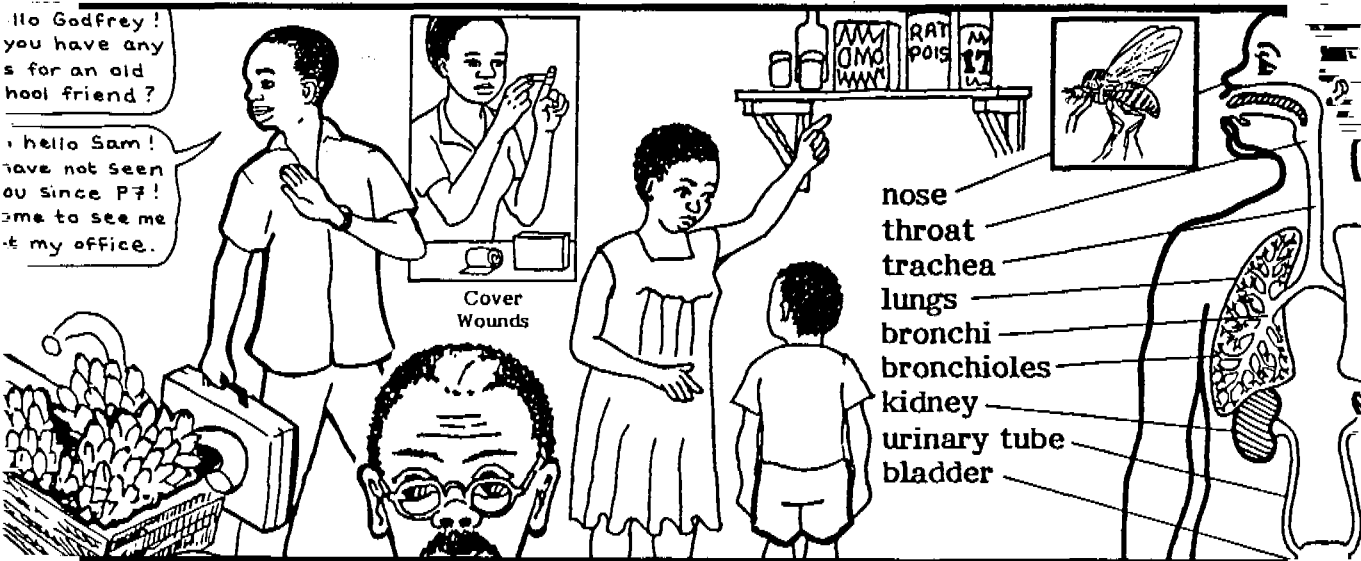


Basic Primary Science & Health for Uganda

HEALTH EDUCATION

hello Godfrey!
do you have any
friends for an old
school friend?

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



Pupil's Book Six



THE REPUBLIC OF UGANDA

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

144-888A-14248

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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 Alcohol

How We Work

Exercise

What alcoholic drinks can you buy in Uganda?

What alcoholic drinks are made in your community? What are they made from?

Do you know how they are made? If you can, watch the people in your community make the local brew.

List the steps they use to make it.



There are two main ways of processing alcoholic drinks:

- Fermentation
- Distillation

Do you remember from your science lessons how these processes work?

Which processes produce more concentrated amounts of alcohol (more alcohol in the same amount of water)?

Note to Teacher

(Syllabus pp 53

Term 1, Unit 16: Family Health & Social Problems

"Alcohol: Effects and Dangers"

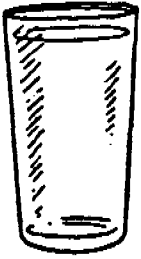
"Uganda Laws Related to Drinking")

Teacher's Guide

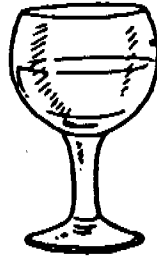
"Alcohol & Alcoholism" p 113

Alcohol

Different drinks produce different amounts of alcohol:



1/4 litre of
beer has as
much alcohol as



1 glass of
table wine

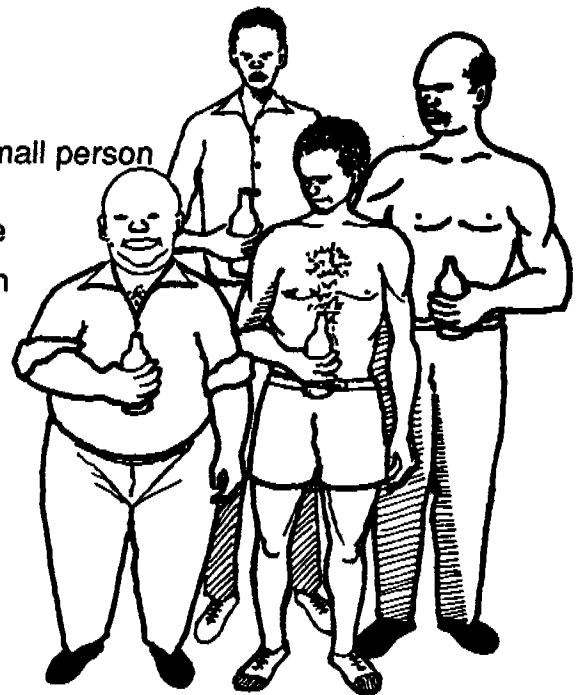


or 1 single whisky
gin, or waragi

Alcohol and people:

A large person can drink more than a small person

A person who has just eaten can tolerate
alcohol more than A person who has an
empty stomach.



What Can Go Wrong

WHAT CAN HAPPEN WHEN ALCOHOL IS MISUSED

In your community (your village or
neighbourhood) who drinks alcohol?

Do they drink all the time or only on special occasions?

What are these occasions?

Who is not allowed to drink? (Women? Children? People
from certain religions? People training for sports?)

What occasions are local drinks or bottled drinks shared?

Discuss with your friends.

Do you have particular customs about drinking alcohol?

What happens when someone drinks too much?

Have you seen this?

Who has "got drunk" and what effect has this had on other people?

People have different reasons for drinking too much.



TRUE or FALSE?

	TRUE	FALSE
1. Small amounts of alcohol improve your ability to think and move.		
2. Alcohol makes you forget your troubles.		
3. Alcohol is necessary for the body to grow and perform well.		
4. Alcohol is satisfactory when you are thirsty.		
5. If you drink alcohol you are strong.		
If you drink something else you are a weakling.		
6. Alcohol can kill you.		
7. Alcohol can cause family problems		
8. Alcohol can damage the health of babies in their mother's wombs		

1. False. Researchers have shown that alcohol actually slows down concentration and makes us forgetful. People in training to be top athletes do not drink alcohol because it slows their performance.
2. False. 40%-60% of all car accidents are caused by people who had been drinking alcohol.
3. True. in the short term. False in the long run. Drinking adds another problem and does not solve the first one.

4. False. Alcohol is not a good food. Some people drink alcohol instead of eating proper meals so they become malnourished. Some cultures forbid drinking alcohol at all and these people can still grow and develop without it.
5. False. It is the opposite! Alcohol makes you pass water more frequently, so it dehydrates the body.
6. False. Athletes who want to win their sports events, singers who want to keep their voices good hardly ever drink. Are they “weaklings”?
7. True. If someone drinks alcohol very regularly, and in large amounts, they will become dependent on it and need more. Large amounts of alcohol will cause liver disease. It can also affect the digestive system. It can cause frequent vomiting, loss of appetite, and stomach problems. The pancreas and brain can also be badly damaged. Eventually this damage will kill the person.
8. True. Can you think of ways in which this can happen?
9. True. If a woman drinks alcohol while she is pregnant she can cause her baby to be very small and sickly or she can cause the baby to have brain damage.

Activity

Have a debate on the topic “alcohol should be banned in Uganda”.

How We Can Help

HOW WE CAN HELP USE ALCOHOL MORE WISELY

The government of Uganda tries to help you, its citizens, control your drinking habits.

UGANDA LAWS ON DRINKING

- Home distillation (making heavy, highly concentrated drinks such as enguli or waragi) is forbidden. This is because if it is not made properly it can contain poison. Storing, transporting and selling of these home-made drinks are also forbidden.
- Bars have to reach standards of cleanliness set out by other laws called public health laws. They also have to obey opening hours.
- "Off-licences" are allowed to sell alcoholic drinks, but these drinks are not allowed to be drunk on the premises.
- Persons under the age of 18 may not drink alcohol in bars.
- You are not allowed to drive a car if you have drunk a certain amount of alcohol - equal to about 3 beers in an hour.

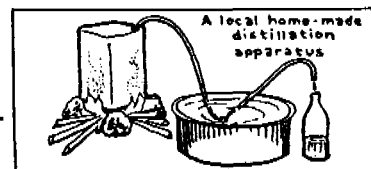
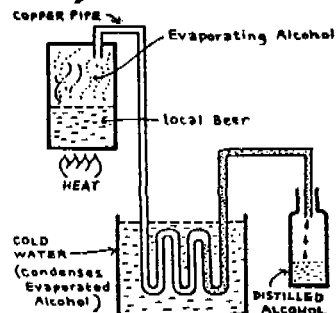


Diagram of Local Distillation



Alcohol

If someone in your family or one of your friends has a problem of drinking too much try to understand why he or she does it.

- Do they have a particular problem they are trying to forget?
- Can you help them with the problem?
- If not can you get someone else to help?

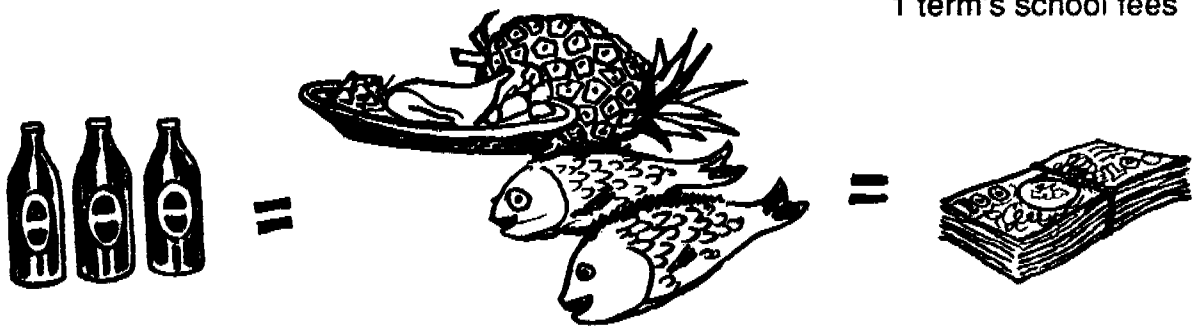
Activities

1. Draw a poster showing the effects of too much drinking. Take it home and show it to your parents.

Perhaps you can start some discussions.

Ideas: Draw a poster showing how much food or how many weeks school fees one bottle of beer would buy.

One night's drinking
- 4 beers would buy:



This meal for 5 persons

2. Show how an accident can be caused by drunkenness.
3. Write out the True or False Exercise and see how much your friends or family know. Write the answers on the back and discuss them together.

2 Accidents and First Aid

How We Work

HOW FIRST AID WORKS FOR CERTAIN ACCIDENTS

What accidents have happened to yourself or your family in the last two weeks?

Who helped?

What did they do to help?

What is FIRST AID?

First aid is the immediate help we can give to a person who has had an accident. Sometimes this help is to fetch an adult or a health worker.

Always try to remember this in case of an accident: if there are more than one of you to help the victim, one person should run for help whilst the other performs first aid. Always get an adult to help you if one is around.

Burns and Scalds

Can you remember when someone (maybe you) burned themselves?

What did the skin look like?

What did the person feel like?

How was the burn treated?

Who helped?

Note to Teacher

(Syllabus pp 53, 54, 59

Term 1, Unit 15: Accidents & First Aid

"Burns & Scalds"

"Fever & Convulsions"

"Near Drowning"

"Fainting"

"Foreign Bodies")

Term 3, Unit 10, Classification

& Study of Living Things

"Prevention and First Aid of Snake Bites")

Teacher's Guide

"Burns/Fever/Fainting/Near Drowning" p 243

"Foreign Bodies" p 131

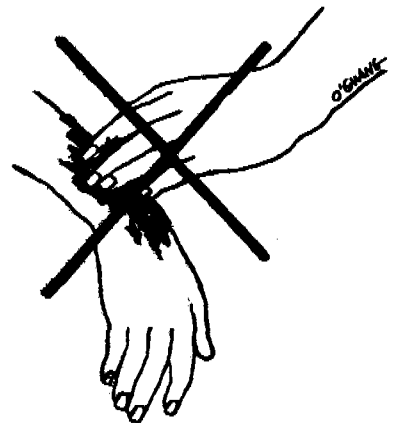
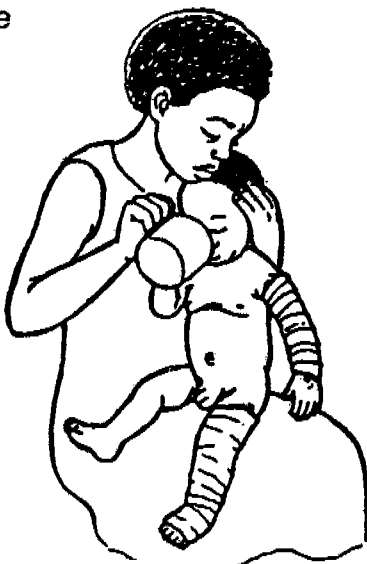
Put only cold water on a burn!
Do not break the blisters



If the skin is broken
wash with clean water and soap
and cover with clean cloth.
Get help from a health worker.



Give ORS and other fluids
to drink as often as
possible



NEVER put fat, coffee,
herbs or dung on a burn!

If a person has a burn and
the skin is broken, take
them to a health worker as
quickly as possible.

Fits and Fever

Fever can be caused by many illnesses. Sometimes the person with high fever also has fits (also called “convulsions”).

How do you treat fever at home?

- Remove most of the person’s clothes.
- Bathe the person with a wet sponge or cloth
- Give plenty of drinks



Always tell an adult or a health worker about a person with fever. If they also have fits (and especially if they vomit or are unconscious) they should be seen by a health worker immediately.

FAINTING

Have you ever fainted? Where were you?

Do you know why it happened?

Was it too hot?

Did you run too much or stand too long? Were you very hungry?

All of these can cause fainting. Usually fainting lasts only for one or two minutes. When a person faints, they seem to suddenly fall asleep. If they are standing, they will suddenly fall down and be very still. A person in a faint is no longer mentally awake.



Sometimes a cold wet cloth on their forehead will help to bring the person out of the faint.

Give the person some water or a sweet drink if they are awake again.

If the faint lasts for more than a few minutes get help from an older person (teacher, parent or health worker).

Near Drowning

This is a common accident, particularly with small children. The lungs fill with water and the person cannot breathe in air.

Did you know that:

- a person who has stopped breathing has only 4 minutes to live?

If you find a person drowning:

- Shout for help
- Remove the person from the water if it is safe for you to do so.
- Lie the person on their back



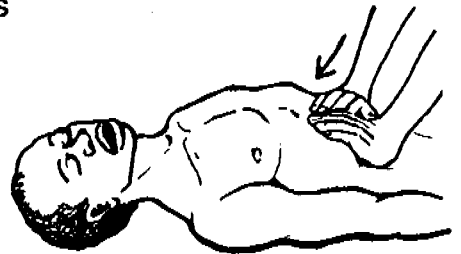
- Remove any object from their mouth. Pull the tongue out of the way. If there is water in the mouth or throat, quickly clear it out.
- Tilt the person's head back and pull the jaw forward.



- Pinch their nostrils closed, open their mouth, cover their mouth with yours.
- Blow air into their lungs



- Then wait until it comes out and blow again. If you cannot blow air in, push on their belly with the heels of your hands between the navel and ribs



Repeat about 15 times a minute

- For young babies, cover their nose and mouth with your mouth and breathe small puffs.

Objects in the Ear and Nose

DO NOT try to remove something from someone's ear or nose.

Get the person to a health worker. You may push the object in deeper if you try to remove it.

Objects in the Eye

- Wash the eye with plenty of clean water, or use the corner of a piece of clean cloth very gently.
- If neither of these methods work, see a health worker.

Objects in the Throat

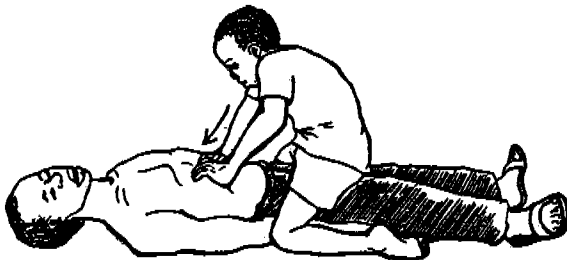
Have you ever "swallowed" something and it has gone down the wrong way?

Sometimes a large piece of food gets stuck in the throat. Children can "swallow" peas, beads or many other things and choke! This can block the air passage.

If something is blocking the air passage and the person cannot breathe, do these things.

- Slap the person on the back. If this does not help do these things:

If the person choking is the **SAME SIZE** as you, press in and up with strong jerks.



If the person choking is **BIGGER** than you, or in a faint (**UNCONSCIOUS**), push up with the heels of your hands.

Accidents and First Aid

If the person choking is **SMALLER** than you, turn them upside down and slap them on the back.

If you cannot get the person to breathe, get help from an adult immediately.



Snake Bites

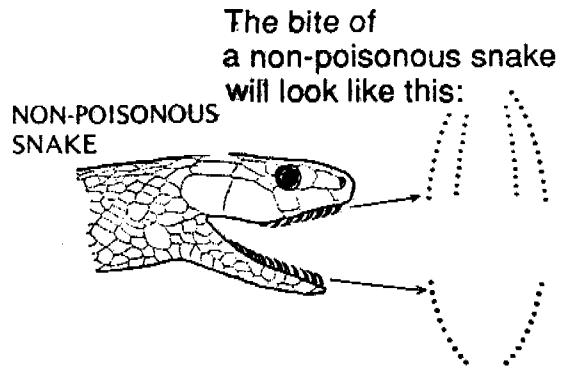
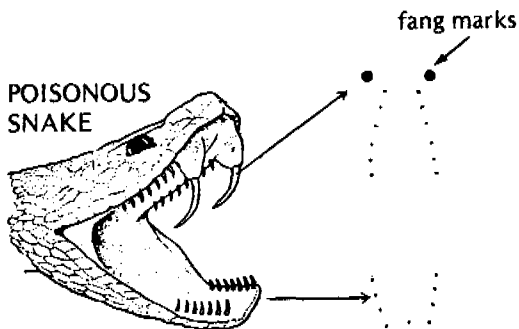
Has anyone in your class been bitten by a snake?

What happened?

How were they treated?

Snakes can be poisonous

The bite will look like this:





When someone has been bitten by a snake make them:

- stay quiet. Panic is bad for bites
- get them to a clinic by carrying them in one of these ways: (pictures)
- piggy-back
- two person carry
- stretcher

Tie a cloth above the snake bite for example: Do not tie it too tight and loosen it every 20 minutes. The cloth is too tight if the person's arm or leg becomes very cold and loses feeling.

DO NOT cut the snake bite open, rub or squeeze the bite, or give the person alcohol to drink.

How We Can Help

HOW WE CAN HELP PREVENT THESE ACCIDENTS

Burns and Scalds

Keep young children away from stoves and fires, irons and boiling water or tea.

Fainting

- Try to stand or play in places which are not too hot.
picture of a boy with football
(under shade of a tree)
others watching him (under shade)
- If you play in the sun, stop for a rest break every now and again.
- Drink water if you sweat a lot.
- Eat a small amount of food before hard active sports.

Drowning

Keep children away from the water.

Snake Bites

Cut down long grass so that snakes cannot hide there.

CHILD-to-child



- When food at home is being prepared, keep young children busy by washing them or playing with them.
- Help to put up a fence around a water hole.
- Warn young children against putting things in their mouths.
- Raise the cooking stove so that young children cannot reach it, and turn the handles of pots so that they are out of reach.
- Clear grass around the house and on paths.

3 Our Nervous System

How We Work

HOW OUR NERVOUS SYSTEM WORKS

Our brain, spinal cord and nerves all belong to the nervous system.

When you injure yourself it is the nerves that tell you that it is painful. We have nerves in almost every part of our bodies.

When you cross your legs and your foot or leg "goes to sleep", do you know why?

Do you remember how the nervous system works, from your science lessons?

What Can Go Wrong

WHAT CAN GO WRONG WITH OUR NERVOUS SYSTEM

Have you seen a child or adult who looks like Martha...

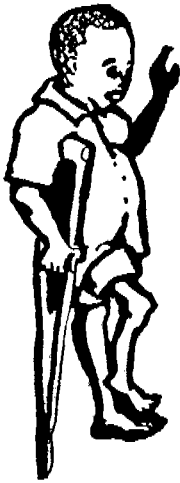


Cerebral Palsy

Martha was born with cerebral palsy (spastic). She cannot move her muscles easily, and her head, arms and legs move without her controlling them. Her mother got German measles early in pregnancy. Cerebral palsy can be caused by lack of oxygen to the baby's brain, either inside the mother or during a difficult birth.

Note to Teacher

(Syllabus pp 54
Term 2, Unit 5: Systems of the Mammal
"Protection and Function of the Brain,
Spinal Cord and Nerves")



Polio

Sam had polio when he was four years old. His leg muscles were damaged because the disease got into his spinal cord and nerves. This disease can be spread through contact with faeces and saliva.

Why do they look like this?

Our nerves, brain and spinal cord can be affected by:

- accidents
- viruses which cause diseases
- damage before and during birth
- poor diet
- bad habits

Leprosy

Have you seen people with hands or feet like this: They have lost the feeling in their hands or feet, and cannot feel when they are burning or injuring themselves. They have lost the feeling there because the nerves are damaged by the disease. Earlier in the disease, pale patches on the skin, or sores, may be more easily seen. Leprosy is slow to develop, can be cured, and is not usually easy to catch from another person.



BAD HABITS

What we do

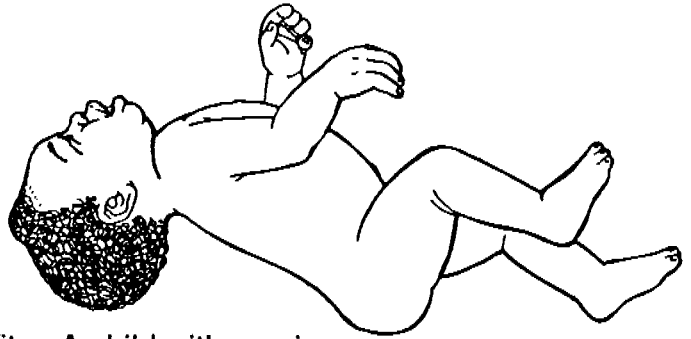
Result

Drink too much	Depression
Smoke	Shaking
Take Dangerous drugs	Worry
Pregnant mothers - drink alcohol - takes drugs	Baby may have brain damage Baby may be small, slow to learn Baby may have fits Baby will be weak and get sick easily

Meningitis

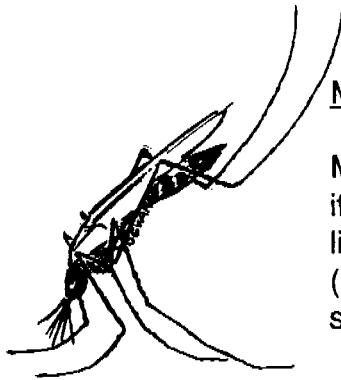
This disease gives:

- a bad headache
- vomiting
- fever and
- chills
- stiffness of the neck.



As it gets worse it may cause fits. A child with meningitis will have difficulty moving his head.

This disease often comes after a common childhood disease such as whooping cough, pneumonia, flu, mumps, measles, and ear infections. It affects the thin skin (or membrane) covering the brain. It is very serious.



Malaria

Malaria mostly gives high fevers and chills. But sometimes it can be more serious and affect the brain. The person is likely to have fits (convulsions) and become unconscious (go into a coma). Eventually they may die. Malaria is spread by the mosquito.

Poor Nutrition (Malnutrition)

If people do not eat a mixed diet (all types of food - fish and meat, beans and nuts, greens and vegetables, fruits, milk and eggs) they may get these problems:



- tingling and numbness
- legs feeling heavy
- anxiety (worry)
- depression

These are all problems of the nervous system.

How We Can Help

HOW WE CAN HELP PROTECT OUR NERVOUS SYSTEM

1. Be Wise, Immunise!

Do you know which diseases can be prevented by immunisation?

● Polio	● P.....
● Tuberculosis (TB)	● T.....
● Whooping Cough	● W.....
● Measles	● M.....
● Diphtheria	● D.....
● Tetanus	● T.....

Which of these diseases affect our nervous systems?

Remember that meningitis can develop together with some of these diseases. Which ones?

Which immunisations are important to protect our nervous system from these diseases?

Did you know that:

- The BCG vaccination (for TB) also gives some protection against leprosy? So, every child should complete their immunisations.
- There is a cure for leprosy. The cure takes a long time of getting special injections and taking tablets. But if treated early crippling and deforming can be prevented.

Activity

Can you find out when children should get their immunisations?

Find a Child Health Card and write out the times.

2. Get Treatment Early

If any of the family gets ill, contact a health worker immediately. Remember especially that:

- MENINGITIS
and
- MALARIA
need
- MEDICAL HELP IMMEDIATELY!

3. Eat Mixed Foods

In P5 you learnt that a healthy person needs GO, GROW and GLOW foods. These foods help protect our nervous system.

GO Foods (energy foods)	GROW Foods (body building: protein)	GLOW foods (vitamins, minerals: protective)
rice	meat	pawpaw
cooking oil	chicken	oranges
groundnuts	fish	lemons
margarine	eggs	spinach
matooke	milk	carrots
avocado pear	beans	tomatoes
maize	groundnuts	fish
		chicken
		eggs, milk, meat

Activity

Make a plan for a day's meals with something from each group. How much does each meal cost?

Breakfast	
Lunch	
Supper	

Say "Yes" to a healthy lifestyle

- plenty of rest
- mixed meals
- Enough exercise
- only a little drinking
- no smoking or drugs,



1. Do you know how to tell if young children are becoming ill?

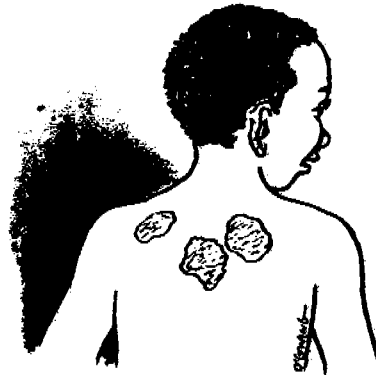
Learn these signs:

We know children are ill if they:

- do not want to play
- do not eat well
- have a rash, or lump
- are shaking
- have diarrhoea or are vomiting
- cannot breathe well
- are unusually sleepy
- are stiff in the neck or arms or legs
- have pain
- have patches on the skin which are lighter or have loss of feeling

A True Story

In one village in India a group of P6 age children learned about leprosy. They went out and looked for all children in their village with patches of skin like this:

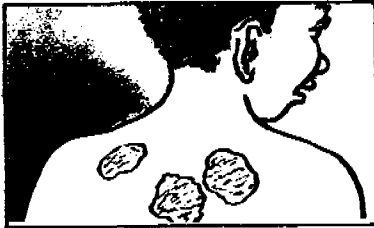


They took these children to a health worker for treatment. The children got better very quickly and did not develop leprosy.

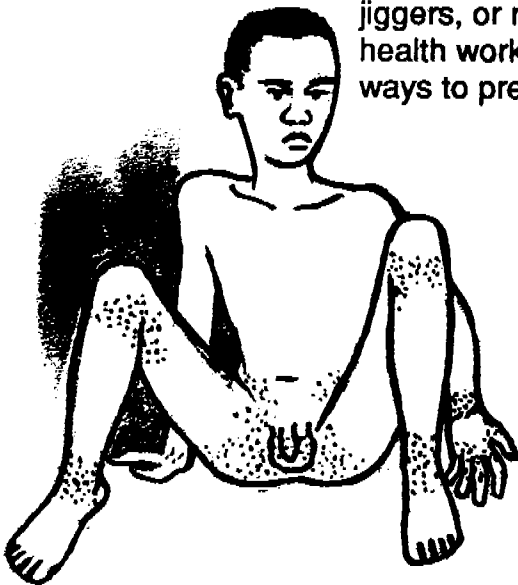
You can stop this



by spotting this



Can you organise a health scouts group for your community? Ask your teacher to help you find out what health problems for young children you can look for. For example, your community might have a lot of scabies, or jiggers, or ringworm instead of leprosy. Can your local health worker help you spot the problems? Can you find ways to prevent the problems?



2. Children who are affected by diseases, even when their brains are affected, can be helped to learn.

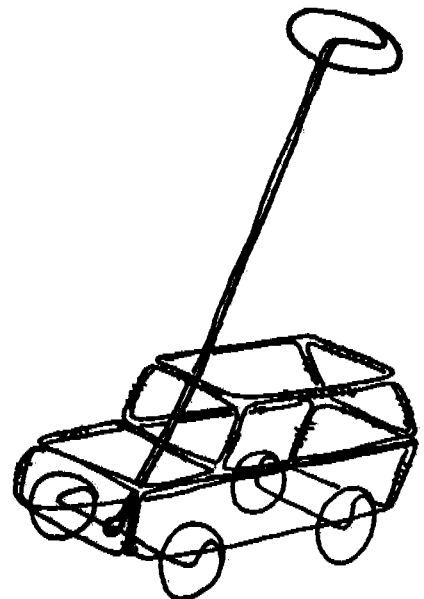
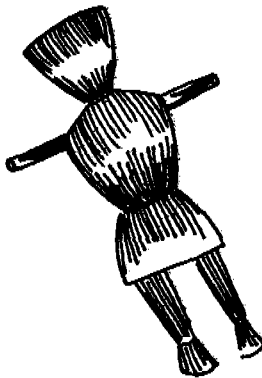
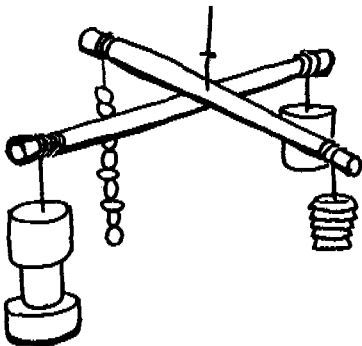
- Children who are lame from polio can join in some of your games. Perhaps you can choose games that they can play.



- Children who are slow to learn because of brain damage can learn by playing games such as:
building bricks playing with
younger children

Make playthings they can SEE and HEAR, and FEEL, such as
mobiles
containers of caps, musical chimes
bottles with different water levels

These things will help children with learning problems to learn better.



4 Smoking

How We Work

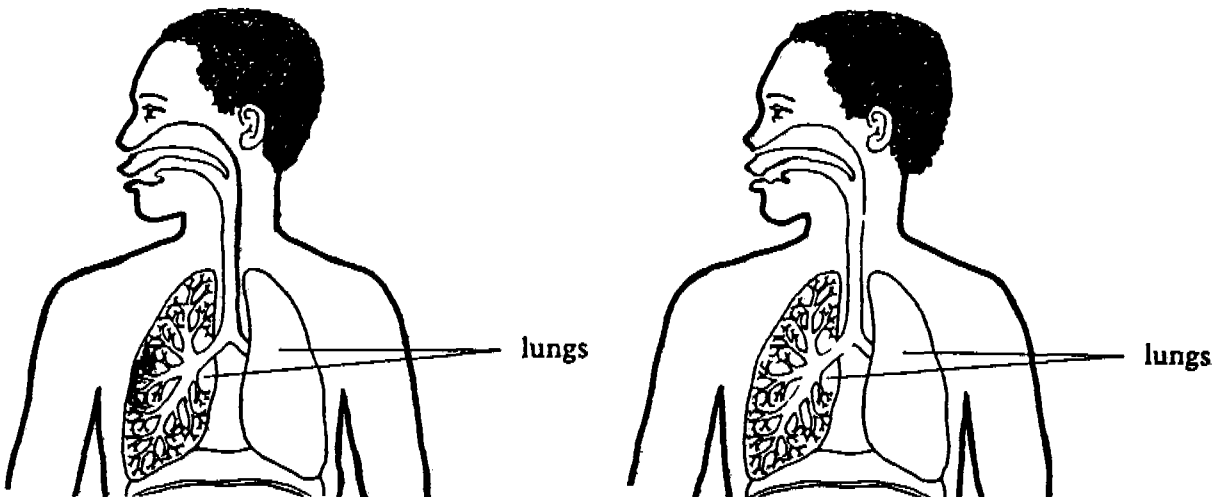
HOW SMOKING AFFECTS OUR HEALTH

Stand in front of the fire and breathe in the smoke. What happens?

picture of a boy coughing over stove

This is what happens when you smoke a cigarette or tobacco pipe. Cigarettes and tobacco contain a very dangerous drug called nicotine and poison called tar. When you smoke a lot, this tar builds up as a lining in the lungs and can cause disease or make other diseases worse.

Which of these lungs belongs to a smoker?



Note to Teacher

(Syllabus pp 56
Term 2, Unit 16: Family Health & Social Problems
"Smoking: Effects and prevention")
Teacher's Guide
"Smoking" p 25

Smoking

TRUE OR FALSE?

TRUE

FALSE

	TRUE	FALSE
1. Smoking can damage your heart and stomach.		
2. Smoking can cause diseases of the lungs.		
3. Smoking helps calm the nerves.		
4. Smoking can damage unborn children.		
5. Smoking can shorten your life.		
6. Smoking makes you more attractive.		
7. Smoking helps digest and enjoy food.		
8. Non-smokers will not get "smoker's" diseases.		

Find the answers on this page, then mark your own answers.

FACTS ABOUT SMOKING

TRUE. People who smoke are more likely to suffer from heart disease. Smoking often makes stomach ulcers worse

FALSE. Smoking makes teeth go yellow, breath smell badly and can irritate your eyes.

FALSE Smoking reduces the sense of taste.....

TRUE. Those breathing the same air as a smoker can get the same diseases. Children and old people suffer particularly. People already suffering from asthma, or other lung disease are likely to get worse.

How else can smoking affect our health?

- Find out how much a packet of 20 cigarettes costs.
- If you know someone who smokes 20 a day, how much do they spend on cigarettes in one day? one week?
- How much food would the same amount of money buy?

How many packets of cigarettes cost the same as the term's school fees?

What problems can smoking cause in the family?

What would you rather spend that money on?

WHAT MAKES US SMOKE

Activity

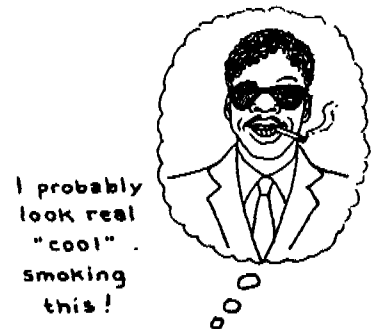
Make a survey of your friends or family who smoke. Why did they begin to smoke? What have your classmates found?

Were any of the reasons like these?

- relax
- look "cool" or "smart"
- make an impression on friends
- help concentrate
- feel confident
- pass time
- be like their friends who also smoke
- be like a smart person in an advertisement.

Ask or observe how many cigarettes a person you know smokes in a day. Why do they smoke so many? Ask them if it is easy to smoke only one day? If not, why not?

After smoking for a very short while, smokers develop a physical need to smoke. This is because the nicotine in the tobacco is an addictive drug. Once the habit is there, the smoker cannot be comfortable without cigarettes.



How We Can Help

HOW WE CAN HELP TO STOP SMOKING

1. List all the benefits of being a non-smoker.
2. **NEVER START SMOKING**
If you begin, you will find it very difficult to stop.
3. Be ready for your friends:
"I'm keeping fit to play sport"
"I'm saving my money to buy a radio"
"I don't think it's smart to smoke"
"My special friend does not like smoking"
"Have you seen that poster of FOOLISH FRED?"
"What money will you have to buy a friend a pen or book"
4. **DO SOMETHING ELSE!** Keep your mind and hands busy.
Do a hairstyle
Play sport

Activity

5. Design some posters against smoking and put them up where your friends will see them.



5 Latrines and Toilets

How We Work

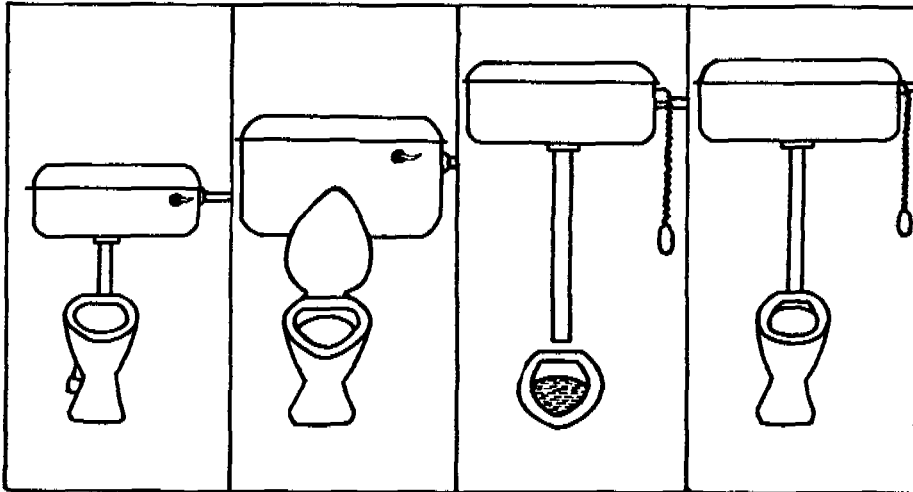
HOW TOILETS AND LATRINES WORK TO PROTECT OUR HEALTH

Where do you live? In town or village?
What latrine or toilet do you use?
Do you have a toilet at all, or do you use the bush?

Activity

Find out how many of the homes of your classmates have toilets or latrines.
How many homes in your community (village) or neighbourhood) have no toilet or latrine?

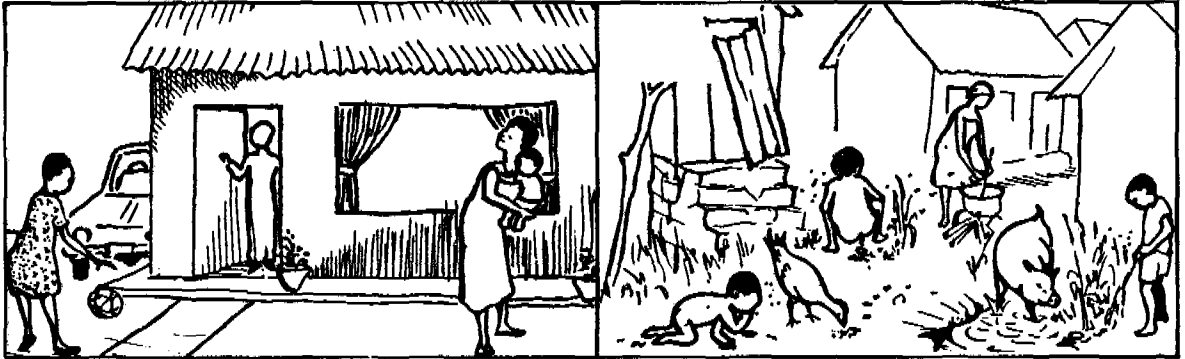
Some of you may have toilets like these:



Note to Teacher

(Syllabus pp 57
Term 2, Unit 17: Sanitation
"Building and Maintaining A VIP"
"Explain and Maintain an Urban Toilet")
Teacher's Guide
"Toilets and Latrines" p 175

Latrines and Toilets



What is difference in the homes protected by toilets or latrines, and an unprotected home?

We should put our faeces in a toilet or latrine NOT in the bush, NOT behind the house, and NOT in the water.

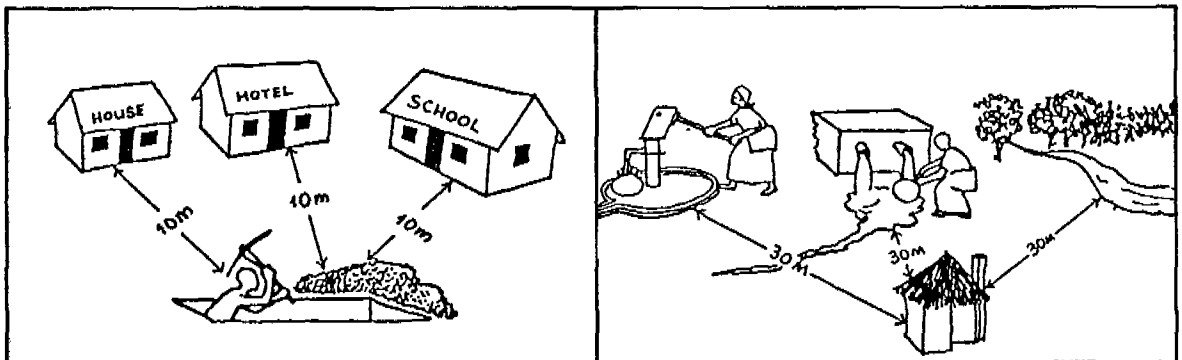
Then this will not happen:

FAECES, FINGERS, FOOD, FLIES

Remember, a latrine needs to be

at least 10 metres away from any building

and at least 30 metres away from any water source



What Can Go Wrong

WHAT CAN GO WRONG WITH A TOILET OR LATRINE

Toilet

- The toilet will not work properly if there is no water.
 - The toilet can get dirty if you stand or squat on the seat.
 - If you use something to clean yourself after urinating or defecating:
 - DO NOT put hard paper in the toilet
 - IF YOU USE IT BURN IT
 - DO NOT put anything else in the toilet
- USE ONLY SOFT TOILET PAPER

Latrine

- The slab may get dirty.
- Flies may get in if:
 1. The latrine hole does not have a cover.
 - or
 2. The "chimney" of a VIP latrine does not have a screen.
- The pit may get full so there is need to dig a new one.
- If the pit is dug above a water source, the water will be dirty and contaminated.

How We Can Help

HOW WE CAN USE AND CARE FOR OUR TOILET OR LATRINE

If you have a toilet use it like this:

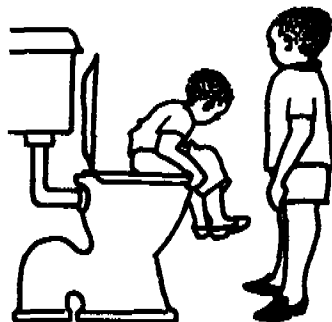
Lift lid

Yes sit on seat

OUR TOILET

Lift seat when urinating

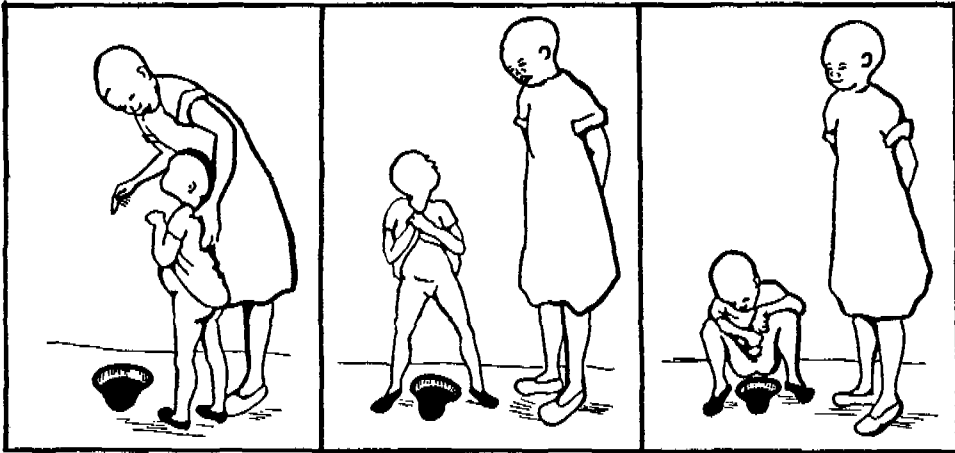
flush after use



Latrines and Toilets

If you have a latrine use it like this:

1. Take the cover off the hole
2. Place feet on both sides of the hole
3. Squat directly over the hole



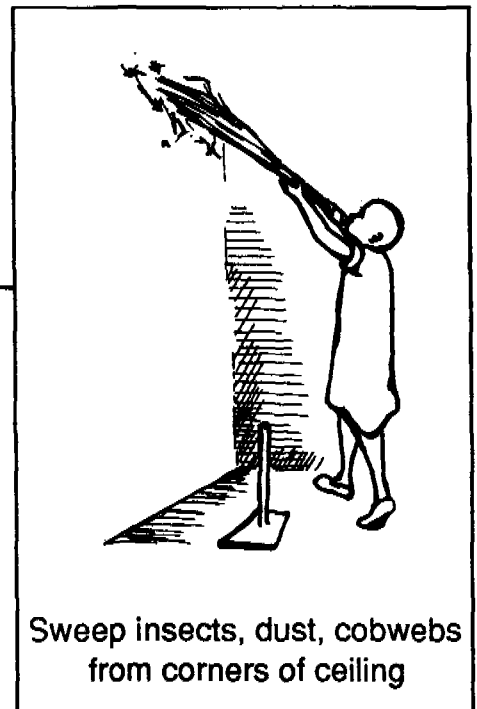
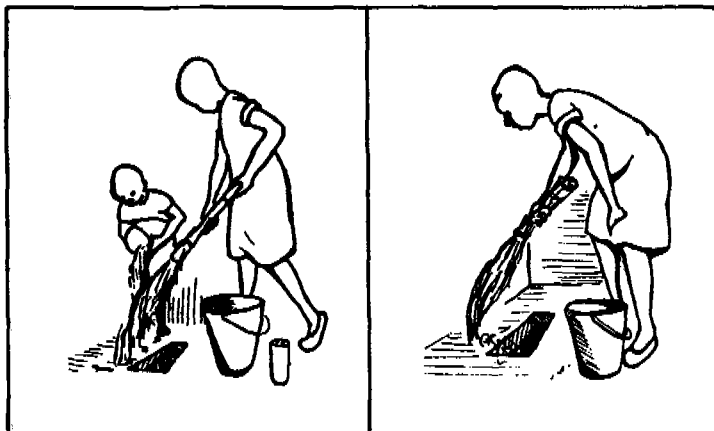
4. Take care nothing gets on the slab
5. Put the cover back on the hole
6. And always WASH HANDS

Keep your latrine clean like this:

Use water to clean the slab

Wash any faeces from walls

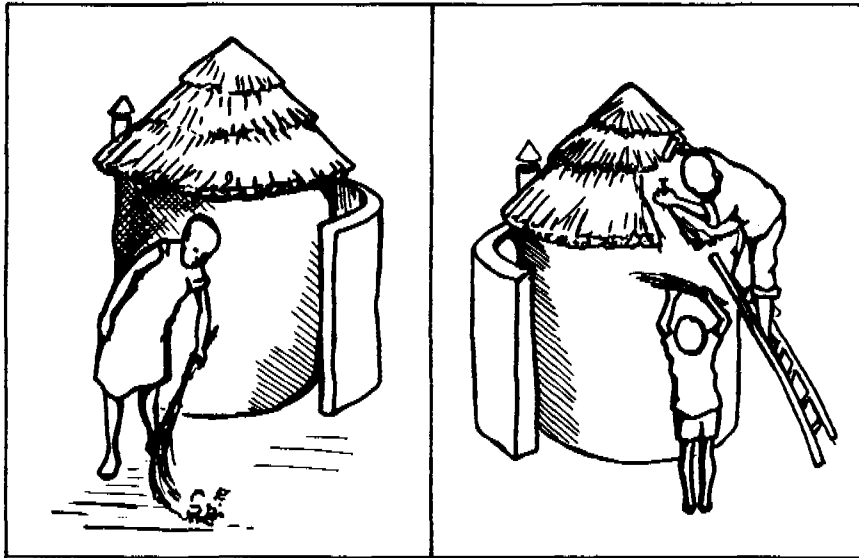
If it is cement, use soap or VIM or disinfectant



Sweep insects, dust, cobwebs
from corners of ceiling

Trim grass and bushes outside latrine and sweep around area.

See that walls, doors, roof or slab are repaired



- If your latrine has too many flies you may want to smoke them out. Get an adult to help you put burning banana fibre into the pit on a stick or wire.

Keep your toilet clean like this:

Wipe seat rim, tank and handle

Scrub bowl with brush (and VIM, or disinfectant if you have

it

Sweep floor

Burn rubbish

- If the handle, seat, WC or bowls need repair, or if the pipes are blocked up, find an adult to help repair these things.

Care for your toilet or latrine!

Be proud of how you keep them clean!



CHILD-to-child Activities

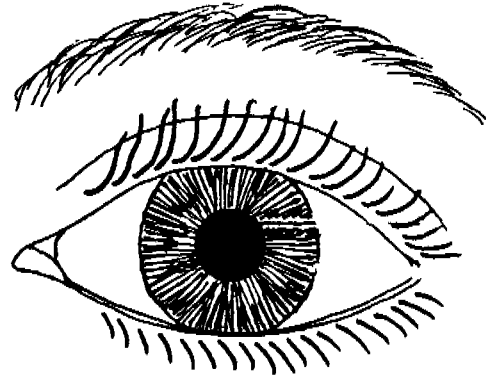
- Teach younger brothers or sisters to use the latrine or toilet, instead of the compound.
- Teach them to use the latrine or toilet properly.
 - Make a model of a latrine to show them how it works.
Can you also make up a story: "Lucy and her Latrine".
- Have a class health committee check the school latrines.
Organise a group to clean them every week.
Teach children in other classes to use them and keep them clean.
- Draw a poster to encourage children to use latrines properly.

6 Our Eyes

How We Work

HOW DISEASE ATTACKS OUR EYES

Do you know what a healthy eye looks like?
round coloured part (iris) is clear
black part (pupil)
white is clear
eyes open fully
The whole eye seems to glow!



Do you know what an unhealthy eye looks like? These are ways eyes can look when attacked by some diseases:

Pink eye (conjunctivitis)



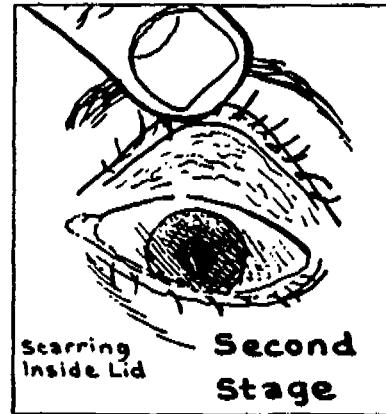
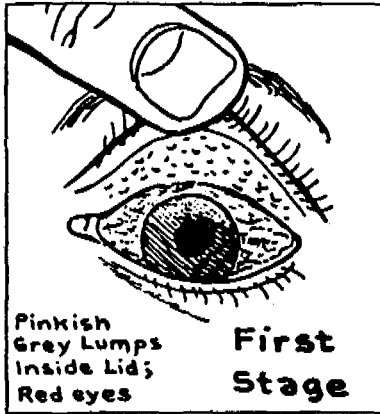
Have you ever had red eyes or sticky eyes? You may well have had a "pink eye" (or conjunctivitis). There is a clear membrane (a thin skin which you cannot see) which lines the inside of the eyelids and the white part of the eye. This is called the conjunctiva. If this membrane is not healthy, it causes the white of the eye to go pink-red, the eyes will itch, or burn or become watery. The eyelids will be stuck together in the morning because pus is produced.

You can get this disease from dirt in the eye or by touching the eye with dirty fingers, towels or handkerchiefs.

Note to Teacher

(Syllabus pp 57
Term 2, Unit 7: Common Diseases
"Eye Disease")
Teacher's Guide
"Eyes & Eye Diseases" p 153

Trachoma



This begins like “pink eye” but after a few weeks small pinkish grey lumps can be seen inside the eyelids.

(picture - children’s illness in warm climate)

Pinkish grey lumps (follicles)

If it gets worse, the eye will become cloudy and seeing will be difficult.

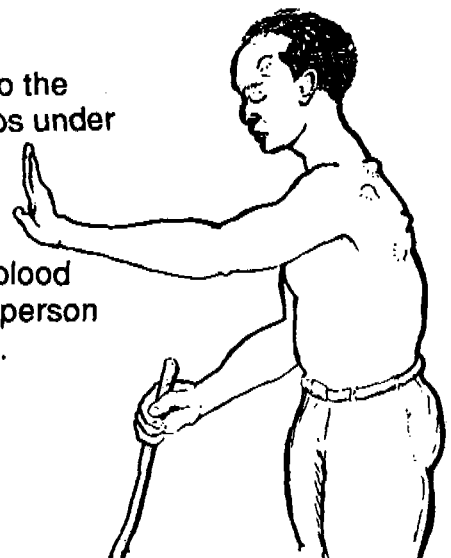
Trachoma is spread by flies, dirty fingers, towels or handkerchiefs touching the eyes.

River blindness

This is caused by tiny worms which are injected into the skin by small black flies. You might see a few lumps under the skin.

The worms eventually travel from the skin into the blood and then the nerves of the eyes and can make the person go blind. These black flies breed along river banks.

I’m the bad black fly??

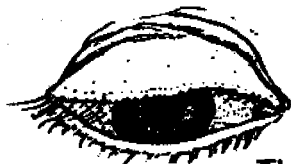


What Can Go Wrong

WHAT CAN GO WRONG WHEN WE GET EYE DISEASES

Trachoma

If this is not treated, the lumps inside the eyelid may disappear but leave whitish scars.



These scars will:
Make the eyelids too
thick to open fully



or pull the eyelashes
down into the eye
causing scratches
and then blindness

River blindness

- If this is not treated VERY EARLY, the person will go blind.
- Sometimes the lumps are deep and will not be seen easily. Small children might go blind before anyone knows that they have the disease.

For all eye diseases

- If the eyes are not kept clean, you can get eye diseases.
- If someone has an eye disease (pink-eye, Trachoma or River blindness) they can easily spread it to others by:
 - sleeping very near others
 - using the same towels and handkerchiefs
 - touching their eyes or someone else's without washing their hands.

How We Can Help

HOW WE CAN HELP PROTECT OUR EYES

- Keep eyes clean!
- Wash your face and eyes every day (if possible, when you wake up and before you go to bed).



- Keep flies away from eyes.
- Do not share towels or handkerchiefs with a person with eye disease.

- If you get "pink eye" bathe eyes with warm water and a clean cloth especially in the morning (to open the eyes) and at night (to clean them). Wash the cloth immediately with soap, or use soft paper and burn the paper afterwards.

If someone else touches the cloth, eye disease will spread fast.

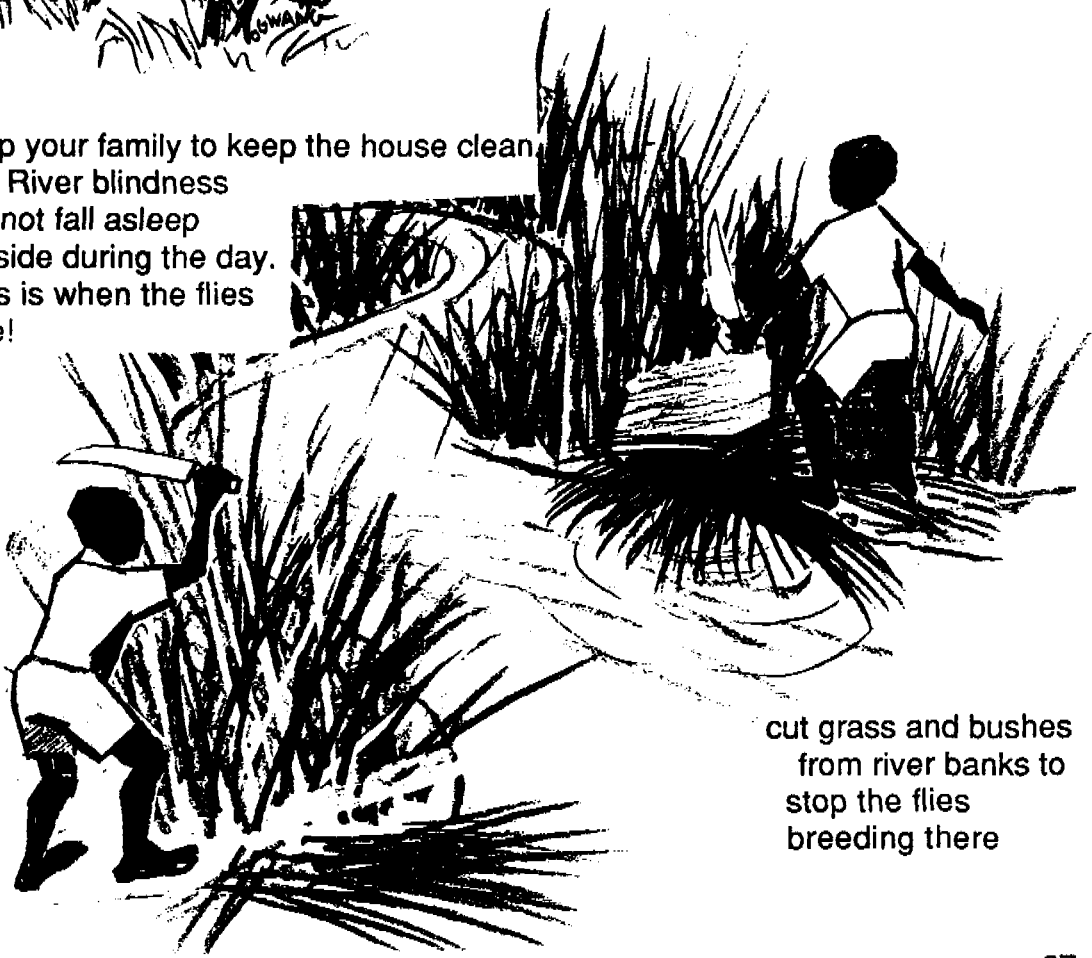
Remember to wash your hands!



- Keep away from touching others.

With sticky eyes
my teacher says
stay off school
for seven days

- Help your family to keep the house clean
- For River blindness
Do not fall asleep
outside during the day.
This is when the flies
bite!



cut grass and bushes
from river banks to
stop the flies
breeding there



CHILD-to-child

CHILD-to-child activities

- Teach your young brothers and sisters to wash their faces and eyes.
- Look at the eyes of your brothers and sisters every day.
Have they washed their faces?
Are there any signs of eye disease?
 - red eyes
 - sore eyes
 - swollen eyes
 - cloudy eyes
 - can't see clearly
- Take anyone with even small signs of eye problems to the health worker immediately.
Martha and I will go and find the health worker, to stop her going blind



- Find the flies!
Find out where flies gather. Is it near animals, near rubbish?
Keep animals away from the home
Bury or burn rubbish

"Brush the flies
from baby's eyes
Keep them away
Don't let them stay"

7 Our Skin

How We Work

Leprosy

Do you remember in Chapter 4 what could happen when someone got leprosy? What does it look like in the early stages? and in the later stages?

People used to think leprosy was caught very easily and sent people away if they had it. Lepers (people with leprosy) had to ring a bell and shout "unclean" to warn people they were coming. Or they would be sent away to "leper colonies" well away from any villages or towns.

We know now that this was not a very civilised way to treat lepers and it was not necessary. People cannot catch it very easily from each other (only if they have lived together for a very long time). They only lose their fingers and toes because they cannot feel when they are injuring themselves (do you remember why?) Leprosy can be treated by a health worker, but the medicines must be taken for very many years.

How We Can Help

HOW WE CAN HELP CARE FOR OUR SKIN

Wash twice a day!
So that you stay
free from disease
And spots which displease

Washing gets rid of dirt, grease, dead skin and germs.
Wash often when sick and after defecating and urinating,
during menstruation (girls), before meals, after getting dirty.

Note to Teacher

(Syllabus pp 57
Term 2, Unit 7: Common Diseases
"Skin Diseases")
Teacher's Guide
"Diseases Associated with Water" p 135

Our Skin

Wash your face
And body too
Your clothes and bedding
Also do.

Make sure you get some sunlight on your skin every day to help your skin make vitamins. This will also help to dry up greasy spots. But not too much or you will get sunburn or dehydrated!

Activity

Use the rhymes above to make songs about keeping clean.
Can you make up your own songs?



CHILD-to-child

CHILD-to-child activities

- Help your younger brothers and sisters to wash.
Make up a rhyme which makes washing fun.
- Teach them how important washing is.
 - Teach them how to wash their clothes.
 - Help the family to seek advice from a health worker (Remember the activity that children did in India to help prevent leprosy?)

8 Diarrhoeal Diseases

How We Work

HOW DIARRHOEAL DISEASES AFFECT OUR BODY

Can you remember when you last had diarrhoea?
How did you feel?
Has anyone in your family had it in the last 2 weeks?
What happens when a baby or young child gets diarrhoea?

Can you remember the definition of "diarrhoea"? (Look in the glossary)

Activity

Make a diarrhoea baby
Dehydration information sheet 1 P1
(Diarrhoeal Diseases Kit)

- 1.
- 2.
- 3.
4. Pull the plug (delete "cloth sinks")

If you do not have a gourd, use a plastic bottle or empty tin.
What happens to the cloth when you pull the plug out?

The cloth on the diarrhoeal baby is the baby's soft spot" (fontanelle) on the top of the head. If you have a baby brother or sister look at the top of their head and see if you can find the fontanelle.

When the baby has diarrhoea, this soft spot sinks in, just like the cloth on the head of the diarrhoea baby.
Why did the cloth sink in?
Do you see why the soft spot in a real baby sinks when it loses water?

Note to Teacher

(Syllabus pp 57
Term 2, Unit 7: Common Diseases
"Intestinal Diseases")
Teacher's Guide
"Diarrhoea & Dehydration" p 9

Diarrhoeal Diseases

Diarrhoea is dangerous mainly because water is lost from the body. We call this dehydration.

A Healthy Baby with Enough Water
Dehydration can make a baby dry up

A healthy older person with enough water
Dehydration can make an older person dry up, too.

- When someone is severely dehydrated, especially young children, they can die.

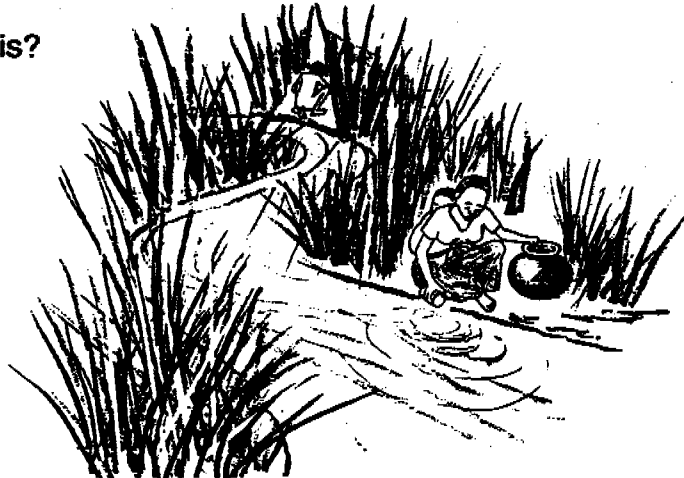
What Can Go Wrong

WHAT CAN HAPPEN TO CAUSE DIARRHOEAL DISEASES

How Douglas and his family got Diarrhoea

Douglas' father works away from home.

1. He has diarrhoea and needs to use the latrine a lot. Because the latrine is also far away, he uses the river instead.
2. Should he do this?



3. Douglas' mother collects her water from the river. She does not know that her husband has been using the river as a latrine. Do you think she would use it if she knew?

4. She brings the water home and gives Douglas and her son a drink. This water has his father's disease in it, but he does not know. Should Douglas drink this water?

Activity

In chapter 6, you learned about the Four F's. Can you remember what each 'F' stands for?

- F.....
- F.....
- F.....
- F.....

Draw a picture showing how diarrhoea germs spread, using the four F's.

How We Can Help

HOW WE CAN HELP TO PREVENT DEHYDRATION

Activity

Take two plants. Keep one plant watered, put the other one where it will get no water. What happens? Do both plants need water?

Water both plants. In a few days, does the other plant look better?

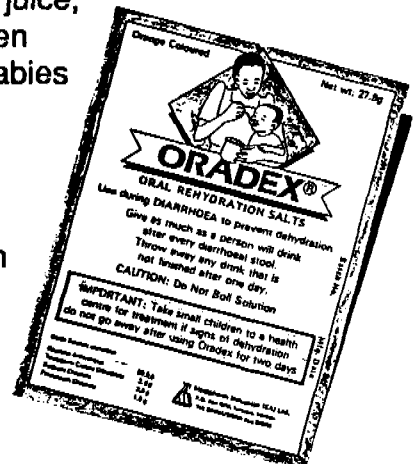
When we have diarrhoea, we lose a lot of water, we get d.....d

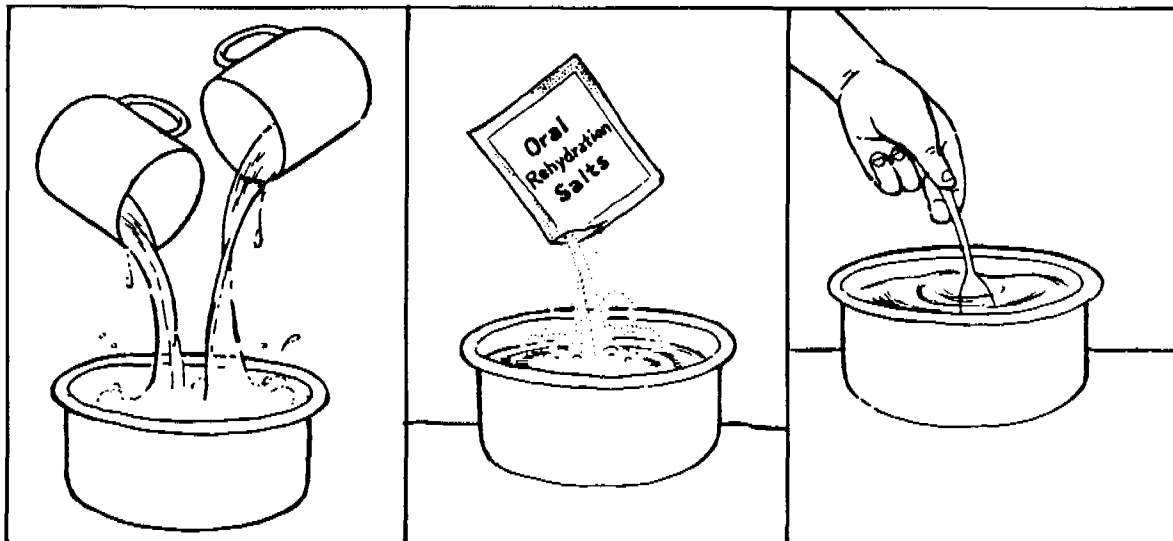
What do we need to do to stop this happening?

We can put back the water through drinks of tea, fruit juice, breastmilk, rice water, water that vegetables have been cooked in, or soup. We should also keep feeding. Babies should still be breastfed.

There is a special drink called ORS (Oral Rehydration Salts). Oral = mouth

Rehydration = the opposite of dehydration (put water back).





CHILD-to-child

CHILD-to-child Activities

- Find out how many children in your school have been absent in the last two weeks. Find out why. Did other children in their families get the same sickness?
- Keep a record of each class and how many children get sick with diarrhoea over one term. Teach the other classes how to prevent diarrhoea. Can you draw some posters to help them?
- Make a diarrhoea baby and show your families what happens when a lot of water is lost. Show children in other classes, too.
- Show them how to mix the ORS drink.
- Next term, keep a record of how many children in each class get sick with diarrhoea. Has it improved?

WE SAY
"YES"
to
ORS.

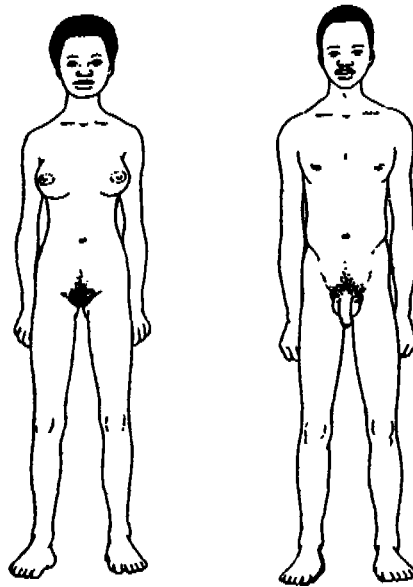


9 Our Reproductive System

How We Work

How We Reproduce

During adolescence your reproductive system is becoming ready to reproduce (make babies). We call this time puberty.



Note to Teacher

(Syllabus pp 60, 61
Term 3, Unit 5: Systems of the Mammal
"The Reproductive System"
"Prevention of STD'S")
"Stages In Pregnancy"
"Problems In Frequent Pregnancy"
"Care of Pregnant Women"
"Needs and Roles of Expectant Mothers"
Teacher's Guide
"Human Reproduction" p 49
"AIDS" p 61
"Care of Pregnant Women" p 95
"Sexually Transmitted Diseases" p 221

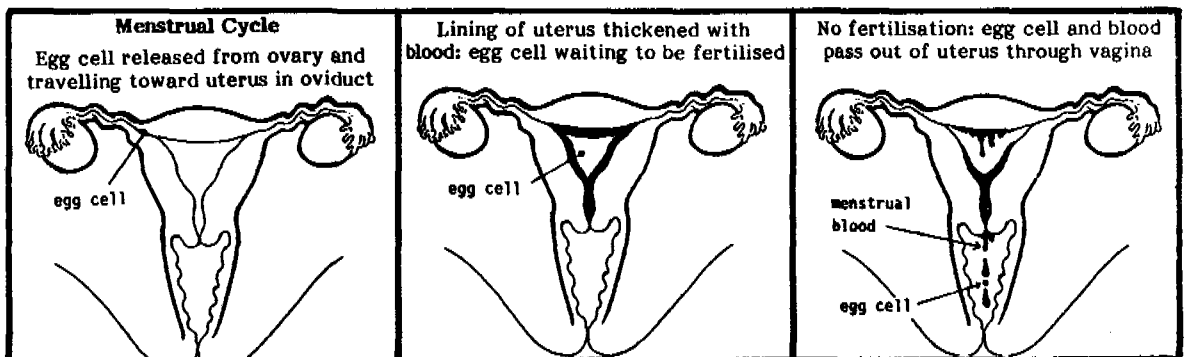
Our Reproductive System

Functions of the organs

Female organs

- Ovary - the ovary is like a factory. It makes and stores the eggs. Every month the ovaries release an egg (one month it is the left ovary, the next month the right ovary, and so on).
- Oviduct - this is the tube down which the egg travels into the uterus
- Uterus - this is where a baby will grow if the egg meets a sperm and becomes fertilised.
- Vagina - this is the opening in the woman's body where sperm enter. It is also where baby will pass once it is ready to be born.

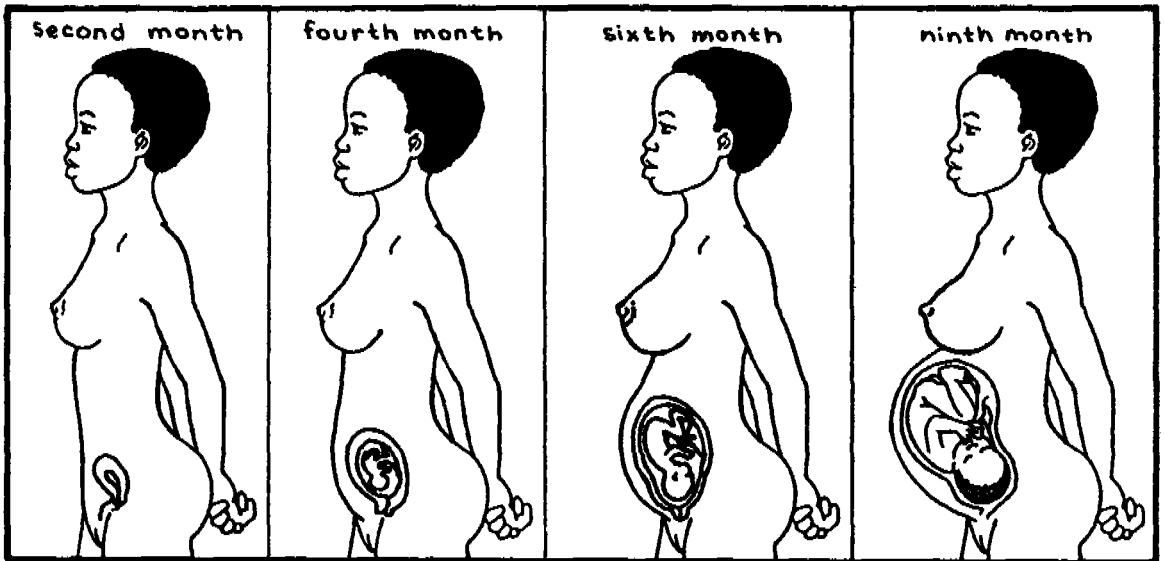
At the time of the month when the egg travels down the oviduct, the uterus develops a thick lining which is filled with blood. If the egg meets a sperm and grows into a baby this blood would be the "bed" and food for the baby to grow. If the egg does not meet a sperm, it will not start to become a baby. The egg will then pass out of the woman's body through the vagina with the blood lining the uterus. This passing of blood is called the menstrual period. It usually lasts from three up to five days every month. It is perfectly normal for a girl growing into a woman to start her menstrual period.



Male organs

- Testes - the "factory" where sperm is made.
- Scrotum - the sack of skin which houses the testes.
- Sperm duct - the tube down which the sperm travel.
- Penis - the organ which is put into the female vagina in order to release sperm
- Sperm - male reproductive "seed" which fertilise female eggs to produce babies.
- Semen - male reproductive fluid in which sperm travel.

What happens during pregnancy

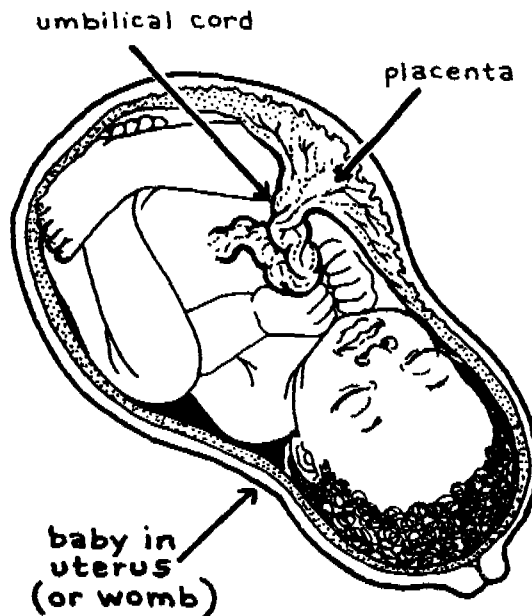


Reproduction should take place between mature, married adults who can care for the baby they produce. To reproduce the male puts his penis into the female vagina and releases sperm. The sperm travel up to meet the egg.

When egg and sperm meet they are able to unite into one special cell. The egg is now fertilised and conception has begun. Conception is the beginning of pregnancy.

The fertilised egg develops into an embryo. After eight weeks it becomes a foetus. A foetus is the name we use for a baby when it is still inside its mother before being born.

The foetus is fed through the placenta which is attached to the wall of the uterus. Food and oxygen are passed from the placenta to the baby through the umbilical cord. Body wastes from the baby pass back through the placenta to the mother's body where they are disposed of.



What Can Go Wrong

What Can Go Wrong In Reproduction

Sometimes parts of our reproductive system do not function properly. Some examples are:

- Only one ovary is healthy (but it will produce eggs every month).

- The menstrual period can become very heavy and lead to anaemia and fainting.
- The man may not produce enough sperm to fertilize the egg of a woman.

Young Parents

Try not to have babies until you are 20.

Girls have small pelvises.

Babies maybe harmed during birth.

A young mother may be harmed.

Young parents cannot afford a baby.

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

Infertility means not being able to produce a baby.

This can be caused by:

- getting a sexually transmitted disease,
- taking harmful drugs
- having a child when too young.
- Drinking alcohol too much too often.

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. Also her children may not be properly cared for.

Problems During Pregnancy

Pregnant women may have some small problems with their health. This is not unusual but may cause discomfort. If the problem becomes severe, she should seek help from a health worker.

Normal problem	More serious problem
1. Morning sickness a sick feeling when getting up in the morning during the first few months of pregnancy	If the woman vomits a lot and often.
2. Heartburn a feeling of burning just under the chest, in the upper belly.	
3. Constipation not being able to defecate easily or often	Hard or severely painful belly
4. Backache mild pain or strain in the lower back, especially during the last few months.	Severe <u>headache</u> , or difficulty seeing
5. Varicose Veins Swollen veins in the legs that often itch or burn	Severe swelling of the legs, face or hands
6. Itching skin mild itching of breasts and abdomen.	
7. Anaemia weakness and tiredness, pale lips and tongue. It is caused by lack of iron.	<u>Severe</u> tiredness or weakness. Bleeding or coloured discharge from the vagina.

Sexually Transmitted Diseases (STDs)



They are passed from person to person through sexual intercourse. An STD can be passed from the infected person when the male sex organ touches the female sex organ. An STD can be passed even if the male does not go inside the female all the way and even if sperm is not released.

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

John's Story

1. John and Harriet were friends in school They played sex and Harriet got pregnant.
2. John left Harriet. She had to have the baby alone, and leave school.
3. At school John had no friends. No girls wanted him.
4. John began to play around with other women.
5. John got sick. He had sores on his genitals He went to a clinic for treatment and got well again.



Our Reproductive System

6. He found a girl to marry, but they had no children. He sent her away and married a second wife.

7. His second wife also had no children. It was John's problem. His new wife left him.

8. John was very unhappy. He visited the women (malaya) in the bars. Eventually he became very ill and died.



What do you think happened to John?

The first time he was sick he might have had a disease named gonorrhoea. Or it could have been syphilis. These are called sexually transmitted diseases.

They are passed from person to person through sexual intercourse.

1. Gonorrhoea

If a man has this disease he will have:

- A painful flow of pus from his penis.
- Pain when passing urine, or
- Difficulty in passing urine.
- Painful, swollen joints after a few months or years.

He could pass it on to his wife or girlfriend and she could become sterile.

If a woman has the disease she may have:

- No symptoms at all or
- Some flow of puss from her vagina.
- Severe pain and fever (the infection may block her oviduct).
- Difficulty having babies.

- If she has babies, the children can become blind.

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.

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:

- sore throat
- mild fever
- mouth sores
- swollen joints
- painful skin rash all over the body
- ring-shaped welts or
- itchy rash on hands or feet.

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

The second time John was sick he probably had AIDS.

This is also a sexually transmitted disease (STD). He could not tell if any of the malaya women had the disease.

AIDS (Or Slim)

Which one of these people has AIDS?

Pictures

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

AIDS stands for:

- | | |
|------------|---|
| ACQUIRED | - get from |
| IMMUNE | - protected |
| DEFICIENCY | - lack of |
| SYNDROME | - a group of different signs of a disease |

HOW AIDS ATTACKS OUR BODIES:



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

Sometimes AIDS looks like other diseases:

QUIZ.

Which of these ways can you get AIDS?

- | | |
|--------------------------------|--|
| A. Mosquito bites | B. Sharing spoons and forks with an AIDS patient |
| C. Dog bites | |
| D. Eating fish | E. Sexual intercourse with a person with AIDS. |
| F. Touching a person with AIDS | |
| G. Sharing clothes or towels | H. Sneezing and coughing |
| I. Dirty water | |

Turn the page for answers.

Answers

- A. No. The virus cannot live in mosquitoes. It is not spread by insects or animals.
- B. No. This is completely safe.
- C. No. Dogs can spread rabies, but not AIDS.
- D. No

E. YES. This is the most common way that AIDS is spread.
It can also be spread by:

- sharing needles, razors, or sharp things with an infected person.
- Having a transfusion of infected blood.
- A woman with AIDS can pass it to her unborn child.

- F. No. A person with AIDS needs to be touched and comforted. You cannot get AIDS by touching, or shaking hands.
- G. No. You cannot get AIDS from sharing bedding, clothes, towels, combs.
- H. No. You cannot get AIDS from sneezing, coughing, or sitting close to others.
- I. No. You cannot get AIDS from drinking or bathing in dirty water.

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.
2. During pregnancy women should:
 - eat enough mixed foods
 - not take harmful drugs, drink alcohol or smoke
 - go to the health clinic for check-upsMen should also help their wives to do these things.

3. Seek family planning advice if you are married at a young age.

How We Can Help Prevent Problems In Pregnancy

During pregnancy women should:

Eat more of each of the GO foods of food regularly.
GLOW foods

Eat small amounts

Get regular ante-natal check ups.

Avoid smoking and drinking alcohol.

Get enough rest.
This will help aching legs and back.

Keep clean.



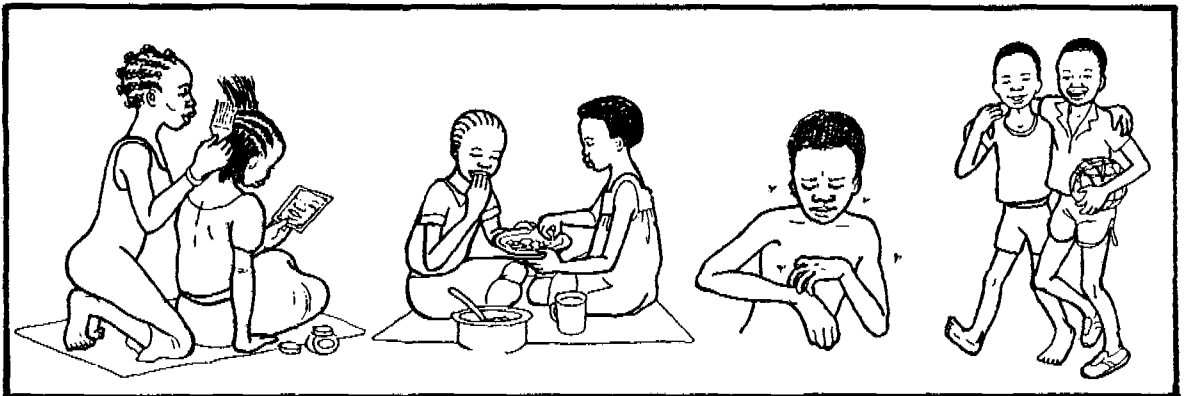
How We Can Help Prevent Sexually Transmitted Diseases

- 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 a sexually transmitted disease.

A man may (by customary law) have more than one wife. If he and his wives only have sex within this group, they will never get these diseases.

- 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

You Can NOT Get AIDS From :



You cannot get AIDS by being near a person who has it. 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.

10 Our Family

How We Work

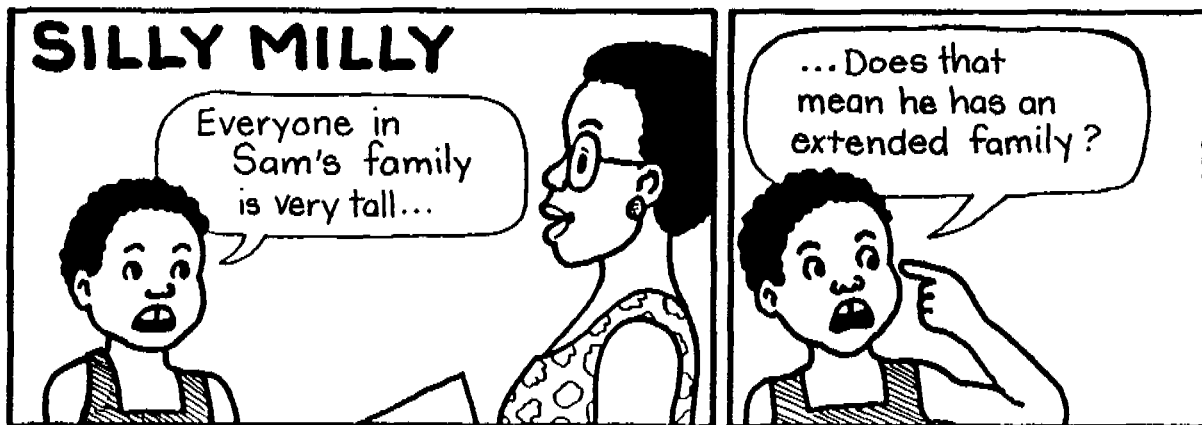
How Different Families Work

Different types of families

Did you learn in P5 what an EXTENDED FAMILY is?
How many members of your family live in your house?
How many members of your family live in your community
(village or neighbourhood)?

Who are the members of your family?

What roles do different members play in your family? What activities are done by women, men, boys and girls? What must each of them not do? (For example, what does your mother do in the home, what does your aunt or uncle do for your part of the family?)



Note to Teacher

(Syllabus pp 61
Term 3, Unit 16: Family Health & Social Problems
"Family Concept"
"Family Good Relationships"
"Problems of Very Young Mothers & Fathers"
"Care of Children After Birth")
Teacher's Guide
"Family Planning & Child Spacing" p 235
"Problems of Very Young Parents"
"Marriage" p 203

Our Family

Have any of your family moved away?
Why did this happen? Why have they gone?
(Were they moving to a new job? Did they get married?
Go to school?)

How often do you see them?

Nuclear family



An extended family is made of mothers, fathers, their children and other relatives such as aunts, cousins, nephews and so on. In countries where people are said to have extended families, people usually live in the same house, work closely with, help and are helped by many different people in their family.



Exercise

The word nuclear comes from the word nucleus. The nucleus is the seed of a living cell. Discuss with your classmates: Why is a nuclear family like a nucleus?

The word extended means stretched out. Discuss with your classmates: Why is Silly Milly confused about the word "extended"?

Which kind of family is yours - nuclear or extended?

Both types of family can work well.

Can you list the advantages and disadvantages of NUCLEAR and EXTENDED families?

	Advantages	Disadvantages
EXTENDED FAMILY		
NUCLEAR FAMILY		
MY FAMILY		

What Can Go Wrong

WHAT CAN GO WRONG IN A FAMILY

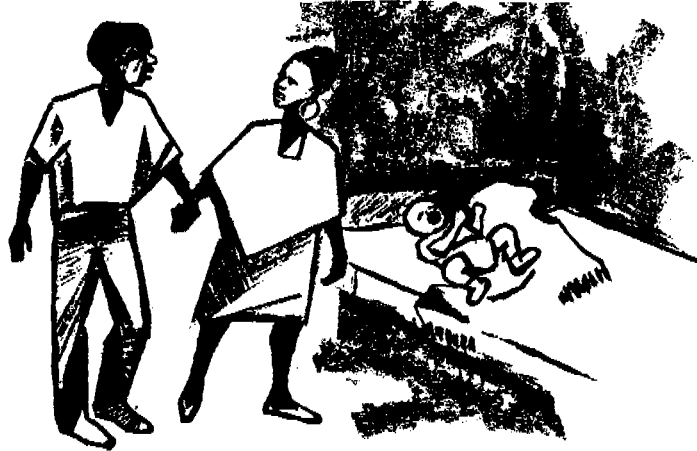
Poor Relationships

- Has anyone shouted at other family members? Have they hit them or made them cry?
 - Have you or other children been naughty in any way?
 - Have you done something your parents told you not to?
 - Has someone come home drunk?
 - Has something else upset your family?
- Why do you think these things happened?
How did people in the family feel when they happened?

Getting Married Too Young

Boys and girls who marry before they are old enough may not be able to care for each other or their children properly because:

- They may want to have fun instead.
- They may not have enough money.
- They may not have planned to have children and don't know how to care for them.



Too Many Children Too Quickly

Sometimes parents have too many children too quickly.

Then they may not be able to look after each other or their children properly because:

- There is not enough money to buy food.
- There is not enough money for clothes or school fees.
- Small children do not get enough care because the mother is too busy with the newborn.



- There is not enough room in the house and it becomes unhealthy.
- The mother has damaged her health through too many pregnancies.

If a woman has children too frequently she is likely to have health problems:

- Anaemia - tiredness and weakness. (See Chapter 10).
- Miscarriage - the child will die before being born.
- Premature birth - the baby is born too early, and is likely to get ill or even die.
- Small baby - the baby weighs less than a healthy baby, and gets sick very easily.

How many brothers and sisters are in your family? Why do you think families have many children?

How many children are enough?

How many children are too many?

How We Can Help

HOW WE CAN HELP TO HAVE A HAPPY FAMILY

List some things which you think make a happy family.

What can you do in your family to make it work happily?

Can you:

- Help to look after your younger brothers and sisters?
- Do your jobs willingly and well?
- Do your school work well to make your family proud of you?
- Help when someone is sick or your mother is pregnant?

Our Family

Sara

I would like to get married soon, to get away from this place.



Vicky

I will wait until I am 21, then I will have finished school and may have a good job.

2

Sara

I would like to have 8 children

Vicky

That's too many
I would like 3.

3

Sara

What if they are all girls, won't you have more?

Vicky

No, girls, boys it doesn't matter. I want to be able to bring them up properly, put them through school.

4 Sara

But how can you be sure you will only have 3?

Vicky

I shall learn how to plan my family. I have heard that it is possible.

I was thinking of asking Sara to marry me, what do you think, John?

5 Sara

Max - Vicky says you can plan how many children you have, Is that right?

Max

I don't know. I just know I want to marry you, Sara.



Why don't you wait until you have both finished school, like Vicky and me?

2

Max

My parents want a grandson. John, what am I to do?

John

They would rather have a healthy grandson, Max so explain to them that you wait until Sara is ready and you can both care for children. Anyhow, it might not be a son, and then what will you do?

Vicky and John later got some advice from the health worker. She was told:

1

Vicky

When we get married we want 3 children, How do we make sure we do not have more?

Health Worker

That is a good decision I will show you how you how you can plan your family.



2 Health Worker

It is also important to have a gap of about two years between each pregnancy. So plan how many you would like and when you would like them.

The health worker also advised Vicky how to take care of herself during pregnancy (see Chapter 10) and how to take care of her child when she had one.

Activity

What decision do you think Sara and Max will make?

Discuss what decision you think they should make.

How can they talk to Max's parents?

What will Max's parents say if they tell them they do not want to marry, or if they marry and have a girl?

Find some friends in your class to take the parts of Sara, Vicky, Max, John, Max's mother and father.

How does the story end? What do Max and Sara do?

What do Vicky and John do?

Why did Vicky want only three children?

She knew that she and John need:

- enough money to feed, clothe and educate them
- enough time to spend with each of them and with each other.
- enough energy to look after them.
- then they will have a happy family.

Ask your teacher to explain how these methods work.

- How will you make your own family work happily when you get married and have children?
- At what age do you think you will marry?
- How many children would you like to have?



CHILD-to-child

What can you do to make your family work happily now?

Can you:

- Play with your younger brothers and sisters? Make them toys?
- Can you help them keep clean?
- Can you help them learn to read, and count?
- Can you listen to them when they have problems or are upset?
- Can you do an extra job for your mother, father, or aunt?

Can you think of other ways to make your family happy?

11 Water and Disease

How We Work

HOW WATER WORKS TO PROTECT OUR HEALTH

Make a list of things you use water for.

How many uses have you listed?

What do other people use water for in other places?

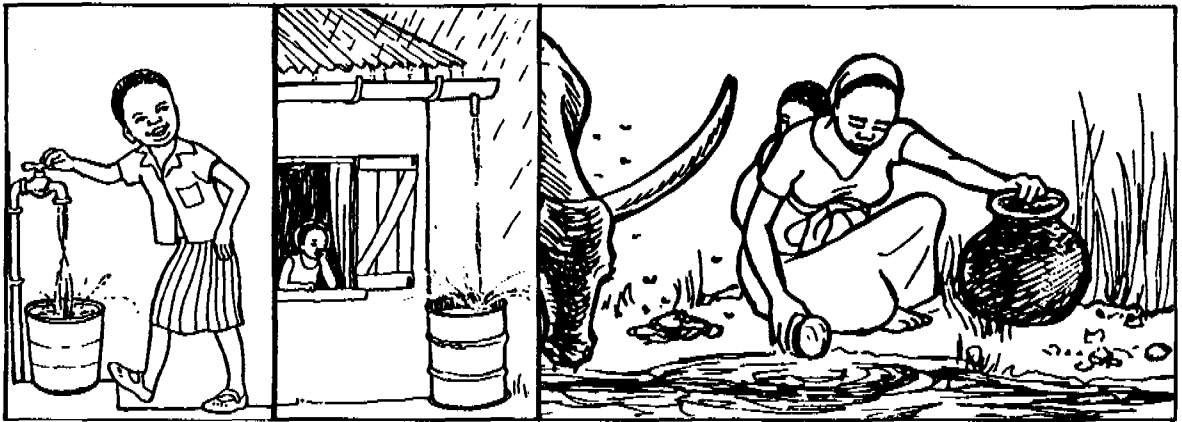
Do you live near a river, or one of the lakes in Uganda?

What do you know about these rivers or lakes? How are they used?

Are there stories about them?

From where do you collect water for your home?

Is it from any of these, or do you have a tap in your house?



Note to Teacher

(Syllabus pp 62

Term 3, Unit 8: Air, Water and Weather

"Diseases Associated with Water and their causes, Transmission, Effects")

Teacher's Guide

"Diseases Associated with Water" p 135

Activity

Find out where people collect water from your community (village or neighbourhood). Show the places on a map. Ask each member of your class how far they go from their house to get water. How long does it take?

What container do you use to store water?

Activity

Find out from each member of the class how they store water.

What container do they use?

What Can Go Wrong

WHAT CAN GO WRONG WITH WATER

1. Water Can Get Dirty

Activity

Draw the route of your water from the place of collection to your home.

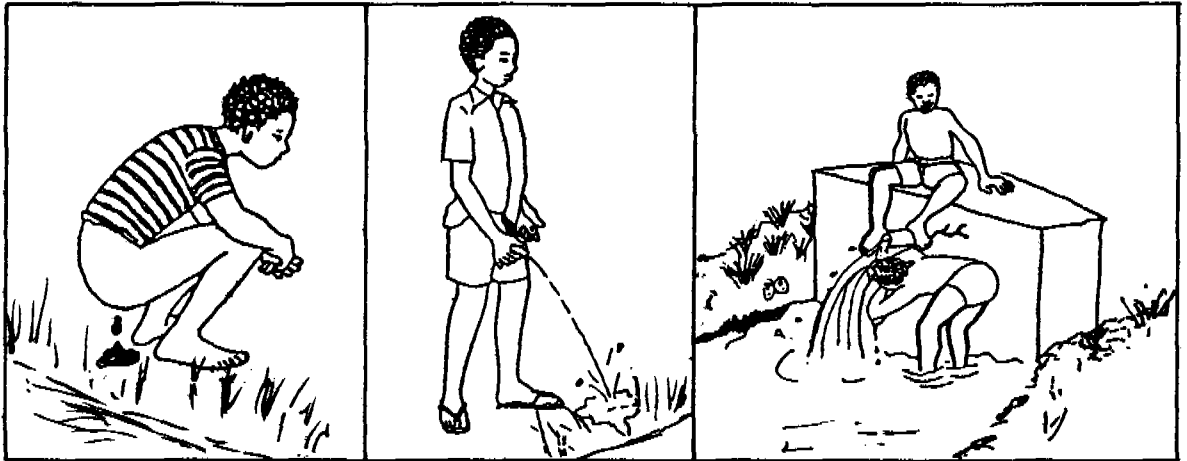
Where does it get dirty? (Is it at the place of collection, is it at home or somewhere else?)

Can you think of ways in which water gets dirty?

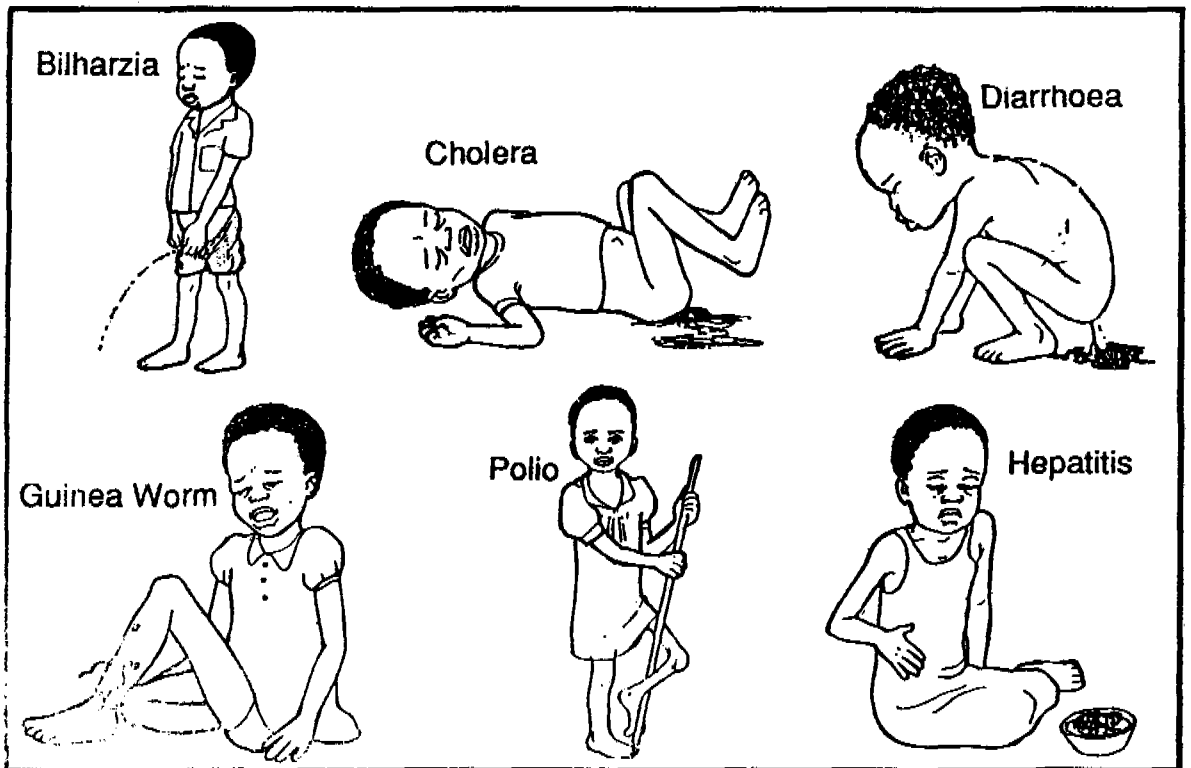
Exercise

Here are some suggestions. How is the water getting dirty in each of these pictures?

How Water Gets Dirty
(WATER CONTAMINATION)



What Diseases Can We Get From Drinking Dirty Water?



What Diseases Can We Get from Bathing in Dirty Water?

Water Contact Diseases

Bilharzia

Ear, Eye and Nose Infections

Swimmer's Itch

How many of these diseases have you or your family had?

From where do you think they got it?

How did they feel when they were sick? What made them better?

2. Water May Not Be Enough

Do you know how much water each person needs to drink each day?

It is this many Tumpeco mugs:

4 Tumpeco mugs. Each Tumpeco mug holds half a litre.

So how much water is this?

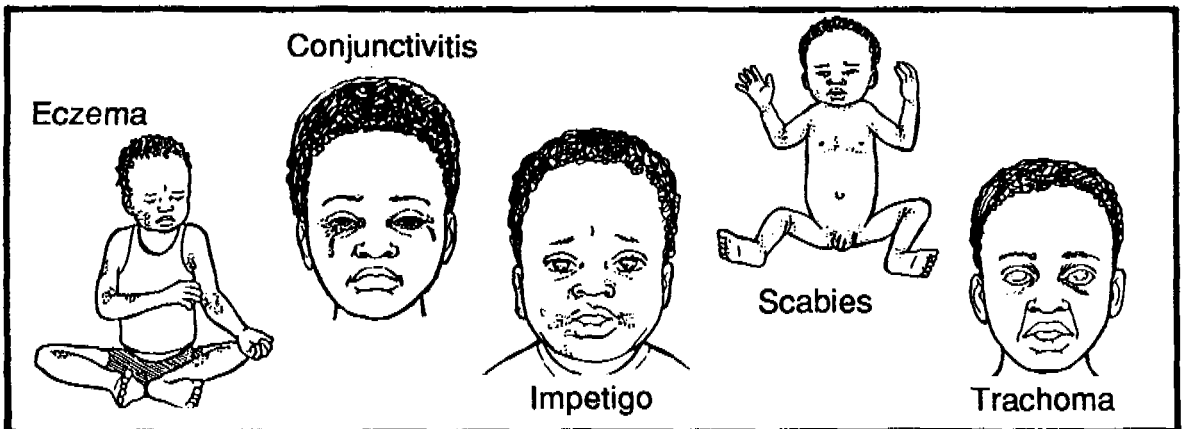
What happens if we do not have enough water?

Do we stop washing our bodies, stop cooking, drinking, washing our clothes or our house?

What would you do first if you only had a little water?

This can be a big problem. We can get many diseases if we do not use enough water to keep clean.

Water cleaned Diseases



Which of these diseases have you already learned about in this book?

3. Water may help some things breed

Some insects or their eggs live in or near water and they can also give us diseases.

Which of these do you know?

Water Habitat Diseases

- Malaria
- Yellow Fever
- Dengue Fever
- River Blindness
- Sleeping Sickness
- Bilharzia

Which of these diseases have you or someone in your family had?

Where do you think they got them from?

How did they feel when they were sick?

What made them better?

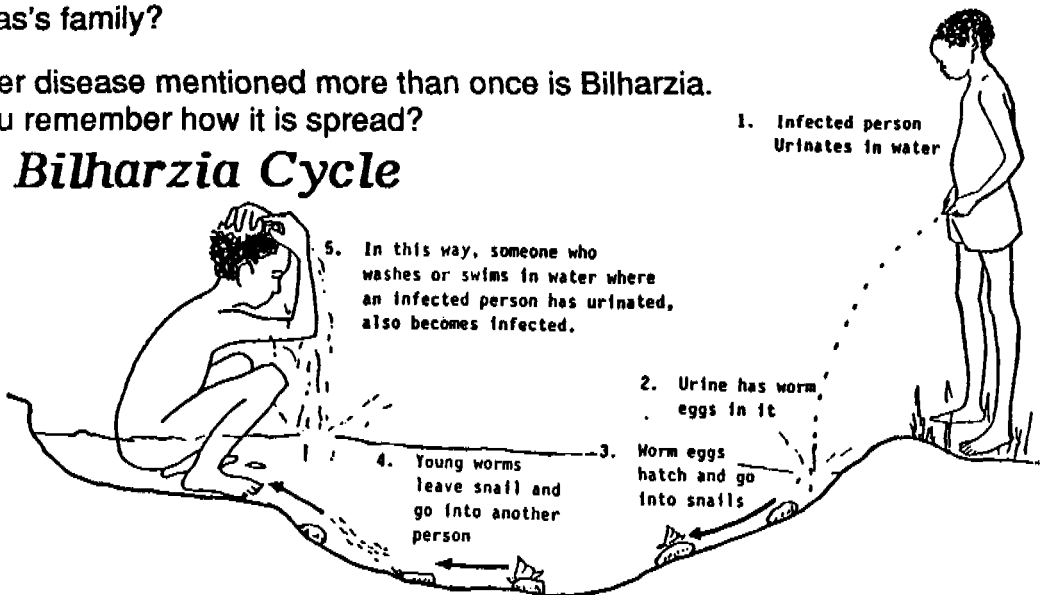
Look at all the diseases mentioned in this Chapter.

There are some diseases which are mentioned more than once. Which are they?

In Chapter 9 you learned about diarrhoea. Dysentery is very similar. Can you remember how it is caused and given to others? Do you remember what happened in Douglas's family?

Another disease mentioned more than once is Bilharzia. Do you remember how it is spread?

The Bilharzia Cycle



How We Can Help

HOW WE CAN HELP PROTECT OUR WATER AND OURSELVES

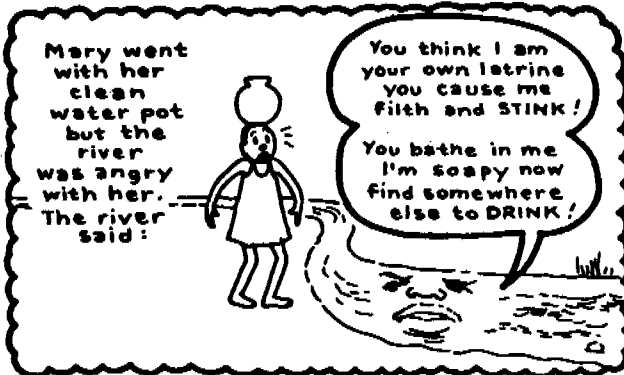
Have you heard about MARY and her Water Friends?

MARY and her water friends



Mary had eaten too many salted groundpeas that day, so she was thirsty at bed time.

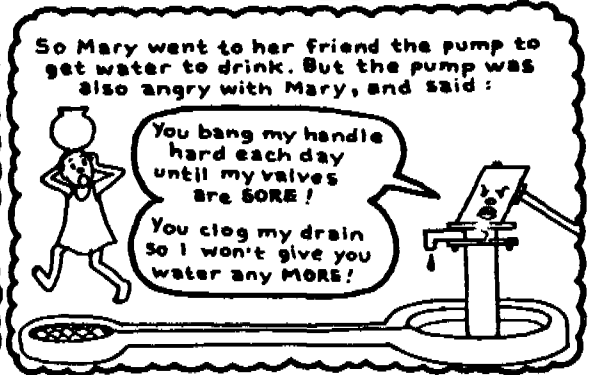
In her dream Mary want to see her water friends to get a big drink.



Mary went with her clean water pot but the river was angry with her. The river said:

You think I am your own latrine you cause me filth and STINK!

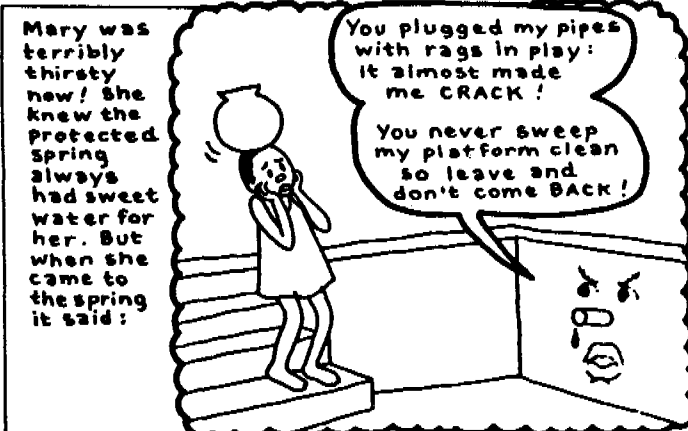
You bathe in me I'm soapy now find somewhere else to DRINK!



So Mary went to her friend the pump to get water to drink. But the pump was also angry with Mary, and said:

You bang my handle hard each day until my valves are SORE!

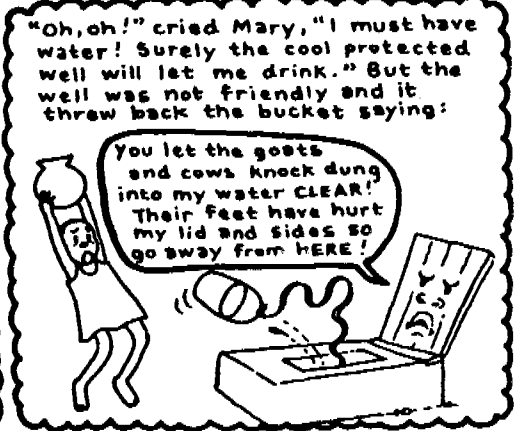
You clog my drain so I won't give you water any MORE!



Mary was terribly thirsty now! She knew the protected Spring always had sweet water for her. But when she came to the spring it said:

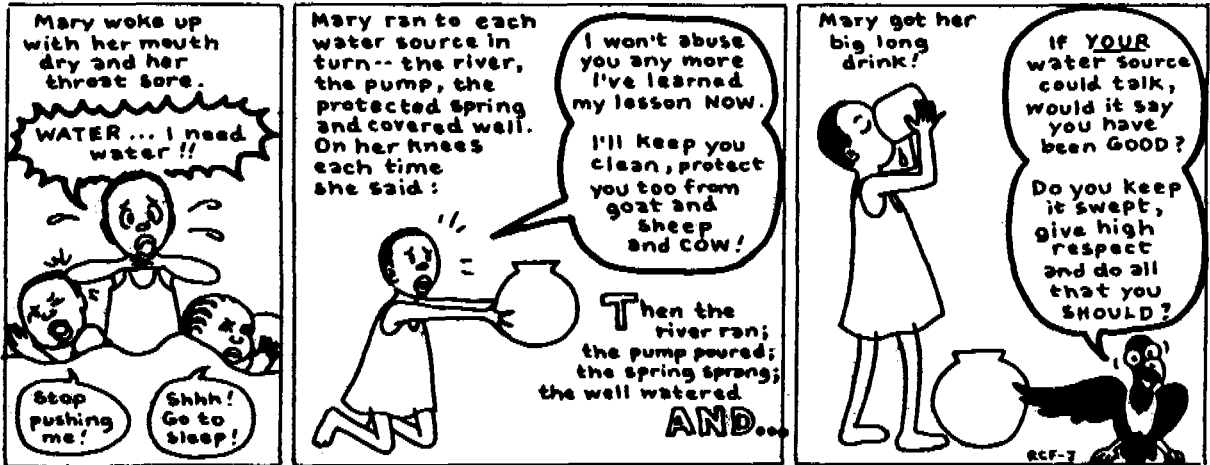
You plugged my pipes with rags in play: it almost made me CRACK!

You never sweep my platform clean so leave and don't come BACK!



"Oh, oh!" cried Mary, "I must have water! Surely the cool protected well will let me drink." But the well was not friendly and it threw back the bucket saying:

You let the goats and cows knock dung into my water CLEAR! Their feet have hurt my lid and sides so go away from HERE!



What lessons did she learn about:

- the river?
- the pump?
- the protected spring?
- the well?

Exercise

What lessons did you learn in Chapter 6?

What was happening in the picture of the unprotected compound?

How should we make the compound better (protected)?

If you build a pit latrine how far should it be from the home?

Where should a pit latrine not be?

Where should we let animals be?

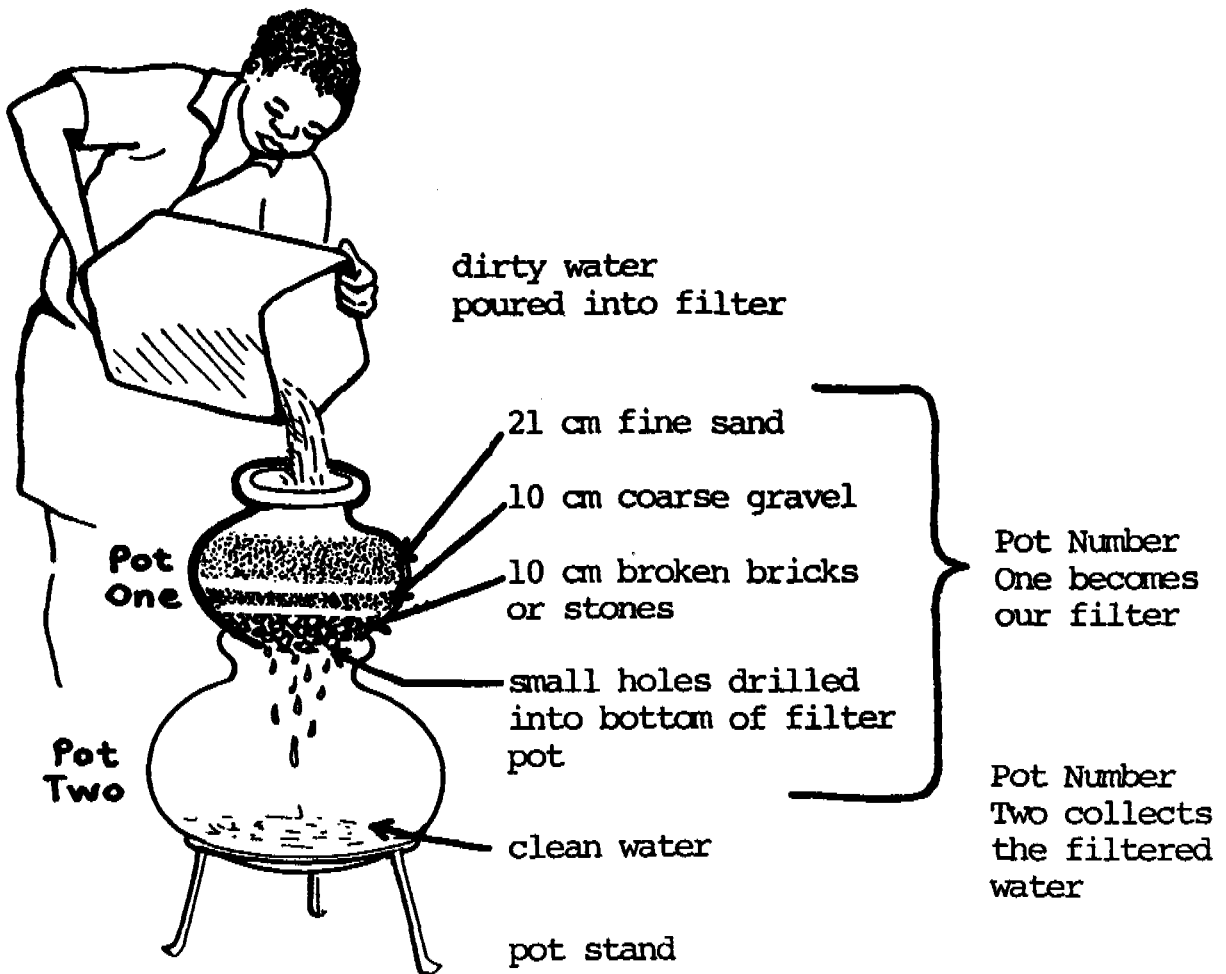
Look back at the route of your water from collection to your home. Where does it get dirty? How can you keep it clean?

Clean water for drinking can be got in several ways:

1. By boiling. Boiling water for 20 minutes can kill most all disease germs, and organisms in water.

Water and Disease

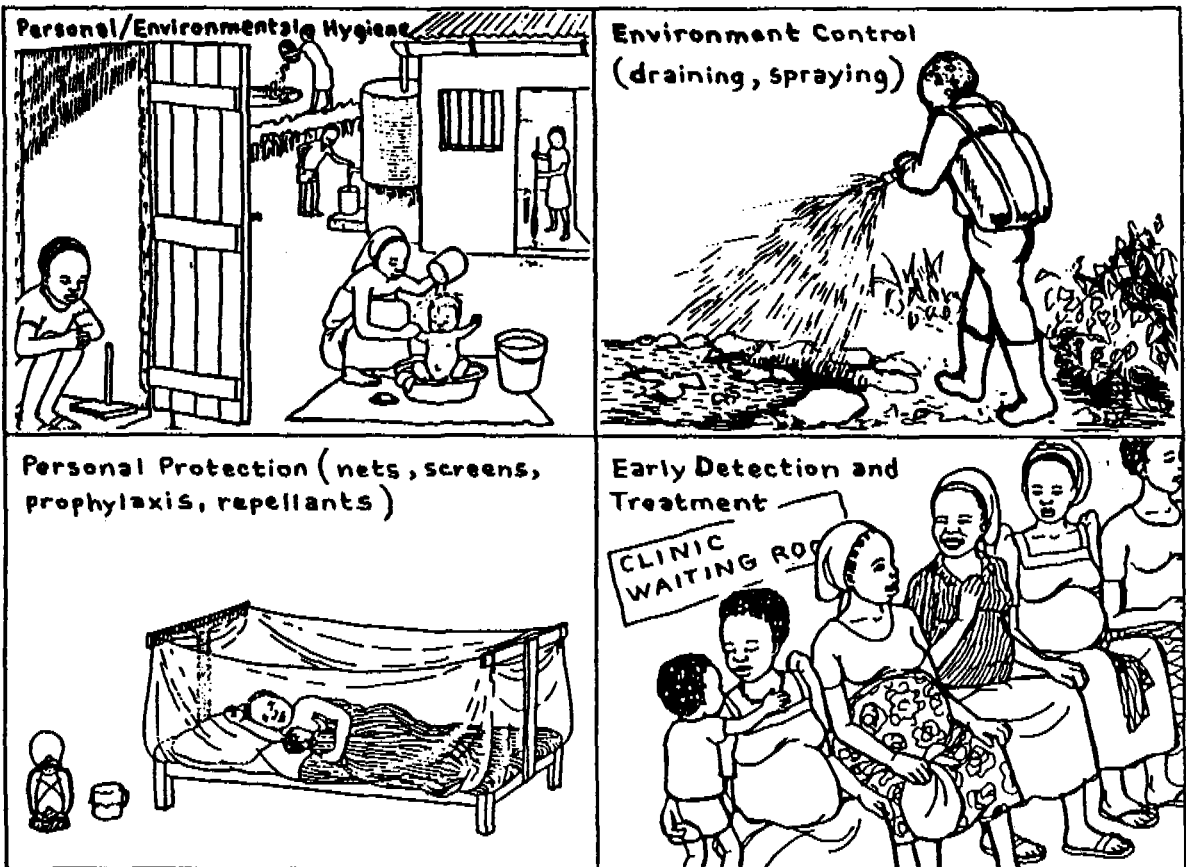
- By filtering. Filtering water can stop guinea worm disease and sometimes other worms, but not viruses and bacteria (germs).
- By the 3-pot system. Settling water only removes dirt from water. It does not stop disease or worms.



- By storing in a covered washed container, and keeping a special ladle or mug to pour water out. This prevents germs and worms from contaminating clean water.

How should we protect ourselves from some of the other diseases?

- Those that we get from not keeping clean. The best protection is:
 - to wash our bodies twice a day
 - to wash our clothes and bedding and
 - to wash our hands, before preparing and eating food and after defecating or urinating.(Remember the advice in Chapter 3?)
- Diseases we get from things that live in or near water





CHILD-to-child Activities

- **Teach your younger brothers and sisters, and other children at school to wash themselves to prevent diseases. Teach them to wash their hands before food and after the toilet.**
- **Teach them only to drink safe water.**
- **Show them the picture of the unprotected home (Chapter 6). Can they learn what is wrong?**
- **Make puppets or pictures which can act out the story of Mary and Her Water Friends.**
- **Get children acting Mary's story and learning the lines. You need a story teller, Mary, her two friends, the river, the pump, the protected spring and the well. Can you think of names for them? Make masks for each of the characters in the play.**

GLOSSARY

A

- addictive** something which you cannot stop doing even though you may want to (e.g. smoking, drinking)
- alcoholic** a person who cannot stop drinking alcoholic drinks too much or too often (an alcoholic drink is one which has alcohol in it)
- asthama** a health problem where the person has difficulty in breathing and makes a lot of noise when breathing

B

- benefits** the advantages or good things of something
- brew** the drink which is made by boiling and allowing alcohol to form

C

- choke** to stop the breathing because something is caught in the throat
- civilised** educated and enlightened
- coma** a long time in which a person is unconscious
- concentrate** to think very hard about one thing
- convulsions** sudden shaking of the muscles which cannot be controlled

D

- dehydrated dried up because of lack of water
- depress feeling down in spirits; unhappy
- diarrhoea a sickness in which you have many watery stools
or faeces
- distillation the process where an alcoholic drink is made
stronger in alcohol by boiling it

F

- factory a place where things are produced
- fermentation turning sugar into alcohol
- fits sudden time of having convulsions

G

- genital external organs of reproduction

I

- immunity the body's ability to fight off disease
- infertility not being able to produce children
- insanity mental disturbance, extremely foolish

L

- leper colonies places where lepers used to be
sent to live among themselves
- lifestyle the way in which a person lives

M

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

O

obstructed labour when there is a problem in giving birth because something is stopping the baby from coming out

P

paralysis loss of use of nerves; crippled

performance your ability to carry out or do something

persuade convince or cause someone to believe

piggy-back the way of one person carrying another on their back

pus yellow coloured liquid made by infected tissue

R

relaxed to become at ease

S

scald a burn got by boiling water or other hot liquid

sterile cannot reproduce (cannot have children); infertile

T

teens the ages between thirteen and nineteen (because the number has the word "teen" behind it)

tolerate able to take more of

Glossary

U

unconscious not awake because of an accident
or sickness (when a person is
unconscious they cannot be awak-
ened)

V

victim the person who is suffering from the problem

W

weakling a person who is not strong