



DEPARTMENT OF EDUCATION

GRADE 7

PERSONAL DEVELOPMENT

STRAND 4

HEALTH OF INDIVIDUALS AND POPULATIONS



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PAPUA NEW GUINEA

2017

GRADE 7
PERSONAL DEVELOPMENT

STRAND 4

HEALTH OF INDIVIDUAL AND POPULATION

- SUB-STRAND 1: GROWTH AND DEVELOPMENT**
- SUB-STRAND 2: NUTRITION**
- SUB-STRAND 3: PERSONAL HEALTH AND SAFETY**
- SUB-STRAND 4: COMMUNITY HEALTH**

ISBN and Copyright

ACKNOWLEDGEMENT

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As you complete each lesson, tick the box ☐ for that lesson.

SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD

Secretary for Education

Strand Introduction



Dear Student,

Welcome to Strand 4 of the Grade 7 Personal Development Course. This Strand is called **Health of Individual and Population**. You will study it, using the steps suggested in the **Study Guide** on the next page.

This Strand is based on the National Department of Education approved Personal Development Syllabus for conventional primary school. So you will study at home what Primary school students study in school.

The four sub-strands you will study are:

1. **Growth and Development**
2. **Nutrition**
3. **Personal Health and Safety**
4. **Community Health**

In Sub-Strand 1 – **Growth and Development** – You will learn about Growth and Development, Human Reproductive Systems, Puberty, Reactions towards Changes and Views about Sexuality.

In Sub-Strand 2 – **Nutrition** – You will learn about Nutrition, Food Choices and Culture, Food and Health Problems, Balanced Diet, Local Food versus Processed Food and Nutritional Guide for Teenagers.

In Sub-Strand 3 – **Personal Health and Safety** – You will learn about Health and Safety, Personal Health Plans, Peer Pressure and Risky Behaviours, Personal and Community Safety and Preventing Accidents and Injuries.

In Sub-Strand 4 – **Community Health** – You will learn about Promoting Health in the Community, Environmental Changes and Health, Drugs and Drug Awareness.

Each Sub-Strand has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Sub-Strand. When you complete a Sub-Strand, you will then complete the **Sub-Strand Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Sub-Strand.

We hope you will enjoy studying this Strand Book for your Personal Development.

Study Guide

- Step 1. Start with sub-strand 1. Study lesson 1 and do the lesson activities as you go along. When you have completed lesson 1, do practice exercise 1.
- Step 2. When you have completed lesson 1 and practice exercise 1 activities, turn to the end of the lesson to correct your answers.
- Step 3. If you make a mistake, go back to the lesson to revise to understand why you got the answer wrong.
- Step 4. When you have completed steps 1 to 3, tick the box for lesson 1 on the contents page (p.3) like this,

Sub-strand 1: Interactions in Relationships and Groups.



Lesson 1: Standards of Behaviour.

- Step 5. Go to lesson 2 and repeat the same process until you complete all the lessons in sub-strand 1.
- Step 6. After completing your lessons and practice exercises in each sub-strand, start and complete the next sub-strand.
- Step 7. After you have studied the whole strand, do the strand examination in the assignment book.
- Step 8. The final part is to check Assignment Book 1. If you are satisfied with what you done, submit it to the Provincial Coordinator.

Assessment

There are four assignments for strand 1, i.e. one assignment for each sub-strand. These are all in the one book. There is an examination covering the whole strand at end of this course.

Each assignment is worth 100 marks. The examination is also worth 100 marks. Each assignment covers one sub-strand. You will find that the sub-strand has 4 or 6 lessons in it. The examination you do at the end of the course covers the whole strand. This covers from lessons 1 to 19.

The four assignments you write will be marked by the distance teacher and sent to FODE Head Office. The marks you score will count towards your final mark. Then a grade will be given after all assignments and examinations from all over Papua New Guinea are collated and grades are awarded.

If your score is less than 50%, you must repeat the course. If you continue to score less than 50% three times, then your enrolment will be cancelled. You need to re-enrol if you wish to continue with the course.

SUB-STRAND 1

Growth and Development

Growth and Development

Human Reproductive Systems

Puberty

Reactions towards Changes

Views about Sexuality

Sub-strand 1 Introduction

Welcome to Sub-strand 1 of this book. This sub – strand is called Growth and Development.

There are five lessons.

In Lesson 1 You will learn about growth and development.

In Lesson 2 You will learn about human reproductive systems.

In Lesson 3 You will learn about Puberty.

In Lesson 4 You will learn about reactions towards changes.

In Lesson 5 You will learn about views about sexuality.

After completing all the five lessons you will understand Growth and Development.

We hope you enjoy studying this sub – strand.

LESSON 1: GROWTH AND DEVELOPMENT



Introduction

Welcome to Lesson 1. In the previous Lessons we have looked at the values of nutrients to our body. In this lesson we will study about Growth and development.



Your Aims:

- define Growth and Development.
 - identify the characteristics of growth and development.
-

What is Growth and Development?

When people are born and develop into a young adult, many changes take place within their bodies. Some are able to measure, as they get older, for example, their weight and height and hair growth. This is referred to as **growth**. People have to deal with these and other changes, such as Social (Forming New Relationships), Emotional (Coping with feelings and changes in life), and intellectual (thinking and learning in the school), which are called **development**. Learning to walk, talk, relate to people and cope with change is considered to be very important development process.

Types of Development

There are 5 types of development:

1. **Physical Development** – Changes to your body including height, weight, hair growth, breast and what you can do with it i.e. skill learning.
2. **Intellectual development** – Learning to use your mind to gain knowledge and reasoning skills.
3. **Social Development** – Learning to act and behave correctly, doing the right things.
4. **Spiritual Development** – Developing values and beliefs.
5. **Emotional Development** – Learning to cope with or handle your feelings and to deal with changes in your life.

Looking back on your own experience you will note that people grow and develop at different stages of their lives and no two people are the same. The rate at which people develop will also vary, for example, girls tend to develop earlier than boys. Your growth and development are the result of both **heredity**, genetic input passed on from your parents and your **environment**, all the things that happen to you throughout life.

**Activity 1.1**

-
1. Explain the difference between growth and development?

2. List some characteristics of the following:

(a) Growth

(b) Development

1. Explain 5 types of development.

1:

2:

3:

4:

5:

2. There are two things that influence growth and development. They are:

1.

2.

Stages of growth and development

Generally growth follows an orderly and certain pattern. People follow a pattern of changes throughout their lives even though the exact ages at which things happen at different times vary. A person's life cycle can be divided up into Nine (9) stages:

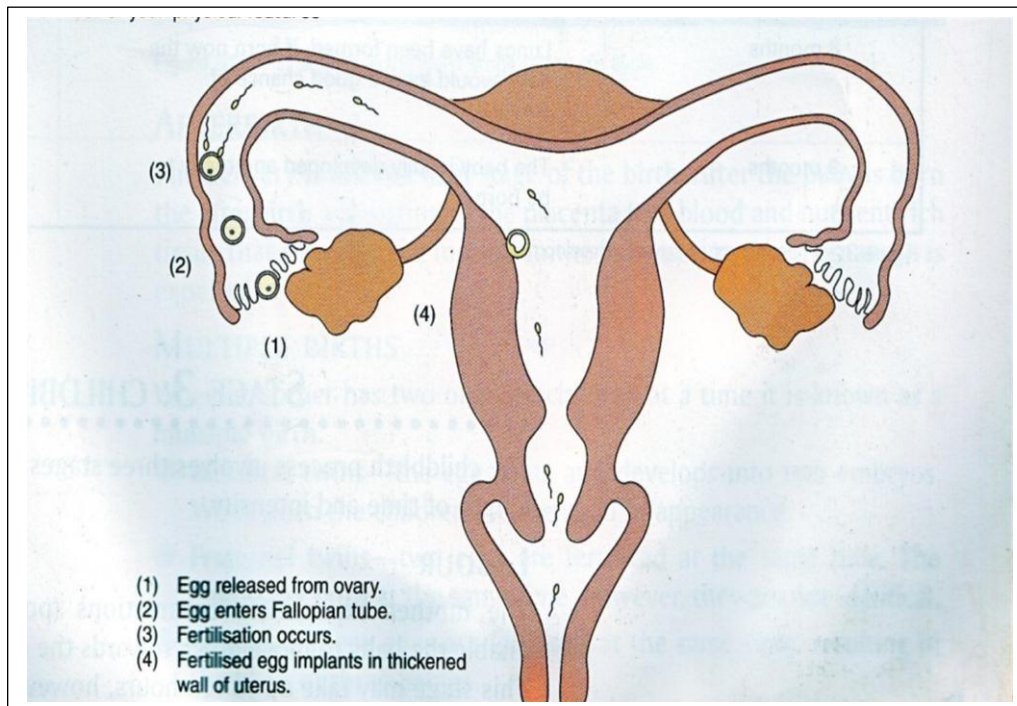
1. Conception
2. Pregnancy
3. Birth
4. Infancy
5. Child hood
6. Adolescence and puberty
7. Adulthood
8. Old age
9. Death

We will look at the process of conception and stages of birth that is Conception, Pregnancy and Birth.

Stage1. Conception

Conception is the moment of the fertilisation where the ovum (female egg) and sperm from the male, (see figure 1.) This is where most of the physical feature is decided-sex, hair colour, eye colour, somatotype (a person's body build) the moment of conception occurs in the fallopian tubes.

The process of conception



Stage 2. Pregnancy.

Pregnancy is the stage of development where the embryo is fixed into the wall of the uterus to grow. The baby goes through many development changes within the nine months that it is in the mother's womb. See the table below.

Stages of Embryonic Development

Age	Development	Stage
6 weeks	Brain, heart and spine form	Embryonic
2 months	Hands and feet have begun to form and fingers can be seen. Liver develops (beginning of production of red blood cells) Eyes appear.	Embryonic
3 months	Embryo looks like a baby, although it needs time to develop.	Embryonic
4 months	Pregnancy begins to show in the mother and the baby develops a red, transparent skin.	Foetal
5 months	The foetus is able to feel various sensations and may react to these.	Foetal
6 months	Body hair starts to appear - eyelashes and eyebrows.	Foetal
7 months	At this stage, the lungs are the only organs yet to be fully developed.	Foetal
8 months	Lungs have been formed. If born now the baby would have a good chance of survival.	Foetal
9 months	The baby is fully developed and ready to be born.	Foetal

Stage3. Birth

The child birth process involves three stages, all of which may vary in length of time and intensity or force.

(1) Labour:

The mother experiences contractions (powerful feelings or sensations) that enable the baby to move down towards the cervix (uterine entrance). This stage may take up to ten hours, however, the time varies.

(2) Birth:

At this stage the baby travels along the birth canal to be delivered. The baby normally comes out head first. The feet first are known as a (**breech birth**). It is dangerous for some mothers with the baby if mothers are unable to give birth naturally; in this case, women have a **caesarean section** where an incision (cut open) is made in the mother's abdomen (belly) through which the baby is delivered or born.

(3) After Birth:

The delivery is not the final stage of the birth. After the baby is born the **after birth**, made up of the placenta (the blood and nutrient-rich tissue that connects the mother to the baby during the pregnancy) is expelled or come out of the woman's womb.

**Activity 1.2**

1. Define the following terms.

(1) Conception

(2) Pregnancy

(3) Birth

2. Complete the time line about the stage of development of the embryo in the uterus.

Age	Development / Changes
	9 Months
	8 Months
	7 Months
	6 Months
	5 Months
	4 Months
	3 Months
	2 Months
Age	6 Weeks

Check your answers at the end of the lesson before moving on to the next part of this lesson.

Summary



You have come to the end of the Lesson 1. In this Lesson you have learn that:

- Growth refers to the changes that are occurring or taking place within the body of a young adult, for example the increase in height and weight, growth of hair and the increase in the Knowledge. Development refers to how you deal with the changes such as forming new relationships, coping with changes in life, doing difficult work.
- **The characteristic of growth are:**
Changes to your body include, height, weight and what you can do, learning new things and behaving correctly according to the accepted ways, using the mind to gain knowledge and reasoning, coping with feelings and dealing with changes in life.
- Throughout life many things will influence growth and the choices you make. The two main influences are heredity and environment.
- **Conception** is the moment of fertilization that occurs in the Fallopian tubes. The process involves:
 -
 - (1) Egg released from the ovary, (3) Fertilization
 - (2) Egg entering fallopian tube (4) Fertilized egg fixes to the thickened wall of uterus.
- Childbirth involves three stages. All of which vary in the length of time and intensity:
 - Labour (2) Birth (3) After Birth
- Multiple Births occur when a mother has two or more children. It can be twins, fraternal twins or triplets.

DO PRACTICE EXERCISE 1 ON THE NEXT PAGE
--

**PRACTICE EXERCISE 1**

1. Write a short paragraph stating how growth differs from development.

2. Describe the process of conception where the ovum and the sperm unite.

3. What do you think the mother experiences in the process of the childbirth, labour, birth, and afterbirth?

4. Why would you think the foetal born would not have a good chance of living?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 1.



ANSWERS TO THE ACTIVITIES

ACTIVITY 1.1

1. Explain the difference between growth and development.
-Growth refers to the changes occurring in your body, as you grow older, example, your weight and the height.
-Development is how you try to deal and react to the changes – Learning to walk, talk, relate to other people and cope with the changes.
2. List characteristics of the following:
 - (1) **Growth:** - Changes in weight increase, height increase, size increase, voice change, hair growth.
 - (2) **Development:** -Acting appropriately, Value and beliefs, cope with feelings, gain knowledge and reasoning skills, learning to talk, walk, relate to people and cope with change.
3. Explain the 5 types of the development with examples
 - (1) **Intellectual development:** -learning to see your mind to gain knowledge and reasoning skills.
 - (2) **Social Development:** - Learning how to act and behave correctly and appropriately.
 - (3) **Emotional development:** -learning to cope with you feelings and to deal with changes in your life.
 - (4) **Spiritual Development:** -developing values and beliefs.
 - (5) **Physical:** growing your body, increase in weight and height etc.
4. There are two things that influence growth and development. They are:
 - (1) Heredity
 - (2) Environment

Activity 1.2

1. Define the following terms
 - (1) **Conception**
Conception is the moment of the fertilization where the ovum (female egg) and sperm from the male unite.
 - (2) **Pregnancy**
Pregnancy is the stage of development where the embryo is embedded or fixed into the wall of the uterus to grow.

(3) Birth

During this stage the baby travels along the birth canal to be delivered.

2. Complete the timeline about the stage of development of the embryo.

Stages of the Embryonic Development:

9 Months – the baby is fully developed readily to be born.

8 Months – Long have been formed; the baby had a chance of survival if born.

7 Months – at these stage lungs are the only organs yet to be fully developed.

6 Months – body hair start to appear – eye lashes and eyebrows.

5 Months – the foetus is able to feel various sensations and may need to react to these.

4 Months – pregnancy begins to show in the mother and the baby develops a red, transparent skin.

3 Months – embryo looks like a baby, although it needs time to develop.

2 Months – Hands and feet form. Fingers can be seen. Liver develops and eyes appear. Red blood cells begin to form.

6 Weeks – Brain, heart and spine form.

ANSWERS TO PRACTICE EXERCISE 1

1. Write a short paragraph stating how growth differs from development.

Growth is the change occurring within the body throughout life. There is a change in Physical Social Spiritual, emotional, and intellectual. How you deal and cope with the change is known as development.

2. Describe the process of conception where the ovum and the sperm unite.

The process of the conception includes, firstly, the egg is released from the ovary, the egg then enters the Fallopian tube and fertilization takes place and finally the fertilized egg plants in the thickened wall of uterus.

3. What do you think the mother experiences in the process of the childbirth; labour, birth and afterbirth?

Answer varies.

4. Why would you think a foetal born would not have a good chance of living.

Varying answers – for example, the child is born before 8 months

LESSON 2: HUMAN REPRODUCTIVE SYSTEM



Introduction

Welcome to Lesson 2. In our previous lesson **we looked** at the different stages or changes we go through as we grow from baby to adulthood. In this lesson we will study the main parts of the human body and its functions.



Your Aims:

- Identify the main parts of both male and female reproductive system
- **.Identify the main functions of the parts of male and female reproductive system.**

What is Reproductive system?

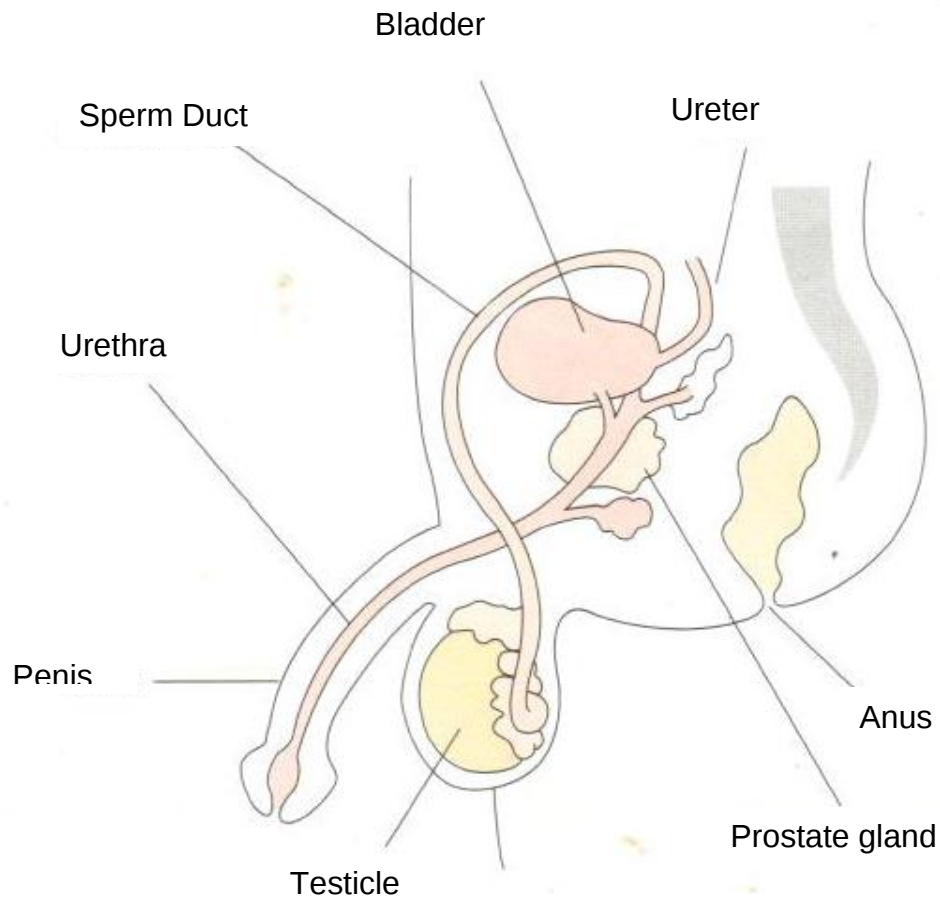
The term **reproductive system** refers to sexes, the parts of male and the female which are responsible for making new human beings. You should not feel shy or embarrassed about learning and talking about the different parts of the reproductive system. Being able to talk and learn about your reproductive system easily with the health workers, teachers and the sexual partners is an important part of developing into a healthy and responsible adult.

The Male Reproductive System

Unlike the female reproductive system, most of the male reproductive systems are outside of the body. This makes them easier for young men and boys to examine them and keep them healthy. The main parts of the male reproductive system are the testes, penis and the connecting tubes. The testes hang in a sac called the scrotum below the penis and are responsible for the production of the male hormone (testosterone) and the sperm which unite with the female egg to form an embryo. The normal body temperature is important as it will otherwise result in the sperm dying and an increased risk in fertility.

When a male has an erection, his penis filled with blood and becomes hard and straight. Men usually get erection when they are sexually excited. When aroused the penis become erect and after stimulation sperm travels from the testes up the sperm duct, and through the urethra in the penis.

Men and boys can also have erections when they are not sexually excited. During puberty, adolescent males may get erections for no apparent reason and when they at least expect it. This happens because of the changing hormone levels in a developing boy's body.



After the beginning of puberty, males continue to produce sperm throughout their lives.

The Female Reproductive System

The female reproductive system is mostly hidden inside a woman's body. That is so that her body can protect the eggs and later a growing baby. The main parts of the female reproductive system are the ovaries, the Fallopian tubes, the uterus and the vagina.

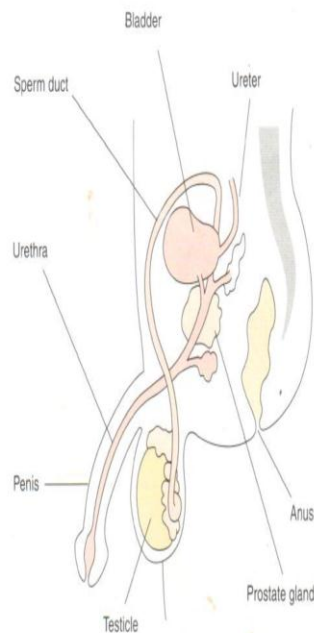


Figure 3.18 The male reproductive system.

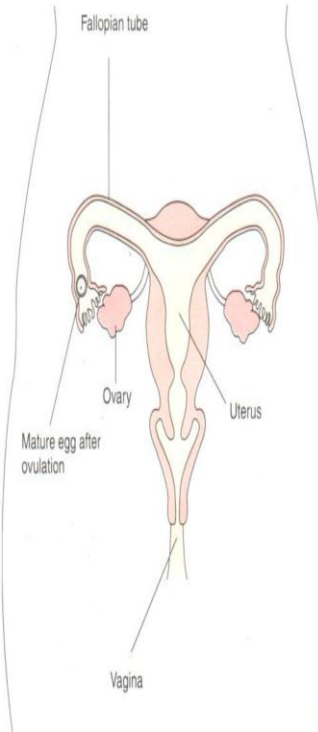


Figure 3.19 The female reproductive system.

There are two ovaries which produce eggs (ova) and the female hormones, oestrogen and progesterone. From the moment she is born, a girl has all of the eggs that will be released from her ovaries through her life. Each month an egg travels along one of the Fallopian tubes into the uterus. If it is fertilised by a sperm, it attach itself in the uterus and grows into a baby. If not, the uterus sheds its lining and flushes the egg out during menstruation.

Activity 2.1

1. Explain the path the ovary (female egg) take each month.

Each month an egg, ova travels along one of the Fallopian tubes into the uterus. If it is fertilised by a sperm, it embeds itself in the uterus and grows into a baby]

2. Name the hormones that are produced by:

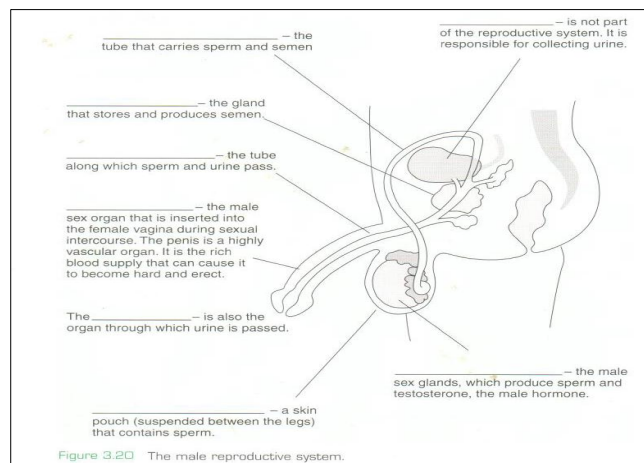
(A) The female.

(oestrogen and progesterone)

(B) The male

(testosterone)

3. Label the reproductive systems of a male below.



Care for the reproductive systems

The major parts of the reproductive system play a very important function in the reproduction of a new baby. You must therefore care for these parts by:

- Washing and keeping fit.
- Eating balanced meals.
- Not taking/ avoiding drugs that may cause sterilisation.
- Avoiding traditional practices/ways of controlling pregnancies.
- Accept change to your body as they grow big.

Summary

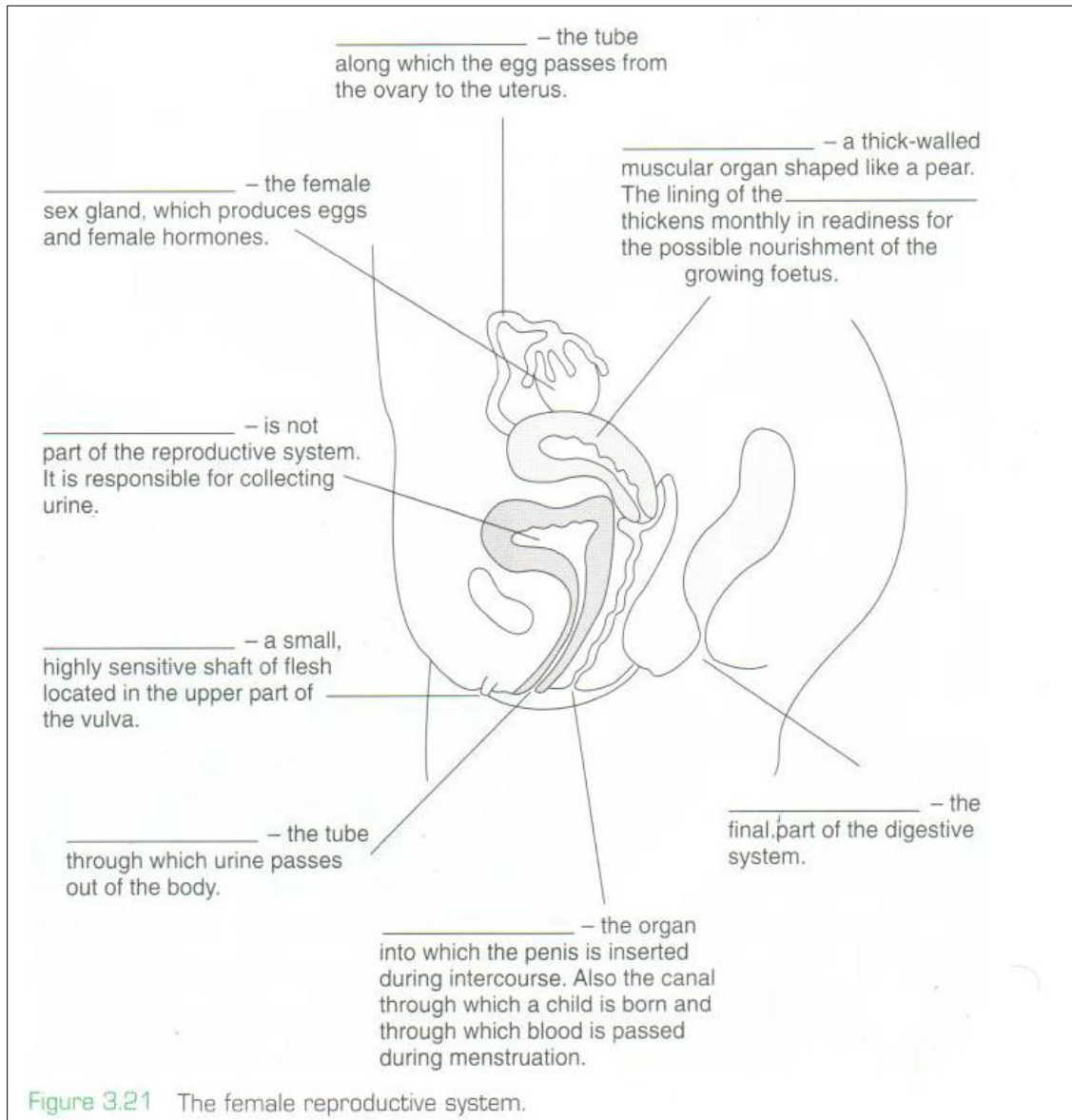
You have come to the end of lesson 4. In this lesson you have learnt that:



- Both male and female are responsible for making a new baby.
- The main parts of a male are testes, penis, and the connecting tubes. Its function is to produce sperm. The main parts of a female are the ovaries, Fallopian tubes, the uterus and the vagina. Its function is to produce ova (eggs) and the female hormones, oestrogen and progesterone.
- The female reproductive system is mostly inside the woman's body whereas the male is outside the body.
- Wash and keep the reproductive system healthy.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Label the female reproductive system in the diagram below.

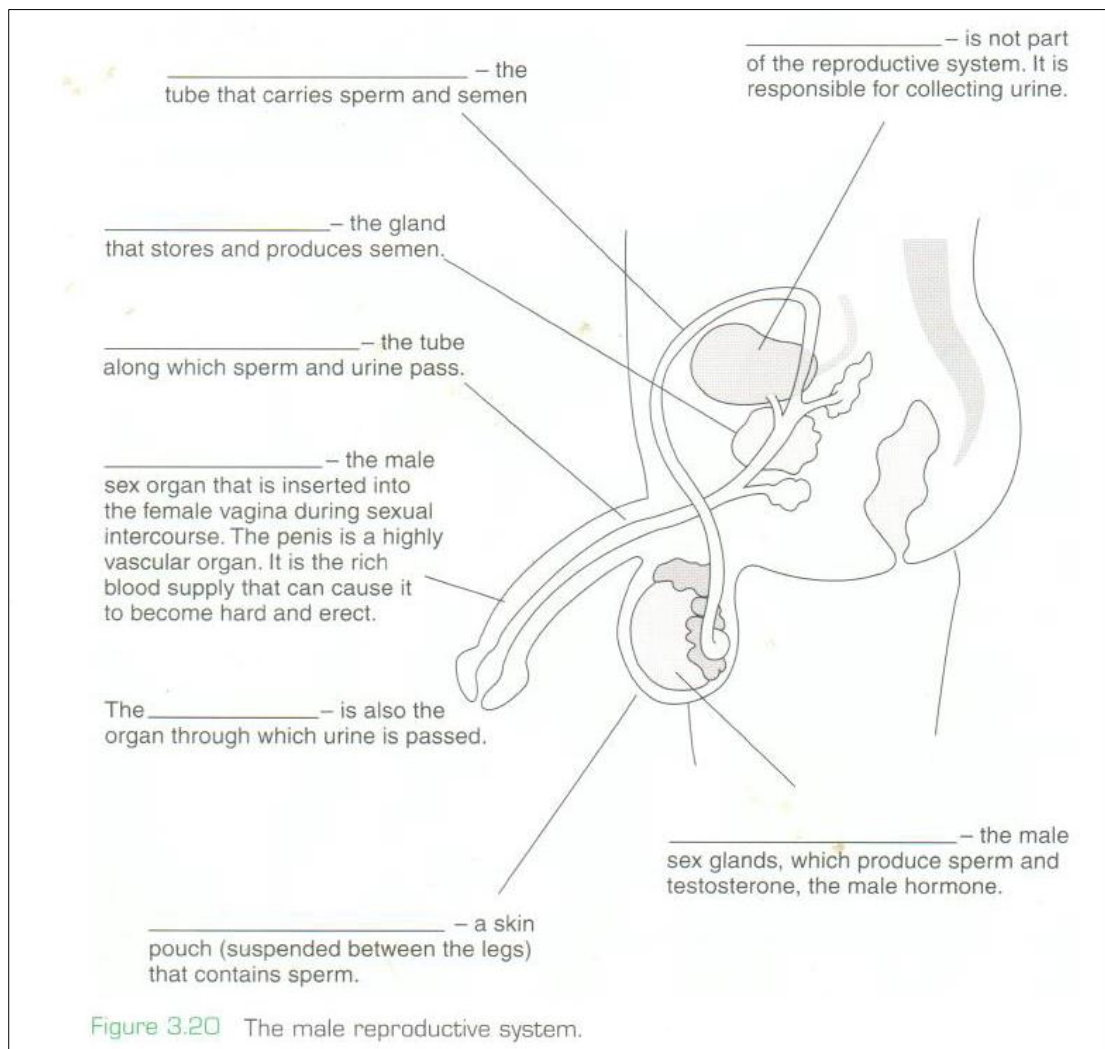


CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 2.

Answers to the Activities

Activity 2.1

1. Each month an egg, ova travels along one of the Fallopian tubes into the uterus. If it is fertilised by a sperm , it embeds itself in the uterus and grows into a baby
2. Female: oestrogen and progesterone
Male: testosterone
3. Label the reproductive systems of a male below.



Answer to Practice Exercise 2

Consult the writer.

LESSON 3: PUBERTY



Introduction

Welcome to Lesson3. In the previous lesson you learnt about human reproductive system. In this lesson you will learn about puberty and adolescence.



Your Aims:

- Define puberty and adolescence.
 - Identify the differences between puberty and adolescence
 - Identify the distinctive features of physical, social and emotional changes during puberty and adolescence.
-

What is puberty and adolescence?

Puberty and adolescence are the two stages of growth and development in human beings. Puberty is the beginning of adolescence. It is the stage when children change into adults. The ages when this happens varies from individual to individual but is usually between the ages of 12 and 22.

The girls usually reach puberty about 2 years earlier than the boys. It involves the fast physical development of a young person. The **boys** at puberty start to produce semen that contains sperm, so it is possible for you to reproduce or have children. The time between puberty and full adult, maturity is called **adolescence**. It marks the time between being a child and becoming an adult.

It is likely that at this time some people are in confuse state and difficult for others, the parents and teachers. Some find that their feelings are mixed up and their moods change quickly. The skills and attitudes you develop during this time influence your self-esteem and the views about your life and the world around you.



What is puberty and adolescence?

Continue reading below.



2 Changes during Puberty and Adolescence

Changes	Male	Female
Physical	• Height increases, -grow tall, • body shape and appearance changes, • weight, • glands produce hormones, growth of facial hair, • beards, • under arm hair, • deepening of voice, • growth of penis and testicles, sperm ejaculation, • wet dreams, • circumcise, • masturbation, • general changes in size, muscle bulk, • Shoulders broaden. • Face appear oily. • sweat gland production, • body air, • penis become sensitive and erect, • sexual arousal, • sexual intercourse	• Height increases - grow tall weight goes up, • body shape changes, • glands produce sex glands • make hormones, • sexual arousal, • Sexual. Intercourse, growth of under arm hair, • development of breasts, • broadening of hips, growth of under arm hair, • growth of pubic hair, • growth of vagina and uterus, • menstruation and ovulation, • masturbation, • general changes: increase in size, • increase in body hair, increase sweat gland production, • Change in body shape.
Social	• Communicating with others, • listening to others, • ways you relate to the opposite sex, respecting others, • sex roles stereotyping, • cooperating with others, • decision making and choices, • working with others, making friendships, • boy girl friendships, • sharing things and ideas, • taking responsibility, • belonging to a group, • discussing , arguing, • inviting, dating, marriage, • applying sex role stereotype jobs, • learn how to negotiate and play safe with others,	• Communicating with others, • listening to others, • ways you relate to the opposite sex, respecting others, • sex roles stereotyping, • cooperating with others, • deciding and making choices, • working with others, • making friendships, • sharing things and ideas, • taking responsibility, • belonging to a group, • discussing , arguing, inviting, • dating, marriage, • applying sex role stereotype jobs,

Emotional	• Mood swing. - Emotions changes very much from day to day. • excitement or staying cool, • sexual feelings and thoughts, confuse, • guilt, worried, • love and hate, • nervous, embarrassed, proud, curious, fear, feeling uncomfortable, jealousy, angry, sad, stress, • reacting aggressively	• Mood swing. - Emotions changes very much from day to day. • Making decisions and choices, • depending on feelings, • showing feelings of love, • sexual feelings and thoughts, • dancing and kissing, • expressing feelings of care, • enjoying and praising • pressure to do something, • stress, sad, worried, • proud, • fearing
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Activity 3.1

Write true or false for the following.

1. Only the boys reach puberty and girls reach adolescence. [False]
2. Having more friends is an example of physical change. [False]
3. A poor boy learning to cry when he feels sad can be called emotional change. [True]
4. Puberty starts roughly around the age between 12 and 22.[true]

Changes during Puberty

During puberty the physical changes that occur enable you to reproduce. Mostly the change is caused by hormones. Hormones are chemical substances made by various glands, and travel via the blood stream to the ovaries for the girls and testes for the boys. The ovaries release female sex hormones and the testes release the male sex hormones.

Changes for Female

Menstruation – is the change for the female during puberty. The first period marks the onset of puberty for the female. She is in the first stage of becoming a young woman. Menstruation is the process whereby the lining of the uterus thickens to prepare for a fertilized egg to be planted. If is not fertilized, the egg and the lining are expelled from the uterus. This flushing out may take up to one week and usually cover every 28 days.

The process is called menstrual cycle. Menstruation is a natural part of being a female and is nothing to be embarrassed about. Therefore you as a female have to do the following to get rid of or prevent premenstrual tensions.

- Exercise often stops pre-menstrual tensions
- An iron enriched diet replaces iron lost during menstruation.
- Drinking a lot of coffee or tea will increase urine output will reduce the feeling of having a bloated stomach.

Changes for male during Puberty.

Ejaculation – is the discharge or sending out of semen which may occur when a male's penis becomes filled with blood causing it to stand up and become stiff and hard. This is known as erection. During adolescence, males may get an erection for many reasons. However remember that this is a natural part of your development, and it happens to all males at this stage of life.

Wet dreams

Both male and female can experience wet dreams however they are far more common in males. This is an unconscious ejaculation during sleep and is a way of getting rid of excess semen. A wet dream usually occurs when a male dreams of sexual images and experiences an orgasm.

Masturbation

Masturbation is the deliberate stimulation of the genitals (the penis for the males and the clitoris for the females) and if continued an orgasm may be reached. Masturbation is a natural act and many people do it. It is a natural part of adolescence so the choice is yours.

Sex-role stereotypes

Your gender, whether you are a boy or a girl, determine much of your behavior in society. Sex-roles are the types of behavior that are expected of you merely because of your gender.

Sex-role stereotyping is the expectation that someone will act in a certain way because of their gender. Until recently, males are expected to fix cars, play sport and fight in wars, while females are expected to cook, clean and become a good wife and mother. Equal career opportunities have allowed both male and female to choose the career parts they enjoy without stereotyping.

Growing up is all about making decisions. You need to consider every option; the use of family and friends support is helpful, however, remember that whatever you decide ultimately affects you and you will have to live with the consequences.

Adolescence Sexuality

Sexuality does not mean sexual intercourse but it covers physical you experiences during puberty, your sexual feelings and thoughts, and the ways in which you relate to others of the same and opposite sex. There are many things you need to experience in order to develop. Sexuality is influenced by many things such as what you see on television or read in magazines, your religion, culture, peers and emotional and physical feelings. The most important influence on your sexuality will always be your personal values. They are influenced by your own life experiences.

Sexual feelings

Throughout adolescence you will experience many feelings and will have to make choices depending on these feelings:

- Will I have a relationship or not.
- With whom?
- How much physical contact will I have?
- Will I have sexual intercourse?
- Will I have contraception? If so what type?

It is important to collect much information as possible, weigh up alternatives and consequences, then make your decision and stick to it.

Other Changes

Other various changes are physical, emotional, relationship, work, responsibility changes, leisure, school, and work changes.

Summary:



You have come to the end of lesson 3. In this lesson you learnt that;

- Puberty is the period when the child goes through a period of childhood to become an adult. Adolescence marks the time between the child and becoming full adulthood.
 - Puberty starts roughly between the ages of 12 and 22.
 - During puberty and adolescence there is a big change to both the female and male physically, socially and emotionally.
 - The changes are natural and must be accepted as your body is growing up to reach adult.
 - Sex role stereo-typing is a type of behavior expected from you because of your gender. Beware that most of the things that male do can be done by female in today's changing world society and the vice versa.
 - It is a time of risk and young people should take care in experimenting of their body in friendship and sex because it goes with roles and responsibilities.
-

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.



Practice Exercise 1

- 1) Explain the difference between puberty and adolescence. [The stage when the children change into adults is called puberty. It is the beginning of adolescence. At this stage there is a rapid physical development of a young person].
[Adolescence marks the time between the child and becoming full adult.]
- 2) Write a paragraph on how to behave when your friend ask you to a party.
[Answer varies, sample answer. I would enjoy the party with my friend without giving in for drug, alcohol or saying **yes to have sex**].
- 3) Give 3 examples of each of the following. Physical, social, emotional, intellectual changes. [Growing tall, having friends and getting excited].
- 4) Explain these terms:
 - I. Menstruation, Period, when a women loses a small amount of blood from her vagina. The time from one menstruation to another is called the menstrual cycle. Menstruation is commonly known as a period.
 - II. Masturbation When a person rubs or strokes his own body parts causing sexual excitement. It is normal and a part of healthy sexuality.
 - III. Ejaculation when semen comes out of a male male's penis during orgasm.
 - IV. Sex-role stereotyping, Behavior generally expected of you because of your gender.

LESSON 4: REACTIONS TOWARDS PUBERTY



Introduction

Welcome to Lesson 4. In the previous lesson you learnt about puberty and adolescence. In this lesson you will learn about the feelings and emotions related to puberty.



Your Aims:

- Identify feelings, emotions and behavioral reactions towards puberty.
-

Reactions towards puberty.

At puberty, usually around the age of 12, you go through a rapid change. It is the beginning of you becoming an adult and it goes on for roughly ten years. During this adolescence period you learn to think and behave as an adult. As people at puberty learn to do more difficult things they usually find their feelings mixed up and their mood change quickly.

Adolescence is a time of change, especially in relation to your feelings about certain issues. You will have to make choices depending on those feelings. The following describes some of those feelings.



What is puberty?

Continue reading to find out more about



My feelings

Worried, interested, excited, like embarrassed, average, love, dislike, talented, curious, proud, bright, nervous.

A guide to a female puberty during menstruation

Menstruation in a female is usually around the age of 12 Or 13, though it is not usual for girls to start their periods as young 10 as old as 16 years of age. A girl's period starts when her body is ready. She does not have to do anything to make **it** start. The period will last between three and seven days. For most women the menstrual cycle is between 21 and 35 days.

It is important for girls to take proper care to keep clean. **During periods you must:**

- Wash regularly with soap each day
- Do not use soap inside your vagina as this may cause irritation or infection.
- Drink plenty of clean water and eat a healthy diet that includes beans, green vegetables, meat and fish to replace the iron loss in the blood during menstruation.
- Use clean cloth, tampons, toilet paper, sanitary pads, homemade cotton pads or something to absorb the blood as it leaves the vagina and change the item often.
- Always wash your hands before and after wards.
- Know your menstrual cycle and keep a diary.

Supporting your breast

During puberty, girl's breast will start to grow. At a certain point of time it may become uncomfortable for you to move around and run. You should consider starting to wear a bra. You may need to get a different sized bra every couple of years as the breast continues to grow.

Sexual feelings and responses

It is normal for girls to start experience sexual feelings and responses .Throughout puberty a girl's clitoris, nipples and other places on her body will become more sensitive to touch. She will be able to have an orgasm (extreme sexual excitement). Her vagina will become wet with a clear fluid when she is excited. Some girls may have sexual arousing dreams. All of these are normal.

Girls growing taller, having breast, changes in their physical appearances and the starting of periods can draw attention from boys and older men.

You have to be protected and safe from sexual comments in your home or school and the community. If you feel threatened or uncomfortable with how a man is behaving, speaking or touching you, get help from a trusted adult immediately.

Boys Personal Hygiene

It is important for young boys to keep clean and stay healthy. The young men have to wash their entire body including the penis, scrotum and the anus with soap every day. If you have not being circumcised take care to pull back the foreskin and wash around the head of the penis. Eating healthy food will help the body to grow well.

Signs of Problems with your body

If you have these experiences or symptoms you should see the health officer as quickly as possible.

- Unpleasant smells and discharge from your penis.
- Sores or boils on your scrotum or penis.
- Pain when ejaculation or urinating.

Keeping your reproductive system healthy is important to your good health and having children.



Activities

Activity 4.1: Answer the questions. Write True or False for the correct answers.

1. Puberty starts around the age of 17. **(False)**
2. Puberty is the beginning of growing into an adult. **(True)**
3. At puberty people find their feeling are mixed up with their mood changing quickly as they go about dealing with life. **(True)**
4. It is not normal for both boys and girls to experience sexual feelings **(False)**

Risk taking

As boys go through puberty they are exposed to more peer pressure. Alcohol, drugs and violence are high for young men. They might be pressured to risky sex or pay for sex or could be vulnerable to cults in the school.

It is important you must learn how to deal safely with thee risks.

Get help from a young person who is a good role model for behaviors of puberty, get advice from school councilors, or teachers and parents.

Barriers to safe sex

There are many reasons why young people might have unsafe sex. The following are some reasons.

- Too embarrassed to ask for condoms or safe sex.
- Myths and beliefs about certain about particular sexual practices.
- Not having enough accurate information.
- Forced by partner or peers.
- Being drunk.
- Not being able to communicate well about sexuality.

Rape and sexual abuse

Rape and sexual abuse are serious crimes in our country. Rape is when a person is forced to have sex vaginal, oral, or anal. If you are raped or sexually assaulted;

- Immediately tell a trusted adult.
- Go with them to the health center.
- Make sure you get a medical assistance so as to get a protection against HIVAIDS, STIs and pregnancy.
- Contact your nearest Family and Sexual Violence Support centers.
- You may go to the police if you wish the person to be charged, but this decision is up to you. Nobody can force you to go to the police if you don't want to.

Summary:



You have come to the end of lesson 4. In this lesson you learnt that;

- ❖ At puberty, around 12 you go through a lot of changes. You learn to think and behave like adults. At adolescence you start to change in feelings. Both the male and female go through many different changes.
 - ❖ For Girls menstruation starts:
 - ❖ The breast grow
 - ❖ Physical changes in the appearance and
 - ❖ Start to experience sexual feelings.
 - ❖ For boys the physical changes at puberty are:
 - ❖ Height increases and the shoulder broaden.
 - ❖ Pubic hair grows at the base of the penis and the scrotum.
 - ❖ Body hair increases under the arms, on the face and chest.
 - ❖ The penis, testes and the scrotum grow larger.
 - ❖ Testes began to produce semen and are able to ejaculate.
 - ❖ Wet dreams and erection begins.
 - ❖ Develops sexual feelings and the ability to orgasm.
 - ❖ You have to understand and accept that these are normal signs of growing into adult.
-

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

1. Explain what happens at puberty at the beginning of the age of 12. **(The male and the female both are changing to an adult. During this period their feelings and behaviors and the physical body experience changes).**
2. What are the major changes in the male and the female? **(Ejaculation in the male and menstruation in the female).**
3. What is rape? **(A person is forced to have sex, anal, oral or vaginal)**

LESSON 5: VIEWS ABOUT SEXUALITY



Introduction

Welcome to Lesson 5. In the previous lesson you learnt about reactions towards puberty. In this lesson you will learn about views and sexuality, how certain expressions of language and gestures can convey a positive or negative views towards sexuality and the human body.



Your Aims:

- Identify how situations and behaviors about human body promote respect for individuals and groups.
- Identify how situations and behaviors about human body lessen respect for individuals and groups.

What is sexuality?

Sexuality is broad term that relates to everything about you that have to do with sex. It does not only mean sexual intercourse, it also covers other influences which give messages about sexuality.

The physical changes you have experienced during puberty'

- Your sexual feelings and thoughts.
- The ways in which you relate to others of the same or opposite sexes.
- Media communications, TVs, films, books, advertisements, pornography,
- Traditional rules and custom practices, traditional roles and behaviors.
- Sexual orientation, laws we have,
- Your peers, family, community
- Religious teachings and beliefs,
- Whether you're a male or female (gender type)

Some of these messages are positive and healthy but some are harmful.



Activity 5.1: Answer the questions

(Answers vary depending on the individual views)

- 1) Which of these sources most influence how you think about sexuality?
- 2) Which ones are the most positive influences?
- 3) Which are the most negative or harmful messages?

What messages do you get about sexuality?

Some of the different ways some people show sexuality are the following.

Clothes worn, marriages, who we find attractive, flirting, who we think makes a good partner, behaviors towards the same or opposite sex, pornography, raising children, holding hands and kissing.

Television, newspapers, family, religion, culture, peers, emotional and physical feelings influence sexuality. The most important influence on your sexuality is your **personal values**. These will be influenced by your own life experiences.

Sex-role stereo type.

Your gender, whether you are a boy or a girl determines much of your behavior in society. Sex-roles are the types of behaviors that are expected of you merely because of your gender. Sex-role stereotyping is the expectation that someone will act in a certain way because of their gender. For example, until recently girls were expected to cook, clean, become good wife and mothers. While males were expected to play sport, drive and fix cars and build houses.

Equal career opportunities have allowed many people to choose career paths that they enjoy. Females now have increased opportunities for jobs which they were regarded as men's job only.

Growing up is all about making decisions. The decisions you make will ultimately affect you and you will have to live with the consequences.



Activity 5.2: Answer the questions

Complete the table by listing the task/activities and indicate your decision by ticking the appropriate column. **(Answers vary)**

Activities	Done only by male	Done only by female	Both
Wash clothes			
welding			
cooking			
teach			
Fight in war			
Go to school			
Go hunting			

Sexuality in our Lives

Your sexuality can influence your decisions, how you think and behave. We show our sexuality in many ways such as through our behavior, how we dress, and our relationship. However we must not act on our private thoughts, desires and feelings. Making responsible decisions are important.

Sexual orientation

People are attracted to either the opposite sex or their own sex sometimes or both. A person's sexual orientation or interest becomes obvious during puberty. The three types of sex are:

Homosexual- Sexuality attracted to the same sex.

Heterosexual – Sexuality attracted to the opposite sex

Bisexual – Sexuality attracted to both sexes

People are born with sexual orientation. It is a natural part of who you are. Young men and women sometimes worry about their sexual orientation and their strong sexual feelings towards others. These emotions are a normal part of becoming an adult. It is important to respect your own body and show understanding, respect, empathy, and patience to others.

Sexuality and Cultures

In many cultures male and female are expected to behave differently. These behaviors are not all healthy but sometimes they can be harmful. Man and woman, girls and boys are often given different roles and responsibilities when they reach puberty. The sexuality and sexual relationships can be harmful to some people especially girls and woman from cultural values.

Many Papua New Guinea cultures have interesting ways of demonstrating sexuality. For instances the dance performances of the Trobrian Islanders and the Manusians.

Pornography

Watching or seeing pornographic pictures is illegal in PNG. Pornography can be arousing but it is giving and spreading harmful information about sexual practices and attitudes towards woman.

Negative sexuality happens when a partner has power or control over another partner. One does not respect the partner's values. It can lead to emotional, physical and sexual abuses.

Summary:

You have come to the end of lesson 5. In this lesson you learnt that;



- Sexuality is a broad term that relates to everything that has to do with sex. It covers:
 - The physical changes you experience at puberty.
 - Sexual feelings and thoughts.
 - The ways you relate to others of the opposite sex.
 - Cultural expectations.
 - Media communications and advertisements.
 - The different social groups you belong to; for example church, sports, woman's group, peer group.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise 5

- 1) Explain Sexuality. (**Sexuality is a term that relates to everything that has to do with sex. It includes the physical changes of the body, feelings and thoughts, your interactions with the opposite sexes and expectations**)

- 2) Explain sex-role stereotyping. (**Sex role stereo-typing is a term used to describe the typical behavior expected because of your gender. For instance you are a girl you are expected to cook in Papua New Guinea**)

- 3) Indicate your answer with a tick that conveys positive or negative views to the following behaviors. Views can be influenced by different cultures and values. (**Answers vary**)

Behaviors	Positive	Negative
Dating		
Dancing to a music		
Having many girl friends		
Having many boy friends		
Watching romantic pictures		
Wearing traditional clothes.		

4. Write true or false for the following.

- 1) Girls only wash clothes.[false]
- 2) Dating is a behavior done by only boys.[false]
- 3) Sexually can affect decisions.[true]
- 4) Using pornography materials is alright in PNG.[false]

SUB-STRAND 2

Nutrition

Nutrition

Food Choices and Culture

Food and Health Problems

Balanced Diet

Local Food verses Processed Food

Nutritional Guide for Teenagers

Sub-strand 2 Introduction

Welcome to Sub-strand 2 of this book. This sub – strand is called Nutrition.

There are six lessons.

In Lesson 1 You will learn about nutrition.

In Lesson 2 You will learn about food choices and culture.

In Lesson 3 You will learn about food and health problems.

In Lesson 4 You will learn about balanced diet.

In Lesson 5 You will learn about local food verses processed food.

In Lesson 6 You will learn about views about nutritional guide for teenagers.

After completing all the six lessons you will understand Nutrition.

We hope you enjoy studying this sub – strand.

LESSON 6: NUTRITION



Introduction

Welcome to Lesson 6. In the previous lesson you learnt about views about sexuality. In this lesson you will learn about nutrition and the functions of nutrition in the human body.



Your Aims:

- Define nutrition.
 - Identify the functions of nutrition in the human body.
-

What is nutrition?

Nutrition describes the different substances called nutrients found in the food. For the body to function well, it needs food that contains the different nutrients. Both food and drinks provide your body with the energy and nutrient it needs to function properly.



What are the different types of food we need **for** our body?

Continue reading to find your answers.



Types of food

All foods and drinks contain some nutrients. The types of nutrients in food vary according to its chemical makeup. The basic nutrients that you digest when you eat food are:

- Carbohydrates
- Proteins
- Fats
- Minerals
- Vitamins
- Fiber
- Water

When we eat we must eat a balanced diet. We need a balanced diet to keep our bodies in good health. A balanced diet is one that provides:

Body building foods. These are foods which are high in protein.

Some energy foods. These are foods which are high in carbohydrates

Some protective foods. These foods group has high in vitamin and minerals.

Carbohydrates

Carbohydrates form the major nutrients that you need for muscle energy. The cells in your body need carbohydrates for energy. The amount needed varies from person to person, and depends on how active you are. When you drink or eat food containing carbohydrates it is absorbed from your digestive system and stored ready for use in your muscles and liver. Once your stores are full, any extra carbohydrate is converted to body fat. This can cause the body to grow fat and overweight.

Protein

Protein is used to build your body. It makes as well as repairing the bones, skin, muscle, hormones, enzymes and the blood. But eating more protein than your body can use can be a problem because high protein foods are usually high in fat and cholesterol.

Fats

- You need to eat some foods containing fats because you use fats for several important body functions.
- The fat cells in your dermis (skin) insulate or protect you from cold weather.
- Fat surrounds your vital organs – especially your heart,, acting as a protective soft cover.
- Fats are a minor energy source for the whole body.

Some fats in your diet is necessary, but when you eat too much, your body swells and you end up overweight. Eating too much fat is a problem in PNG. Too much fat will cause problems such as overweight, heart diseases and cancer.

Fiber

Fiber is not a real nutrient. However, it is important in moving the food you eat and the unwanted chemicals through you intestines. A lack of fiber will lead to constipation and other bowel disorders.

Minerals

Your body needs many minerals to function well. It only needs small amounts of mineral each day on a daily basis. The major minerals are iron, phosphorus and calcium.

Water

Water is important to your body as oxygen. You can live for several weeks without food, but for only a couple of days without water and only several minutes without oxygen. You need water to control your body temperature, remove body waste (in sweat, urine and faeces) and carry blood cells and nutrients to your body in the blood. When you feel thirsty your body is telling you it needs water, but not coca cola, milk, fruit juice, flavored mineral water or beer. Your body needs 6-8 glasses of water each day.



Activity 6.1: Answer the questions.

Explain what nutrient is.

- 1) List the 7 types of nutrients in our body.(**carbohydrates, proteins, minerals, vitamins, water, fiber**)

- 2) Define what nutrition is. (**Nutrition describes the different substances called nutrients which are found in the food. For the body to function well it needs food that contains those different substances called nutrients**)

- 3) What are the three main kinds of food? (**The three main kinds of food groups are:**

1. **Body building foods – high in protein.**
2. **Energy foods – high in carbohydrates.**
3. **Protective foods – high in vitamins and minerals).**

The amount of food for activity or work

Every active person has different dietary requirements according to his or her age, sex, activity demands, body size and environment. You need a balanced diet to do work, play sports and keep fit.

Summary:

You have come to the end of lesson 6. In this lesson you learnt that;



The food we eat is the fuel for the body.

It is burnt to produce energy you need to work, play and enable your body to grow.

We need a balanced diet to keep our bodies in good health. A balanced diet is the one that provides:

- Body building foods or protein food.
- Some energy foods or carbohydrates
- Some protective foods.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

1. What are the major minerals in our body? **(The major minerals are: iron, phosphorus and calcium)**
2. What is the function of fiber in the body? **(Its function is to move the food you and other waste and chemicals along the intestines)**
3. The fat in our body does a special work. **(List what they do. (Its functions are:**
 - A. Insulate you from cold weather.**
 - B. Protect your organs.**
 - C. Provides energy for the body).**
4. Write True or False for the following statements.
 - A. Extra carbohydrate is converted to fat and extra weight. **(True)**
 - B. Iron is mineral protein. **(False)**

LESSON 7: FOOD CHOICES AND CULTURE



Introduction

Welcome to Lesson 7. In the previous lesson you have learnt about nutrition. In this lesson you will learn about food and how culture influence food choices.



Your Aims:

- Identify how culture affects choices of food.
- Identify other factors that influence the choices of food.

What is culture?

Before we study how culture influence the choice of food you must explain what culture is about..



What is culture?

Continue reading to find your answers about culture.



Culture

Culture is a general term that includes the knowledge, belief, arts, morals, laws, and any other capabilities, skills and habits learnt as a result of a person being a member of an organized group or society. As a member of the society he is taught and brought up by the community where he or she lives to accept and practice the lifestyles that are accepted by all members of the group or society. If the cultures are more different the behaviors of the members are different and diverse.

Papua New Guinea has a diverse culture.

- ❖ We have more than 700 languages,
- ❖ Customs about owning land,
- ❖ Fishing and hunting, gardening and preparing food,
- ❖ Marriages,
- ❖ Big man and leadership,
- ❖ Trade and money,
- ❖ Ceremonies and festivals,
- ❖ Traditional clothing
- ❖ Beliefs and religions.

We have so many different cultures because we live in different environments cut off from each other and over time we turn to develop our lives and ways of doing things in different ways.



Activity 7.1: Answer the questions.

- 1) Explain two cultures of PNG which are different with examples. (**Answers vary. Eg. The Simbu eats kaukau while the Sepik eats sago**)

- 2) Why is culture different? (**Culture is different because people live and learn to do differently when they are isolated from each other**)

Food Choice

There are many factors that influence the choice for different types of food. The following discusses some ways food choices are being made.

Firstly location is one factor that has helped people to develop a different culture in food choice. The locations at which people live decide or control the type of food production. For instance the people of the highlands are able to eat kaukau and pig than the sago and fish for the people of Gulf. These people are able to grow and get foods which grow well up the mountains and respectively the swamps on the other hand.

Climate factors limit access to varieties of food consumption

Foods which grow well in one location cannot grow well in another. This is because of the climate differences. There is a variety of food which grows well in the fertile highlands valleys than in the swampy land in the low lands. Rainfall is an important factor that affects food production. There is a lot of food available to choose from where the rainfall is high than other places where the rainfall is minimal or less.

Modern foods versus home grown foods.

There are people out there who thought modern imported foods are better than the home grown food at the markets in Papua New Guinea. There are probably many other reasons why they have to make their food choices. Peer pressure for junk food, media influences and advertisements or the improved taste or artificial flavoring of the food. However it is important to remember that processed foods sold in the stores are not fresh but contain additives or chemicals which can be harmful for our bodies. The home grown food products are fresh and are readily available which provide value for money at the local markets.

Home grown food

Protein: chicken, seafood, bush animals, peanuts, pandanus nuts, winged beans, peas, eggs, pig.

Fats: Coconut oil, pork fat, other animal fats.

Carbohydrates: yam, sago, taro, kaukau, sugarcane, coconuts.

Fruits: banana, pawpaw, pineapple, guava, apple, laulau, lemons, orange, passion fruit, avocado.

Vegetables: Green leafy vegetables, pumpkin, carrots, broccoli, tomato, corn.

Food and drinks needed at different times

Different times and events also influence the choice people make for food and drinks. These foods are needed to share with friends, relatives and people who have come for special occasions. Particular events where food and drinks of various quantities chosen are the following:

- ❖ Bride price ceremony – a lot of valuable cultural foods are prepared, example yams.
- ❖ Celebrations such as Christmas party, yam festivals
- ❖ Birth day parties.
- ❖ Funeral parties
- ❖ Picnics
- ❖ Religious beliefs, offerings and celebrations
- ❖ Sports competition

The methods of preparing these are not the same. The different customs and beliefs come in to play in the preparation of foods. For instance you find the 'Aigri' by the people of East New Britain and the Highlands' mumu' buried in the ground.

Growing big man attitude.

Some people feel that being big and fat goes with prestige, is given respect and high status. As such they want to eat more to become big and fat, attain prestige and become leaders. This group of people tends to go for foods which are high in protein, fats and alcohol. It is a false belief where many are starting to develop lifestyle diseases such as overweight, obese, high blood pressure, malnutrition, or kidney diseases, liver cirrhosis, heart problems and die soon or later in their lives .

Diet from Commercial Advertisements

Young viewers are going for the diet of junk food commercials. Almost every day advertisements on TVs and newspapers, magazines or radios promote takeaway meals, soft drinks and sweets. The advertisement tries to make believe that you would look like the TV advertising moguls if you can take their products. These advertisements give dangerous messages. The more you take you will develop unhealthy eating habits and can develop lifestyle diseases.

Summary:

You have come to the end of lesson 7. In this lesson you learnt that;



- ❖ Culture includes everything from beliefs, art, morals, law, customs, habits, skills, and capabilities a member of a society is able to practice.
- ❖ Food is important to our survival.
- ❖ There are many factors that influence the choice for food. Culture and cultural events, festivals, geographical environment, advertisements and the big man attitudes and beliefs and customs have a say in influencing choice people make for food and food preparation.,

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

1. What is the purpose of commercial advertising of food. (**Attract people to their product**).
2. How do the commercial advertisers advertise their food products? **(They associate their products with good things that are appealing, for example, sports heroes and models).**
3. List some factors that affect your choice for food? **(Answers vary. E.g. Culture, custom, peer pressure, special events etc.**
4. What is a big man attitude in relation to the diet? **(These people over eat to grow fat and big in a belief that they are given respect?**

What is culture? **Culture includes everything about belief, art, moral, laws, customs, habits, skills, and capabilities a member of a society is able to learn and practice).**

Lesson 8: Food and Health Problems



Introduction

Welcome to Lesson 8. In the previous lesson you learnt about choosing food and the factors that influences the choice. In this lesson you will learn about food and food related to health problems.



Your Aims:

- Identify health problems related to food consumption.
- Identify ways to avoid health problems related to food.



Food is good to eat. We eat food to survive. But food also gives us problems. Is that true?

Continue reading to find out more about the problems.



Food and Health Problems

Food is important to everyone and most people enjoy eating food. We need food to stay alive, but food also gives us problems. In the following we will look at some of the problems related to eating habits - overeating food or bad eating habits. If you follow a good diet plan the problems you will face with eating food is minimal. The common problems from bad eating habits are:

- ❖ Over nutrition
- ❖ Overweight
- ❖ Constipation
- ❖ Tooth decay
- ❖ Food intolerance
- ❖ Anorexia
- ❖ Bulimia

Over nutrition

In Papua New Guinea over-nutrition (eating too much) that leads to an imbalance of nutrients is a problem. If you do not have a plan for your diet it is quite easy to fall into an habit of over eating sugar, fat and salt and failing to eat enough vitamin, minerals and

fiber. This habit is eating too much of some nutrients and not enough of others (malnutrition) can lead to two types of problems.

Short-term problems; such as skin disorders, fatigue and poor immune system.

Long-term problems; such as heart diseases, high blood pressure, adult diabetes, diverticulitis and bowel cancer.

Constipation

If your diet is low in fiber you end up with nothing in your intestines to push the waste through your digestive system. The movement of the waste slows down and the waste becomes hard. As a result you do not go to the toilet regularly. You feel constipated and when you do go it can be a painful experience. Over a period of this constant pressure in your bowels can lead to more serious problems, such as ruptures in the bowel called diverticulitis and colon cancer.

Tooth Decay

If you eat junk food regularly, you may end up with tooth decay. Junk food is high in sugar. When sugar is left over your teeth after a junk snack or meal, it reacts with the bacteria in your mouth to form acid that eats into your tooth enamel. The acid has time to dissolve your teeth so you must brush your teeth after each meal.

Overweight and Obesity

To be overweight or obese is dangerous. There are two categories of fat:

- ❖ Overweight is 10 percent above your ideal weight according to height and sex.
- ❖ Obesity is 20 percent above your ideal weight.

Being overweight or obesity cause a lot of problems.

Decreased life expectancy

Overweight people have a decreased life expectancy. The more overweight you are, the lower your life expectancy. If you begin to be overweight before age 35 your life expectancy is even lower.

Accident proneness

Overweight people are more accident prone than those of normal weight, mainly because excess weight limits their mobility so that they cannot easily get out of the way of danger. Overweight may make it difficult for a doctor to make a diagnosis of serious diseases. It may also complicate and make surgery or operations more operations.

More effects of poor nutrition

- ❖ The hair may fall out or change color.
- ❖ Headaches maybe related to vitamin deficiency.
- ❖ Night blindness may arise from a lack of vitamin A
- ❖ The tongue may become inflamed as a result of a number of vitamin deficiencies.
- ❖ Bleeding gums may be sign of vitamin c deficiency
- ❖ Enlargement of the thyroid gland (goiter)
- ❖ Rashes, itching, soreness and cracking of skin a sign of a number of vitamin deficiencies.
- ❖ Obese people experience breathing difficulty.
- ❖ Back ach as a result of obese.
- ❖ Softening of bones may be a sign of lack of vitamin D
- ❖ Loss of motor functions in the leg.
- ❖ Storms may form in the kidneys.
- ❖ Too much alcohol causes cirrhosis of the liver.
- ❖ Insufficient blood will cause
- ❖ Swelling and painful feet a sign of vitamin B12 deficiency.

Effects of being overweight

- ❖ Strokes
- ❖ Double chin
- ❖ Hypertension or high blood pressure.
- ❖ Heart diseases of many kinds, poor blood circulation.
- ❖ Palpitations of the heart
- ❖ Respiratory diseases
- ❖ Gall bladder diseases
- ❖ Cirrhosis of the liver.
- ❖ Diabetes
- ❖ Cause infertility of the women
- ❖ Cause impotence in men.
- ❖ Kidney diseases.
- ❖ Hernias common in men
- ❖ Arthritis especially on hips and knee joints.
- ❖ Varicose veins.
- ❖ Loss of self-esteem and constant feelings of fatigue.

**Activity 8.1: Answer the questions.**

3) What is the main cause of food related health problems? (**overeating**)

4) What are the common diet related problems?

(Over nutrition, constipation, food intolerance, overweight, tooth decay, anorexia, bulimia)

Main factors causing overweight or obesity

There are many factors that lead to overweight or obesity. (The main factors are:

- ❖ Glandular malfunction or gland problem
- ❖ Over eating –consuming more kilojoules than your body needs so the excess is stored as fat.
- ❖ Lack of exercise(no exercise)
- ❖ Genetically influence body growth).

Ways to avoid health problems

Energy balancing and weight control.

When you eat or drink products that contain carbohydrates, fats or protein you take in energy. When you eat greater amounts of carbohydrates or fat foods than your body needs, the extra kilojoules are converted to fat so you become fat.

To control your weight, you need to keep a balance between the kilojoules (energy) and the kilojoules you use up.

- ❖ If you want to stay at the same weight, make sure that you use up, through exercise and active living, the same numbers of kilojoules as you eat or drink. It is called a **neutral energy balance**.
- ❖ If you want to gain weight, increase your food/kilojoule intake and increase your exercise level so that you gain muscle rather than fat. It is called **positive energy balance**.
- ❖ If you want to lose weight, reduce your food kilojoule intake and increase your exercise kilojoule output. In this way, you will burn up more kilojoule than you eat

and your body will use its fat stores to provide enough energy so you lose weight. This is called a **negative energy balance**.

- ❖ If you lead a lifestyle in which your intake of kilojoule is higher than your output, you put on considerable fat.
- ❖ If you lead a lifestyle in which your output is high than your intake you lose fat.
- ❖ If you lead a lifestyle in which your intake and output are balanced, your fat layer stays the same.

Summary:

You have come to the end of lesson 8. In this lesson you learnt that;



- Overeating is the main cause of health problems. It is important to stay alive and healthy from keeping a balanced diet. Overweight and obese is dangerous and decrease life expectancy.
- The common related problems are overeating, overweight, constipation and tooth decay. There are more effects of poor nutrition and of being overweight. It is important that to live a healthy lifestyle you must strictly lead and follow healthy diet plan and avoid health problems.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Pracctice Exercise 8

Write the answers to the following questions appropriately in the spaces provided.

- 1) What are the common causes of food related health problems in your village?
(Answers vary. Sample answers; overheating, too much alcohol, greasy foods etc.).

- 2) What are the common diet related problems?(**over nutrition, overweight, malnutrition, constipation, food intolerance, anorexia, bulimia**)

- 3) There are many factors that lead to overweight or obesity. List down the main factors. (**The main factors leading to overweight are: glandular malfunctioning, gland problems, over eating – consuming more foods than what your body needs so the excess is stored as fats. Lack of exercise**).
- 4) What is your advice to the people who are very fat? (**Reduce food kilojoules and increase exercise**)
- 5) Explain the term positive energy balance? (**Positive energy balance is used to describe an increase in food kilojoule and exercise so that you gain more muscle rather than fat**).

Lesson 9 : Balanced Diet



Introduction

Welcome to Lesson 9. In the previous lesson you learnt about food and related health problems. In this lesson you will learn about balanced diet.



Your Aims:

- Define balanced diet.
- Identify the basic requirements in a diet.



What is a balanced diet?

Continue reading to find out more about the problems.



What is a balanced diet?

For the body to function well, it needs certain things. Just as a car may need petrol, oil and regular attention, so too does our body. To keep our body function well, it needs:

- ❖ Nutritious food
- ❖ Care and hygiene
- ❖ Moderate amount of activity and exercise.

Food is fuel for the body. It is burnt to produce energy and to enable the body to grow. We need a balanced diet to keep our bodies in good health. A balanced diet is one that provides food in the three main kinds of food groups.

- ❖ Body building foods (high in protein)
- ❖ Some energy foods (high in carbohydrates and fats)
- ❖ Some protective foods (high in vitamins and minerals)

The foods and drinks in each food group are chosen according to the main nutrients they contain. If you eat a variety of foods from each group everyday you are eating the nutrients your body needs to grow and stay healthy therefore you avoid the overdose and deficiency problems.

However if your diet is unbalanced, that is you eat too much from one food group and not enough from another, you can develop health problems gradually and eventually you get sick. If you eat too much of some types of food, you may become overweight get other types of sickness. Balanced meal is eating the right kinds of food every day.

The table in the following is the table of the main food group. It is important to eat a variety of food each day to get a balance of nutrients.

Growth	Energy		Protective	
Protein	High Energy	Staples	Fruits	Vegetables
Fish (fresh) Fish (tinned) Eggs, milk Meat (fresh) Nuts, peanuts Winged beans Peas,	Coconut milk, Oil, margarine, pork fat, lamp flaps, other animal fats	Taro, cassava, sago, yam, sweet potato, kaukau, sago, rice, cooked bananas, flour, wheat,	Avocado, guava, ripe banana, pawpaw, pineapple, mango	Dark green leaves, cabbage, carrots, pumpkin, corn, tomato, capsicum, aibika

It is important to eat enough of the right kinds of food from each group. This is called eating a balanced diet.

Coloured Vegetables

Fruits and vegetables also have different colors so eating a variety of coloured vegetables is also a balanced diet. Each day try to eat a mixture of red, yellow, green or white coloured foods. Dark green leaves are source of rich nutrients.

The way the food is cooked

The way a food is cooked or prepared is also important. Most food needs to be cooked to make it safe and easier to digest. Cooking is the process of preparing food by heating it. Different methods of cooking are used to add interest and variety to meals.

Moist heat cooking methods are boiling or stewing. Water or some other liquid is added to the food in the cooking process.

Dry heat methods are frying, baking and grilling. Oil may be used in dry heat cooking methods.

Adolescence eating habits

Many adolescence of your age are suffering from health problems as a result of their diet and eating habits. The common problems are:

- ❖ Not enough iron in girls' diet.
- ❖ Not enough calcium, failure to drink milk.
- ❖ Not enough protein for girls.
- ❖ Too much sugar from drinking soft drinks.

- ❖ Not enough vitamins especially A, C, B groups.
- ❖ Too much fat, sugar and salt from eating too much processed food and junk food.

Adolescent girls have more nutritional problems than boys because they eat less diet.



Activity 9.1: Answer the questions.

-
- 5) What is balanced diet? **(A balanced diet is one that provides nutritious food from the three main kinds of food groups – protein, protective and energy.)**

- 6) Explain how people become overweight. **(The people become overweight by eating too much greasy food, high fat foods and a lot of cholesterol, sugar with no exercise).**
- 7) Why do people have to cook food? **(Cooking makes it safe and easy for digesting)**

Why do so many adolescents have destructive diets?

The following are the factors that have influenced adolescents into bad eating habits.

- ❖ Junk food – high in salt and fat, low in vitamins, minerals and fiber.
- ❖ Advertising and the media. Every day you are bombarded with messages about what to eat, what to drink and what to look like. Advertisement associate the product with something you want – like an image or fantasy – for example be cool, be tough etc using the product.

Nutrition Guidelines

It is good to have a plan of your diet and follow the plan.

- ❖ Eat a variety of foods from each group.
- ❖ Eat less cholesterol and fat
- ❖ Avoid fried foods.
- ❖ Choose low fat foods.

- ❖ Avoid snack and fast foods.
- ❖ Eat less sugar. Sugar comes from snacks, processed foods, honey and sweets.
- ❖ They contribute to overweight and dental decay.
- ❖ Eat more fiber – fresh fruit and vegetables.
- ❖ Eat less salt – too much salt causes high blood pressure, stroke and heart diseases.
- ❖ Drink more water.
- ❖ Limit alcohol consumption.

Summary:

You have come to the end of lesson 9. In this lesson you learnt that;



- ❖ Our body needs a balance diet to keep our body functioning well. To keep our body function well it needs nutritious food, care and hygiene and a moderate amount of activity or exercise.
- ❖ A balance diet is the one that provides nutrients from the three main food groups: body building, energy and protective foods. People who have bad eating, imbalance diets will gradually develop various illnesses.
- ❖ Many adolescents have destructive eating habits because they are influenced by media advertisement, junk food and peer pressure.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.



Practice exercise 9.1

1. What are the problems of adolescents eating habits? (**Adolescents have a problem of not eating enough of food containing iron, calcium, protein and too much sugar**)
2. Why do so many adolescents have a bad diet? (**Adolescents have a bad habit in eating food because of: advertisement, junkfood, peer pressure and culture**)
3. Complete the sentences by filling the spaces with suitable words in the box.

Balanced, burnt, unbalanced, junk food, less,

The food in body is to produce energy. [Burnt]

Adiet is one that has food from the three main food group. [Balanced]

Girls have more nutritional problems than girls because they eatdiet. [less]

.....is high in salt and fat, low in vitamins and minerals. [Junkfood]

If your diet isyou are eating too much from one food group. [Unbalanced]

Lesson 10: Local Food Verses Processed Food



Introduction

Welcome to Lesson10. In the previous lesson you have learnt about balanced diet. In this lesson you will learn about our local food and its importance.



Your Aims:

- Identify the local and processed food.
- Identify the importance of eating more locally grown food than the processed food.

What is the difference between the local and commercially processed food?

Local food refers to the home grown food products. They are fresh and not made from using machines from the factory. They are produced for personal use or for sale at the markets. These home foods grown from the three main food groups include:

Protein foods: pig, chicken, sea food, bush animals, peanuts, pandanus nuts, winged beans and eggs.

Fats: coconut oil, pork and other animals' fat.

Carbohydrates: kaukau, potatoes, yam, taro, sugarcane and coconuts.

Fruits: banana, pineapple, guava, laulau, mangoes, passionfruit and custard apple, lemon, oranges, and avocado.

Vegetables; a wide variety of dark greens, pumpkin, carrots, tomatoes, corn broccoli

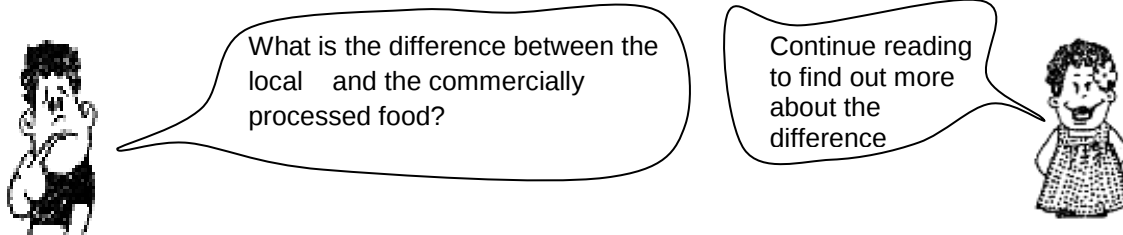
Water: young coconuts

What is commercially processed food?

You must know that many of the foods that you eat are made on a large scale in the food processing plants, factories, and bakeries. You must know that all processed foods have additives added to the food by the manufacture to aid processing, improve its appearance, texture, flavor or increase its self-life' The use of the additive is controlled by the government. The common chemical additives are:

- Preservatives,
- Thickeners
- Food acids

- Colors
- Artificial sweeteners
- Antioxidants



Some people who react badly to additives must avoid or stop from taking those products that contain additives. Commercially processed foods which contain additives are tinned foods such as tin fish, canned foods, bottled drinks and other food that come in packages. These processed foods can be bad for your health as they have lost their freshness, overdue and stale.

Importance of eating locally grown food

There are many reasons why you make choices for certain foods. There are many who want go for the processed foods in the stores and supermarkets but it is not a good choice. The processed foods contain various chemical additives which can be harmful for our body. The importance of eating the local foods is that:

- It is fresh and the nutrients do not get loss or stale.
- They are rich in nutrients
- It is readily available.
- Cheap to buy in good quantity.
- Value for money.



Activity 10.1: Answer the questions.

Complete the table about the food you eat. (Answers vary)

FOOD GROUPS	LOCAL FOOD EATEN			PROCESSED FOOD EATEN		
	LIST FOOD	(TICK)		LIST FOOD	(TICK)	
		MORE	LESS		MORE	LESS
Protein foods	eggs			meat		
	peanuts			fish		
	Animal meat			sausage		

	fish			Canned beans		
	beans			yogurt		
Fats	Animal fat			Lamp flaps		
	Coconut oil			Cooking oil		
	honey			Vegetable oil		
				margarine		
				butter		
Carbohydrates						
Fruits						
Vegetables						
TOTAL SCORE						

Add the total score for the local and processed food. If your score for the processed food is more than the local food your diet is not a good one. You are eating a lot of additives which is not good for your health.

The dangers of eating too much processed food.

The processed foods have gone through various processes before the final product comes out at the market on the shelf in the supermarkets or stores. Going through those stages most of its nutritional values and freshness is lost. To make up for that and keep them on the shelf additives are added to it. These additives are chemical which can destroy our body system.

Another danger of eating processed food is the junk food. Junk food is the term used for food and drinks which are nutritionally unbalanced or which contains large amounts of nutrients that can have long term health effects. Unfortunately junk food is:

- High in fat.
- Low in vitamins, minerals and fiber, all that needed to keep your body working properly.
- High in salt – a major factor in causing thirst, high blood pressure and heart diseases.

Summary:



You have come to the end of lesson 10. In this lesson you learnt that;

- Local grown food is food which is home grown. They are very fresh and the nutrients are not stalled or loss. Processed foods are food products made from the factory (factory made) or food processing plants. Chemicals and other additives are added to it.
- Eating home grown food is important as is fresh and good for the health. An habit of eating processed food risk our body illness or diseases.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.
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Practice Exercise 10

- 1) What is the reason for home grown food important?

(They are nutritious, fresh and value for money and no additives)

- 2) Describe a local balanced meal? **(answers vary)**

- 3) Describe the danger of eating too much processed food?

_(Risk our body to illnesses or diseases)

- 4) Explain what junk food is.

- 5)

(Is a term used for foods and drinks that are nutritionally unbalanced or which contains large amounts of nutrients that can have long term bad health effects).

- 6) List the common food additives.

(Preservatives. Thickeners, food acids, colours, sweeteners, antioxidants)

- 7) Where can you find most processed foods?

(stores)

Lesson 11: Nutritional Guide for Teenagers



Introduction

Welcome to Lesson11. In the previous lesson you learnt about food types. In this lesson you will learn about ways of nutritional guide such as the food groups and plan a healthy diet..



Your Aims:

- Define nutritional guide.
 - Identify foods that meet nutritional needs using locally available foods.
-

What is a nutritional guide?

Now you know that best foods supply nutrients that your body needs. The key to good eating is planning your diet. Knowing the different food groups, the nutrients, the functions and the possible problems will help you to plan a good balanced diet. The following suggest some nutritional guides. It should give you some hints about planning a good diet.

The key to good eating is planning your diet. There are several models you can choose to adopt.

1. The food groups model.
2. The healthy eating pyramid.
3. The 12345 t nutrition plan.
4. The Commonwealth government guidelines.



What is a nutritional guide?

Continue read in the following about nutritional guide.



Guideline One - The food group model

Foods can be organized into five food groups to make it easier for you to eat a balanced diet. The food and drinks in each food group are chosen according to the main nutrients they contain. The nutrient guide will help you to eat a balanced diet and stay healthy.

Food Group	Examples	Daily Recommendation for teenagers
Protein and Protein Group	Beans, nuts, eggs, fish, chicken, beef, lamb.	2 servings daily,

The fruit and Vegetable	Bananas,apple, orange, apples, fruits,greens and leafy,vegetables,root vegetables,pumpkin, lettuce,broccoli,carrots.	At least 7 servings daily
Energy –The kaukau and sago group	Kaukau,sago,rice,wheat flour,bread,yam,cassawa,taro	At least 9 servings daily, one bowl of kaukau, yam, taro,cassawa.
The milk and dairy food group.	Milk, cheese, yoghurt,	At least 3 servings daily. One serving = a glass of milk, 200 gram yoghurt, a medium portion of cheese.
The oil and butter group	Coconut oil, butter, table margarine, polyunsaturated oil	At least 2 servings.

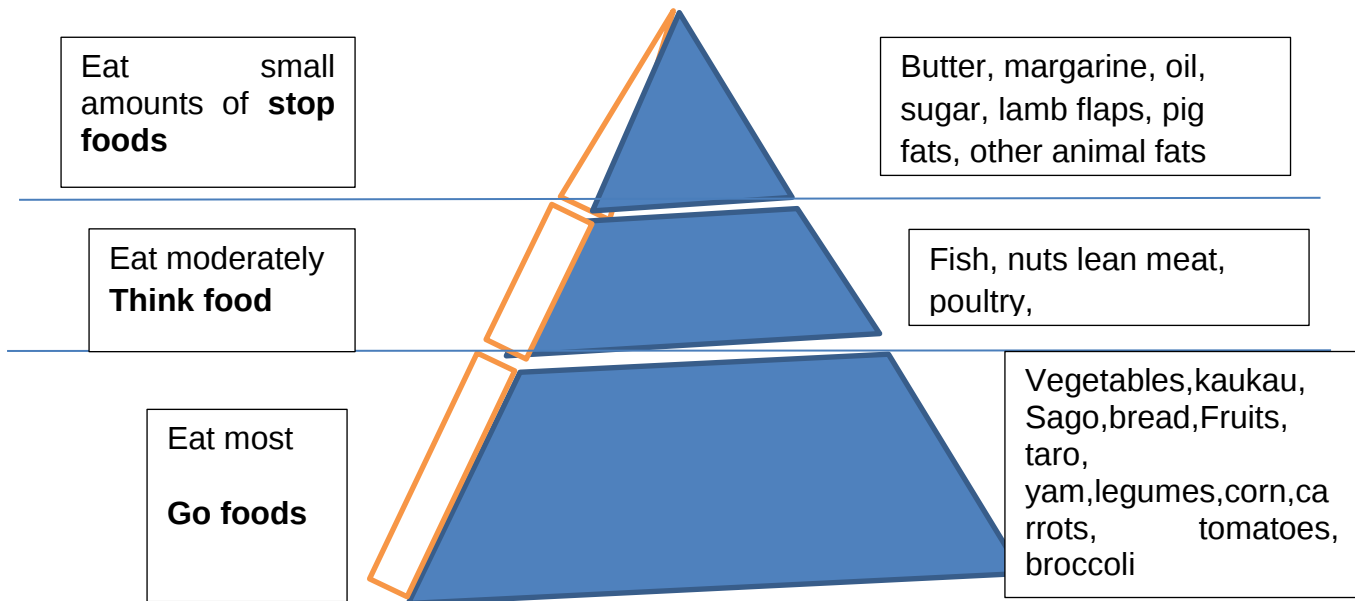
Guideline Two - Healthy Eating Pyramid

Another simplest dietary guide for you to follow is the Healthy Eating Pyramid. In this model the bottom layer contains foods high in carbohydrates, fiber and other valuable nutrients and low in sugar, salt and fat. You should choose the majority of your diet from these foods. These are called **go foods**.

The **middle layer** is foods that contain some protein, minerals and vitamins. How much do you eat from this layer? These are **think foods**.

The **top layer** is the risk layer. Try to minimize your intake of food and drink from this layer because they are **stop foods**. They are high in sugar or fat and often contain little else of nutritional value. Stop foods are like chocolate, fries and soft drinks – what is sometimes called **junk food**. The more you eat **stop foods**, the greater risk of suffering from overweight, constipation and poor nutrition.

Healthy Eating Pyramid



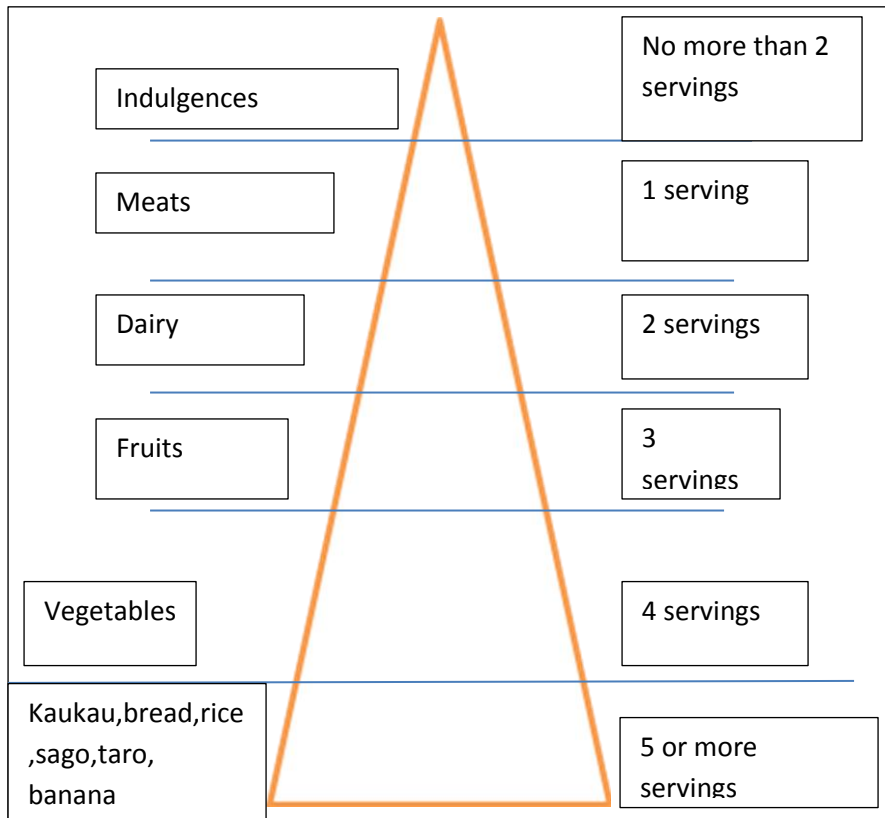
Activity 11.1: Answer the questions.

1. What is the importance of good eating? (**The importance of good eating is the plan for your diet.**)
2. What is important in choosing a correct food? (**The importance of choosing a correct food is you have to know the main nutrients in the foods**)
3. Where is the dangerous part of the healthy eating pyramid? (**Top layer**).

Guideline Three - The 12345 t Nutrition Plan

This plan is designed to help you meet the recommended daily intake of each nutrient and dietary targets recommended by the Commonwealth government.

The numbers stand for the numbers of servings of each food group you should have each day.



Guideline Four – Government Approval

This is another useful guideline for you to follow and improve your nutritional habits. It is approved by the Commonwealth government.

- Eat a variety of foods.
- Four pieces of fruit or vegetable
- Sago or kaukau, taro, yam, rice bread and cereal
- Lean meat, poultry, fish, eggs, beans, nuts
- Low fat or skim milk

Control your weight

Overeating and lack of exercise is a big problem. Stop eating high fat and high sugar content foods. Eat high fiber foods and do exercise. You unlikely will have an overweight problem.

Eat less fat and cholesterol

- Avoid fried food.
- Choose low fat dairy foods
- Avoid snack and fast foods.

A fatty diet causes overweight, heart diseases and some types of cancer.

Eat less sugar

Sugar comes from snack food, processed foods, honey, sweets, and sugar.

Eat more fiber

- Eat plenty of fresh fruit and vegetables
- Eat whole grain, whole meal bread, kaukau, sago, taro, banana, yam

Eat less salt

- Do not add salt in cooking.
- Avoid canned, packaged and snake foods.

Too much salt causes high blood pressure, stroke and heart disease.

Drink more water.

Drink 6 – 8 cups of water a day.

Summary:

You have come to the end of lesson 11. In this lesson you learnt that;



- Nutrition guide is a useful set of guidelines to help you plan a good nutritional diet.
- The five nutrition guidelines or models are:
 1. The food group model.
 2. Healthy eating pyramid.
 3. The 12345t nutrition plan.
 4. The Commonwealth government approved guidelines.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.
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Practice Exercise 11

- 1) What is a nutritional guide? **(A nutritional guide is a plan on how you should choose the food for a diet. It helps to plan a good nutritious diet)**
 - 2) What causes an overweight? **(over eating)**
 - 3) Explain what junk food is. [Processed foods which are high in sugar, fat and salt. They are not nutritious]
 - 4) What is the key to good eating habit? **(Planning your diet.)**
 - 5) Which foods should you eat more in order to improve your health.**(Food at the bottom of the pyramid. Answers may vary where students would list the food)**
- 1) What is the main cause of food related health problems? **(overeating)**
 - 2) What are the common diet related problems?
(Over nutrition, constipation, food intolerance, overweight, tooth decay, anorexia, bulimia)
-

SUB-STRAND 3

Personal Health and Safety

Health and Safety

Personal Health Plans

Peer Pressure and Risky Behaviours

Personal and Community Safety

Preventing Accidents and Injuries

Sub-strand 3 Introduction

Welcome to Sub-strand 3 of this book. This sub – strand is called Personal Health and Safety.

There are five lessons.

In Lesson 1 You will learn about health and safety.

In Lesson 2 You will learn about personal health plans

In Lesson 3 You will learn about peer pressure and risky behaviours.

In Lesson 4 You will learn about personal and community safety.

In Lesson 5 You will learn about views about preventing accidents and injuries.

After completing all the five lessons you will understand Personal Health and Safety.

We hope you enjoy studying this sub – strand.

LESSON 12: HEALTH AND SAFETY



Introduction

Welcome to Lesson12. In the previous lesson you learnt have about nutritional guidelines which are useful for helping us to plan nutritional diet. In this lesson you will learn about how safety is related to health.



Your Aims:

- Define safety and health.
- Identify the community health concerns.



What is health and safety?

. Read more to find out about health and safety.



What is health and safety?

Firstly, health is not only the absence of diseases or illness. In other words if you are healthy you are not just disease free. You have finest social, physical and mental wellbeing you feel great. Therefore health means you as an individual person is in a state of complete physical, social and mental well-being.

The three types of health are:

Social health: How you behave in the public and how you get on well others.

Mental health: How you feel good about yourself.

Physical health: How well your body works and how well you feel.



Activity 11

1. What influences your health? There are many factors that influence your health. Using the table below, list at what age you would expect each influence to affect your health, state whether this is a positive or negative influence. Give an example of each influence on your health. [Answers vary]

Factors affecting health	Age	Type of Influence	Example
Peer pressure			
Skin cancer			
Religion			
Exercise			
Injury			
Family			
Smoking			
Advertising			
Alcohol			
Drugs			
Doctors/hospitals			
Health products			
Health campaign			

Safety

When play with our friends or in game is it possible to get hurt. Can we walk around the school without getting our legs cut or hurt? Is it safe to drink the creek, walk across the road, swim in the river, climb the mountain, walk the forest? Is it safe to smoke, get drunk, drink drive, ride a bicycle or be a spectator in the protest? Without care or taking precautions we might cause injury to ourselves or others. It is a risk if it is likely to cause injury. It is important to avoid or do something to minimize the risks.

A **risk** is any unsafe actions or thoughtless and careless behavior. Many of our daily activities involve risks so you need to be aware of how can behave to minimize or prevent them from happening. As it is said prevention is better than cure.

Risk Minimization

- Set rules and safety procedures to make people take care in their environment; whether it be in the community, school, place of work church or forest or a desert.
- Rely on your feelings - if it is not right don't do it.
- Look around the place to see the place is peace and safe.

- Don't be forced into do something, say no and be assertive, firm and confident.
- Use safety equipment where necessary.
- Know your limitations or what you cannot do.

Consequences of Unsafe living

- Injury and pain.
- Embarrassment and grief.
- Financial cost.

Individual Health and Safety

You are responsible over your own health. You would not want to get sick or get hurt or injure yourself. In order to be safe from and live a healthy life you must take care of your own health. It is important to try not to get sick or do things that may cause injury to others. There are many things you can do to take care of yourself.

Personal Health Plan

Bath every day.

Brush my teeth regularly

Keeping clean

Do regular exercise

Quit or no smoking

Sleeping inside the mosquito net.

What are your health plans?

Take care of yourself against these common diseases.

- Malaria
- Colds and influenza
- Typhoid
- Tuberculosis
- Sexual transmitted infections



Activity 12.2: Answer the questions.

1. Write out your personal health plan to show that you are safe from the common diseases such as tuberculosis. (Answers vary)

Health concerns in the village communities

The people in the village communities want to live a healthy life. They are concern about problems affecting them. But these problems are the effects of people careless actions. If you are not caring about the safety of the environment and the health of everyone including yourself your community is facing a danger of health problems.

Unsafe Environment

Every day you are likely to get into an environment which is unsafe.

Your home

No toilets, Boiling water, fires, sharp knives, electrical appliances,

Your School

Science chemicals in the lab, sporting activities, crowded corridors, concrete floors.

Your recreation

Cycling, team sports, traffic hazards, fast flowing rivers, swimming, deep waters, pools, power lines, sea currents, dangerous animals, poison snakes, mountains and trees. If you take no action to correct or prevent accidents you or one of your members of the community will be hurt.

Your Community

Malnutrition – Not getting enough of the right kinds of food.

Diarrhea – water pollution, dirty water.

Breathing problem – tobacco smoke, dirty air.

Drunkenness – Too much alcohol.

HIV/AIDS – Sexual behavior

Ways of Caring for the community

They are more ways you can help to promote health and safety for your community. The following suggest only some.

- Education, educate others about safe environment.
- Show others practically.
- Encourage people to use toilets.
- No littering, keep rubbish in the pit.
- Keep water clean; keep rubbish out of water, places where people drink and recreational waters.

Summary:

You have come to the end of lesson 12. In this lesson you learnt that;



- Health means you have a physical, social and mental wellbeing. When your environment is safe you are unlikely to get sick or be injured. If you see a risk you must take responsible to prevent it before someone gets hurt. Do not neglect and be ignorant. Your health and the health of others are equally very important.
- The consequences of unsafe living or environment can cause injury and pain, embarrassment and grief, and financial cost burden.

PRACTICE EXERCISE 12

8) List 5 ways of caring for the community. (**Answers vary**)

Sample answer

**(Picking rubbish, encouraging people to build toilets,
Remove places where mosquitoes breed).**

9) Make a posture with news articles about health problems in Papua New Guinea villages. (**Answers vary**)

10) How can you help to solve these problems in your community? (**Answers vary**)

11) What is a risk? (**A risk is any unsafe action or thoughtless and careless behavior.**)

12) What is malnutrition? (**Is a sickness from not eating of the right kinds of food**)

LESSON 13: PERSONAL HEALTH PLANS



Introduction

Welcome to Lesson 13. In the previous lesson you learnt about health safety. In this lesson you will learn about developing a personal health plan and using to your advantage



Your Aims:

Identify a personal health plan based on a personal health goal.

What is a personal health plan?

As an individual person you have a private life. That is you have choices to make decisions on how to use your life. The choices and the decisions you make to do certain things are very important for your life as they will make the difference to your future. Nobody would want to make a decision which would bring problems upon their wellbeing, fitness or the personal health. The road to living and achieving a healthy wellbeing depends on how you control what you do in responding to the needs of your life. You are careful not to do things that may cause problems to your health.

Prevention

Health workers say prevention is better than cure. It means it is better to try and prevent sicknesses rather than wait until the person is sick and then you try to make him better. For example, it is better to brush your teeth every day and avoid it from developing decay. It is important to choose behaviors that can keep us healthy at all times. When you are sick it is very expensive to get a medical attention from a doctor. Also you might live far away from the medical health centers and unable to get the assistance due to the fact that transport is a problem. The road to a healthy lifestyle is a personal health and safety plan.



What is a personal health plan and how can you develop a health plan?

Continue reading to find out more about the personal health



Doing those things to prevent is your personal health plan. Your health plan bases around these areas.

- Nutrition and exercises.
- Community Safety.
- Peer pressure and risky behaviors.

You have learnt about living a healthy lifestyle. Good goal setting or making the right decision is important to improving the wellbeing and preventing diseases. Do you have any plan about nutrition and exercise as a way to improving your health?

Nutrition and Exercise

Create and use a personal health plan that includes healthy leisure activities and a balanced diet. Having such a plan that increases the heart rate for 20 minutes 3 times a week and a balanced diet is good enough to keep you fit and healthy.

Nutritious Diet

Different foods contain different amounts of nutrients. Some foods are rich in one nutrient but have little or none in another. For example:

- Cooked bananas have large amounts of carbohydrates but very little protein.
- Fruits have lots of water and are good source of vitamins and sugar but have very little protein.
- Fish and meat have good supplies of protein and iron but no carbohydrates.

It is very important to eat a variety of foods, protein, energy and protective foods each day to get a balanced diet.

GROWTH	ENERGY		PROTECTIVE	
PROTEIN	HIGH ENERGY	STAPLE	FRUITS	VEGETABLES
Fish, meat, chicken, eggs, nuts, beans, peanuts, sea foods, bush animal meat, pandanus,	Coconut oil, oil, margarine, pork and other animal fat, sugarcane	Taro, cassava, sweet potatoes, cooked bananas, flour, rice, yam	Guava, avocado, ripe banana, pawpaw, pineapple, orange, mango, passion fruit, apple, laulau	Green leaves, cabbage, carrots, pumpkin, corn, tomato

Your choice of food has very important effects on your life. Apart from providing the nutrients your body needs, the food you eat influences the way you look and feel. It contributes significantly to your enjoyment of life and your self-esteem.

Your eating behavior is heavily influenced by the people around you and by the social groups in which you find yourself. The kinds of food we eat can be linked to the development of diseases such as heart disease, high blood pressure, diabetes, some forms of cancer, gall bladder disorders.

When the effects of poor dietary combined with other lifestyle factors such as smoking, physical inactivity and alcohol abuse, the risk of such diseases become even higher.

To maintain a good personal health, it is also essential that you know which foods contribute to a nutritious diet. The following suggest guidelines to help you develop a proper health plan.



Activity .1: Answer the questions.

1. What is a personal health plan? **(Personal health plan is about making decision on how one should behave so as to maintain the wellbeing)**
2. At teenage is an important stage of your life where you practice health plan in three areas of life. List these areas. **(1Nutrition and exercise. 2. Community safety. 3. Peer pressure and risky behavior)**
3. Define what is nutritious diet? **(It is a diet that combines food from the three main food groups which are nutritious)**

Preparing and eating food

- Wash the cooking and eating utensils with hot water.
- Wash your hands before preparing and eating meals.
- Combine food from three main food groups.
- Food must be fresh and nutritious.
- Keep the food covered.
- Avoid too much sugar and salt when preparing the meal.
- Do not eat cooked food that has been kept for many hours or sold along the streets.
- Eat a balanced diet.

Personal health plan – the choices to make

- Bath every day.
- Wash and comb your hair regularly.

- Keep your fingernails short and clean.
- Treat sores and keep them covered.
- Do regular exercise.
- Do not chew betel nut and with lime. Remember spitting spreads TB and mouth cancer.
- Do not smoke.
- Avoid drinking too much alcohol.
- Wear protective clothes to protect from heat, sun's ultraviolet rays, colds and dusty environments.
- Wear protective foot wears.
- Sensitive skins must apply sun cream to protect you.
- Overusing drugs such as panadol can cause skin allergies.
- Keep home and its surroundings clean and safe.
- Cover your mouth when coughing or sneezing.
- Always follow medical prescriptions when taking the drugs.
- Promote safe sexual contact

Safe Environment

Show that you are a responsible member of the community by helping to keep the environment clean and safe.

- Do not litter.
- Collect rubbish and dangerous objects and dump them in the rubbish dump.
- Do not pollute the water.
- Do not set fire to the bushes.
- Keep clothes and beddings clean and dry.
- Wash towels, clothes and beddings regularly and dry in the sun.
- Keep cooking and eating utensils in the kitchen clean and dry. Dirty things attract flies.
- Toilets must be kept clean and dry. Flies, rats and cockroaches easily getting in and out of the toilets carry dirt or germ with them to the house and the kitchen.
- House must be ventilated to allow the fresh air in and stale air to go out.
- Electrical appliances must be in a good working condition.

How most common illnesses are caused and spread.

Small living things that make people sick is called microorganisms; microbes, germs, bacteria and viruses. Though you practice or take preventive actions microbes can make you sick once they get into your skin or body.

- Tinea or ring worm is caused by a fungus that grows on your skin. It is spread by direct contact and with people who are infected or by the sharing of towels, clothes and bed sheets. Ringworm is also called grille or sipoma.
- Malaria is caused by germs carried by mosquitoes that usually bite at night.
- Colds and influenza are caused by microbes such as viruses.
- Gastroenteritis is caused by bacteria, viruses or food poisoning. Diarrhea is spread by unclean food and drink, cups and plates.
- Dengue is caused by viruses that are carried by mosquitoes that bite in the daytime. Dengue is also known as break bone fever because of the pain that is felt in the joints.
- Tuberculosis or TB is caused by bacteria and affects lungs. People with lose weight and spit blood. It is spread by coughing and spitting.
- Typhoid is caused by bacteria and affects the digestive system. It lives and spread in contaminated food or drink.
- Scabies is caused by a little animal called a mite which lives in the skin especially the area between the fingers or the buttocks. It causes the skin to be very itchy and moves from person to person by direct contact.
- Sexually transmitted infections (STI) can be caused by bacteria and viruses through sexual contacts. These diseases are; syphilis, gonorrhea, donovanosis, and HIVAIDS.
- Genetic factors are diseases inherited from parents through the genes.

Simple activities that help you to keep fit

Activities	How it helps
Walking, working in the garden, swimming, running, cycling	Helps heart and lungs, improves muscular strength.
stretching	Helps mobility of the joints so that we can bend our bodies easily and move.
Eating the right kinds and nutritious foods, a good diet and avoiding unhealthy foods.	Provides enough energy and prevents you from being overweight and from some diseases.
Getting enough sleep, and rest.	Allows the body to repair itself and prepare for the next day.
Avoiding drugs such as tobacco, betel nuts marijuana and too much alcohol.	Helps prevent diseases and drug addiction
Avoid junk food	Helps prevent diseases and diabetes.

How fitness activity helps to keep fit

Why should you have to bother building an active lifestyle and maintain throughout your life? One of the good reasons is to avoid illnesses and injuries caused by lack of activity and regular exercises.

Fitness Component	Activity	How it helps
Muscular strength	Sit ups, standing, long jump, push-ups, grip test, weight training	Build muscular strengths of your fingers, hands and forearms, and abdominal muscles.
Muscular power	Throwing shot put, standing long jump.	Strengthening power of your hip and leg muscles.
Flexibility	Sit and reach	Allow joints movements of lower backs and hamstrings.
Muscular endurance	Paddling a canoe, jogging, push ups	Endurance of chest muscles and arms.
Aerobic capacity	Running, cycling, swimming, skating	Ability of heart, and lungs to deliver oxygen to your muscles.
Anaerobic capacity(speed)	Short events, 100 meters, track events	Moving body quickly
coordination	Ball games such as sports, soccer, volley, netball and tennis.	Improves the level of coordination, timing movements, performing skills smoothly and accurately.

Needing more health information?

If you want more information about taking care of your own health, you can get further information from the following places:

- Community health center or hospital
- Media: radio, newspaper, books, television.
- Parents and teachers.
- Church groups.
- Women's' groups.

Summary:

You have come to the end of lesson 13. In this lesson you learnt that;

- Having a personal health plan is important as it promotes a healthy wellbeing.
- Our body needs a nutritious diets and exercise to maintain fitness.
- Different foods contain different amounts of nutrients.
- Prevention is better than cure.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

PRACTICE EXERCISE 13

1. Write TRUE or FALSE for the correct answer.

1. Different foods contain different amounts of nutrients? **(True)**
2. Fruits are good source of protein? **(False)**
3. Fish supplies us with rich carbohydrates? **(False)**
4. The effects of poor diet combined with alcohol and smoke increase the risk of disease. **(True)**

2. Multiple Choice

Write A,B,C,or D for the suitable answer.

Your eating behavior is heavily influenced by:

- A. Parents
- B. Peers in the village
- C. Friends
- D. Social institutions where you live and interact.**(D)**

2. The following is a weekly health plan combining a nutritious diet, fitness exercise and care for safe environment. Complete the plan as it is incomplete. **(Answers vary)**

Activity	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Exercise 30 minutes	Running Jogging Push up			Ridding bicycle			swimming
Diet Energy	Kaukau						
Protein	Peanuts 1 egg						
Protective	Green leaves						
Safe environment	Pick rubbish around the house						

Lesson 14 : Peer Pressure and Risky Behaviours



Introduction

Welcome to Lesson 14. In the previous lesson you learnt about developing a personal health plan based on a personal health goal. In this lesson you will learn about behaviors that affect the personal as well as the community safety.



Your Aims:

- Identify behaviors that affect the personal community safety..
- Identify ways of avoiding peer pressure and risky behaviors.



What is a peer relationship?

Continue reading to find out peer relationship



What is a peer relationship?

Your peers are people who are equal to you in either the age or status. Peer groups happen when a number of peers (equals) come together for some reasons, either organized or informally. Peer groups can include an informal friendship group, a school class, and sports team or youth club.

Your peer tends to play a very significant part in your development during your teenage years. This is because you are being influenced by them and they are also influenced by you. The peer influence is stronger than the family.

It is very important for your physical, social, emotional and the mental developmental that you mix in a number of different peer groups. You need companionship, support, approval, encouragement, praise and acceptance. Different peer groups will provide for different needs of the peers. You will have to go out of your way and make a decision to join a variety of groups. Being lonely can destroy you so be prepared to join the group.

Peer Pressure

Your peers will constantly exert pressure on you to take part in a wide variety of activities. Some of these pressures are positive peer pressure while some can be a negative peer pressure.

Positive peer pressure

Positive peer pressure happens when your peers encourage and help you to make a wise decision or develop a new skill. These include assistance or pressure to:

- Join a sports team.
- Complete your work
- Talk about your problems.
- Talk to the opposite sex.
- Make peace with the family.
- Enjoy social occasions.
- Develop your communication skills
- Praised for performances joining teams with you.

Negative peer pressure

Negative peer pressure happens when your peer encourages or pushes you into making poor decisions or developing self-destructive behaviors. This could include the pressure to:

- Act in a way that goes against your real personality.
- Go somewhere you really don't want to go.
- Take dangerous risks.
- Drink too much alcohol when you don't want to
- Smoke
- Take drugs
- Shop lift
- Steal
- Criticism of your efforts
- Making it difficult for you to be active
- Discouraging you from any exercise by making you feel uncomfortable.

Whether or not you lead an active lifestyle depends on these positive or negative influences. If you had lots of positive influences, you will most likely enjoy physical activity. On the other hand if you had a lot of negative influences you probably hate some activities such as exercise. In order to make an informed decision you need to understand the influence that acts on you.

Other pressures

Apart from your peer influence or pressure there are other influencers.

- Your family

- Teachers
- Coaches
- The media
- Your gender
- Your culture
- Your body image/ self-image.



Activity 14.1: Answer the questions.

Peer Influence – Positive or Negative.

For each of these case studies shown below:

1. State whether each is a positive or negative peer influence.
2. Complete each story showing how a friend can exert a positive influence.

Case study 1

Your friend Mintai is very frustrated because of his poor school marks. He is working hard at his study but still doing badly. Waur tells him to give up but you are not sure. [Negative – Find out is causing him to get poor marks, help him with ideas. Answers vary]

Case study 2

Every time Taulyalmole plays sport he knows a tantrum if he begins to lose. Nimbia and Paula think it is funny and encourage him to spit the dummy. You think there is a better way to handle the situation. [Negative, encourage that there still opportunities to improve discuss better techniques] sample answer.

How to deal with peer pressure and risky behavior – Being Assertive

Assertive people tell other people what they think or what they would want without becoming defensive or angry. The assertive person does not threaten, make demands or trample over the rights of others. She or he states openly an opinion in a firm way that cannot be ignored but does not offend anyone. Assertive behaviors are the best way of getting what you want in life.

Saying No

Some teenagers find it very difficult to say no because they don't practices assertive. This is one of the reasons some teenagers have problems with negative peer pressure.

They forget that it is okay to say no. As a result they talked into doing things which they really do not want to do. In other words, they don't practice being assertive.

Being a valuable member of a peer group does not mean you give up being an individual and become a slave to the most forceful member of the group. When you feel you are being forced to do something you do not want say no. TO say no successfully try these techniques:

Act decisively, plan your no answer in advance. Begin with ' no thanks' then give a reason. For example you are going to a party where there will be pressure on you to drink. When it is offered to you, you plan to say 'No, thanks, I am feeling weak. Look at people in the eyes and stand or sit tall, warm open stance and comfortable distance.

Feel strong, your no answer must not put down the person you are talking to or that person will become defensive and argumentative. Feel proud of being an individual and value your own feelings, consider your rights and the rights of others.

Be firm

Your no answer must be quick, firm and decisive using an "I" statement. Repeat it if necessary. If you um people will put pressure on you. You must know that both of you must not be hurt, both of you are important, both of you must win.

Summary:

You have come to the end of lesson 8. In this lesson you learnt that;



- Your peers are people who are equal to you either in your age or the status.
- Peer groups come together for some reasons.
- Peers play a significant part in their peers development.
- Peer pressure is a force exert upon a person by his peer to do something. There is a positive and a negative peer pressure.
- Being assertive helps to solve problems with negative peer pressure.
- Practice saying 'no thank you' and state the reason to the negative peer pressure.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.
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Practice Exercise 14

1 What is peer?



(Peer refers to people in a group who are equal because of their age or status)

13) Explain peer pressure.

(Peer pressure is a force exerted upon a peer by the other peer to do something which the other peer might not want to do).

14) Explain the difference between positive and the negative peer pressure. (Positive peer pressure happens when your peers encourage and help you to do something better. They may praise or help you to improve. The negative peer pressure happens when your peers encourages or push you into making poor decisions or developing behaviors that will spoil you).

3. Explain how you would deal with a negative peer pressure.

(Be assertive and say 'no thank you' and give your reason)

Answers to Lesson Activities

Answers to Practice Exercise 14

LESSON 15: PERSONAL AND COMMUNITY SAFETY



Introduction

Welcome to Lesson15. In the previous lesson you have learnt about peer pressure and risky behaviors. In this lesson you will learn about personal and community safety.



Your Aims:

- Identify behaviors that affect personal and community safety.
- Identify ways of improving these behaviors.



What is personal and community safety

Continue reading to find out.



Personal and Community safety

Peoples' negligence of care for safety can cause you or other people to be sick or get hurt. A knowledge of safety procedures should allow you to act sensibly and prevent or protect yourself and other people in the community when face with a potentially dangerous situation in our everyday lives. There are many things that we can do in order to take care of our own health. These are the choices we make for the good of our health and those of others in our community.

Where are the places of potentially dangerous? These are the places we live and use can be of danger to our safety and health. The most dangerous places are the accident environment identified here.

- Home
- School
- Workplace
- Rivers, beaches
- Bush land

What is an accident?

An accident is an unplanned event that is capable of causing injury or damage. If you are to stop unpleasant events from happening there must be proper control or management at your environment such as correct hygienic practices, selection, care and use of machinery or work tools.

One of the main factors that can create an unsafe environment is your behavior. There are four basics of unsafe behavior.

1) In appropriate habits

2) Inappropriate Attitudes

Inappropriate attitudes – if you have a positive attitude towards yourself and others, you will tend to use safety practices because of the desire for protection – you don't want to hurt yourself or other people, so you will not deliberately adopt unsafe practices.

3) Inadequate knowledge and skills

If you do not fully understand what you are doing, you are inviting an accident to happen. A thorough knowledge of working procedures and possible dangers will prevent accidents. Training programs aimed at skill development are also essential for the reduction of accidents.

4) Physical limitations

Many accidents result from people trying to do activities that are beyond their physical capabilities. To avoid this you need to be aware of the physical limitations of your body, and you need to know the demands that a particular activity can place on it. An obvious example of a hazardous activity is lifting an object that is much too heavy. There is a danger lifting a heavy load the wrong way up. Positioning the body in a wrong way may lead to injury of the body.

Risk Taking

Unsafe action or stupid, thoughtless and careless behavior is a risk. Taking risk can be self-destructive or can cause injury or accidents to others. These include:

- Drink driving
- Long term smoking
- Drug abuse
- Unprotected sex
- Stealing
- Vandalism

The people who take dangerous risks seem to have low self-esteem and they feel the need to boost it by showing off or being aggressive and violent.

Do you have a Safe home?

Is your home safe from accidents? Why are there accidents in your home? What are the main types of accidents that happen in the home? These are some of the main types of home accidents.

Poisonings, burns and scalds, falls, cuts, electrocutions, drown

Poisonings

The substances that most often cause serious illness or death when swallowed are:

- Medicines and tablets
- Kerosene, petrol, methylated spirits and turpentine
- Detergents and washing powder
- Furniture polish
- Fly spray, weed killer, garden sprays and insecticides
- Lotions, hair dyes and sprays

Take precautions to safe guard accidental poisoning

- Keep medicines and other poisonous or harmful substances away from other people in a safe place.
- Do not use food containers or drink bottles to store poisonous substances.
- Educate others especially the children about the poisonous substance.

Burns and scalds

- Burns are damage to the body tissue caused by exposure to excessive heat. In the home burns can be caused by:
- Contact with heaters, fires, irons, incinerators, stoves, saucepans, other cooking appliances.
- Careless handling of matches, cigarette lighters
- Careless handling of kerosene, petrol, gas and other flammable liquids.
- Fires resulting from overloaded electrical circuits, makeshift electrical repairs or faulty electrical appliances.

Scald on the other hand is a burn caused by moist heat. Scald can result from:

- Contact with hot liquids or steam from hot saucepans, kettle, electric jugs,
- Contact with cooking oil or fats.

Preventive measures

- Any type of fire or heating device should be fitted with a screen for protection
- Electrical appliances and their codes should be kept in good working conditions
- Do not smoke near flammable liquids.
- Match and cigarette lighters should be kept out of children.
- Temperatures of water should be tested before having a hot shower.

- Handles of saucepans and pans should be placed where it can protrude the edge of tables etc.

Falls

Children love to climb and expose hard-to-get-at places. Some places they find tempting to are trees, fences, stepladders, drain pipes and shelves.

Preventive Measures

Eliminating the temptations where possible and provide alternatives such as climbing frames can minimize injuries.

- Use steep ladder to reach high places
- Keeping the house and things around the home well organized
- Educate all the family members the potential risks.

Cuts

Cutting or piercing accidents are often the result of inappropriate or actions or behavior on the part of the person injured. The objects involved maybe tools, knives, scissors, needles and pins, glass wares or tin cans. Flying objects such as sticks and stones can cause serious cuts.

Preventive Measures

- Disposing of broken glasses and tin cans in a garbage bin or pit.
- Keeping sharp objects out of children.
- Teaching correct ways of using tools and machinery.
- Removing sticks, stones, glass wares or any sharp objects away from the lawn, playing field or the footpaths.
- Wear foot protective such as shoes.



Activity 15.1

1. What is an accident? (**An unplanned event that is capable of producing injury or damage**).
2. What are the four elements of unsafe behavior? (**1. Inappropriate habits. 2. Inappropriate attitudes. 3. Inadequate knowledge and skills. 4. Physical limitations**).
3. What is one of the main factors that can create an unsafe environment? (**Our behavior**).

Recreational Safety

Our warm climate allows participation in a variety of water sports almost every day. It is essential that you know the risks and the safety precautions.

Water safety

- Do not swim in unfamiliar waters or rivers.
- Check for the hidden hazards every time you swim.
- Do not swim in very cold water.
- Do not swim in the dirty or flooded waters.
- Wait one hour after eating before swimming.
- Do not swim in violent surf or fast and strong currents of waters.
- Swim with other people so that help can be obtained when you are in danger.
- Never dive alone.
- When using a boat never overload.
- Have some knowledge about the water conditions.
- Have some information about the weather before going out to the sea.

Sun and Skin Care

An ultraviolet ray in the sun light is more hazardous to the people in PNG than people in other countries. We suffer the effects of ultraviolet rays of the sun light in: sun burnt, tingling skin and itchiness. The skin develops dark patches, rough red spots, scaly patches, skin cancer, growth of moles and warts. The end result is dry skin, papery, wrinkled, rough, and scaly skin, dried and wrinkle skin, leathery appearances that make people look much older and less appealing.

Skin Protection from Ultraviolet sun rays

- Limit the time you spend exposing in direct sun light.
- Use sunscreen lotion creams 30 minutes before going out to the sun.
- Make use of shade whenever you can.
- Know your skin type and tolerance to the sunlight.
- Drink plenty of fluids to prevent dehydration.

Safety in bush/forest

When you are to go out into a bush for whatever reasons it is important to plan your hiking before leaving. Seek advice from the locals or experience hikers where possible. Leave written information about where you are going, with whom you are going and when you will be back.

- Clothing should be versatile so that it can cope with all situations such as rain, wind, cold, heat and the bites too. Strong foot wear is essential.
- The speed at which you travel is determined by the slowest person in the hiking. Have this person in the front always.

- Carry a food supply. Remember that you can survive several weeks without food but not water.
- Be conscious of keeping the natural beauty of the environment. Do not litter. Rubbish spoils its natural beauty.

Safety at the school

There are areas in the school where accidents are most likely to occur. Is it safe to go use the workshop, kitchens, science laboratory, gymnasiums, stairs and sporting fields?

Safety precautions in the science lab

- Follow the laboratory rules
- Never enter the science laboratory without the proper clothing such as shoes.
- Never try experiments without supervision.
- Report accidents and breakages immediately.
- Do not drink water out of laboratory beakers.
- Do not taste chemicals or smell odors.
- Wash your hands thoroughly after using chemicals.

Safety at the Kitchen

- Wear appropriate clothes.
- Wash your hands thoroughly before touching the food.
- Tie back hair or wear cap if your hair is long.
- Take care when lighting burners.
- Operate all electrical appliances with care.
- Do not use electrical appliances near water.
- Use cooking utensils only for the tasks for they are made.

Physical Education

- Wear appropriate clothes.
- Report all accidents to the person in charge.
- Use correct sporting equipment and follow rules.
- Do not engage in horseplay or jokes.
- Do not run on concreted or asphalt areas.
- Do not throw anything at each other.
- Take care on wet days on walking on concrete.

The consequences of unsafe living

When you chose to take unnecessary risks, you must be prepared for the consequences.

Injury and pain – You do not enjoy the pain and the discomfort of injuries such as concussion, fractures and stitches, yet these are common occurrences of unsafe living.

Embarrassment and grief – It is unpleasant, not good, embarrassing to explain to a person who would not have been a victim if you had not failed to take an appropriate action for safety. It is harmful to live with the grief of another in your community knowing you had seen the risk but did not make an attempt to correct.

Financial cost – Unsafe living results a financial burden. Accidents often result in medical expenses such as the doctors' and hospital fees. Add to this the amount of the possible legal fees for the damages you cause to other peoples' property and court fines for any law infringement.

Summary:

You have come to the end of lesson 8. In this lesson you learnt that;

- Peoples' negligence of care is the chief cause of safety problems.
- Almost everyday of your life you move into environments that are likely to be unsafe such as boiling water, fires, sharp objects and electrical appliances.
- Your school such as science chemicals, sporting activities.
- Your recreation such as team sports, swimming, beaches, riding and traffic hazards.
- We are surrounded by potential accidents but many people take no preventive actions.
- The consequences of unsafe living are: injury and pain, embarrassment and grief, and financial cost.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

1. It is important for us to be careful about unsafe environments. Why should we take care? **(We practice to take care so that any possible injuries to our health or the wellbeing of others are prevented).**
 2. Think of some unsafe environments at your place and make a list. **[Home, beaches, rivers, pools, kitchen, school, roads.]**
 3. Identify destructive risk taking.
 - **Drink driving.**
 - **Long term smoking**
 - **Drug abuse.**
 - **Stealing.**
 - **Vandalism.**
 4. What is the result from the negligence of care? **[Injury and pain, embarrassment and grief, and financial cost.]**
- Why are there accidents? **[Accidents occur because of people not taking care about their actions, behaviors, attitudes and lack of knowledge.]**

LESSON 16: PREVENTING ACCIDENTS AND INJURIES



Introduction

Welcome to Lesson 16. In the previous lesson you have learnt about personal and community safety and behaviors that affect us. In this lesson you will learn about accidents injuries and how you can do to minimize accidents and injuries.



Your Aims:

- Define accidents and injuries..
- Identify the ways of preventing or minimizing accidents and injuries.



What are accidents and injuries?
What causes accidents and injuries?

Continue reading
to find out about
accidents and
injuries.



What is the Difference Between Accident and Injuries?

Accidents and injuries are related words. Accident is an unplanned, unintended or unexpected event that causes damage to the body. The accidents happen are those events that you don't want them to happen because it causes injury, pain, embarrassment, grief and financial costs. An injury is the consequence of an accident. For example from a car accident someone is killed or broke his or her leg. The cost is the medical and compensation claim from the relatives.

Types of accidents

There are two types of accidents. The first type is the unavoidable accidents. The other is the type that is preventable. Since most of the accidents are preventable you need to be informed about the causes in order for you to take preventive actions before the unforeseen incident happens.

Causes of Accidents

Accidents generally don't just happen without causes. They happen because of the people's actions, behavior, attitudes or lack of proper safety knowledge.



Activity 16.1: Answer the questions.

(Answers vary)

Think about an accident you or someone in the community had recently. Further read in the newspaper accidents happening around the country and the rest of the world and complete the table.

Activity	Local Community	Around the Country	Overseas
Type of Accidents			
Explain what cause the accident. Reason for Accident.			
Preventive Action			

Unsafe behaviors and attitudes/Inappropriate attitudes

There are 14 things about unsafe behaviors and attitudes. You are more likely to get hurt or have an accident if you are:

1. **Impulsive** – Impulsive people act on the spur of the moment without thinking about what could happen. For example you are hot; the water is there so you dive in. The rocks or the crocodiles are under the water.
2. **Impatient** – You rush into doing something because you are tired of waiting. For example, the queue is long, you are sick of waiting so you begin to push. A person in front of you gets squashed.
3. **Disobedient** – Some teenagers resent or do not want to be told what to do irrespective of what the person is, by a policemen, a teacher, a friend or a warning signs.
4. **Careless** – Careless teenagers tend to be slack or sloppy when they attempt to do things.
5. **Risk taker** – Those who are often insecure have low self-esteem. They feel they have to show off to boost their self-esteem.
6. **Thoughtless** – Thoughtless teenagers act without thinking about how their actions could affect others. These people cannot see that a joke or clowning act hurts others.

7. **Aggressive** – Aggressive teenagers try to use force to get what they want. These people often start fights that results in someone being hurt.
8. **Invincible** – Invincible teenagers think they can do anything but never get hurt. They are into the ‘it won’t happen to me’ syndrome.
9. **Irresponsible** – Irresponsible teenagers don’t accept the consequences of their actions. They think it’s always someone else’s fault.
10. **Lack of knowledge** – An accident is likely if you attempt to do a job or an activity that involves a risk but you have no knowledge of what is involved in the activity. For example you decide to cook using a gas stove. You did not light the gas until late. As you strike light you are burnt.
11. **Lack of skill** – If you try to do something that is well beyond your current level of skill, you are more likely to have an accident. For example, if you have only just learned to drive it is not the time to speed along the busiest Waigani freeway.
12. **Clumsiness** – Some people are prone to being clumsy. This happens during the growth spurt, your coordination does not keep pace with your increased weight, height and strength. As the growth slows down your coordination returns and you turn to have fewer accidents.
13. **Bad habits/Inappropriate habits** – If you develop bad safety habits, you not only increase your chances of injury but you make it hard for you to change yourself in the future. It is safe to practice safe habits from the beginning for example turning off the switch before pulling out the plug.
14. **Physical limitation** – Many accidents result from people trying to do activities that are beyond their physical capabilities. To avoid this you need to be aware of your physical limitations of your body, and you need to know the demands that a particular activity can place on it. For example you are lifting an object that is much too heavy.

Preventing Injuries

When you are going to or plan to do an activity or a job make sure that you always have in mind the safety first. Ask, Will it cause injury or hurt me? Or will it cause injury or hurt the others? If yes try to take some preventive actions.

- Remove the objects in the area where you where you are going to stage your activity.
- Follow safety rules and procedures.
- Use the proper equipment for the particular activity.
- Do not take risk or be silly.
- Be aware of your limitations.
- Be responsible and remove the risks for the safety of others too.

A person who is well adjusted and accepts the basic standards or acceptable ways, good and proper principles (moral ethics) of society is less likely to accept unsafe

practices. You will tend to use safety practices because of the desire for care and protection – you don't want to hurt yourself or other people.

Summary:

You have come to the end of lesson 16. In this lesson you learnt that;



- An accident is an unplanned event that causes injury.
- There is an unavoidable and preventable accident. Preventable accidents can be prevented.
- Accidents are caused by people's behavior, lack of knowledge, inappropriate habits and physical limitations.
- People who follow the basic standards of the society are careful that they do not want to hurt themselves and others.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

PRACTICE EXERCISE 16.1

15)What is the difference between accident and injury? **(Accident is an unplanned, unexpected or unintended event or incident taking place. An injury is the damage as a result of an accident).**

16)What are the two types of accidents? **(The two types of accidents are: 1. Unavoidable accident. 2. Preventable accident.)**

17)Define preventable accident.(**Preventable accidents are accidents which can be prevented or stopped by people**)

4. Match the definitions with meaning by writing letters of the correct answers in the box.

Word	Answer	Meaning
A. injury		People don't accept the consequences of their actions.[C]
B. impatient		Do not want to be told what to do. [D]
C. irresponsible		Unexpected event that causes damage to the body. [A]
D. disobedient		Rush into doing something because you are tired.[B]

SUB-STRAND 4

Community Health

Promoting Health in the Community

Environmental Changes and Health

Drugs

Drug Awareness

Sub-strand 4 Introduction

Welcome to Sub-strand 4 of this book. This sub – strand is called Community Health.

There are four lessons.

In Lesson 1 You will learn about promoting health in the community.

In Lesson 2 You will learn about environmental changes and health.

In Lesson 3 You will learn about drugs.

In Lesson 4 You will learn about drug awareness.

After completing all the four lessons you will understand Community Health.

We hope you enjoy studying this sub – strand.

LESSON 17: HEALTH PROMOTION



Introduction

Welcome to Lesson 17. In the previous lesson you learnt about accidents and injuries. In this lesson you will learn about the importance of promoting health and its activities.



Your Aims:

- Define health promotion in terms of its purpose, activities, and importance.
- Identify the basic concepts and methods of health promotion in the community.
- Identify illness promotion in the community.

What is Health Promotion?

We have learnt about harm minimizing or accident prevention messages. The health system is concentrating and putting more effort on prevention rather than cure. This is because there is an increase in lifestyle disease which has made it necessary for the health systems to promote good health practices within the community. Therefore, health promotion is the process of enabling people to increase control over, and to improve their health. It moves towards a focus on individual behavior towards a wide range of social and environmental interactions.

The leading causes of lifestyle diseases and death can be prevented by preventing six interrelated categories of behavior that are initiated during adolescence and activated by some social and political policies and conditions.



What is a health promotion?

Want to know more about health promotion continue reading.



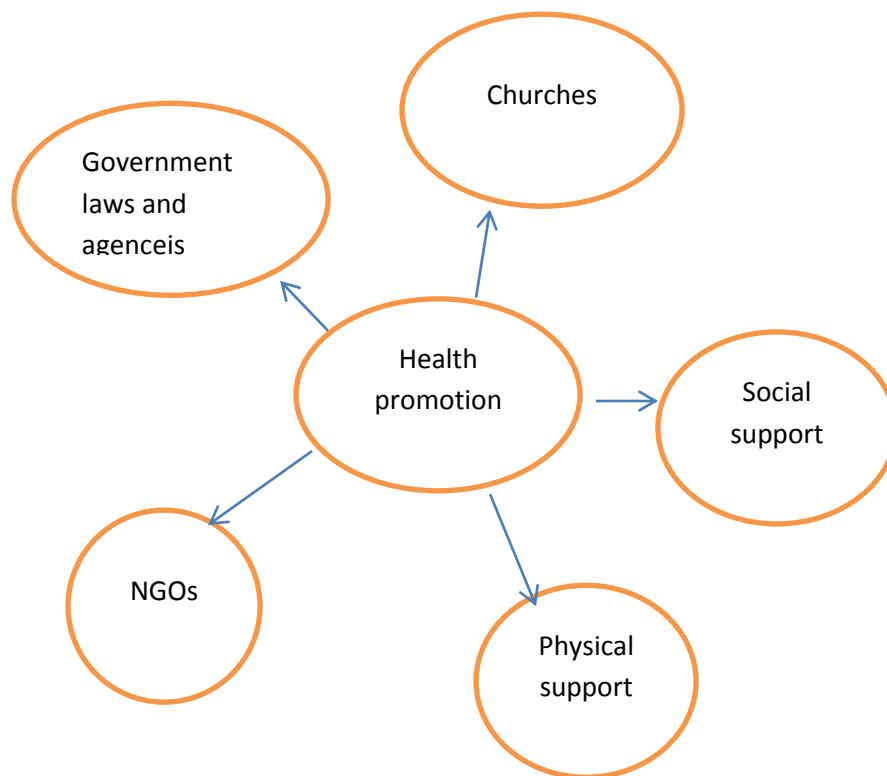
The leading causes of lifestyle diseases and death.

Today and tomorrow's leading causes of ill health and death

disease and disability, cardiovascular diseases, cancer, chronic lung diseases, depression, violence, substance abuse, injuries, nutritional deficiencies, HIV/AIDS/STI and other serious infections.

In order for the change to take place there has to be support systems with agencies to share responsibilities and promote health for better. These are places where they support each other to provide help for the people. We can receive help from these organisations to improve our health.

Support systems where we can access.



Importance of Health Promotion

Many of the people of Papua New Guinea have very little or no knowledge of preventing the spread of communicable disease called lifestyle disease. They are unaware of personal health behaviors. The majority is prevented by high literacy and the remoteness prevented access to government health facilities or health education. They

are unable to act individually to stop the spread of diseases or accidents because of these problems, the people are ill-educated.

Therefore the purpose of the health promotion is to make awareness and alert the people with ideas and skills which will enable them to be competent and apply them in preventive actions against diseases and accidents.

National Health Promotion

The PNG National government has set out the health promotional goals and targets for Papua New Guinea's health to the year 2050. The government looked at what lifestyle risk factors were evident in the society in order to develop areas of focus. The state has adopted a health promotion approach in the areas that affect the lifestyle conditions such as nutrition and disease such as immunization. The state government works in conjunction with local authorities, NGOs and international organizations to establish and implement support systems.

While the government health promotion activities are not reaching every one there are other agencies helping to support the government to educate the people with messages and skills they need to apply preventive procedures. Although an individual is practically responsible for his or her own protection, responsibility for protection against disease also falls to government, NGOs and other agencies.

Health promotions by various agencies

Organizations/Individuals	Type of activities/Programs
State government Hospitals Rural health centers	• Provide Health services, public hospital system. • Provides rules and laws for the people. • State wide Immunization campaign. • Organize the collection of garbage and sewage disposal. • Control of infestations. • National campaign against drug and alcohol abuse. • Distribute literature, postures, signs and slogans. • Educational programs on all aspects of community health. • Environmental health, Food and nutrition program. • Awareness on HIVAIDS, National HIVAIDS strategy. • Control of infestations. • Recreation areas. • Health service for mothers.

	• Provide clean water supply.
NGOs	
Red Cross	• Specialized services for people with a range of physical and mental handicaps.
Marie Stope	• Provide material assistance in natural disaster such as cyclone, drought, earthquakes, Tsunami. • Family planning and sexual reproduction.
Lifeline	• Specialized counseling services.
Salvation army	• Health services in the rural areas. • Material assistance in areas suffering from natural disasters such as cyclones, floods etc.
International Organizations	
WHO	• Operates under the United Nations Organizations. • Investigates health and diseases problems around the world and passes on advice and information. • Promotes health practices. • Mobilize and strengthen health promotion and education activities at the local, national, regional and globally. • Create networks and allegiance for the development of health promoting schools. Create networks by inviting all governments, NGOs, development banks, organizations of UN, interregional bodies, bilateral agencies, labor movement, cooperatives as well as private to help school to become health promoting school.
UNESCO –United Nations International Children’s Emergency Fund.	• Is concerned with spread of scientific and other knowledge throughout the world.
UNICEF – United Nations International Children’s Emergency Fund.	• Concern with living conditions and nutritional wellbeing of children.
INDIVIDUALS	
Doctors Nurses Local health workers Aid post orderlies Teachers Private health service providers Counselors Students	• Support to carry out programs and activities designed by the government, health department and NGOs. • Sharing information about drugs and experiences. • Teaching and help those who lack the health preventive information to manage themselves. • Distribution of posters, signs and slogans etc.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Peer education. |
|--|---|

Making the right personal health decision was the result of good advice.

Many people, your parents or your grandparents are still unaware of safe personal health behavior. For instance, many rarely or do no exercise, eat large quantities of high fat foods or unbalanced diets, smoke and do nothing to reduce their stress levels.

However, unlike you, most of them can claim that no one told them about good health practices or the problems connected with certain lifestyle factors.

For many of these people in the village:

- There was no information about the dangers of smoking.
- There was no information about the dangerous effects of illegal drugs.
- There was no information about safety procedures.
- There was little encouragement for adults to exercise.
- They eat what they wanted or could afford.

Some ways of Promoting Health and Preventive care

- Use of media: Newspapers, TVs, Radios, posters, signs and slogans, printed materials.
- Advertisements, use of idols and heroes, sports personals.
- Demonstration, public campaigns.
- Training, mentoring and counseling services.
- School and community programs.
- Competitions.

**Activity 17.1: Answer the questions.**

- 3) What is the major cause of lifestyle diseases and death? The major causes are:**

disease and disability, cardiovascular diseases, cancer, chronic lung diseases, depression, violence, substance abuse, injuries, nutritional deficiencies, HIV/AIDS/STI and other serious infections.

- 4) Your close relative children are skinny and malnourished. What information is important for the family if you are to give a health preventive advice?
(Information about a balanced diet)
- 5) What does the initial WHO stands for?(**WHO stands for World Health Organization)**
- 6) List the type of NGOs working in your province.(**Answers vary)**

How can you help promote and health in your community?

You can be an important source of health information to your community. Remember people learn to accept and do well when someone from within group is helping.

- Help your family to plan a balance diet.
- Help to distribute printed materials and health posters.
- Putting up slogans and signs about health.
- Counseling

Personal Health Promotion Decision

Your decisions can be based on all that you have learnt about a healthy lifestyle. You are given the facts and information about health promotions. It is easy for you to make decisions and set goals that will have an effect upon your now and in the future. It is an important message about living a healthy lifestyle.

You must:

- Not ignore the information you are given.
- Not let your friends, parents or advertisement decide your health behaviors.
- Make use of the information, set yourself some realistic goals, and then make the necessary decisions to meet your personal goals.
- Adopt safe personal health practices such as exercise, giving up smoke, drug abuse and junk food.

Summary:

You have come to the end of lesson 17. In this lesson you learnt that;



- Health promotion is the process of enabling people to increase control over, and to improve their own health. It moves towards a focus on individual behavior towards a wide range of social and environmental interventions.
- The government and its agencies, NGOs international organizations, and cooperatives and private individuals form a network share the responsibility in promoting health preventive education.
- Prevention is better than cure.
- Making a right health preventive decision is the result of good advice

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.
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PRACTICE EXERCISE 17.1

18)What would be the most reasonable reason for people in the rural areas not being aware of any preventive health ideas? (**lack of education, unaware of preventive actions**)

19)Define health promotion? (**Health promotion is a process of enabling people to increase control over their behavior and improve their health**).

20)What is the purpose of health promotion? (**The purpose of the promotion is to help the people take preventive actions and live a healthy lifestyle**).

--- 4). What particular area Red Cross is doing to the people in its promotion? (**Red cross is trying to find out health issues and passes on information to the people especially in rural areas**).

LESSON 18: ENVIRONMENTAL CHANGES AND HEALTH



Introduction

Welcome to Lesson 18. In the previous lesson you have learnt about health promotion. In this lesson you will learn about the effects of human behavior on the environment and ways of promoting a healthy environment.



Your Aims:

- Identify the environmental changes.
- Identify ways to promote health in the social and the physical environment.

Environmental Changes

Humans are resource using beings. A resource is a source of supply, and be defined as those features of the environment used to meet the human needs. Needs are those things human must satisfy in order to survive. Everything human need and use, from food to objects made, ultimately comes from material substances that come or extracted from the earth. Natural resources are those resources that occur naturally on the earth. Most human activity affects the natural resources. Some changes to natural resource are also caused by other agents such as drought, flood, earthquakes, volcanoes, climate and fire.

What makes up the environment?

The environment is made up of many natural resources. The major resources major resources men rely upon to survive are listed in the following.

- Land
- Forest
- Water
- Minerals and energy resources.



What is environmental changes?.

Continue reading to find out more about environmental changes



Some places have plenty of resources for men to use while some have fewer resources. These natural resources are not uniformly or evenly distributed around the world. The access to the natural resources differs from region to region. While human are trying to meet their needs in order to survive they have control and alter the environment and misused those natural resources.

Over the time humans have progressively depleted the earth's supply of both renewable and (finite) non-renewable resources. This is an abuse of natural resources and has had a devastating effect on the world's ability to successfully supply the needs of an ever increasing population.

One of the major causes of depleting and polluting the environment is the increase in the population. As there are more people there are more activities that people do and more waste is created.

To continue to survive on the environment resources, human must use the natural resources of the earth carefully and take steps to renew the natural resources.

The importance of natural resources

Water pollution and your health

We cannot exist without water. We need clean water to drink, cook food, put out fires, wash and grow plants. Polluted is a problem that affects everyone and the life in the water.

Visual pollution and your health

Visual pollution is probably the pollution that you can see. This form of pollution is made by human and it includes littering and other forms of debris such as broken down buildings. If the rubbish or debris is not cleaned up it will infect our water and air, thus causing more health concerns.

No control and mismanagement in disposing of waste causes pollution. A polluted environment is one that is contaminated by rubbish materials that reduces the quality or usefulness. A polluted environment threatens the public health, the wildlife and is harmful. The visitors do not want to go to such places full of rubbish littered with discarded industrial and household rubbish such as plastics, bottles, tins, and betel nut stains.

Air pollution and your health

You have probably experienced days which were very hazy or smoky and the air smelled stale. Your eyes irritate and your throat felt dry. These are the consequences of air pollution. Air pollution is caused when the gases are released in large quantities into the atmosphere. Smoke from fire, cars and factories cause pollutions of the air.

Noise pollution and your health

Noise pollution is any unwanted sound that is excessively loud or continuous. This type of pollution is normally caused by machines, buses, trucks, and airplanes, siren and loud hailers. The strong noises cause hearing loss, stress, fatigue, moodiness and resentment.

Soil pollution and your health

The protection of soil is important and should be a priority. Fertile soils are absolutely necessary for the success of agriculture. It is agriculture that provides the bulk of the food for human population. Without soil, land plants could not grow and, without plants animals and plants could not survive.

Forest and your health

Forest is useful to human in many ways. For example timbers from trees can be used for fuel, furniture, buildings wood pulp and recreation. Forest is the source of food and medicines and a home to the biodiversity and the ecosystems. Biodiversity is the existence of a large number of different kinds of plants and animals that make a balance environment. The great diversity of insects, fish, spiders, mammals, birds, amphibians, corals and plants and trees keep the ecosystem balance. The ecosystem is the relationship between these different plants and animals. This community of living things interacts and depends on each other in the food chain to survive.

More waste sources

- Agriculture waste: farm animal manure, crop residues.
- Ash: Residues from the combustion of solid fuels.
- Dead animals.
- Industrial waste: chemicals, paints, sand, demolition and construction debris, non-decomposing waste such as plastics, bottle sand glass.
- Mining waste: slag heaps and waste, refuse files and chemicals.
- Sewage treatment solids.



Activity 18.1: Answer the questions.

Is your home environment clean and pleasant to spend time in during the leisure or play? If not what can you do about it? Complete the table below. (**Answers vary**)

Environment problem	Why the problem exist	What can you do about it?
1. Rubbish on the basketball court. 2. Broken bottle in the soccer field. 3. Oil spills into the water. 4. A village using the creek as toilet.		

Ways to protect the environment

Disposing of your waste

Every day the amount of the waste being discarded is on the increase. The reason for this is that some waste is **un-biodegradable**, which means it is not possible for decompose or breakdown. Therefore it is a problem for us to solve it.

- Landfills dump can be used for waste disposal; however, this can cause problems of it own:
- Hazardous waste leave the ground permanently polluted.
- Toxic waste can leak from the land fill through the soil and into the water ways.

Recycling

Recycling is another means of controlling waste. Instead of throwing things away we can use it to make another useful thing from the waste. It is the process of reusing the waste material. Recycling is cost-efficient and it can be used for papers, bottles, aluminum, organic waste (composting for fertilizers) and plastics. Waste products such as cardboards, old clothes, furniture, tyres, pipes, glass and bottles and aluminums can be recycled. We can control the waste in three ways – **recycle, reduce and reuse**.

Recycle, reduce and reuse

Recycle- <i>to reuse one resource to make another useful thing.</i>	Reduce – <i>to make something smaller or use it less or buy and use less of it.</i>	Reuse – <i>to use the resource again or use it in a different way.</i>
• Children's clothes can be made from an old laplap. • Wood from damaged table can be made into a stool. • A plastic drink bottle can be turned into a storage container. • Scrap metal sheet can be made into cooking tray. • Fuel drums can be cut into feeders or bowls.	• Instead of per plates and cups buy those that can be used over a long time. • Start a compost heap to reduce the amount of waste food scraps which attract bacteria. • Use clothes cloth instead of disposable nappies. • Use bilums instead of plastic bags.	• Reuse empty glass jars as vases. • Reuse old car tyres as garden borders etc. • Reuse plastic bags to collect rubbish.

Effects of waste and rubbish

Hygienic personal habits and a clean environment prevent the spread of infectious disease.

Effect	signs	What can you do to prevent.
Typhoid Occurs when human faeces pollute food or water supplies.	• Chills, high fever, headaches, cough, vomiting, diarrhea. If untreated it develops into pneumonia with intestinal bleeding.	• Keep hygienic toilet habits. • Clean hands. • Keep water system clean.
Dysentery Parasites and bacteria infect large intestines. Spread by flies, rats, ants. Unhygienic conditions cause dysentery.	• Frequent passing of watery faeces. • Watery faeces with blood and mucus • Severe stomach cramps	• Keep home clean. • Destroy places where parasite can breed.
Malaria Is transmitted by the bite of female mosquitoes.	• Shaking, headaches, backaches, joints and fever,	• Destroy the breeding places. • Drain still waters. • Empty water in tins, containers and old tyres etc. • Make sure that there is no

Mosquitoes live and breed in waters collected in tins, bottles and old tyres.		water can stagnate.
Hookworms Penetrates into the skin when walking bare foot in polluted areas.	• Anemia, abdominal pain, diarrhea, can cause apathy	• Hygienic toilet habits, keep it clean. • Wear protective foot wears.

Summary:

You have come to the end of lesson 18. In this lesson you learnt that;



- Human activity is the chief cause of environment change apart from the natural disasters.
- Environment is made up of land, forest, water, air, and minerals.
- Human damage to the environment through pollution and waste disposal has made the environment unsafe for the people to live in.
- A good waste management benefits the environment as well as the people.
- Recycle, reduce and reuse control pollution.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.
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PRACTICE EXERCISE 18

21)What are the main causes of changing the environment? (1. Human or mans' activity. 2. Natural disasters such as volcanoes or earthquakes).

22)Define recycle. (Recycle is a process of reusing the waste materials to control pollution).

23)Explain visual pollution. (Visual pollution is the pollution that you are able to see).

Identify a waste that result from a local trade store in your village and describe or tell us how the waste can be controlled, recycled reused, reduced. **(Answers vary)** -----

LESSON 19: DRUGS



Introduction

Welcome to Lesson19. In the previous lesson you have learnt about the causes of environmental changes, its effects and ways of controlling to create a friendly environment. In this lesson you will learn about drugs and its effects.



Your Aims:

- Identify the various types of drugs and the reasons for using them.
- Identify the effects of drugs on the users and the community.

What is a drug?

Do you drink Coca-Cola, chew betel nut, smoke a cigarette, a beer or take a panadol to relief pain? If you do you are taking drugs. A drug is any chemical substance that changes the body in some ways – the physical, mental or emotional state of the body. Drugs are separated into two main categories – **illicit** (illegal) drugs and **licit** (legal) drugs. They can be issued legally and illegally, for example alcohol is legal if you are an adult but illegal if you are under 18. Medicinal drugs such as heroin are legal when prescribed by a doctor for medicinal purposes but are illegal if they are obtained for non-medicinal purposes.

The following table explains illicit and licit drugs.



What is a drug?

Continue reading to find out more about drugs and its related problems.



Drugs	
Illicit (illegal) drugs. Drugs that are illegal to consume or sell Cannabis, narcotics,	Licit Legal drugs(Drugs that people are able to consume Prescription drugs (only allowed using when

hallucinogens, stimulants, cocaine and amphetamines	prescribed by a doctor. Example penicillin or antibiotics Non- prescription drugs – Substances that you can use in any amount. Example, cough medicines, antihistamines, alcohol, tobacco, betel nuts, kawa drink Stimulants – Tea and coffee
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All drugs affect your body in many ways but they should only be used to help your body to get better. The type of drug and the amount to be taken is important. If used incorrectly or in excess, drugs may, in many cases do cause harm.

Prescription drugs

Some drugs are called prescription drugs. This means we can only take this drug if we have been checked by a doctor and given a special paper called the prescription. When you take this paper to the pharmacy the pharmacist selects the drug for you. The prescription drugs are strong and it could harm you if you don't follow the prescription or use properly. It is important to take note of the amount to be taken, and the time, when to start and finish.

Why do people take drugs?

Many adolescents use drugs for a variety of reasons:

- To prevent illness.
- To cure disease.
- To feel better.
- To improve on sporting performances.
- To escape reality.
- To cover up poor communication skills.
- To join the peer group.
- To satisfy curiosity.
- To seek thrills.
- To relieve boredom.
- To heighten sexual desire
- To escape boredom, loneliness, poverty, or insecurity.
- Because their parents or the best friends are drug users.
- They want attention from the people around them.

Legal Drugs

Legal drugs are drugs that people are able to get and use when ill or injured. It is important that you always read and understand the directions on the bottles or packets.

Analgesics Drugs

Analgesics are pain killers. They can be taken without the doctors' prescription. They are used for relieving mild pain such as headaches. The most common analgesics are aspirin, disprin, panadol and panadeine. As with all drugs, if they are abused they cause health problem. They are for the temporary relief of pain only but do not take away the cause of the pain. When you use them too frequently analgesics can cause:

- Internal bleeding
- Stomach ulcers
- Kidney disease

Anabolic Steroids (body building drugs)

These drugs are used by the athletes or sports people to stimulate the bone and muscle growth. Adolescents abuse steroids as a result of hero-worshipping sports stars such as Arnold Schwarzenegger or Rambo. There is a risk when the drugs are takes for a longer period.

- Liver damage
- Man features in woman
- Breast grow
- Decreased sperm production in men

Social drugs

Caffeine is one of our most socially accepted drugs. It is a powerful stimulant found in coffee, tea, cola drinks and chocolate. Caffeine has rapid short term stimulating effect:

- Greater alertness,
- Improved concentration
- Energy release in your muscle
- Shaking or trembling hands.
- Increased body temperature and urine production.
- Delay and shorten sleep

However, large doses of caffeine can cause headaches, shakiness, nervousness, delirium and death. People who have six or more cups of coffee each day, or three cans of coke, or two chocolate bars and one coffee tend to suffer from:

- Chronic insomnia or restlessness

- Persistent anxiety
- Depression
- Upset stomach

Tobacco

Tobacco is a preparation of the dried plant leave of the *Nicotiana tabacum*. WHO describes smoking as the single greatest cause of disease? However, most new smokers are young people of your age.

When a smoker takes a puff of a cigarette, the contents change into over 400 chemicals that are breathed in and absorbed directly into the blood stream. These chemicals include arsenic, nicotine, tar, and carbon monoxide.

Why do people smoke?

Family - The family is one of the strongest influences in smoking habits. Where smoking is regarded by other members of the family as an acceptable form of behavior then smoking is more likely to become just a normal part of growing up.

Peer group Pressure – The biggest pressure to smoke will come from your friends. The individual feels that he or she needs to behave according to the customs, the ways or the demands of the group in order to be accepted by its group members. If you are given a cigarette, do not feel as though you have to take it – refuse it politely. We have learned that being assertive and saying no to unhealthy behaviors is important in our personal development.

Significant other people – The people you really admire might be your teacher, coach, a friend, rock star etc. are significant other people in your life. What tempted you to follow their ways? Is it the beer, smoke they take or you admire their personal qualities?

Advertising – The mass media and advertising have a powerful influence on young people's decisions about smoking. Media features musicians, entertainers and heroes are admired by young people. Such people are role models and their smoking or other harmful habits can have an influence on those who copy them. Advertisers in advertising campaigns associate smoking and alcohol with characteristics that are good or attracting so beware of it.

Effects of Smoking

Short term effects of smoking	Long term effects of smoking
• Hair smells • Lung capacity decreases • Blood carries less oxygen • Clothes smell • Pulse rate goes up	• Lung disease • Lung coated by tar • Chronic bronchitis • Smokers cough • Cancers damaged lining of

• Teeth stain yellow • Brain activity speeds up • Sense of taste and smell are decreased • Blood flow to skin is restricted • Fitness decreases • Skin temperature drops	• respiratory tubes • Heart diseases
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Cannabis

Cannabis is an illegal drug. It has almost twice as much tar as a cigarette. A cannabis smoker has more chance of contracting lung cancer and many other complications. The two main forms of cannabis are:

- Marijuana – from the dried leaves and flowers of the plant marijuana.
- Hashish – from the plants' resin.

Immediate effects of cannabis

Effects of cannabis	
Short term	Long term
• Feeling happy and relaxed. • Paranoia • Vomiting • Loss of concentration and coordination. • Bloodshot eyes. • Anxiety • Hallucinations	• Increased risk of bronchitis, lung cancer and respiratory diseases. • Boredom • Loss of energy • Loss of concentration • Decreased sex drive • Psychotic behavior



Activity 19.1: Answer the questions.

- 1) Explain the difference between illicit and licit drugs. (**Illicit drugs are illegal and licit drugs are legal**).
- 2) Name the drug which is suitable for people with headache. (**Analgesics**)
- 3) Why do people take anabolic steroids? (**To build their bodies up**)

Write true or false for these statements.

- 1) Non-prescription drugs are stronger than prescription drugs? (**False**)

- 2) Analgesics drugs can cause kidney disease. **(True)**
- 3) Coffee is a social drug? **(True)**
- 4) Hashish is most common cannabis in PNG. **(False)**

Alcohol

Alcohol is a liquid produced when the sugar in fruits, greens and vegetables ferment. It is a depressant drug. It acts as an anesthetic or depressant as soon as it is carried in the blood stream to the brain, where it begins to affect the central nervous system. The extent of its depressant effects will depend on the level of alcohol in the blood.

Why do people do and do not drink?

Reasons for drinking	Reasons for not drinking
• Family habits. • Peer group pressure. • The image presented by media advertisement. • Social standing in the communities. • For a pleasant accompaniment to meals. • To satisfy curiosity. • To appear grown up. • To overcome embarrassment or shyness. • To escape from loneliness or boredom. • To reduce anxiety. • To rebel against family values. • Because of addiction.	• Have seen many problems caused by drinkers. • Want to avoid alcohol related problems. • Do not want to become addicted. • Do not like the way alcohol makes people act and speak. • Do not like the taste and the after effects of alcohol. • Considers that alcohol reduces athletic performances. • Cannot afford the cost, expensive to buy. • Do not wish to suffer the long term effects of alcohol. • Abide by law regarding age. • Want to be seen as an individual and not just one of the groups. • Religious beliefs.

How alcohol affects your body

Alcohol switches off various parts of the brain, which affects the drinkers' behavior, sense and muscular control. Large amounts of alcohol can destroy brain cells, and eventually produce brain damage such as loss of memory and reasoning powers.

In one minute they can be calm and relaxed but if they have a bit too much to drink, the same person can be out of control, aggressive, sick, over confident or willing to break laws or take stupid risks.

- A high blood pressure or flow of blood increased

- Feels sleepy because high blood alcohol concentration depressing the brain.
- Overdose can cause vomiting
- Prevents smooth circulation of blood and oxygen
- Causes stomach irritation, bleeding and ulcer
- Malnutrition
- Cirrhosis of the liver
- Violence
- cancer
- job loss

Alcohol abuse and social problems in Papua New Guinea

- Suicides
- Child abuse
- Marriage breakdown
- Domestic violence
- Fatal road accidents

Alcohol and the law

It is illegal to drink in a public place. It is illegal for anyone to sell alcohol to any person under the age of 18, and it is illegal for anyone under the age of 18 to drink in a public place.

Summary:

You have come to the end of lesson 19. In this lesson you learnt that;

- A drug is a chemical substance that can damage the body in some ways physically, mentally and the emotional state of the body.
- Illicit drugs are drugs that are illegal to sell or consume.
- Licit drugs are legal that people are able to sell or consume
- Prescription drugs can only be taken after a doctors' instruction.
- There are many reasons why adolescents take drugs but drugs affect the body in many ways.
- Drug abuse can lead to many social problems like drowning, , child abuse and incest, marriage breakdown, domestic violence and fatal accidents.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.
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PRACTICE EXERCISE 19

24) What is a drug?

(A drug is any chemical substances that change the body in some ways).

25) Use the following words to complete sentences about the lesson.

[Illicit, licit, prescription, cannabis, non- prescription]

- A. You only usedrugs when the doctor gives an instruction in a written form. (**Prescription**)
- B.are illegal to consume or sell. (**Illicit**)
- C. is an illegal drug. (**Cannabis**)
- D. The drugs that people are to use aredrugs. (**Licit**)
- E. Alcohol, tobacco are examples ofdrugs. (**Non-prescription**)

3. Write true or false for the correct answer.

- A. Coca-Cola is not a drug. [False]
- B. People take drugs to prevent disease only. [False]
- C. A cigarette has more tar than the cannabis. [False]
- D. Alcohol switches off various parts of the brain and slows down your thinking and movement of your body. [True]

LESSON 20: DRUG AWARENESS



Introduction

Welcome to Lesson 20. In the previous lesson you learnt about different types of drugs and its effects on the users. In this lesson you will learn about ways of conducting drug awareness



Your Aims:

- Identify ways of conducting drug awareness
-

Drugs are a health issue

Drugs and alcohol are important health issues. Most young people use drugs and alcohol for many different reasons. The drugs are introduced to them by their friends and through peer pressure. Using the drugs and alcohol can put you at risk.

Drug dependence

Drug dependence is a state or situation when a person is able to repeatedly use drug on a periodic or continuous basis. Drug dependence can cause physical and mental for the drug users and major social problem in the community. There are two ways of drug dependence.

Physical dependence develops when the users adapts to the drug and learns to live with it as part of functioning. When the supply of the drug is discontinued the body cannot function properly. The reactions of the body when the drug is not taken or available are known as **withdrawal symptoms**. Among the common symptoms are vomiting, chills and fever, stomach cramps and convulsions. These symptoms stopped when the drug is once again administered. When this happens it produces a **physical tolerance** in the user. The user's body adjusts to the usual dosage of the drug and obtains the same effects from the drug

Psychological dependence develops when the user adapt mentally to the drug. As a result it regularly there arise a drive to continue doing so. The compulsion to keep on using the drug may be so strong that the user cannot stop, even though he or she knows that it is causing harm.

Treatment of Drug Dependence

To treat a drug dependent person, it is necessary to take into account the psychological and the physical needs of that person, and to use rehabilitation methods that will best suit those needs. This involves services that are usually offered by the specialist professionals at the health centers.

Most dependent people require support and supervision in order to kick the habit. The personnel involved in such treatment include physicians, psychiatrists, psychologists, trained nurse, occupational therapists and counselors.

The rehabilitation is often successful; however, the **relapse** rate is also very high. Many people never recover completely as psychological dependence is not something that can be healed easily. It is important to that the problems that first caused the person to use drugs have to be discovered and overcome. However, before the rehabilitation can take place the drug dependent person must realize that he or she is in trouble and needs professional help. Nothing can be done until this happens.

Rehabilitation services are provided by specialist medical centers such as the Laloki medical center where provide rehabilitation for psychological dependence drug users.

Alternatives Ways of Satisfying needs instead of drug

People generally abuse drugs: tobacco, alcohol, other legal and illegal drugs because they cannot cope with problems of everyday life in other ways or because other forms of satisfaction are lacking in their lives.

Thus people will only stop abusing drugs when they can find an alternative way of satisfying their needs. Any alternative drugs must be attractive, realistic and attainable and it should be free of harmful effects of the physical and the psychological dependence. The areas of the human experiences that can provide alternatives to drugs include:

Physical Experience

It is the sensations achieved when a healthy body performs a physical activity that can provide one of the most basic forms of satisfaction or pleasure. The best way of relieving the tension is walking, running, dancing, gymnasiums, and outdoor work. These activities can provide satisfying physical experience.

Interpersonal Relationship

Lack of ability to maintain close personal relationship with family, peers, group members, opposite sex etc. contribute to drug abuse. Improved communication lessens his or her inhibitions and develops more understanding, more responsiveness, and more

willingness to share. Furthermore Professional counseling or therapy may be helpful in extreme cases.

Aesthetic appreciation and creativity

The ability to enjoy the beauties of music, dance or nature fades as people grow older. That is the power of appreciation weakens. People turn to drug to increase their powers of aesthetic appreciation or creativity. Effective alternative can be found in programs that develops appreciation or creative abilities such as painting, gardening etc.

Social and Political activism

Working for social change or political reform is an alternative to using drugs to find protection from unacceptable or unpleasant circumstances. Drug users can involve in community social services such as working with the youth or age groups, political parties, union or other special interest groups.

Sensory awareness

Drugs make senses far more open and intensify the sensations or feelings we experience. However, the same amount of stimulation can be achieved without the use of drugs if the sense is used well. Through conscious development of one's powers of sensory discernments can achieve greater awareness of what is seen, heard, smelled and tasted.

Psychological Awareness

Some people use drugs to escape from anxiety about oneself or to gain insights into one's own personality and problems. Solutions – mediation, self-observations, participation in self-help groups. For serious cases require professional help.

Spiritual or Philosophical experiences

Others are being motivated to use drugs by a desire to understand the meaning of life or the nature of universe, to talk to God, or attain spiritual enlightenment. Solution: Similar enlightenment can be found through forms of spiritual development such as conventional religions, meditation, mysticism, ecstatic religion, religious fellowship groups etc.

A sense of accomplishment

There are some drugs abusers often have low self-esteem and a low sense of achievement and may use the risk of drug taking to compensate for this. Alternative: adventure, wilderness training, sky-diving, mountain climbing, racing which may develop the sense of achievement and self-confidence and survival skills and also reinforces the need for cooperation with others.

Intellectual Experience

Some people try to justify using drugs on the grounds that it helps them to to gain new intellectual understanding or awareness. However there is little evidence that drugs have led to tangible intellectual results. Alternative: Private reading, training in concentration, memory and problem solving etc.

Drug Awareness mission

The mission of the drug awareness is to lessen the demand for illicit drugs through education. It is an attempt to involve in any way that help or contribute to combating drug abuse.

Drug awareness is a program that targets drug abusers especially young people with message about drug use that focuses on prevention of use and the associated harm. It aims to do this by providing credible factual information that helps people make informed decision.

Activity 20.1: Answer the questions.

1. What are the two forms of drug dependence?

The two forms of drug dependence are:

1. Physical dependence

2. Psychological dependence.

2. Explain the term withdrawal.

1. Withdrawal refers to the reactions on the drug dependent body when the drug is not taken or available.

3. Define relapse.

1. It is situations where many drug dependents fails to or never recover completely after rehabilitation is given.

Drug awareness facts

Here are some facts about drugs.

- Drug facts are facts about how drugs affect the brain and the body, the facts abuse, addiction and the treatment.
- Drugs change the brain in ways that foster compulsive drug, quitting is difficult.
- You are still growing and developing, and drug abuse during the years in particular can have a lasting impact.
- A drug free workplace saves money, family, work, business, marriage etc.
- A drug is something that affects your body.
- Alcohol is the major cause of accidents and deaths in Papua New Guinea.
- Drug is the factor in suicide, domestic violence, fatal accidents, marriage breakdowns, child abuse and incest, brain damage and memory failure, psychotic, loss of energy, job loss, cancer and heart diseases.
- They don't always eat properly and become malnourished.
- Loss of concentration and coordination.
- Do not work properly.
- Loss of respect.
- Increase risk of bronchitis, lung cancer, liver cancer and respiratory disease.

How to present awareness

- CDs and radio interviews.
- Drug images, signs and logos.
- Drug awareness programs distribute literature and organize events to make kids and their parents aware of the dangers posed by alcohol, tobacco, and illegal drugs. Quizzes and knowledge testing.
- Get funding for community programs for combating drug usage.
- Introducing themes for contest.
- A good deed every day – Watch video of drug awareness that is committed to doing a good deed every day.
- Distributing, showing Cds about safe and effective withdrawal.
- Withdrawal warning- sharing information about adverse reactions to drugs such as antidepressants.
- Yearly PNG drug essay competition for people.
- Annual posture, logo, image and signs competition in schools.
- Drug awareness using signs and slogans.
- Live chat with a drug counselor.
- Drug awareness tips using mobiles.
- National drug Facts week – is a National Health observance for teens to promote in local events.
- School assembly announcement – The school uses a PA system to state a fact about a drug. This will encourage discussion throughout the day.

- Drug facts day. Share information and experiences, drug stories, drug death, drug memorial, drug suicide, horrific experiences etc.
- Acting as a peer educator or counselor about drug to help others.
- Become an agent for drug awareness.

Drug awareness Services

Need help?

- If drug use has become a problem for you or someone close to you in your community area, your school or within your group help is available. Call the drug and information service on Ph:
- Chat live and confidentially to a drug counselor (125) 200000.
- If you require immediate help, call the Alcohol and Information service (125) 2000. Toll free for local callers or emergency call (000) emergency line.
- Write to the International Coalition for Drug Awareness

Summary:



You have come to the end of lesson 20. In this lesson you learnt that;

- Drugs and alcohol are health issues in Papua New Guinea.
- Drug dependence is a state when a person is unable to stop repeatedly using drug on a periodic or continuously basis.
- There is physical and psychological drug dependence.
- The psychological and physical needs of the drug dependent must be taken into account before using rehabilitation.
- People use drugs because they cannot cope with problems of everyday life in other ways or because other forms of satisfaction are lacking in their lives.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise 20

1) List some withdrawal symptoms of a drug dependent. (**Withdrawal symptoms – vomiting, chills, fever, tremors, convulsions**)

26) Define the term dependence. (a state arising from repeated administration of drug on a periodic or continuous basis, the body is able to function normal with drug taking)

27) Explain the term drug awareness. **(Drug awareness is a program to help the drug users and the people to understand the facts about drugs and its harmful effects so that they make informed decisions about healthy lives)**

4. List how you would promote a drug awareness program at your home. **(Answer varies)**

5. Identify some professional health service providers particularly for drug users in PNG.

(Answers vary/ mental health centers such as Laloki, counseling services),

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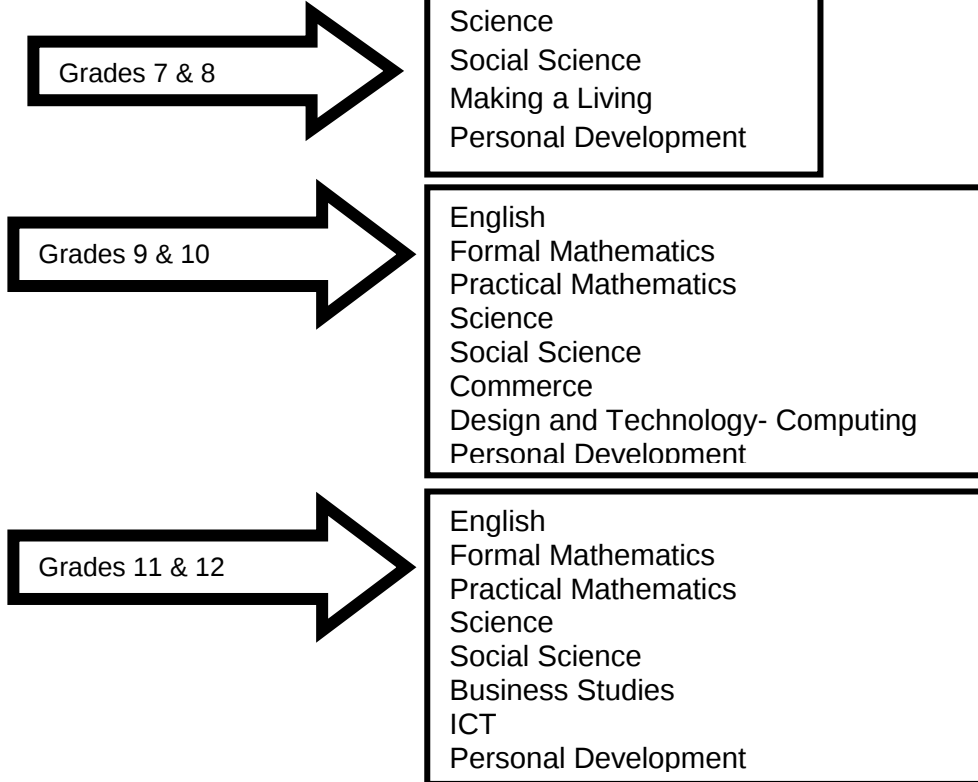
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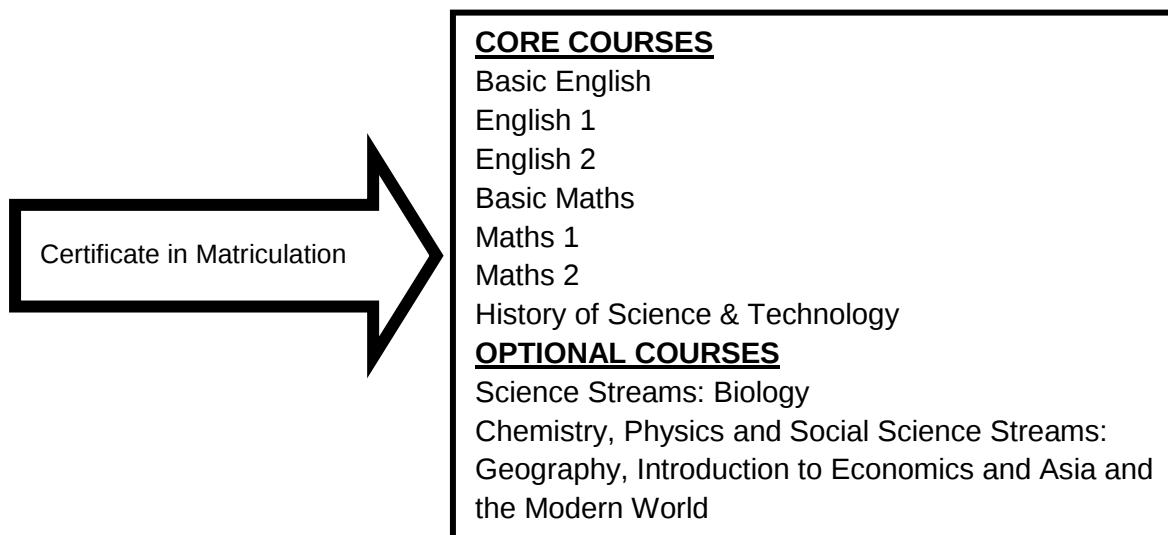
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SUBJECT AND GRADE TO STUDY



REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.



REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional

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