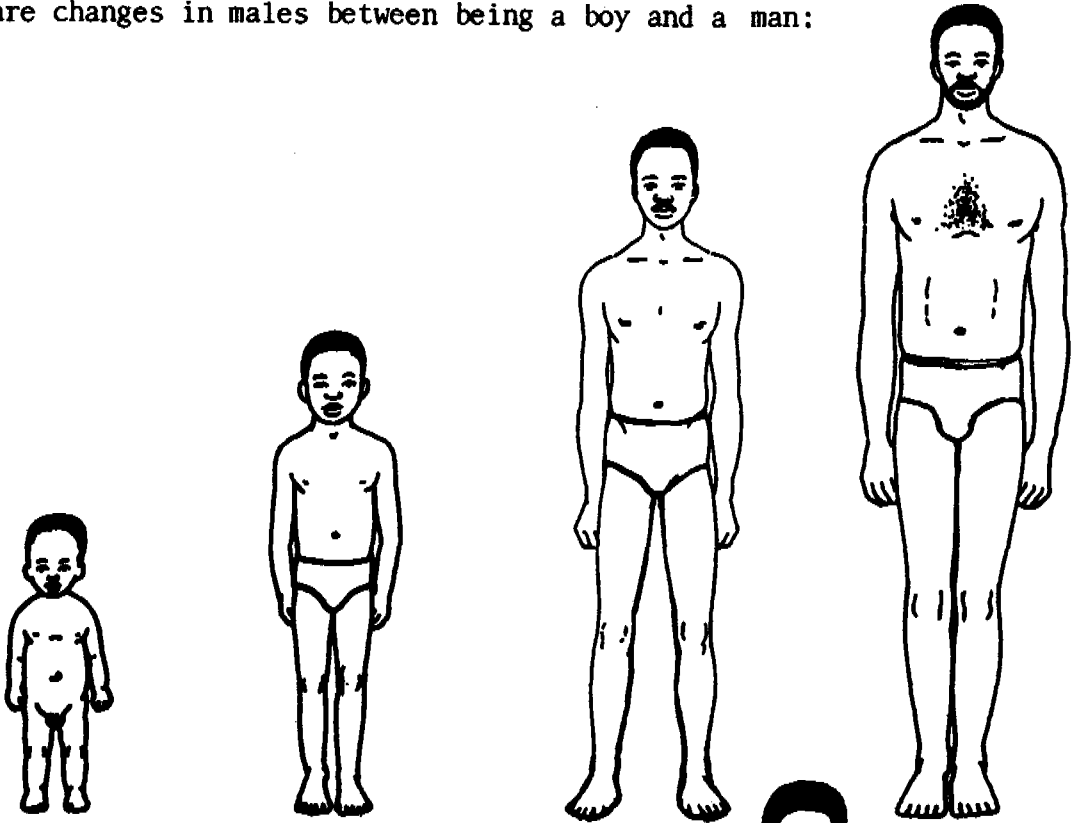
"Human Reproduction" p 49

"Marriage" p 203

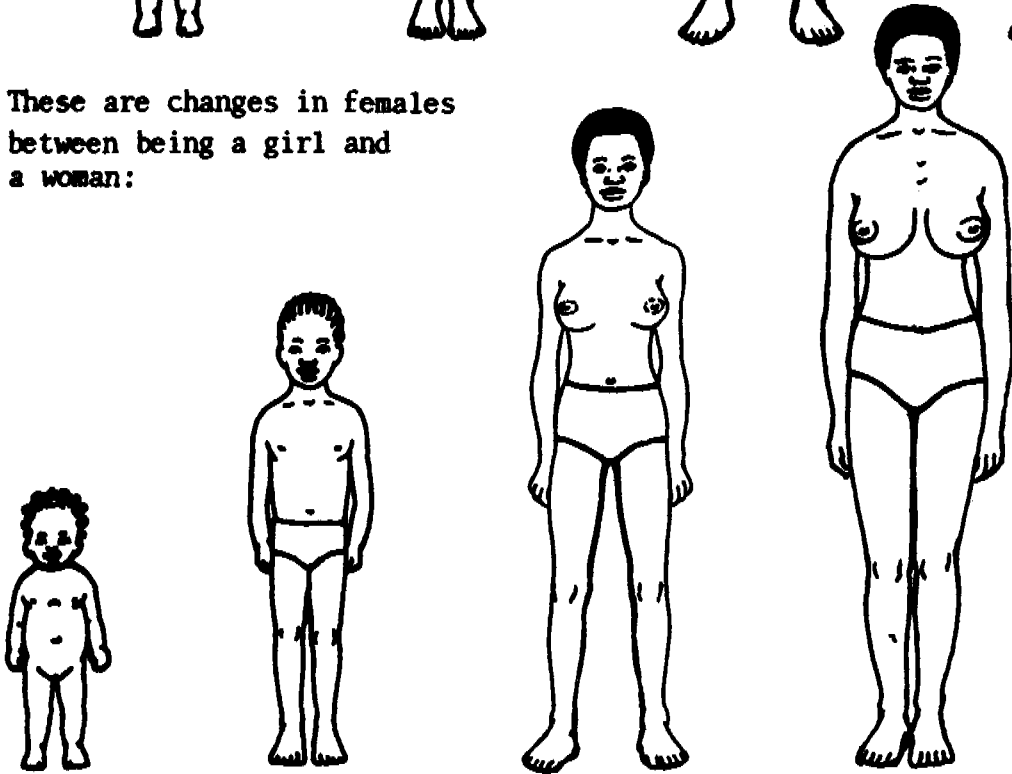
"Problems of Very Young Parents" p 199

"Family Planning & Child Spacing" p 235

These are changes in males between being a boy and a man:



These are changes in females between being a girl and a woman:



Changes In Adolescence

Females

- menstrual period
- production of eggs in ovaries

PRIMARY SEX CHARACTER- ISTICS

- penis and testicles get bigger
- production of sperm in testicles

- sweat glands more active
- hair under arms, around vagina
- rounding of hips
- development of breasts

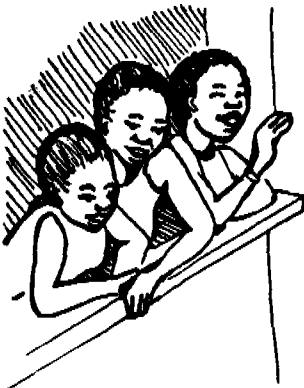
SECONDARY SEX CHARACTER- ISTICS

- sweat glands more active
- hair under arms, around penis, on chest and face
- change in voice

- attraction to opposite sex
- confusion about growing up

EMOTIONAL CHANGES

- attraction to opposite sex
- confusion about growing up



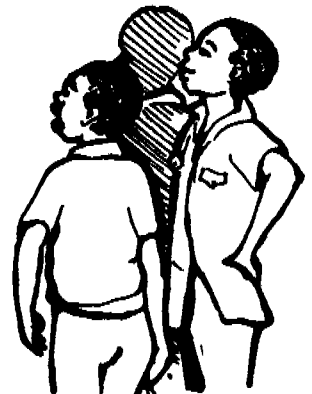
Look up sex characteristic, primary and secondary sex characteristic in your glossary. Now read the table above again. Often girls begin to change before boys, but all of you, girls and boys, will change at slightly different times from each other. Some people go through adolescence sooner than others.

Have you noticed any changes in your behaviour since you started to mature? Have you and your friends talked about the opposite sex? Do you feel grown up but others still treat you as a child?

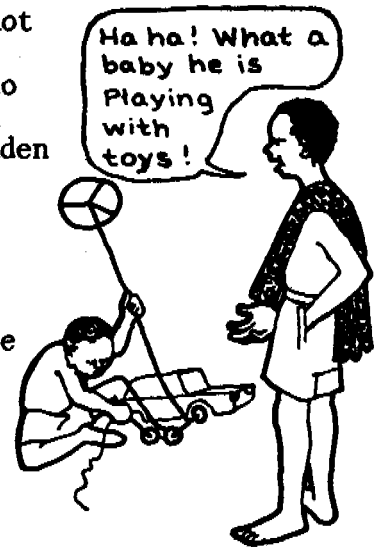
Activities

As you are growing in body and mind, think about the difference between being a child, being an adult and being in between. Make a list on a piece of paper or on the chalkboard. Make a separate list for boys and for girls. Answer these questions:

1. What can you do now that you were not able or allowed to do as a small child? (For yourself, for others, do in groups at school, go to places, use certain tools, do certain jobs). Why were you not able to do these things? (Forbidden by adults, not strong enough, not smart enough)?



2. What did you do as a small child that you do not want to do or are not allowed to do any more? (Play certain games, be with certain people, do certain jobs, do things in groups) Why do you not want to do these things any more? (Forbidden by adults, too big, it's not interesting?)
3. What are you still not doing that you will be able to do when you are even older? (For yourself, for others, do in groups, go places, use certain tools, have certain things, do certain jobs) Why will you be able to do these things?



What Can Go Wrong

What Can Go Wrong During Adolescence

If you mature early physically, you may find people of the opposite sex teasing you or trying to make you do things you do not want (such as play sex). You may have changed very quickly and do not understand the "new you".

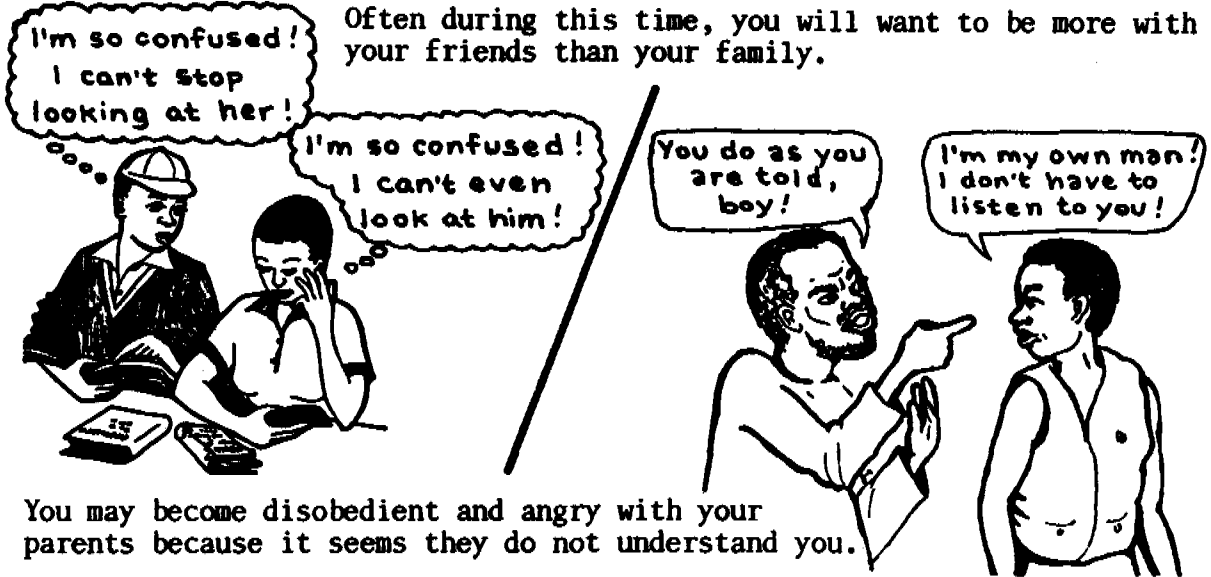


If you have been slower to change than your friends, you may also be teased and feel unhappy.

Although you may think something is wrong, these variations are perfectly normal. You must be patient, and try to understand how others might be feeling.

Sometimes you may get confused because you cannot have what you want, or you don't know what you want.

Often during this time, you will want to be more with your friends than your family.



You may become disobedient and angry with your parents because it seems they do not understand you.

You may even be tempted to drink alcohol, take drugs, steal things or start playing sex just to show your parents or your friends that you are "grown up".

How We Can Help

How We Can Help Understand Adolescence

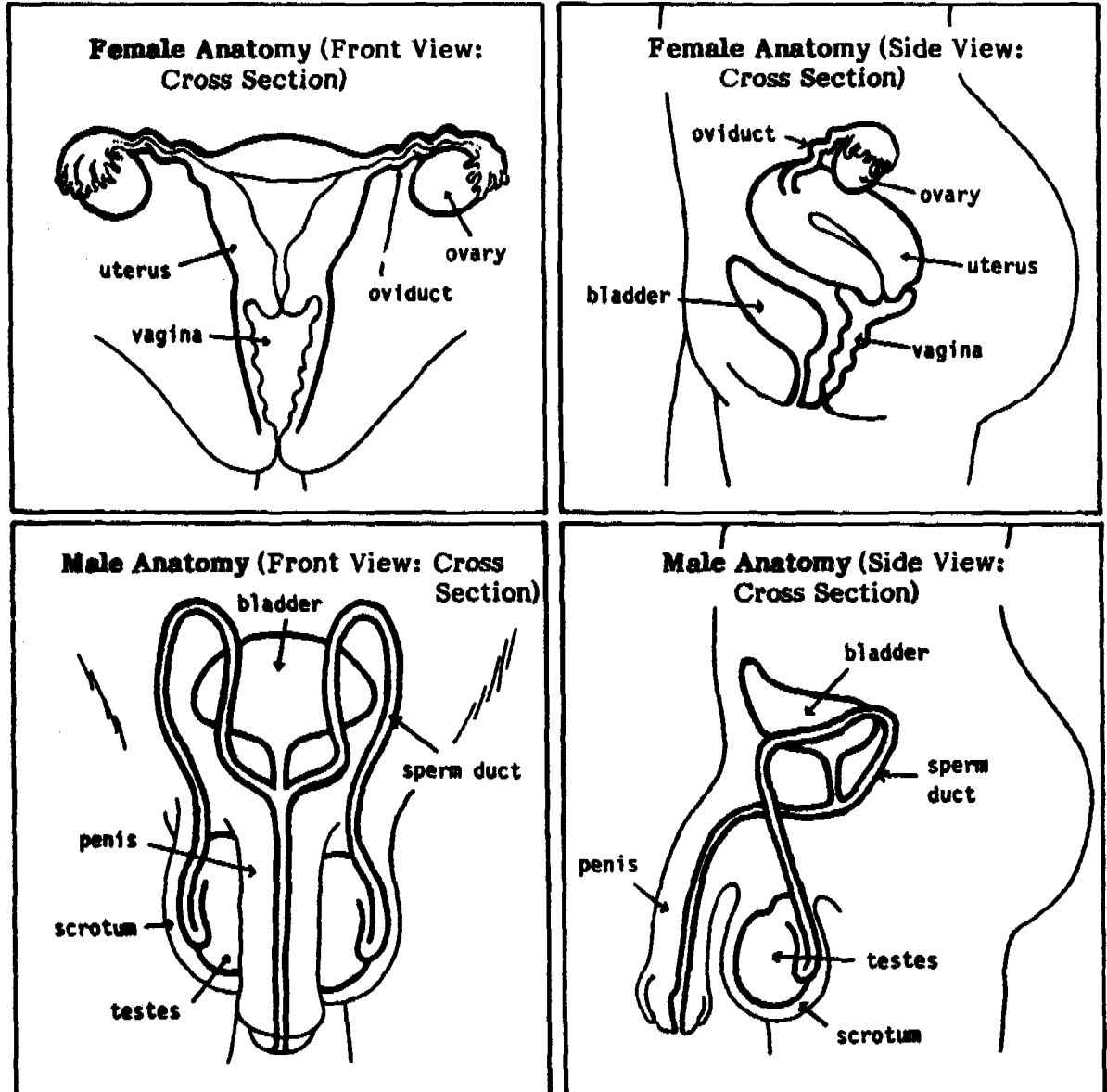
1. We can remember that all these changes, both physical and emotional, are NORMAL.
2. We should remember that everyone else goes through these changes, too. Our parents should understand - they went through it too.
3. If you feel depressed, or even frightened by some of these changes, talk to someone older about the problem - parents, a friend of the family an older brother or sister, or your teacher at school.
4. Do not let other people persuade or bully you into acting in a way that you think is wrong, for example:
 - "playing sex"
 - bullying other people
 - drinking alcohol
 - taking harmful drugs
 - stealing things
 - smoking cigarettes

How We Work

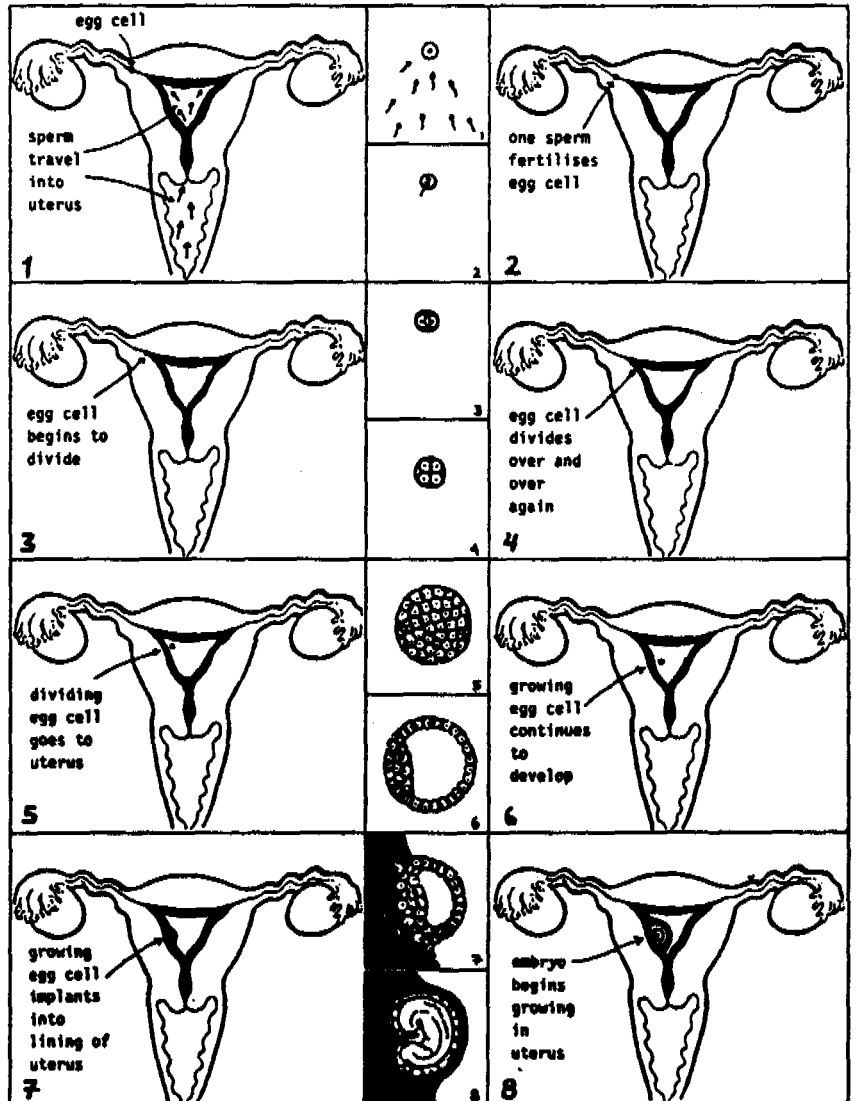
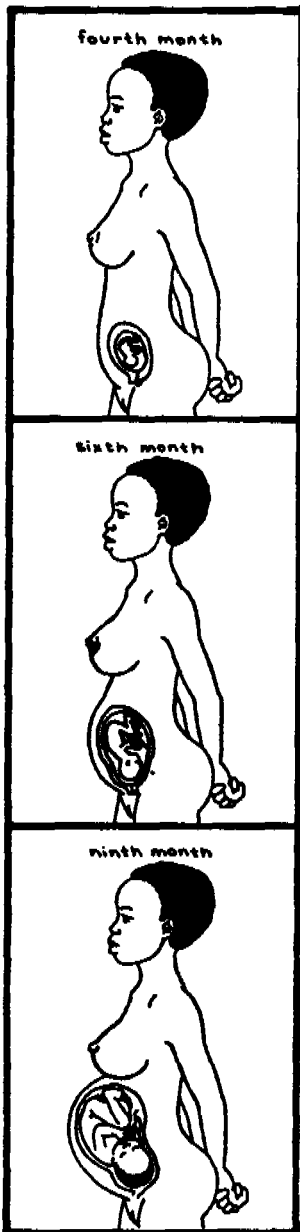
How We Reproduce

In P6 (Term 3, Unit 5) you learned about the reproductive system. During adolescence your reproductive system is becoming ready to reproduce (make babies). We call this time puberty.

Do you know the function of these organs?



When you have reached puberty, your body is able to reproduce. For males it means you can get a female pregnant. For females it means you can become pregnant. But remember that changes are happening to your mind as well as your body, and that puberty comes when you are still not an adult. It is best if children are created by fully grown adults who are married so that the father and mother can care for the child properly.



To reproduce, a man puts his sex organ (penis) into a woman's sex organ (vagina). Sperm comes from the man into the woman. The sperm travels into her vagina up to the uterus and, if it is the right time in her menstrual cycle an egg will be coming from her ovary

and meet the sperm. One sperm will fertilise the egg and conception (the very beginning of making a child) begins.

What Can Go Wrong

What Can Go Wrong In Reproduction

Young Parents

Sometimes people may have babies when they are too young. Even though the bodies of boys and girls can reproduce during the "teens", it is not advisable to have babies until you are over 20. This is not only because young parents cannot yet care for a child, but because young girls have small pelvises and can have serious problems giving birth safely. Obstructed labour can cause birth defects in the child and permanent damage to the mother's reproductive system.



Lack of proper care of mother

Reproduction can be harmfully affected by the mother being malnourished, smoking, drinking alcohol or having certain diseases.

Infertility of man or woman

This can be caused by getting a sexually transmitted disease, taking harmful drugs or having a child when too young.

I thought infertility was only a woman's problem. I was wrong!



Too many children one after the other

If a woman's body is not allowed to rest between children, her reproductive system can be harmfully affected, and her children will not be properly cared for.

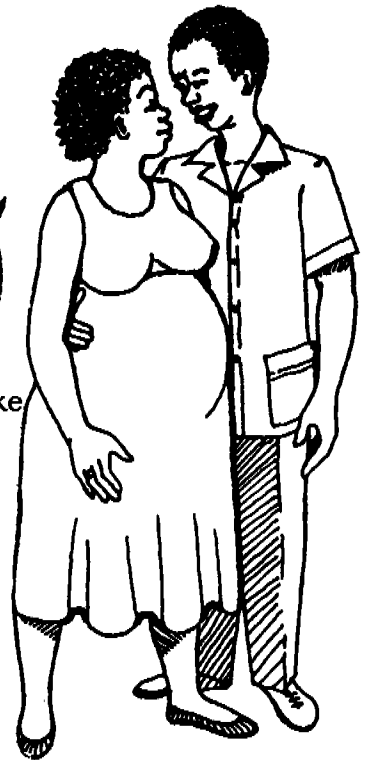
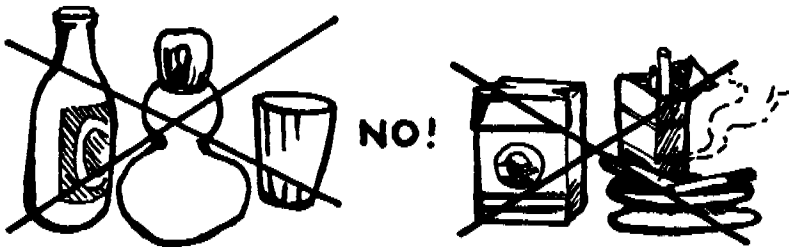
How We Can Help

How We Can Help Prevent Problems In Reproduction

1. Finish your studies and delay marriage until you can support children and your bodies are fully grown.

We finished school, got jobs then got married.
Now we are ready for our FIRST BABY!


2. During pregnancy women should (and men should make sure that their wives):
 - eat enough mixed foods
 - do not take harmful drugs, drink alcohol or smoke
 - go to the health clinic for check-ups



3. Seek Family Planning advice if you are married at a young age

Proper Friendship Between Boys and Girls

During adolescence you are becoming grown up enough to notice the difference between boys and girls. But do not overlook the ways in which we are all the same: people of the opposite sex are still people. We all have feelings, ideas, hopes and dreams whether we are a boy or a girl. Respect for others, no matter what sex, will help you to get through the confusing time when you are interested in others but not ready for courtship or marriage.



We like each other because we like the same music

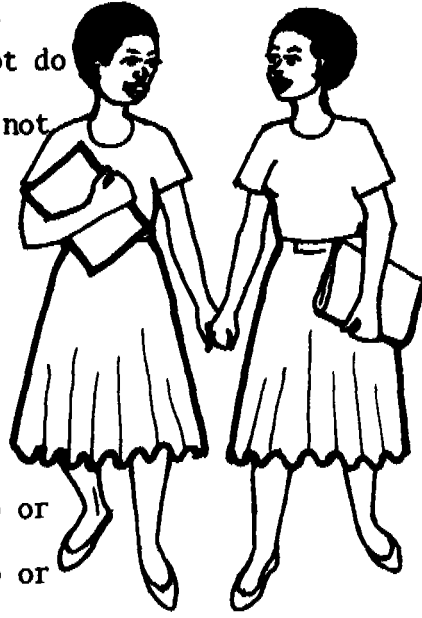
We are friends because he can play music and I can sing.

You're my friend because you're always nice to me.

Activity

Make a list about friendship. Answer these questions by yourself:

1. Why do you call a certain person your friend?
2. What things do you do together that you do not do with everybody?
3. What subjects do you talk about which you do not talk about with everyone?
4. Do you pick friends by the way they look?



You're my friend because you always help me with my problems.

5. Do your friends always like everything you do or say?
6. Do you always like everything your friends do or say?

How We Work

How we Find Someone to Marry

Courtship is the time when you are getting to know someone you might marry. Marriage is the commitment two adults make to each other to live in partnership to produce and raise children.

Activities

1. Write down a list of the qualities you would like in your future marriage partner. (Put down things about their religion, tribe, education, physical qualities, economic status or any other thing that is important.)
2. Discuss these lists with members of your own sex and then compare them with the lists written by a group of the opposite sex. Did you ask for too much in a future partner or not enough? Do you measure up to what is expected of you by the opposite sex?



3. Describe the steps in courtship in your area: What must take place between a boy and girl before they can marry? Put down who must do what at each step.
4. Now list the steps which must be made to prepare for marriage in your area. What are the responsibilities of the bride's family? The groom's? What are the customs about the ceremony?
5. Review your lists about what takes place during courtship and marriage. Which of the things shown help to make strong ties between husband and wife? Which help to make sure they will be good parents?

What Can Go Wrong

What Can Go Wrong In Marriage



Sometimes people make the wrong choice of partner

- Out of loneliness
- From a desire for sex
- To get away from home
- To prove to their parents that they can make their own decisions, right or wrong

I married at 17 to get out of doing housekeeping. Now I am 19 and I have more housekeeping than ever before!

Some types of behaviour can also cause problems such as:

- Too much drinking of alcohol or taking of harmful drugs.
- Quarrelsomeness or selfishness.
- People who are unable to love family.
- Irresponsible sex before or outside marriage
- Producing unwanted children who have no father to care for them.

How We Can Help

How We Can Help Prevent Problems In Marriage

- Choose a person to marry who understands the purpose of marriage
- Marry after finishing studies and when old enough
- Marry when you can support a family
- Keep faithful in sex to your marriage partner
- Seek family planning advice

3 Sexually Transmitted Diseases

In chapter 2 we learned about how our body reproduces and how we develop feelings for the opposite sex. As you have discussed, having sexual relations is best between adults who are married because one result of sex can be to have a child. Another serious result of sexual relations outside marriage is that you can get a sexually transmitted disease.

How We Work

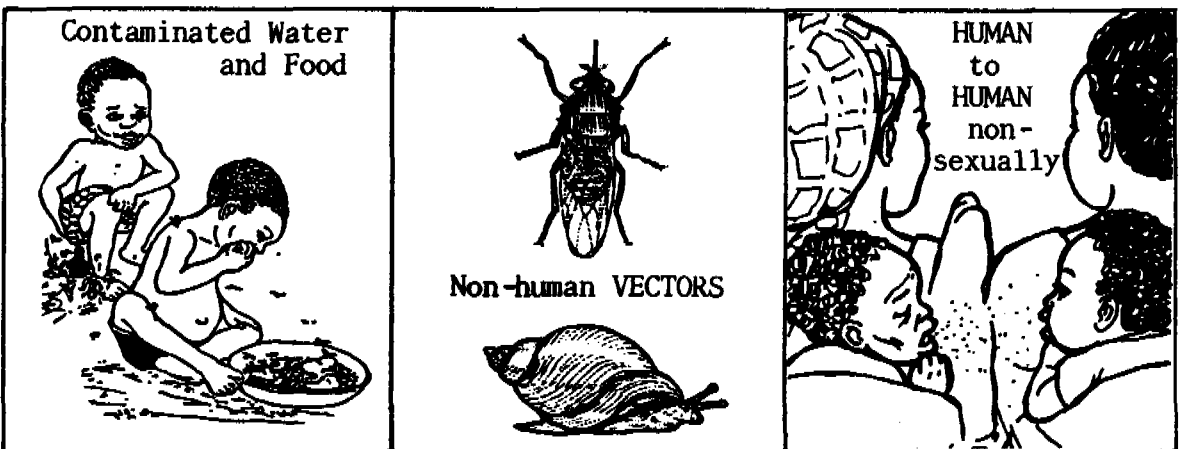
How Sexually Transmitted Diseases Spread

As you know from your other studies, human diseases

spread in a number of ways:

- in contaminated water and food
- through certain insects and animals
- from other such as through cough and touch

WAYS IN WHICH DISEASE SPREADS



Note to Teacher

(Syllabus pp 66, 67

Term 2, Unit 7: Common Diseases

"Gonorrhoea, Syphilis, AIDS")

Teacher's Guide

"AIDS" p 61

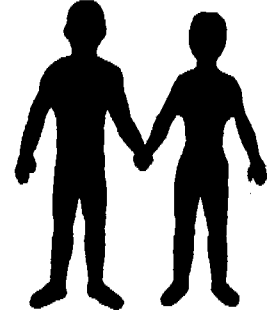
"Sexually Transmitted Diseases" p 221

"Bacteria and Viruses" p 145

A sexually transmitted disease (STD) is passed from person to person through sexual intercourse. When the male sex organ touches the female sex organ, an STD can be passed from the infected to the uninfected person. Even if the male does not go inside the female all the way, and even if sperm is not released, STD can be passed.

You can only get an STD from an infected person, but the more sex partners you have, the more the chance you will get an STD.

HUMAN to HUMAN
by sexual
contact



What Can Go Wrong

How Sexually Transmitted Diseases Can Harm Our Bodies

There are many types of STD's known to science but we will talk about the most common ones:



1. Gonorrhoea

If a man has this he will have a painful discharge of pus from his penis about 2-10 days after having sex with a woman who is infected.

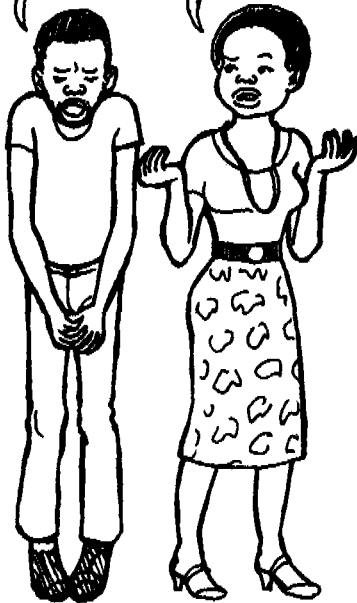
The man may not be able to pass urine at all for a while or have a lot of pain when urinating. After months or years he may have painful, swollen joints. If he gives it to his wife or girlfriend she may become sterile.

If a woman has gonorrhoea she may also have a discharge of pus from her vagina. But she may have no symptoms at all for many months. If the infection passes to her oviduct it can cause severe pain and fever. The infection can block the oviduct. If this happens she cannot have babies. If she does manage to have babies, the children can become blind.



Oh I am
in pain!

I'm
not!

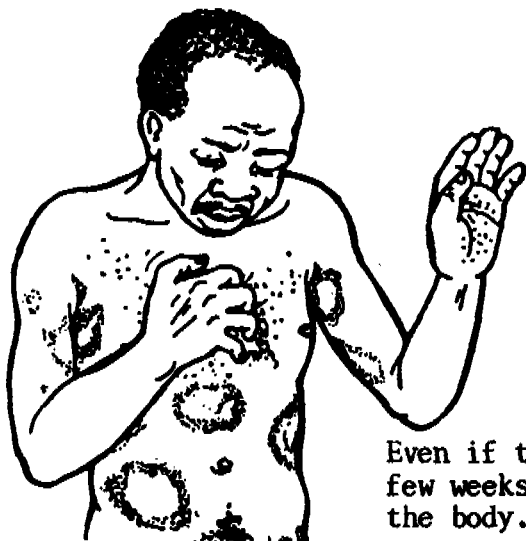


2. Syphilis

If a man has syphilis he will probably get an open sore in the genital area 2-5 weeks after contact with an infected woman.

A woman will also get a sore, but it is usually painless and if it is inside the vagina, it cannot be seen.

Syphilis can cause
serious problems
if left untreated.



Even if the sore on a man or woman only lasts a few weeks, the disease continues to spread through the body.

Within a few weeks the man or woman may have a sore throat, mild fever, mouth sores, swollen joints, a painful skin rash all over the body, ring-shaped welts or an itchy rash on hands or feet.

If not treated, syphilis can cause heart disease, paralysis, insanity and other problems.

3. AIDS (Or Slim)

Which one of these people has AIDS?



The problem is we cannot tell. It can take months or years before the person with the virus becomes ill.

AIDS stands for:

Aquired

Immune

Deficiency

Syndrome

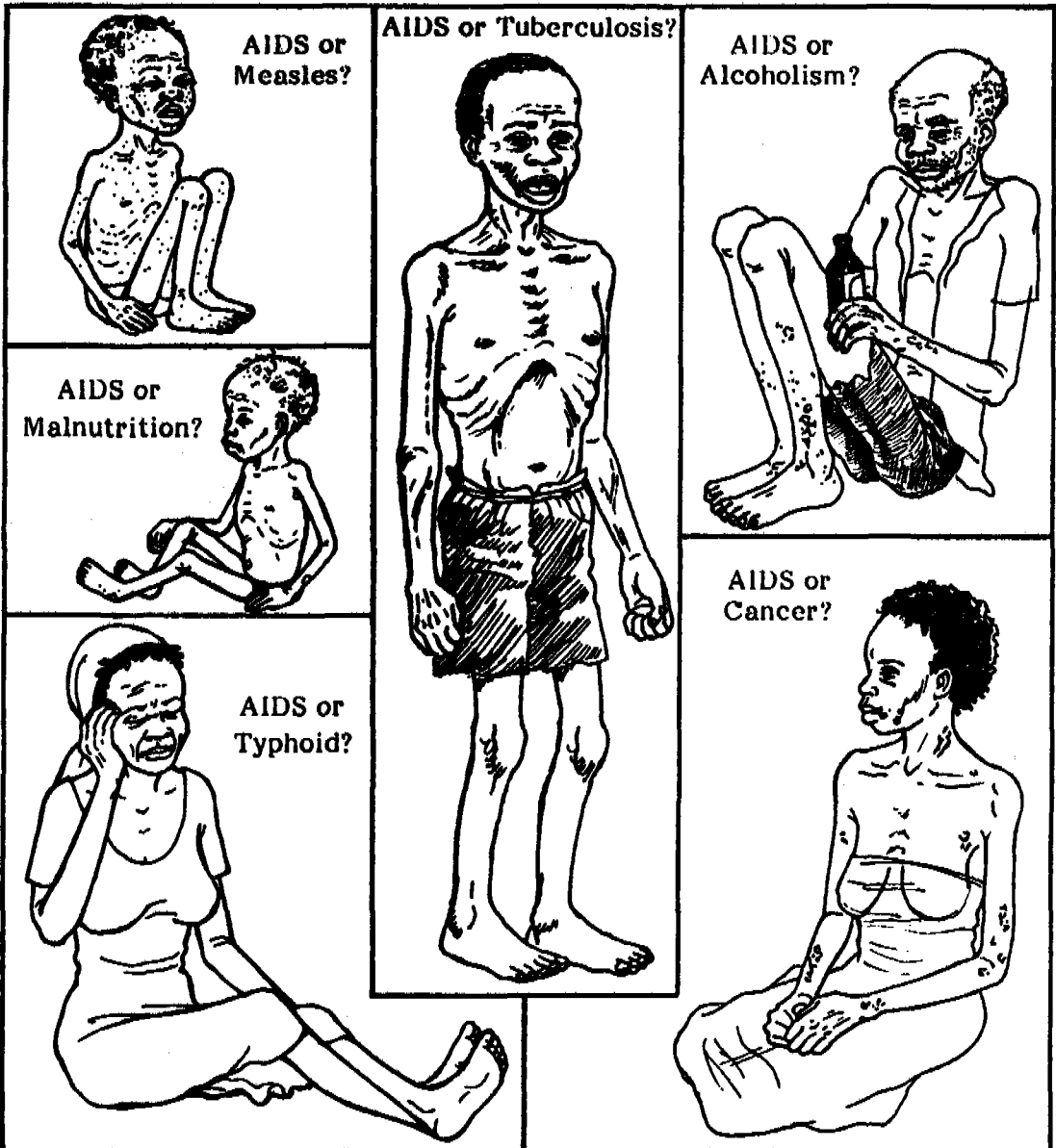
It is a fatal disease caused by a virus. The virus damages the white blood cells which usually fight off infection.

Since the body then has weak defences (or weak "immunity") the person with AIDS gets other infections that normal, healthy people are able to fight off.

AIDS affects men and women in the same way. The most common symptoms of AIDS are:

- Fever
- Diarrhoea
- Loss of weight (that is why in Uganda it is called "SLIM")
- Cough
- Itchy skin rash
- Mental confusion

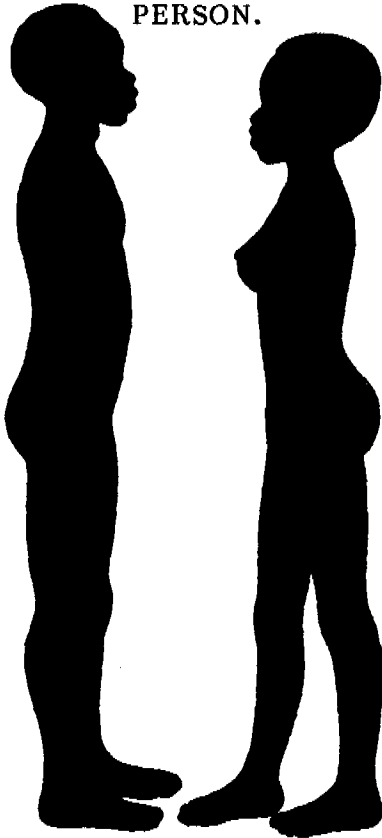
AIDS can be mistaken for other diseases:



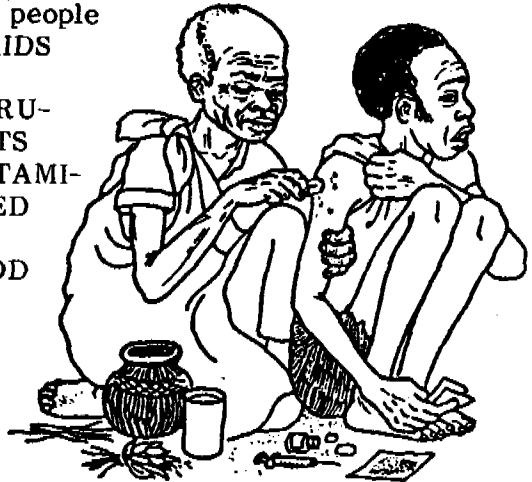
AIDS, like gonorrhoea and syphilis, can be spread through sexual intercourse. But AIDS can also spread through:

AIDS is spread in these ways:

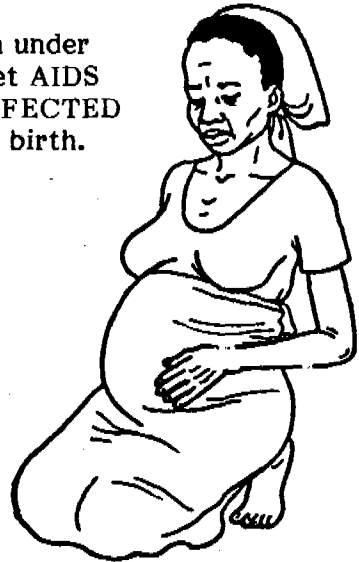
Most people in Uganda get AIDS from **SEXUAL INTER-COURSE** with an **INFECTED PERSON**.



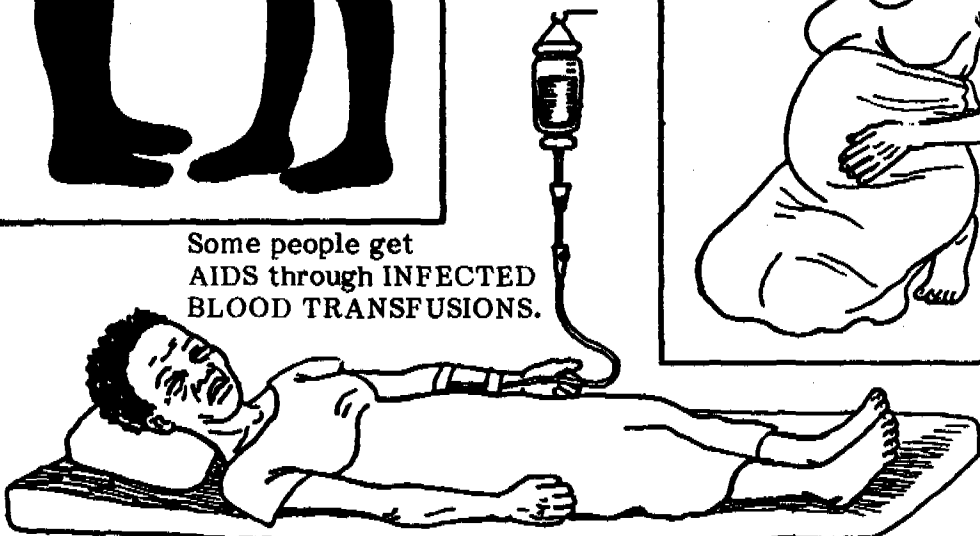
Some people get AIDS from **INSTRUMENTS CONTAMINATED with BLOOD**



Most children under 5 years old get AIDS from their **INFECTED MOTHERS** at birth.



Some people get AIDS through **INFECTED BLOOD TRANSFUSIONS**.



AIDS cannot be spread by:

- Touching skin or clothes
- Eating or drinking from the same plate or cup
- Animals or insects

You can NOT get AIDS these ways:

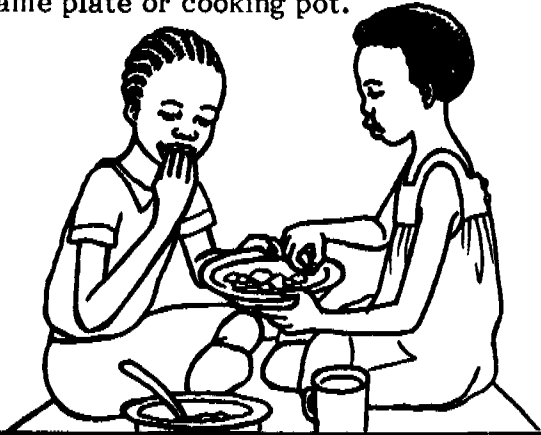
You can not get AIDS from normal contact such as shaking hands, holding or kissing.



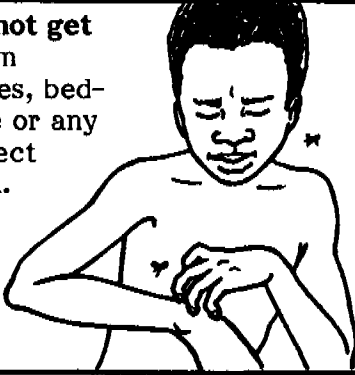
You can not get AIDS from sharing combs, clothing, bedding or towels.



You can not get AIDS from sharing drinking cups, eating utensils, or by eating from the same plate or cooking pot.



You can not get AIDS from mosquitoes, bedbugs, lice or any other insect or animal.



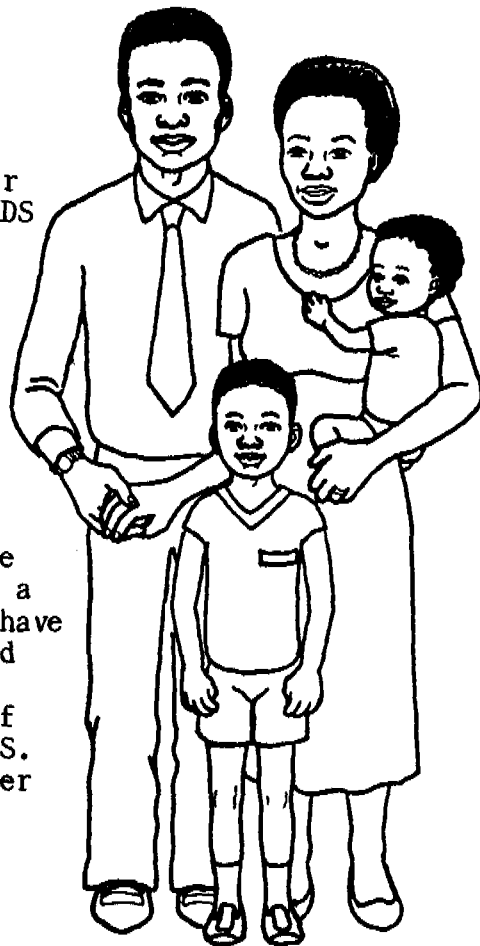
How We Can Help

How We Can Help Prevent Sexually Transmitted Diseases

- Have only one sexual partner, for life. This is the only sure way of preventing all sexually transmitted diseases. A husband and wife who

only have sex with each other will never get these diseases through sex.

If a man has more than one wife, (which is allowed by customary law) he and his wives should never have sex with people outside their group. This will prevent them from getting AIDS through sex.



- Wait until marriage before having sexual relations.

Especially avoid sexual relations with people who have had sex with many others. There is a greater chance that experienced people will have a sexually transmitted disease. Girls should beware of older men who want schoolgirls for sex. These men fear having sex with women of their own age because the women may have AIDS. But these men may already have AIDS or another disease.



- Get treatment right away. For gonorrhoea and syphilis, early treatment will prevent some of the major problems. The person who thinks they have a disease should see a health worker.
- Tell other people if they need treatment. If a person finds they have an STD they should tell the person with whom they have had sex, and encourage them to be treated. This will help to stop the disease from spreading from person to person.
- Help others. Encourage friends whom you may think have an STD to go for treatment, and advise them to stop having sex.

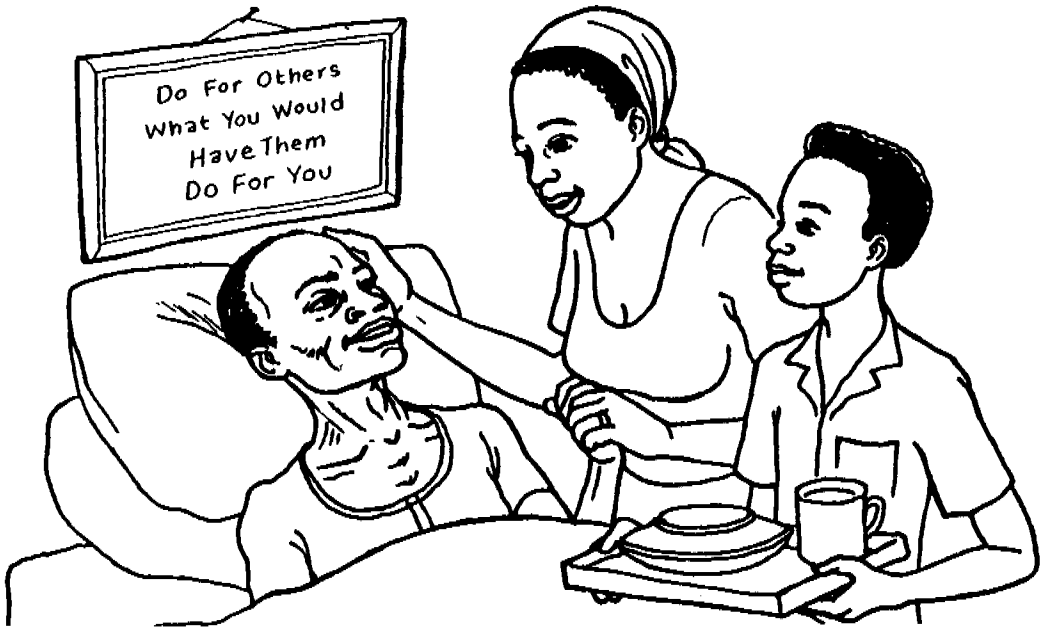
For AIDS there is no treatment and no cure

HOW WE CAN HELP CARE FOR THOSE WHO ARE SICK WITH AIDS

When a person has AIDS, they may feel lonely and frightened, as they know they are dying from an incurable disease. It is important to show them you care for them.

Care For People with AIDS

PROTECT Your Patient From Infections
PROTECT Yourself and Others From AIDS



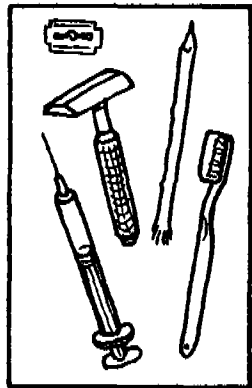
Wash
Hands



Cover
Wounds



Keep
Clean

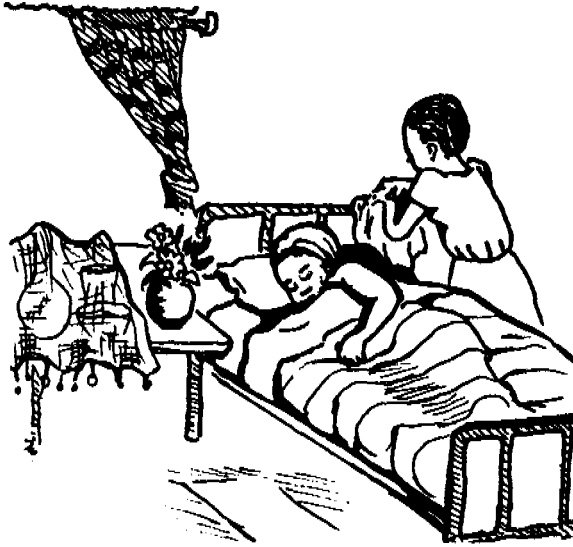


Don't Share
Sharp Things

You cannot get AIDS by caring for a person who is sick with AIDS. You only need to use the same clean practices as for other diseases:

- Cover open wounds
- Wash hands before and after caring for the patient
- Wash hands before handling food
- Keep the patient and surroundings clean.

These things are done to protect you and protect the person with AIDS.



**Remember - we can only PREVENT AIDS.
AIDS has no cure!**

4 Our Excretory System

The excretory system is made of the parts of our body which separate and get rid of waste matter from our system. Here we will look at certain parts of that system: the kidney, the lungs and the skin, and see how we can help keep these parts healthy.



nose
throat
trachea
lungs
bronchi
bronchioles
kidney
urinary tube
bladder

How We Work

How Our Lungs Work

In your science lessons you will have learnt how the lungs work and why we need oxygen. You learnt this in P5.

Note to Teacher

(Syllabus pp 67

Term 3, Unit 5: Systems of the Mammal

"Kidneys"

"Lungs"

"Skin")

Teacher's Guide

"Smoking" p 25

"Diseases Associated with Water" p 135

Did you count your breaths after sitting? After walking? After running? Do you remember whether you took more breaths after running or sitting? Do you remember why?

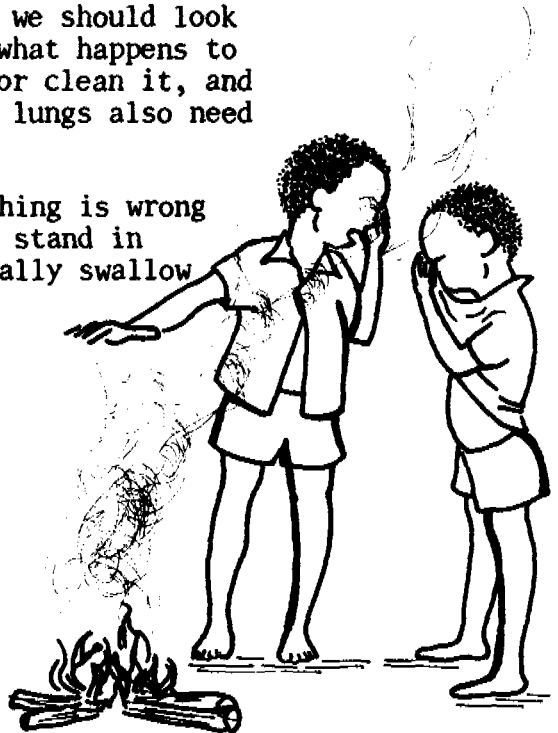


What Can Go Wrong

What Can Go Wrong With Our Lungs

Because our lungs are important to us we should look after them very carefully. You know what happens to a car when we forget to give it oil, or clean it, and treat it badly - it breaks down! Our lungs also need regular care.

What is one of the ways we know something is wrong with our lungs? What happens when we stand in smoke? What happens when we accidentally swallow water into our lungs?





Coughing is not a disease in itself but a sign that something is disturbing your throat or lungs. A cough is your body's way of getting rid of things in the throat or lungs such as dust, smoke, mucous, phlegm, water or food.

Coughing is a sign that something is wrong with your body especially your lungs. You should try to find out what is making you cough and stop or treat the problem, not the cough itself.

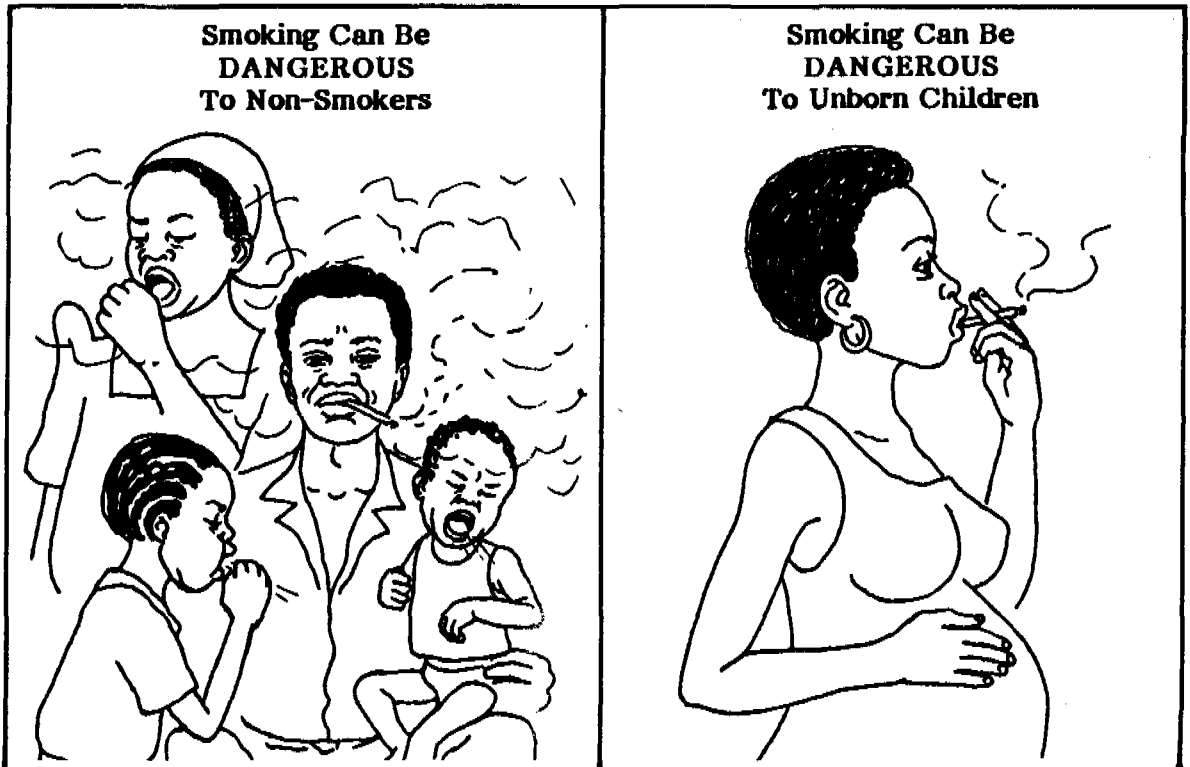
These are things which can cause us to cough:

Smoking

Have you ever smoked? How many people do you know who smoke?

Do you know that ... smoking can cause:

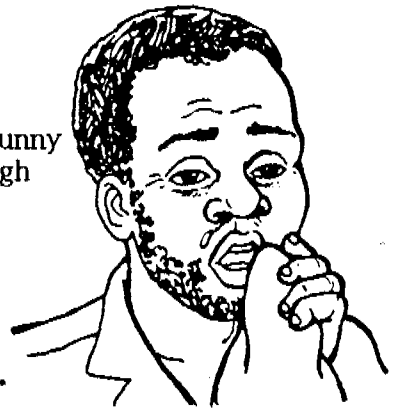
- lung cancer (and cancer of mouth and throat)
- emphysema, where the lung tissue is destroyed by smoke, and people get out of breath.
- bronchitis - a chronic cough
- It can also make other lung diseases worse.



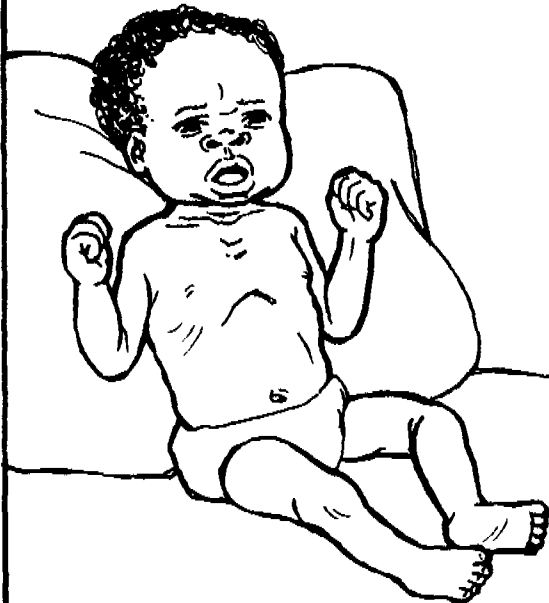
Diseases

Have you ever had any of these sicknesses?

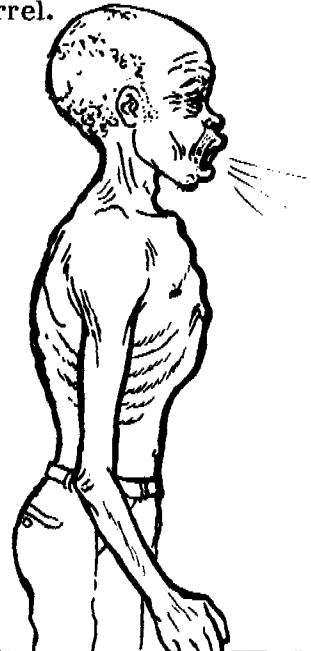
- common cold - a virus infection that causes a runny nose, sneezing, sore throat, mild fever and cough which goes away after a few days
- pneumonia - a serious disease of the lungs with coughing, chest pain, fever and quick breathing. It usually comes after another disease with coughing which has got worse.



A baby with **pneumonia** breathes very fast (over 50 breaths a minute!)



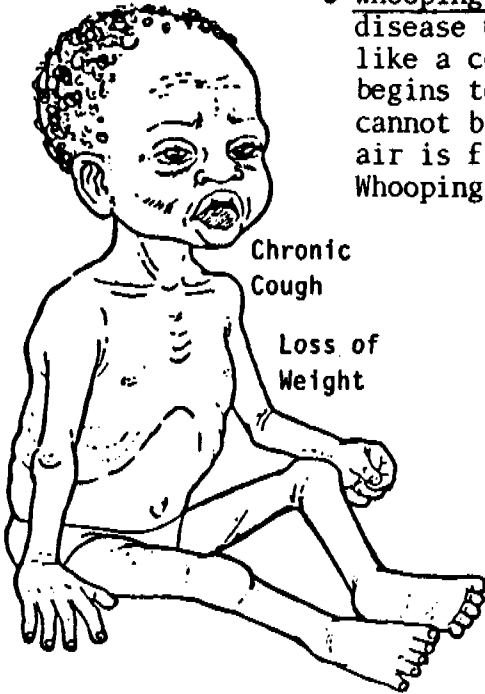
Adults with **emphysema** can get "barrel chest". Their chests get big like a barrel.



- bronchitis - a cough in the bronchi (tubes that carry air to the lungs) with mucus that lasts for months or years. It is caused by a virus.
- emphysema - a serious, incurable condition of the lungs with coughing and difficult breathing. This can develop if a person has asthma or bronchitis for a long time.
- asthma - an attack of coughing and difficult breathing caused by an allergy.

- tuberculosis - a long lasting disease which causes coughing (and coughing up blood) with fever and sweating, weight loss and weakness.
- measles - a serious illness caused by a virus, usually in small children. Measles causes fever, runny nose, red sore eyes, sore mouth, diarrhoea, a rash all over the body and cough.
- whooping cough - also known as pertussis, this disease usually attacks small children. It starts like a common cold but in a few weeks the child begins to cough so much at one time that the child cannot breathe and makes a "whooping" sound when air is finally sucked back into the lungs. Whooping cough can last for three months.

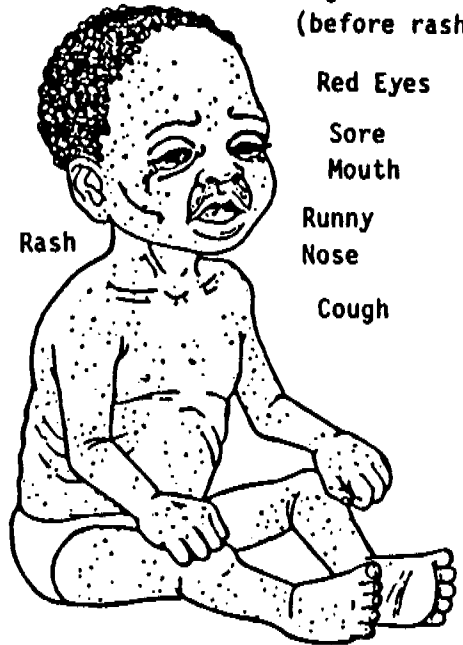
Tuberculosis



Chronic
Cough

Loss of
Weight

Measles



High Fever
(before rash)

Red Eyes

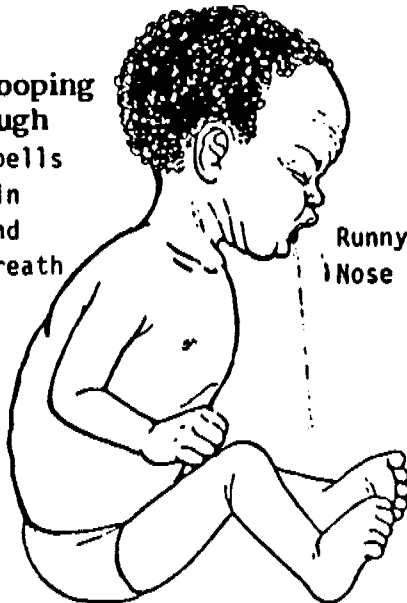
Sore
Mouth

Runny
Nose

Cough

**Whooping
Cough**

Coughing Spells
Which End in
Vomiting and
Gasp for Breath



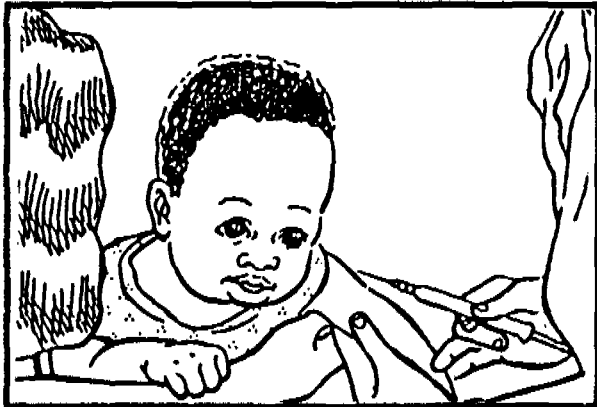
Runny
Nose

How We Can Help

How We Can Help Care for Our Lungs

● Stop Smoking.

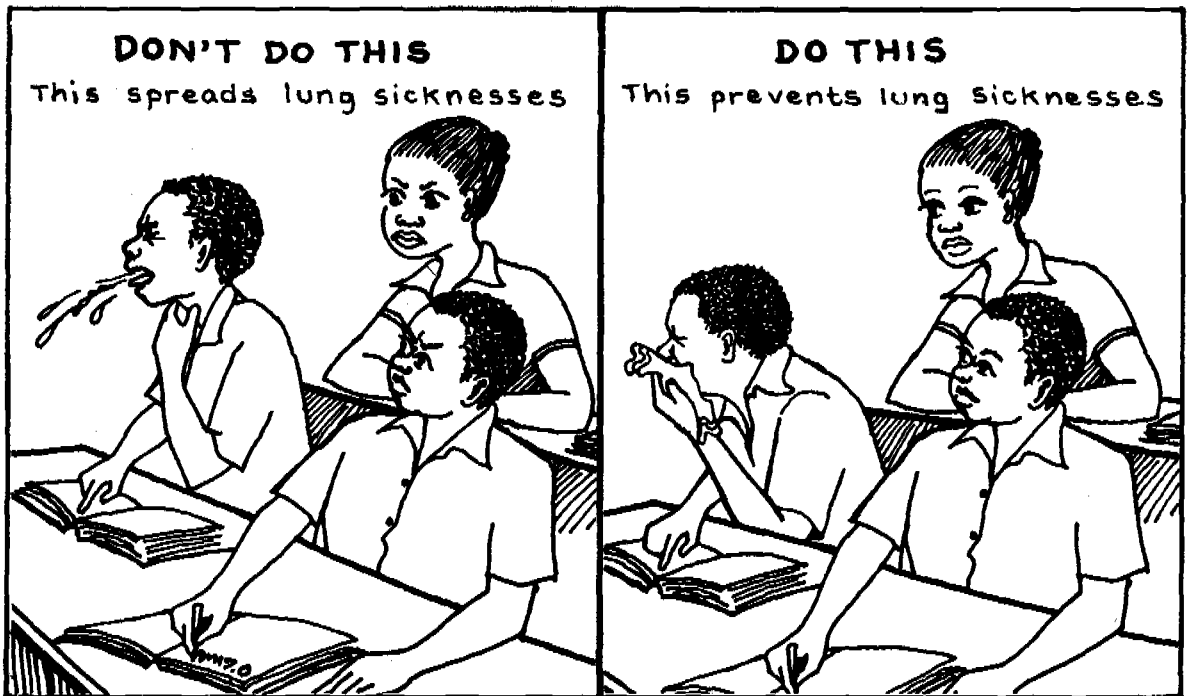
Do not begin to smoke, and if you smoke, stop! Try to persuade others to stop, too.



Take babies to the Health Centre soon after birth.

● Do Not Spit in Public.

When you cough or sneeze, use a handkerchief.



Have a "smoke"!

No, thanks. I would rather have HEALTH!



● Immunize.

Immunization can prevent:

- Measles
- Pertussis (Whooping Cough)
- Tuberculosis (T.B.)

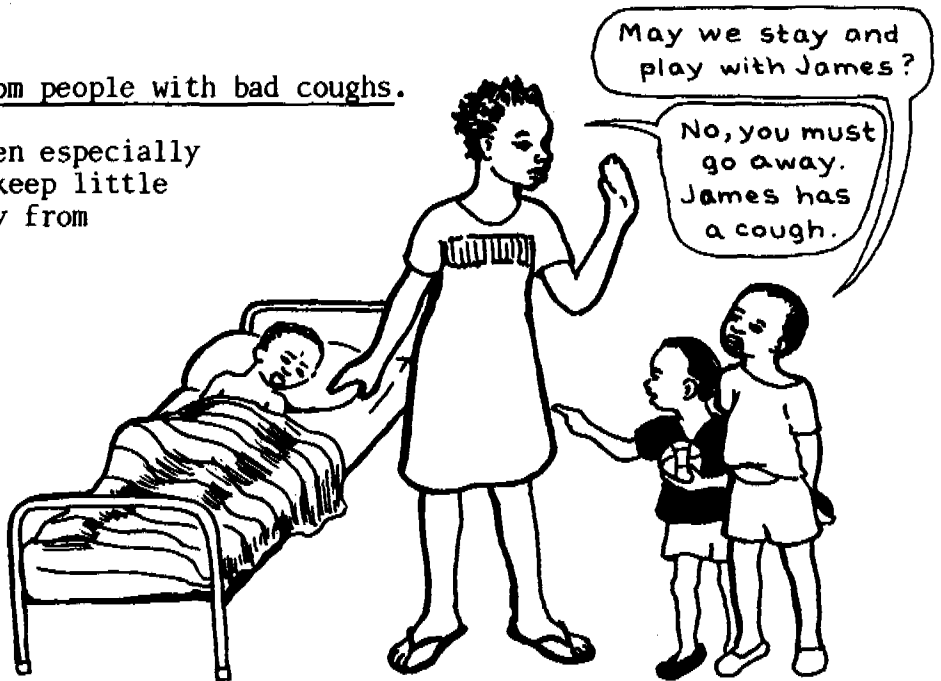
Eat Well.

It is very important to eat well when you or others have diseases which cause cough. You will get better quicker from any disease if you eat properly during sickness.



- Keep away from people with bad coughs.

Older children especially should help keep little children away from the sick.



How We Work

How Our Skin Works

Do you remember from science studies what skin does?

Can you name the parts of the skin?

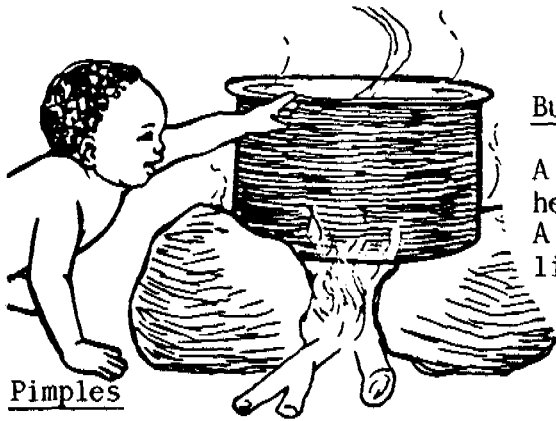
What Can Go Wrong

What Can Go Wrong With Our Skin

Cuts and wounds and ulcers

The skin can be damaged and if not treated, infection can enter the body.

If infected, a tropical ulcer can develop. A tropical ulcer is when a small cut or insect bite gets badly infected. The infection prevents the wound from healing and it gets bigger and painful.



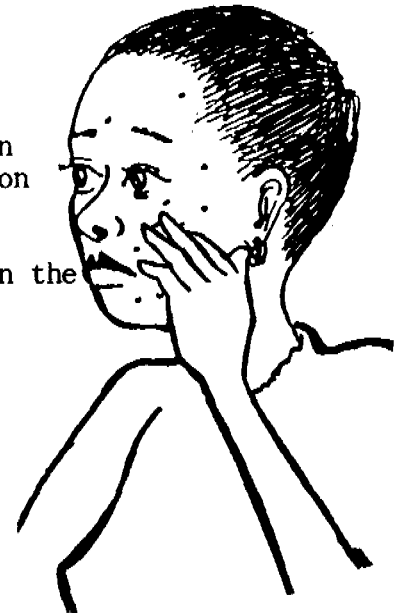
Burns and Scalds

A burn is a wound caused by very high heat such as fire or a very hot iron. A scald is a burn caused by very hot liquid. Boiling water can cause a scald.

Pimples

Production of oil glands during adolescence often leads to pimples (also called spots) especially on the face.

A pimple is a tiny lump of pus or dirt trapped in the oil gland or pores of the skin.



Scabies

Have you ever had this?

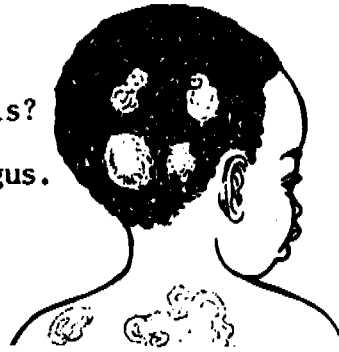
Scabies is a skin rash which itches.

Scabies is caused by a tiny mite which burrows into the skin. Scratching the rash breaks the skin and allows infection to enter.

Ringworm

Do you know anyone who looks like this?

It will probably be ringworm - a fungus.



Guineaworm

Guineaworm causes itching, a burning feeling and infection when it comes out of your skin. Guineaworm comes from drinking water with infected cyclops in it. Cyclops are tiny water creatures.

1. A person drinks water with guinea worm eggs in it.

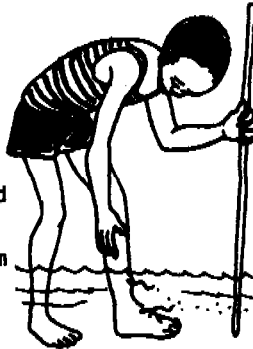
2. The guinea worm eggs hatch in the body. It takes about 1 year to grow into adult worms.

When the infected cyclops reach your stomach, they release Guineaworm larvae. The larvae grow up in your body to become adult worms. When female worms become pregnant, they travel down into your legs or feet. The worms come out of your skin to release their eggs into water. The eggs are swallowed by cyclops and larvae develop again.



3. The adult worms move down to the skin in the leg or foot. The skin itches and burns. The worm bursts through the skin.

4. The person bathes in cold water to stop the itching and burning. The guinea worm passes eggs into the water.



5. Another person drinks water with guinea worm eggs in it. The cycle begins again.



Lack of right foods

Do you know anyone who has had peeling skin or skin which is dark, rough and scaly? Do you know anyone who has shrivelled skin? People with skin problems like this could be suffering from the lack of right foods.

Without the right foods our skin can become rough, or it could become very slow to heal wounds.



How We Can Help

How We Can Help Keep Our Skin Healthy

- Keep The Skin Clean.

Bathe every day but especially after sweating. For girls, bathe carefully during menstruation. Especially scrub places where you have pimples or scabies.

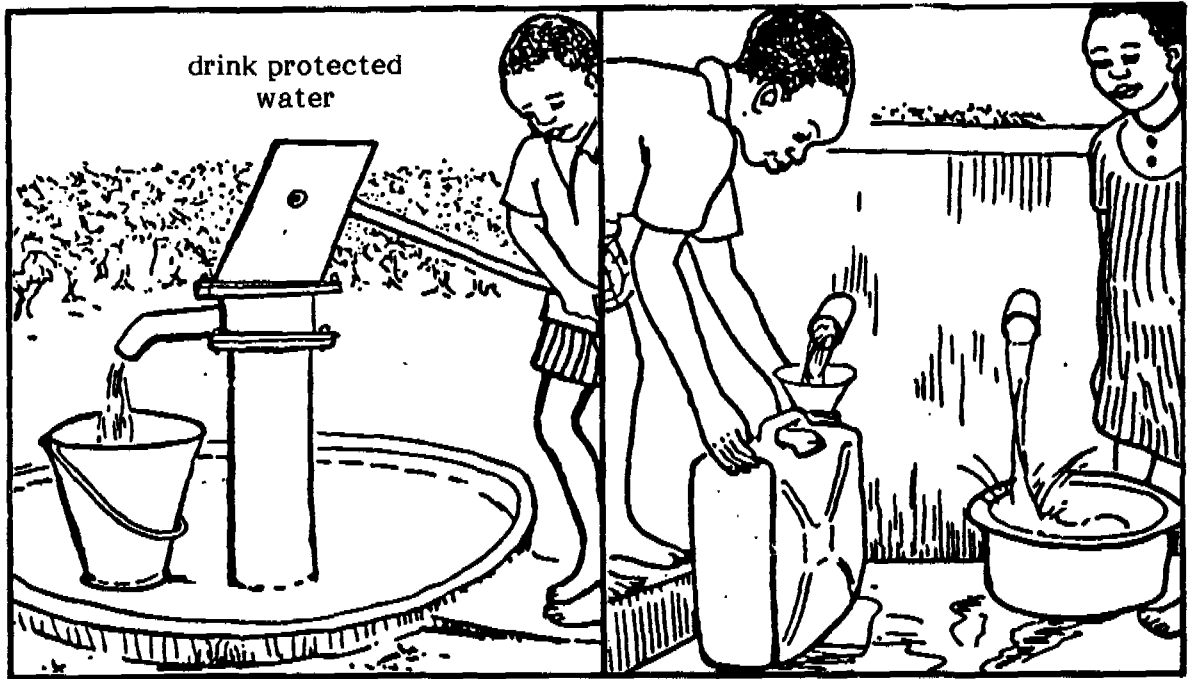
Help prevent scabies and keep your skin clean by washing your clothes and bedclothes every week.



- Wash cuts, wounds and burns with clean water and soap. Leave small cuts, wounds and burns to dry in the air uncovered.

Do not burst blisters from burns. The skin covering provides protection for the burn.

- Drink water from a protected source. If you do not have a protected spring or borehole and there is Guinea worm in the area, boil your water or filter it.



- Eat more glow foods (foods with vitamins and minerals). Eat foods like fruits, dark leafy vegetables, meat, eggs and milk to help make healthy skin.
- Take tropical ulcers, bad cuts, wounds or burns for treatment at the health centre. For serious problems with scabies, ringworm or other diseases especially when there is infection from scratched skin, go to the health centre for treatment.



How We Work

How Our Kidneys Work

What do you know about your kidneys from science?
How many kidneys do we have? Which waste matter does the kidney help to pass from the body?

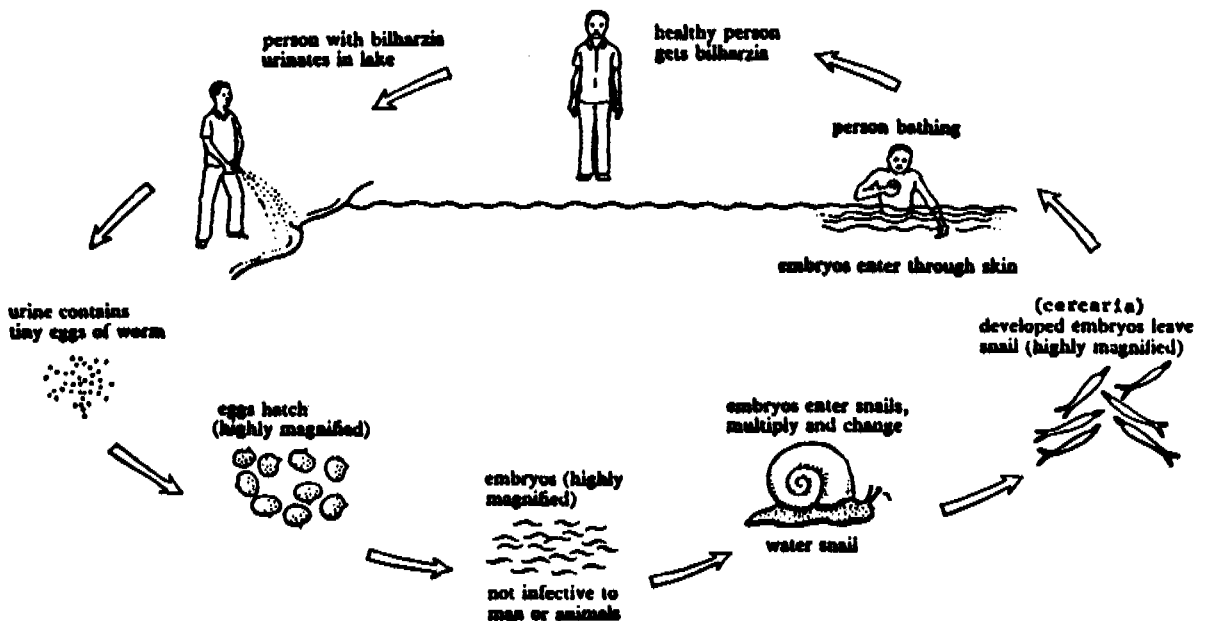
What Can Go Wrong

What Can Go Wrong With Our Kidneys

Bilharzia

Bilharzia is caused by a worm getting into the bloodstream and piercing the bladder where it lays eggs. If bilharzia remains untreated for a long time it can get into the kidney and cause damage.

THE BILHARZIA CYCLE



How can this cycle be broken?

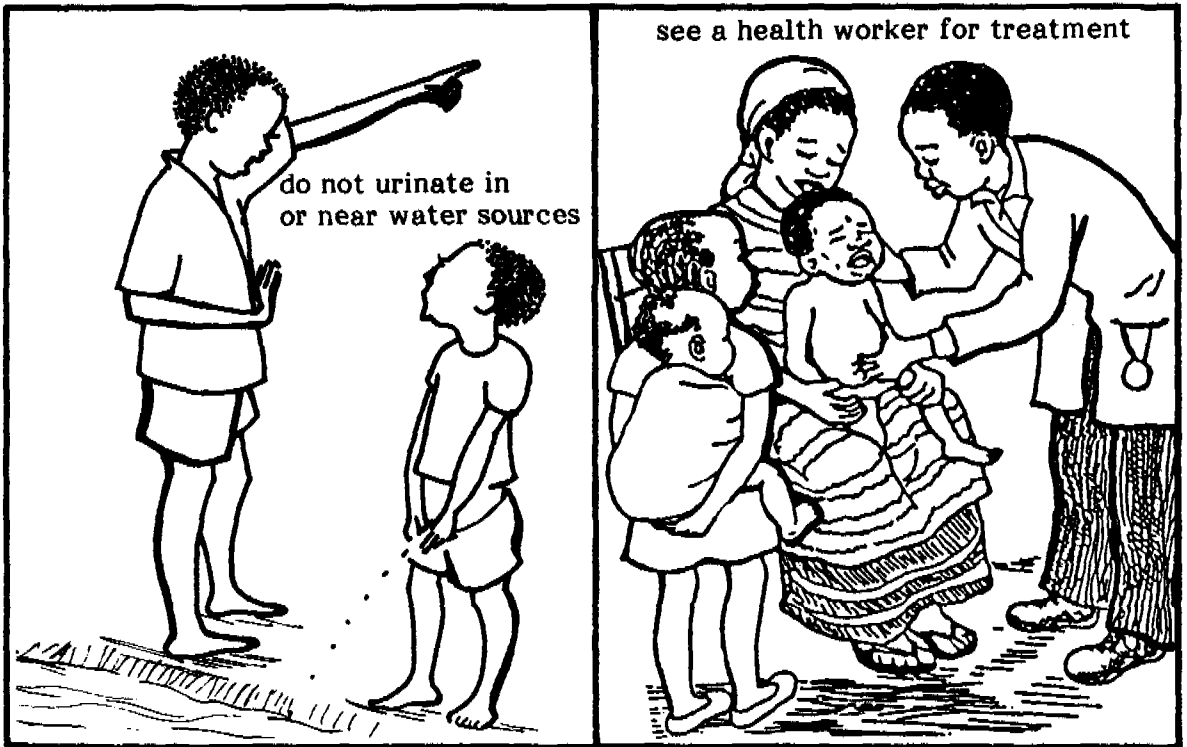
Kidney Stones

These are small stones that form in the kidney and pass to the urinary tube. They can cause pain in the tube and block the bladder so that a person cannot urinate.



How We Can Help

How We Can Help Care For Our Kidneys



1. Do not urinate in or near any water source where bilharzia can multiply and spread.
2. Treat bilharzia early: see a health worker if you think you have bilharzia and cure it before it causes kidney problems.
3. If someone has kidney stones, they will need treatment, and possibly an operation.

CHILD-to-child



Have a "family health inspection" at home for your younger brothers and sisters. When they are ready for their baths check their skin and hair. Can you find any skin problems? Can you show them how to wash their bodies and hair themselves?



5 Drugs

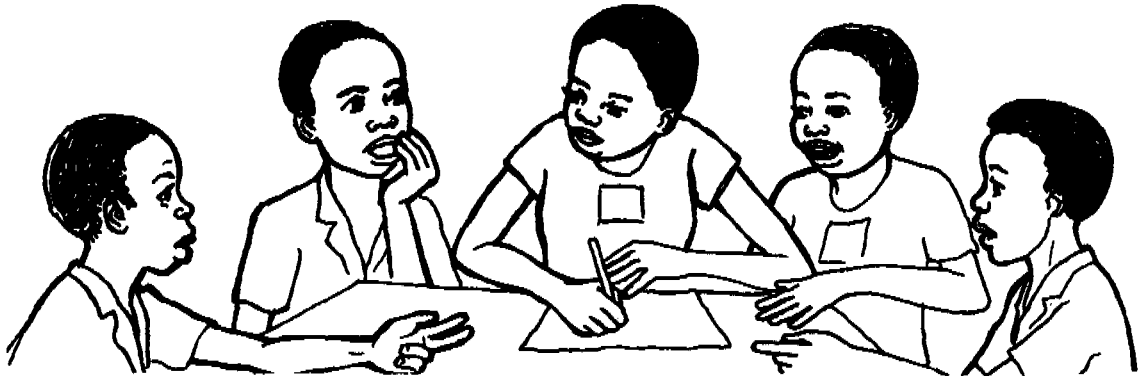
How We Work

How Drugs Work to Help Our Bodies

Activity

Ask your friends to answer these questions about what happened the last time they were sick. Write the answer on the chalkboard or a piece of paper like this:

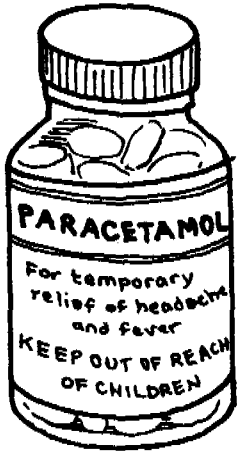
What was your sickness?	Did you get treatment outside your home?	From whom did you get treatment	What kind of treatment was it?	How long did it take to get better?
eg: malaria diarrhoea	Yes No	doctor mother	tablets ORS	4 days 2 days



Now look at your chart and see whether different people had the same sickness? Did they all take the same treatment? Did they all get better at the same time?

Note to Teacher

(Syllabus pp 67
Term 3, Unit 16: Family Health & Social Problems
"Essential Drugs")
Teacher's Guide
"Medical Drugs"
"Drugs of Dependency" p 105



Sometimes when we are sick we need treatment to get better. Sometimes the treatment means taking drugs. Drugs are things which are used to:

- prevent diseases
- cure diseases
- reduce symptoms of disease

Drugs can be:


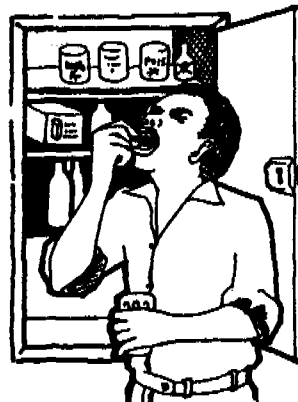

- useful - they help the body overcome sickness, or they can be
- harmless - they do no good but they do no harm, or they can be
- harmful - they do no good and can cause harm

Some examples are:

	USEFUL	HARMLESS	HARMFUL
Manu- fact- ured Drugs	Aspirin - It really brings down fever and stop pain	Cold tablets: They do not stop the cold but they don't hurt you	"Lung tonics": They keep people from seeking help and waste money
Trad- itional Drugs	Enkejje - for measles, it is good nutrition for a sick child.	"Ensiriba" or "Elit": Something hung or tied on a child to prevent sickness.	Medicine made with cow dung - it can cause tetanus

Can you add some more to this list?

Compare Peter's story to that of James's:

<p>Peter got a cold on Monday</p> 	<p>He took cold tablets to get better. He also stayed home to rest.</p> 	<p>He was better by Thursday.</p> 
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James got a cold on Monday



He stayed home to rest and drank a lot of fluids.



He was better by Thursday.



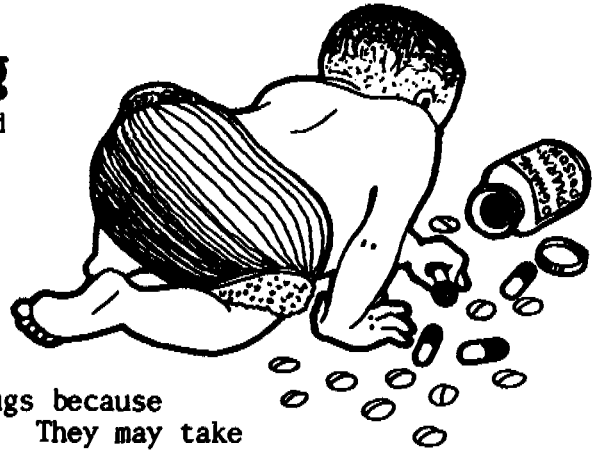
Do you think the cold tablets helped Peter to get better?

Look at your list of sicknesses and treatments. Which treatments helped your body overcome sickness? Did someone else have the same sickness and get better without treatment? Was the treatment useless? Did anyone take a harmful drug, that is did the treatment make them more sick instead of better?

What Can Go Wrong

What Can Go Wrong If Drugs Are Misused

- If we take the wrong drug for a disease, the drug may harm us or even kill us.
- Sometimes children get hold of drugs because they look exciting or good to eat. They may take them. Any drug, even useful ones can become POISON if you take the wrong amount.
- Sometimes people stop taking their drugs before they are completely well. This can make the sickness come back even stronger than before.



- Sometimes people take drugs even when they are not sick. This can cause the drug not to work very well when they really become sick.

What is happening in this picture? Why does the mother want her baby to have an injection even if the ORS is working? What should the health worker tell the mother about taking drugs that are not needed?



What is happening in this picture? Why is it dangerous to buy drugs in the market? People at health centres are trained to give the correct drugs for each illness. What does the mother who gets her drugs in the market need to know?

- Sometimes people buy drugs at the market because they are easier to get than going to a health worker. Drugs bought at the market might be spoiled. Spoiled drugs can be useless or harmful. The person who sells drugs might not know what they are to be used for.



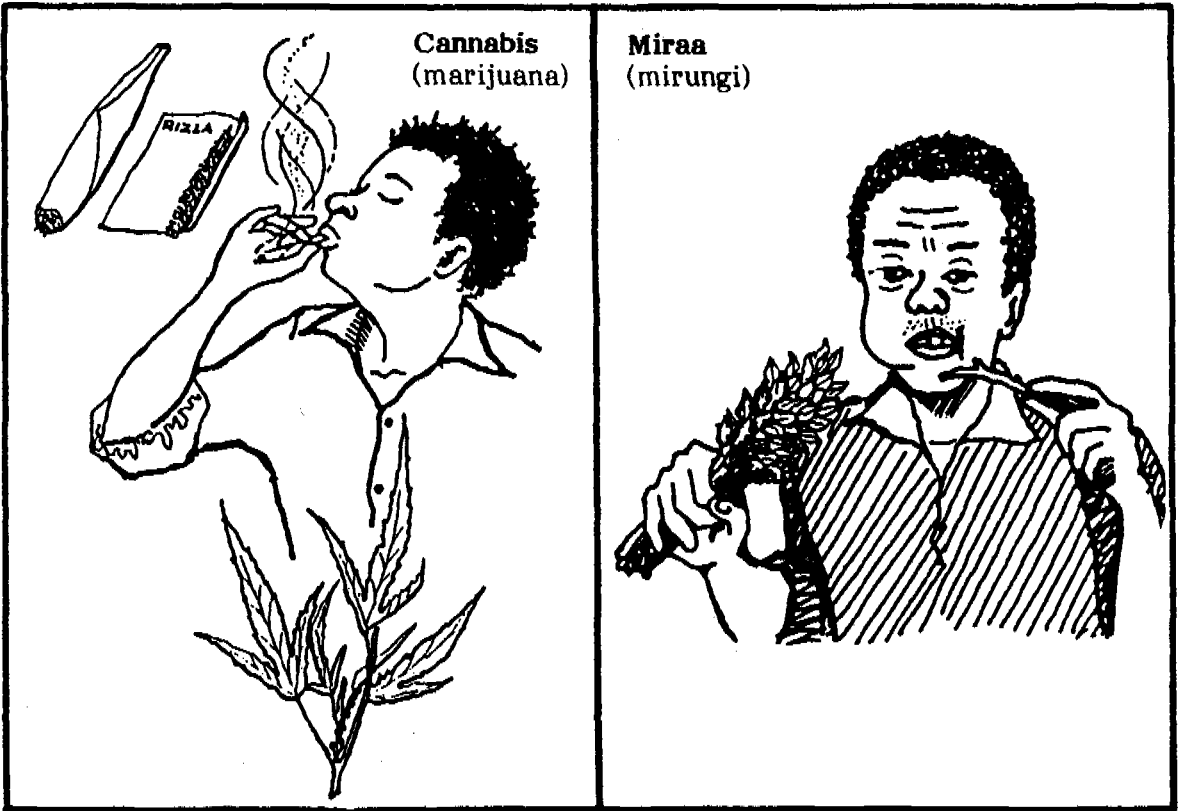
What is happening in the picture? Why is it wrong to give tablets meant for one person to another person? Do both children in this picture need the same treatment? Do you think the mothers know what drug is used for each illness?

- We buy advertised drugs which may be harmful or useless

What is happening in this picture? Why is Milly being silly? What does she think the cream will do for her? What should she do instead of spending money on face cream?



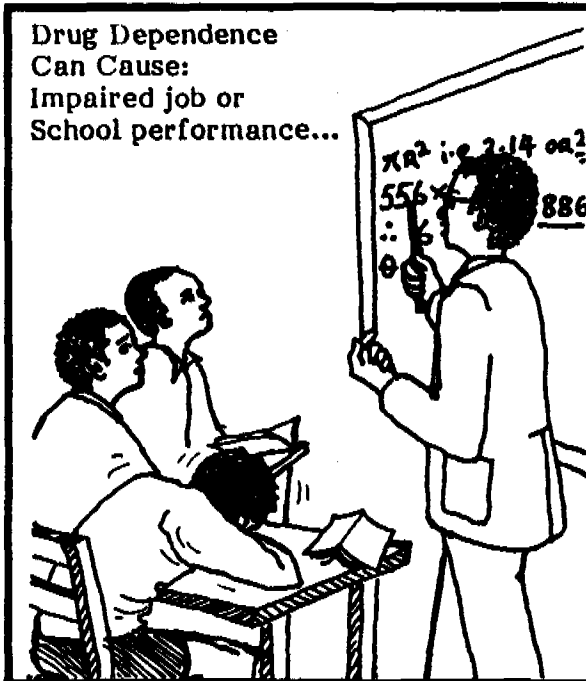
- Sometimes people take other drugs because they make life seem exciting or because they have many problems. The drugs they take are:



We call these "drugs of dependence". Do you know someone who uses these drugs?



These are the effects of drugs of dependence:



Do you know someone who abuses drugs?
What happens to them?

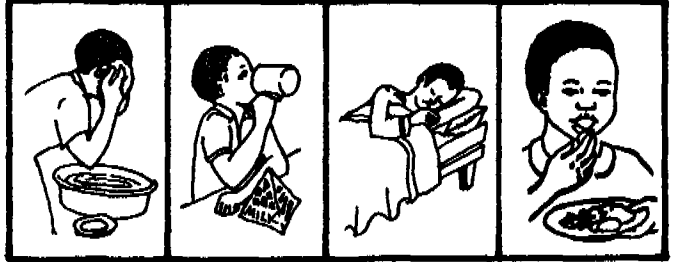
How We Can Help

How We Can Help Prevent the Misuse of Drugs

Most of the time when you are sick, all that is needed to help your body overcome the sickness is to:

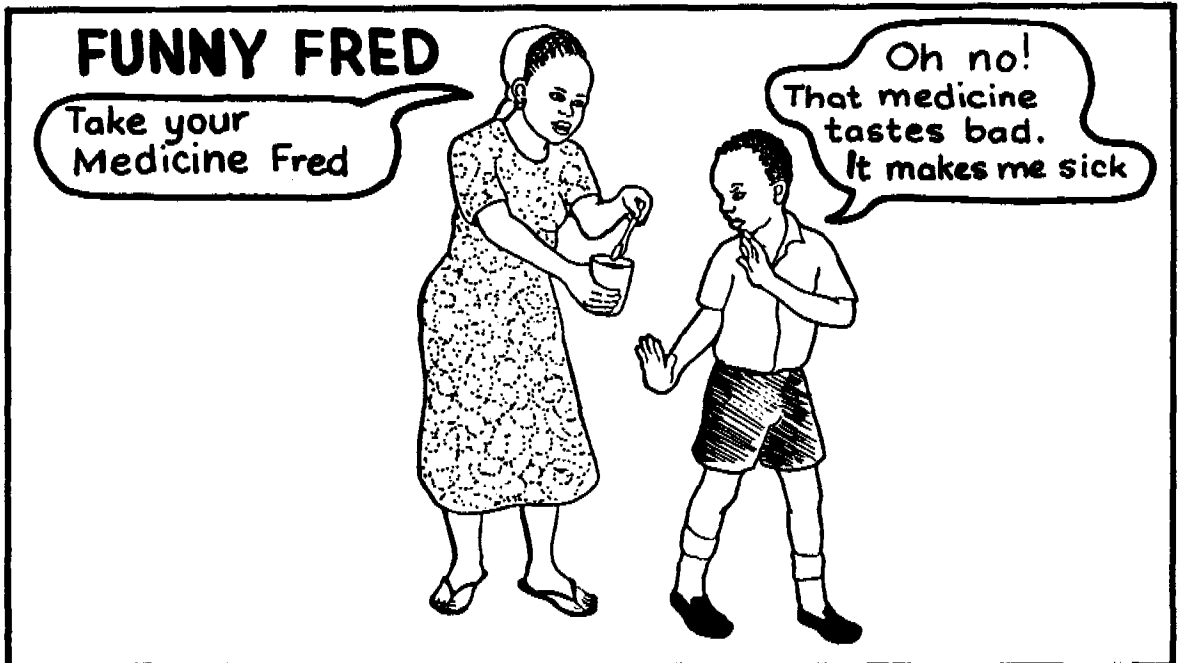
- eat well
- take plenty of rest
- keep clean
- drink a lot of extra liquids

When health workers give you medicines, follow their instructions carefully.



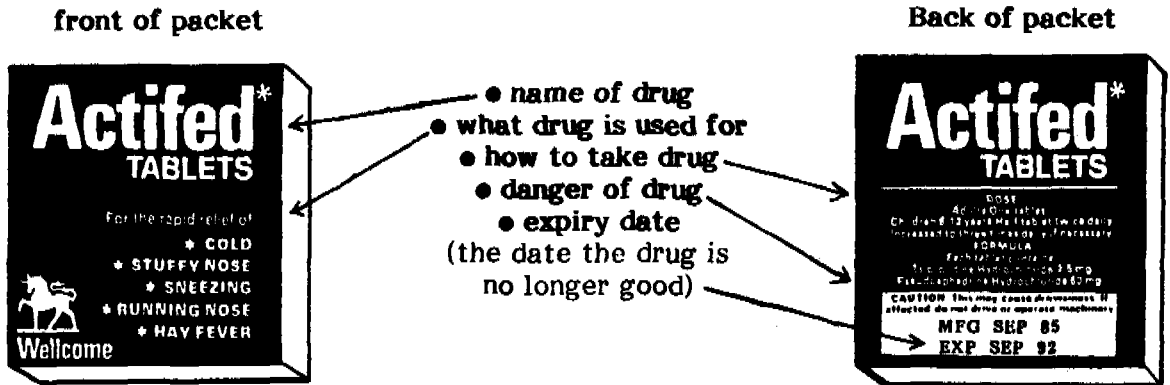
- If you take too much you may become more sick.
- If you do not take enough you will not get better. You might seem better for a short time, but the sickness can come back again.

Health workers (including doctors and nurses) are trained to know which drugs will help to cure which diseases. They also know how much of each drug should be given to each person, and for how long. Do not go for treatment with drugs from untrained people.



We can also help prevent the misuse of drugs by doing these things:

- Learn what the labels on medicine and drug jars, bottles or packets say.



- Help members of your family who cannot read to follow the instructions.
- Do not start taking drugs (or "smokes") like marijuana or miraa. It is very difficult to stop once you have started.

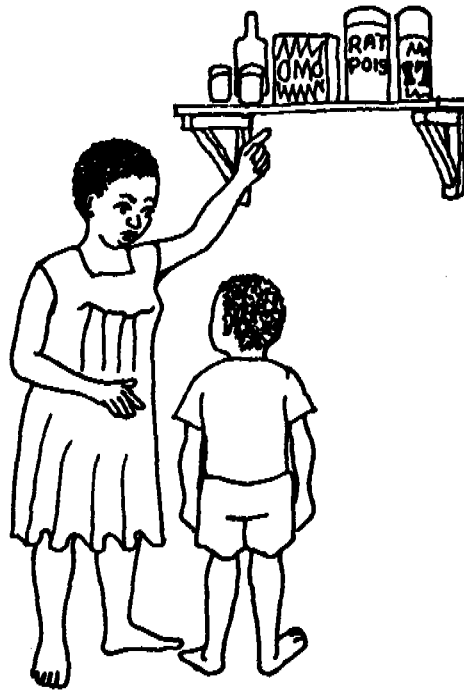
Activity

Find out from home which traditional medicines are used. Discuss with your teacher, health worker or parents which are useful, and which are harmless or harmful. Do the same for modern medicines.

	USEFUL	USELESS	HARMFUL
Traditional Medicine			
Modern Medicine			

- Try to use only those drugs which are useful. Never use those which are harmful.

CHILD-to-child



To help prevent small children from being poisoned by drugs, do these things at home:

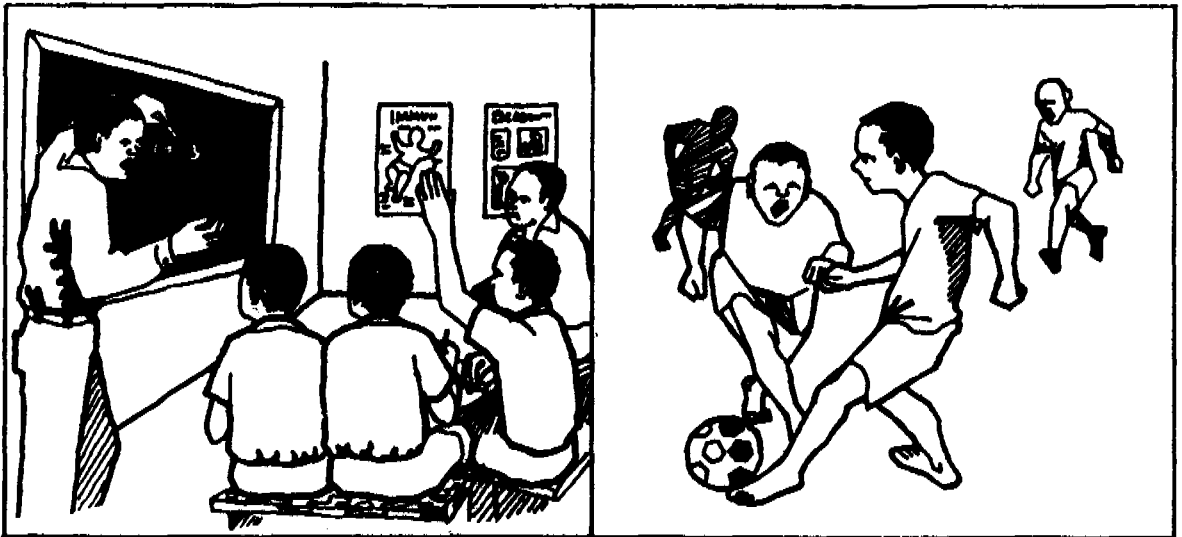
- Keep all medicines safely stored, and out of the reach of children. Keep drugs and other poisons in a cupboard or a high shelf.
- Tell a story to children about the danger of taking pills.

6 Thinking About Tomorrow

How We Work

How We Work With Others

We all belong to different social groups in our life. We join more and more groups as we get older and as we learn how to behave in each group. The way we work with or act with people in each group is different depending on the way we act and how the group wants us to act.



Note to Teacher

(Syllabus pp 68

Term 3, Unit 16: Family Health & Social Problems

"Juvenile Delinquency"

"Thinking About Tomorrow")

Teacher's Guide

"Smoking" p 25

"Anti-social Behaviour & Delinquency
p 35

"Drugs of Dependency" p 105

"Alcohol & Alcoholism" p 113

"Constructive Use of Leisure Time" p 127

"Marriage" p 203

"Budgeting" p 211

Exercise

Make separate lists of people you know from different groups.

1. Name all the people with whom you live.
2. List the people who live near you and whom you see most every day.
3. Make a list of people you know because you are a pupil in this class.
4. Make a list of people you know outside the class but whom you have met through this school.



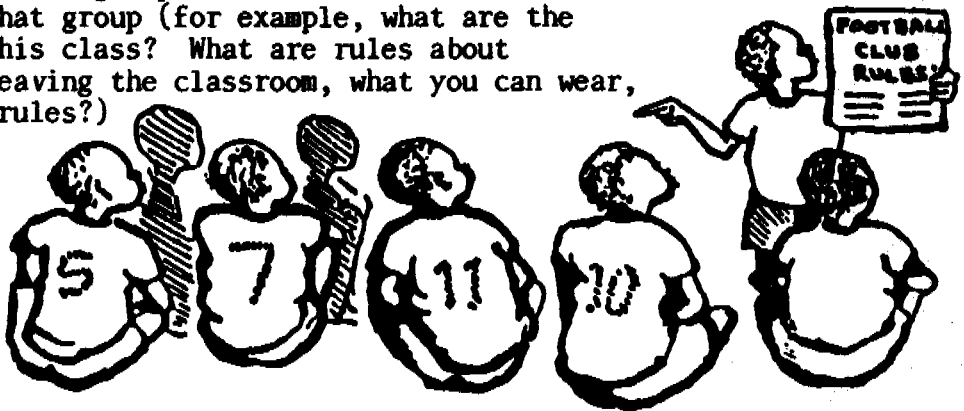
5. Make a list of people you know in the shops, offices, health centres, mosques, Church, market, roadblock and other places in the village or town.
6. Now think of the job you want to have when you leave school. To whom will you apply for the job? (Who will give you the job, who will be your boss, who will pay you, who will you meet in daily work?)

You can see how many groups you already belong to. Before you came to school, which groups did you know? If you think about tomorrow (the future) can you see that you will belong to more and different groups?

Each group to which you belong, now and in the future, has different rules or ways which it wants members to act. These rules may not be written down or told to you, but after being with a group for a short time you can usually understand what they are.

Exercise

1. Now make separate lists for each of the different groups you belong to, for example home, school, football club, consumer, patient, etc.
2. Pick one or two groups and write down some of the rules of that group (for example, what are the rules in this class? What are rules about talking, leaving the classroom, what you can wear, and other rules?)

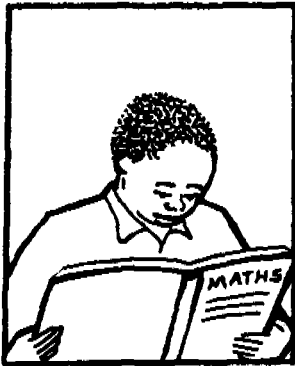


3. For each rule, think of the reason why it is needed.
4. What happens when a person breaks that rule? What does this do to other people in the group?
5. Why do some people break rules in a group? Have you ever broken rules?

Example:

What are rules in the community?
Rule - people should not steal
If we did not have this rule --
If a person is caught stealing --





The way you work with others now may affect the way you work with others in the future. Do you work with others in different groups well? Do you spend time in each group thinking how it will prepare you for the future? How much time do you spend studying? Working at home? Playing? How do you spend your leisure time (time in which you can do what you want)?

Activity

Here is the diary of Martha. It shows how she spends her time on a weekday during the school term:



WHAT I DO	TIME
Get up, wash and dress. Dress baby brother. Help mother pour tea.	6 AM
Start off to school	7 AM
Get to school and begin class	7:45 AM
Break time - play	10:30 AM
Back to class	11:00 AM
Eat lunch, wash my plate and play	12:30 PM
Back to class	2:00 PM
Clean up classroom and have assembly; start for home	4:00 PM
Carry water, wash dishes, help prepare dinner, play with baby brother	4:45 PM
Have a bath	7:30 PM
Eat dinner	8:00 PM
Study my books	8:30 PM
Say my prayers and go to bed	10:00 PM

Make a diary of your own. Show one school day and one weekend day. How much time do you spend with different groups? What do you do during the day that will help you in the future? Are there many hours in the day when you do nothing?

When you leave P7 there will be many things to think about. Some of you will go on to secondary school, and some even to University or College. Most of you will get married and have a family. Some of you might want to work on the farm, or start a small business. Some of you will be looking after other members of your family. In what ways will the groups to which you belong be alike? In what ways will they be different? What changes will you make in the use of your time?



What Can Go Wrong

What Can Go Wrong In Our Relationships With Others

Sometimes you may break school rules or a rule at home. Why do you do this? Is it by accident or on purpose? Do you ever choose to break a rule?

Some people break the rules of their community by:

- Lying
- Avoiding going to school (playing truant)
- Stealing
- Alcohol or Drug Abuse



- Damaging things e.g. setting fire to things
- Running away from home
- Offending sexually - e.g. getting pregnant before marriage, raping or getting an abortion
- Violence

You may know people who have broken rules like this.
What do you think caused them to break the rules?
List the reasons you think why people break rules.

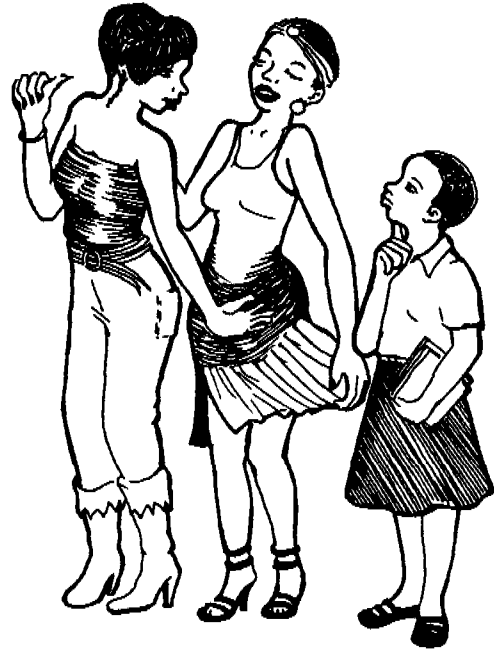
Why people break community rules

- 1.
- 2.
- 3.

This boys parents quarrel alot.
Might this make the boy want
to break some rules?



This girls sisters work in the
bars. Might this make the
girl want to break some rules?



In Uganda, people are punished for many of these
offences. When people are over 18 and do these
things they are called criminals.

When they are under 18 they are called "delinquents".

Activity

Read this story and discuss afterwards:

This is the story about a school choir. One of the
rules of the club is that if you are late for

practice three times you can be dismissed from the choir. A boy comes in late for the third time. But he was late because the teacher asked him to stay and discuss problems in his family. His father has been arrested for stealing. He is not the best singer and the choir master dismisses him from the choir. Next a girl comes in late for the third time and she is late because she was chatting with a boy and forgot the time. She is the best soprano in the choir so the choir master gives her a lecture and lets her stay.



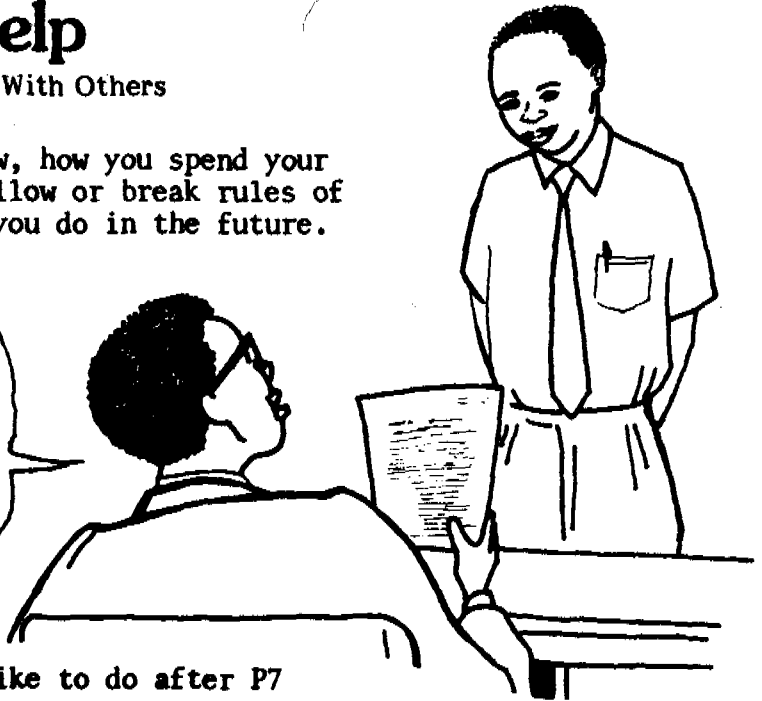
1. Why do you think the rule about coming late was made?
2. Do you think that what the choir master did to the boy was right or wrong? Do you think that what the choir master did to the girl was right or wrong?
3. What do you think should have been done?
4. How do you think the boy feels about the rules of the choir? How do you think the girl feels about the rules?
5. What would you think about the rule if you were in the choir?

How We Can Help

How We Can Help Work Better With Others

How you work with others now, how you spend your leisure time and how you follow or break rules of each group may affect what you do in the future.

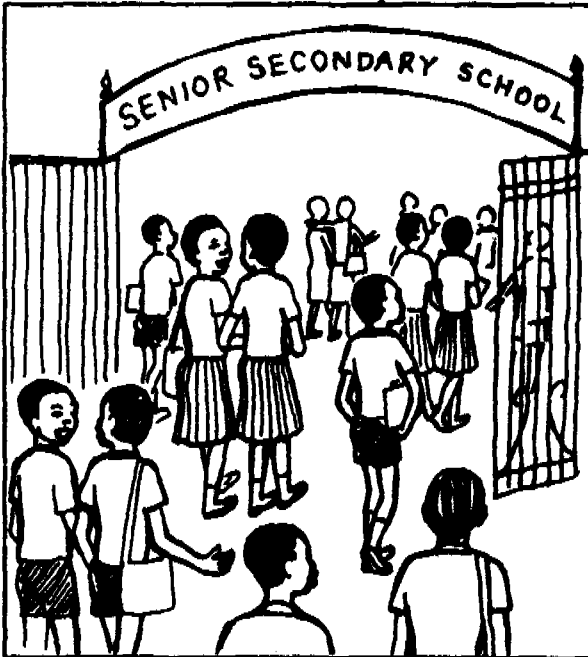
Your school grades are very good. And your teachers all praise your working habits. Therefore, I will give you the job.



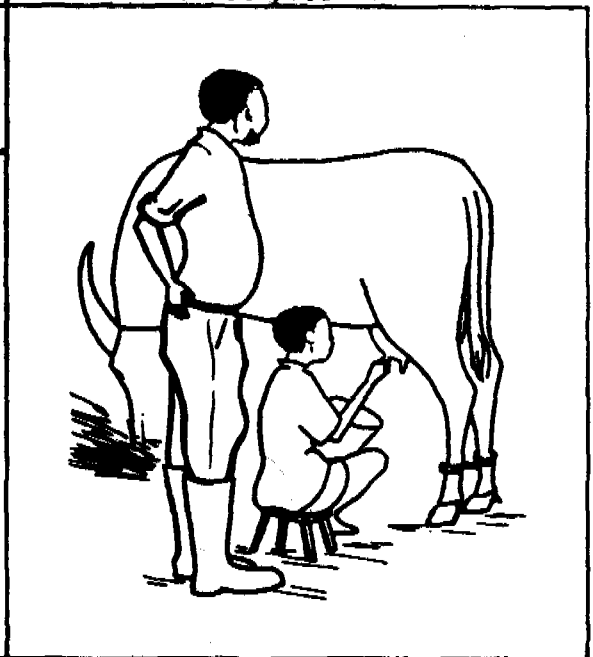
Exercise

Write down what you would like to do after P7

If I pass P7



If I do not pass P7



If you have not done so well at school so far, you may give more thought to what you will do if you do not pass P7.

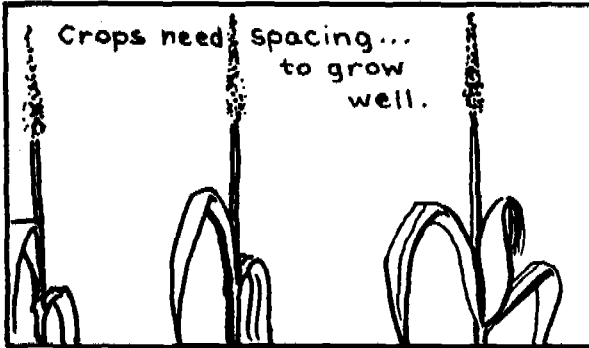
Then make a table to give yourself a time when you would like to achieve something.

Example: If I do not pass P7

Look after people at home	Immediately
Help on the farm	Immediately
Have crops for sale	Next year
Get married	Five years' time
Have first child	Six years' time
Have second child	Eight years' time



(Remember to plan two years in between each child - do you remember the reasons?)



Crops need spacing... to grow well.



Children need spacing to grow well.

Your recommendations are very good. Are you prepared to take our typing examination?



If I pass P7	
Go to Secondary Sch.	Next year
Work very hard at school work	Next four years
Get into the school debating club	"
Go to University? Teachers College? Job?	Five years' time " "
Get married	"
Have 1st child	Six years' time



Yes sir. I have practiced alot at secretarial school.

If you want to go on to secondary school your study history will be looked at. Later in life your personal history will be looked at for jobs and even for marriage. (Remember what we talked about in chapter 2 on marriage?) What kind of questions will be asked about you by your marriage partner's What kind of questions will be asked about you by your employer if you are looking for a job?



Your neice wants to marry John? But he was a real trouble maker in his school!

Think about what you do now as preparation for future life. When someone tries to get you to join them in breaking community, family or school rules, think about your goals. Will you achieve them if you break the rules?

We can help work with others better and prepare ourselves to become useful and successful adults in the future by doing these things:

- 1) Plan your leisure, study and work time. Set goals for yourself for this year and the future. Use what you have learnt in science and health to have:
 - more education
 - a farm
 - a house
 - a good marriage



Exercise

Make a list of things you like to do when you have free time. For each thing write down how it might help you learn something for the future. Example:



When I have free time I like to	This will help me tomorrow by
Help headmaster organise football matches and tournaments	Teaching me to be a manager or coach
Show my brothers and sisters how to play games	giving me training to be a teacher
Plait and braid the hair of my girlfriend	showing me how to be a hairdresser



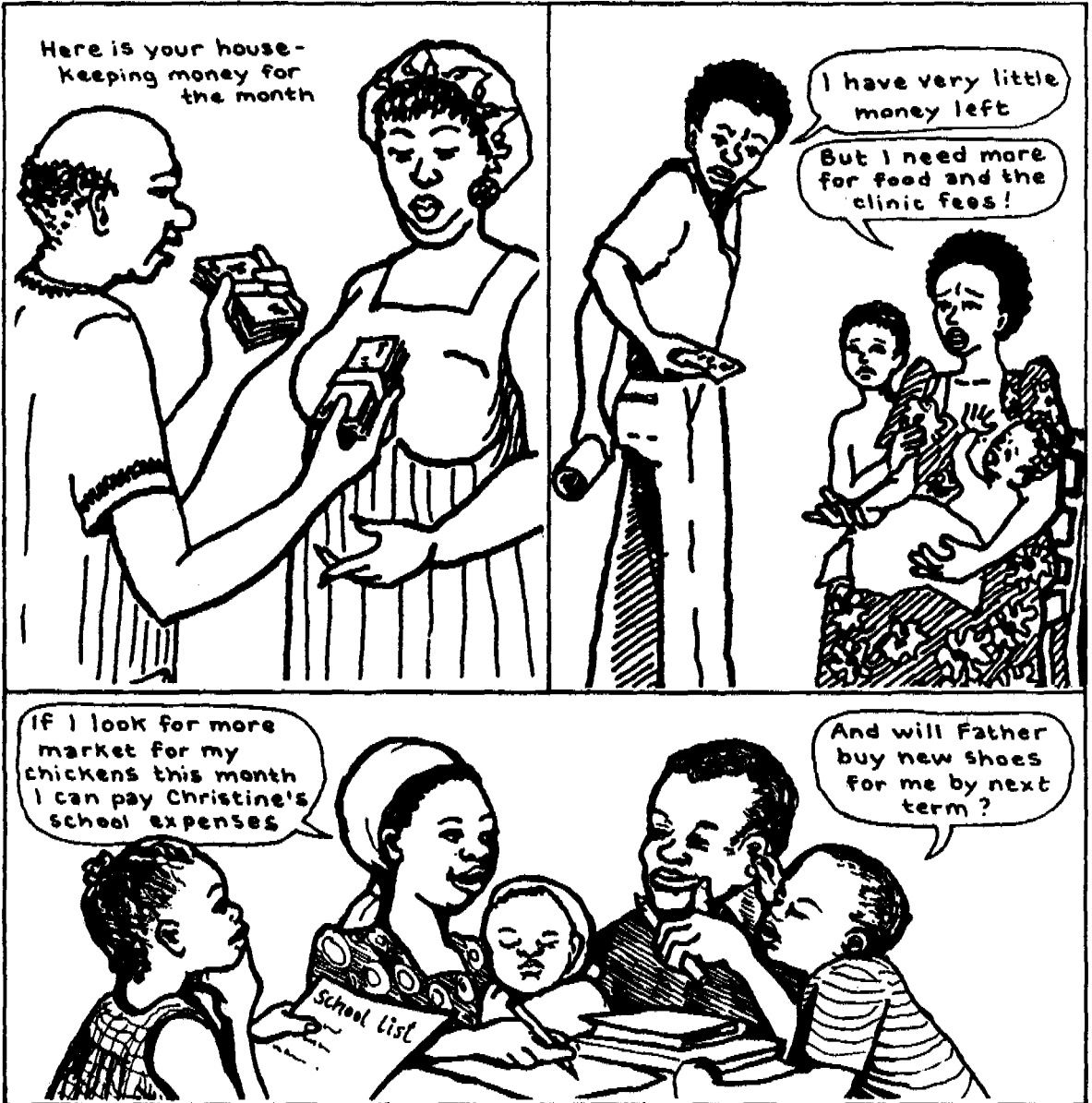
What else do you like to do? Can these things help you in future studies, jobs or to prepare for being a wife, husband or parent?

- 2) Think about how you will make, spend and save money. Which of your goals will need money to carry out? How will you get the money?

Exercise

Write down how much money you may have each week and how you will use it while you are single.

When you will have a family you will have to share it. How will you do it? Look at the pictures below:



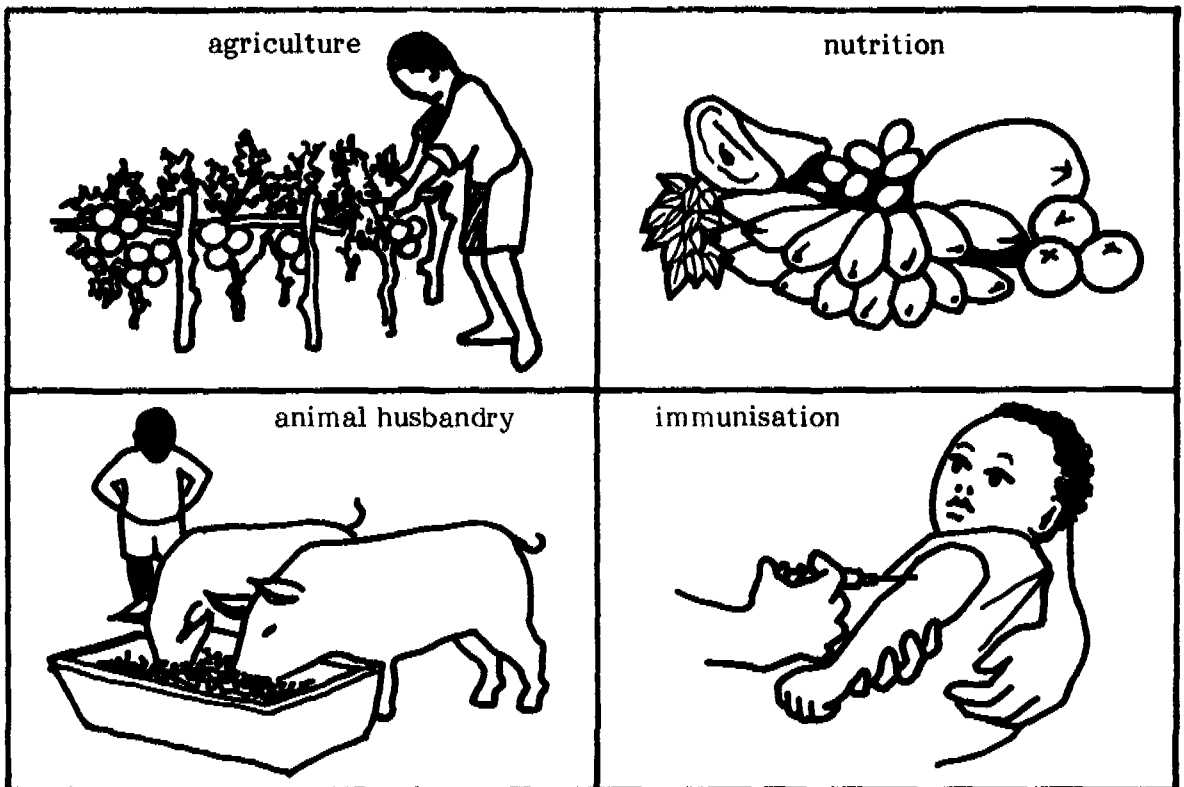
Which way of meeting the needs of the family is the best one? Why? Discuss your ideas with your teacher.

Activity

Ask your family what they need to spend money on and what things cost (e.g. food, school fees) for each family member. Make a list of these and what they cost. Can you work out the total family budget for 1 term? (say it is 12 weeks). Here is an example:

Food	Amount	%
Clothing		
School fees - Mary - John - Grace		
Transport		
Health		
Recreation		
TOTAL		

3) Use the things you have learnt in science and health to help make your future home a happy home.



When you have a family, or in your relationships with your friends and families: think about the kind of behaviour which will make them feel loved and appreciated.



Children Learn As They Live

- If children live with **criticism**, they learn to **condemn**.
- If children live with **hostility**, they learn to **fight**.
- If children live with **ridicule**, they learn to be **shy**.
- If children live with **shame**, they learn to feel **guilty**.
- If children live with **tolerance**, they learn to be **patient**.
- If children live with **encouragement**, they learn **confidence**.
- If children live with **praise**, they learn to **appreciate**.
- If children live with **fairness**, they learn **justice**.
- If children live with **approval**, they learn to **like themselves**.
- If children live with **acceptance and friendship**, they learn to **find and give love in the world**.

CHILD-to-child

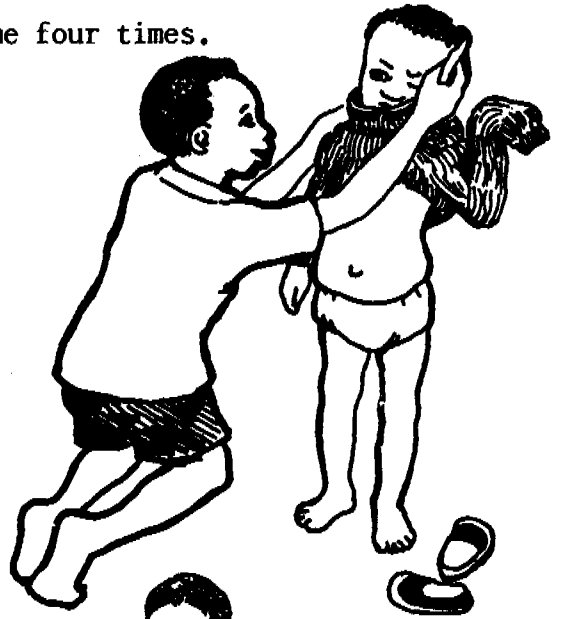


Younger brothers and sisters may be too small to be thinking about tomorrow. They are only interested in play. Can you make their play something useful?

What can you do to help pre-school children prepare for school? Teach them how to:

- dress or bathe themselves
- write their own name
- count in a game ("Throw the ball to me four times. One, Two, Three, Four.")

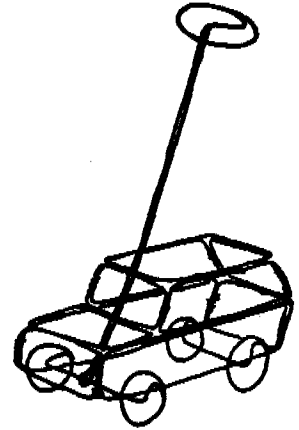
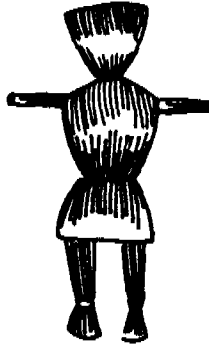
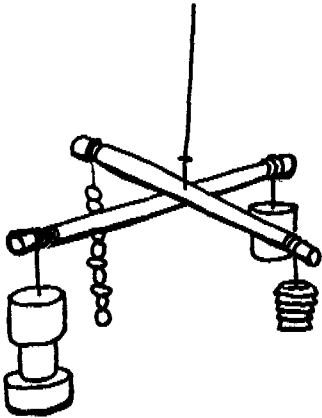
Make up a counting song.



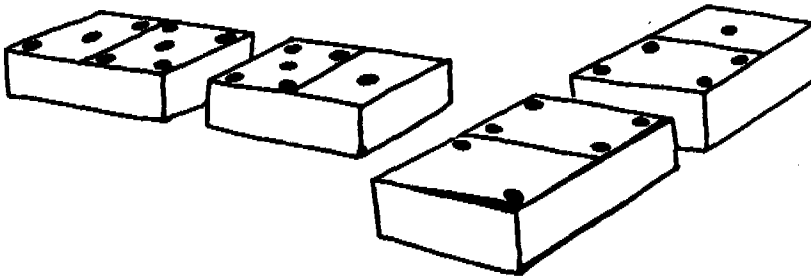
You can also help pre-school children learn and grow by improving their play.

- Make toys for very young children.
- Make them a safe place to play. Get rid of sharp objects (eg. wire, glass). Cut the grass (to chase away snakes). Get rid of faeces (to stop disease)

- Make up stories, songs and riddles.
- Make a mobile to hang above a babies' sleeping place. Try to make them different colours.



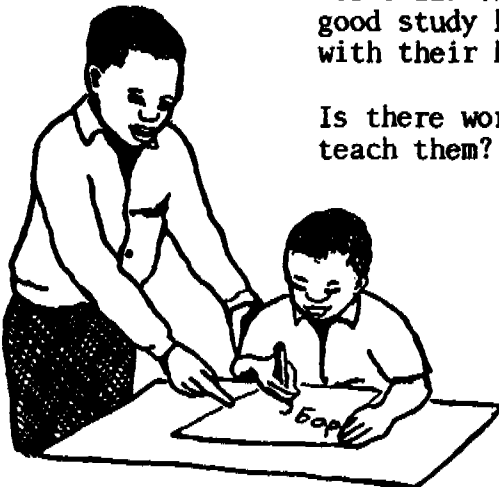
- Make a counting game using match boxes. Put numbers on each half like this:



Then match one end with another end of the same number.

For children who have started school, do they have good study habits? Can you encourage them by helping with their homework or having them study with you?

Is there work in the shamba or at home which you can teach them?



Remember: as the older brother or sister, you are looked up to as an example.



Glossary

A

abortion - stopping birth by the loss of the foetus

aggression - behaving in a way as to begin a quarrel

allergy - an unusual health problem which some people have when they eat, touch, breathe in or inject certain things.

antiseptic - a soap or cleaning liquid which stops bacteria from growing.

attraction - drawn to

B

burrows - digs a hole down into

C

cannabis - another name for marijuana. A type of plant which, when dried and eaten or smoked can affect the brain

choir - a group of singers

chronic - a long time or happening again and again. A chronic disease is one which lasts a long time or keeps coming back.

conception - beginning of pregnancy

condemn - to blame or give judgement against

cornea - transparent covering of the eyeball which goes over the iris and pupil

criticism - finding fault or mistakes

D

delinquent - a person under 18 who has broken the law

dependence - to be unable to do without

depressed - feeling down in spirits; unhappy

discharge - release of liquid

E

economic status - level of richness or poorness

embryo - the beginning of a baby when it is still very small

emotional - feeling in the mind

excrete - expel or get rid of

expiry date - the date that the drug is no longer good

eyebrow - the hair growing on the ridge above the eye

eyelash - hairs on the edge of the eyelid

eyelid - the fold of skin that can cover the eye

F

fatal - ending in death; deadly

G

genital - external organs of reproduction

H

hostility - a state of unfriendliness or warfare

I

images - pictures

impaired - damaged or weakened

infertility - not being able to produce children

insanity - mental disturbance; extremely foolish

intercourse - exchange; communication

iris - the coloured part of the eye

J

jaundiced - condition in sickness when fluids, skin and tissues of the body turn yellow

L

larvae - young insect which looks like a worm. When the larvae grows up it becomes an insect.

leisure - free time not used for work or study

long-sighted - able to see only what is far

M

malnourished - not healthy because of lack of correct foods

marijuana - another name for cannabis

mature - completely developed; adult

menstrual period - time in the month when blood is shed from the uterus

miraa - another name for mirungi. A type of plant which, when eaten can keep you from sleeping and have other harmful effects.

mite - a very, very small type of insect like a spider

mucous - a thick, slippery liquid that keeps wet and protects the inside of your nose and throat.

O

operation - the act of cutting open the body by a surgeon to correct a health problem.

optic - of the eye

ORS - oral rehydration salts

ovaries/ovary - female reproductive organ in which ova (eggs) are produced

oviduct - tube through which eggs go from ovary into uterus

P

paralysis - loss of use of nerves; crippled

penis - male sex organ used for mating

phlegm - mucous with pus

physically - in body

pregnant - when a baby is growing in the uterus

primary sex characteristic - the sex characteristics which are needed in order to produce a baby

prosperous - successful

pupil - a school child in primary school; also the opening in the centre of the eye

R

rape - to force someone to have sexual intercourse against their will

recreation - work, exercise or play which one wishes to do and is happy to do.

reproduce - make children

ridicule - make fun of or laugh at

S

scarring - marks left after a wound

sclera - white of the eye

scrotum - bag of skin containing testes

secondary sex characteristic - the sex characteristics which show you are a male or female but are not really needed to produce a baby

semen - male reproductive fluid in which sperm is carried

sex characteristic - a sign or mark or being male or female

sexually transmitted disease - a disease which can be spread through sexual intercourse

short-sighted - able to see only what is near

shrivelled - wrinkled and dried up

social groups - people organised together

soprano - a singer with the highest sounding voice
sperm - male reproductive seed
sperm duct - tube through which sperm go from testes out of
penis
STD - Sexually Transmitted Disease
sterile - can not reproduce, infertile
symptoms - the things a person can feel during their sickness

T

tear gland - the organ where tears come out when you cry
teens - age from thirteen through nineteen
testacles/testes - male reproductive organ that contains sperm
tolerance - willing to forgive, give permission and allow
mistakes
transfusion - moving blood from the veins of one person to
another person
tropical ulcer - an open sore which is common in tropical
countries
truant - one who stays away from school without leave

U

urinary tube - the tube from the bladder to the hole out of
which urine passes
uterus - also called the "womb"; female reproductive organ where
the baby grows and develops

V

vagina - passage between uterus and outside of female body
variations - differences
vector - disease carrier

W

welts - raised patch of skin