



Solomon Islands Government

SECONDARY HEALTH EDUCATION SYLLABUS



Years 7 - 9

Ministry of Education and
Human Resources Development





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MEHRD

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Foreword

The Solomon Islands Education System is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education sector investment and reform programme (ESIRP) and Education Strategic Plans (ESP). Curriculum Review and Reform Program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the vision and national goals of the education system advocated in the National Education Action Plans (NEAP 2007- 2009 & 2010-2011) and Education Strategic Framework (2007-2015).

The Secondary Health Education (SH Ed) syllabus builds upon concepts, understanding, skills and attitudes which are appropriate for learners in the first six years to year 7,8 and 9 of Basic Education. The achievement of these outcomes is a crucial component of Basic Education. The work in Secondary Health Education is based on experiences within the learner's home environment and links to concepts, skills and attitudes in their schools and the wider community.

The Secondary Health Education syllabus is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand and be able to do, value and appreciate. This is an outcomes based education model and curriculum approach based on the achievement of learning outcomes through a learner centred, problem posing and solving and the use of multiple intelligence education philosophy.

The programme of learning presented in this syllabus contributes significantly towards achieving Integral Human Development. Without a sound understanding of fundamental concept of Health literacy, knowledge and skills, a person's ability to look after his/her welfare and health and those which depend solely on him/her may be restricted. The Health Education syllabus help students to understand the world around them and help them to gain knowledge, understanding and values which lead to positive health behaviours and practices that contributes to healthy living.

The accompanying learning materials place Health Education in the local context, using examples and situations which are familiar to students and teachers. The programme encourages the use a variety of practical teaching strategies. It integrates the school environment and the learner's environment, thus making learning more suitable and relevant to the needs of the learner.

It is important that all policy makers, teachers, education authorities and other education stakeholders support the implementation of this syllabus. I commend the development of this syllabus as a step towards providing quality, relevant and meaningful learning experiences for our children.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official programme of study for the learning and teaching of health education in our secondary schools.



Hon. Reuben Inoana Dick Ha'amori
Honourable Minister of Education, 2013
Ministry of Education and Human Resources Development

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Subject Advisory Committee and Workshop participants

- Secondary Health Education Advisory Committee members (2004 – 2009)
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- Secondary Health Education Working Group members (2007-2010)

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Section 1. INTRODUCTION

Health education is the process by which people learn about their health and more specifically, how to improve their health. Health education is critically important in improving the health of communities and individuals. The health education syllabus has been design using learning outcomes which identify the knowledge, skills, attitude and values that all learners should achieve and demonstrate by the end of year 9.

Learning health education in secondary school attempts to increase knowledge on the subject in primary year level. An increase in knowledge on the subject leads to a change in attitudes about healthy and unhealthy behaviors. This change in attitude ideally leads to a change in behaviors from unhealthy to healthy, leading to an improvement in health, which is the ultimate goal of health education. Learning health is important in that it will help learners to gain the knowledge, understanding and values which will lead to positive health behaviours and practices.

Learning Health will help learners to develop the appropriate attitudes and skills to enable them to handle health and social issues in their everyday lives. The syllabus also emphasises learners to practice skill building exercises and hands on activities that allow learners to observe, demonstrate and actively practice skills to deal with and manage very day health challenges.

Health education curriculum encompasses not only the information on what behaviors are healthy, but also how to achieve those behaviors with skills development and can sometimes include motivation to change. For example, in addition to knowing what foods are healthy, know how to prepare those foods, and easy ways to incorporate them into thier diet. All these aspects together are more likely to result in behavior changes that lead to improved health.

The Health education curriculum has been organized into learning strands. The five strands in health education are: Personal health, growth and development, Food and Nutrition for health, Personal Body Care and Safety, Healthy Communities and environment, and Diseases and Drug Education .These strands provides the broad learning contexts and are further subdivided into sub-strands as unit and topics in the Secondary Health education curriculum.

Section 2. RATIONALE

As described by the World Health Organisation, Health is not just the absence of disease but a dynamic process that involves the harmony of physical, mental, emotional, social and spiritual well being (Saskatchewan 1994, Population health goals).

Health should impact on many aspects of school life, from academic achievement to learner's behaviour, to social interaction among learners or between learners and staff. Likewise, various aspects of school's physical and social environment influence the well-being of individuals and groups who work in it on daily basis. A quality health education curriculum is essential to promote the well-being of Solomon Islands youth.

Therefore 'Health is a resource for living' and this cannot be understated. By incorporating health education into the curriculum of all schools in the Solomon Islands, we hope to ensure the provision of a comprehensive and meaningful resource for the youth of today and the future. There is an important and urgent need for directing positive and ongoing health education and promotion efforts towards young people in schools. Health education will provide life-skills for the future, enable young people to make better sense of their world and better manage themselves within it.

The secondary health education curriculum provides opportunity to increase health- enhancing behaviours and decrease health risk behaviours among young people. Therefore, school health education must be planned and implemented in the context of the learners, family groups and the wider community. Health education programmes must match local needs and address problems, so there is a need to establish close relationships between the learner, teachers, parents and community members.

Teachers should adopt the use of innovative and interactive teaching methods where possible to encourage the learner to participate in school and community based projects. The learner should also be encouraged to participate in the assessment of their needs and planning, implementation and evaluation of their own programmes.

The Curriculum incorporates the teaching of a wide variety of skills that promote the adaptation of health-enhancing behaviours. Such skills enable students to increase control over and to improve their health.

The Solomon Islands Secondary Health Education Syllabus has been designed as a step forward in the provision of a comprehensive and holistic understanding of health as it relates to the wider community and the individual learners. The concept of health promoting school is incorporated by allowing schools to contribute to the promotion of health through provision of school health services, quality of learning environment, opportunities they offer for enhancing self esteem, as well as developing knowledge, skills, attitude and behaviours needed for a healthy lifestyle.

These opportunities should encourage learners to participate in all aspects of school life, lesson taught in the curriculum, their social and physical environment, the links forged with parents and the wider community.

It is planned that the provision of learning opportunities to develop health knowledge, skills, attitudes and values will ensure that the young people of the Solomon Islands have the capacity to take positive preventative actions to promote their health and well-being and that of others.

There is growing evidence in a number of studies that young people are engaging in health risk behaviours and the benefits of school based health education is essential to promote the well being of our young people in schools and individuals within our country.

Section 3. AIMS

The aim of the Solomon Islands Secondary Health Education curriculum is to enable learners to apply health knowledge, skills and values in daily life in-order to increase health enhancing behaviours and decrease health- risking behaviours. Learners should:

- develop feelings of personal responsibility towards their own health, and the health of the community, and recognise their ability to make healthy decisions;
- gain the skills and knowledge required to maintain and promote personal health throughout their life span;
- value and have respect for their health and the health of others;
- have an understanding of the processes and changes that occur to the human body throughout the lifespan;
- be informed of quality health information, products and services;
- acquire and evaluate health related information;
- make knowledgeable decisions to improve their health;
- apply the decision making process to improve their physical, emotional, mental, social and spiritual well-being and that of their peers, families and the communities;
- be able to prevent and control risk behaviours, substance abuse and diseases;
- be aware of behaviours that are harmful to themselves and others;
- be empowered to promote health-supportive behaviours and structures within their families, communities and the nation;
- develop skills that demonstrate inclusiveness and social justice in their interactions with peers and the wider community.

Section 4. SYLLABUS STRUCTURE

The syllabus for Years 7 to 9 for Secondary Health Education is presented in Section 12, page 28. It is a series of Strand and Sub-strand sheets; each sheet has the same structure. This is a copy of the Strand and Sub-strand structure, with an explanation of each part.

Subject: Title: Year level		
<p>Strand: A strand is the term for the main areas of study into which the subject is divided. In junior secondary Health education there are five strands: <i>Personal Health Growth and Development; Food and Nutrition for Health; Personal Body Care and Safety; Healthy Communities and Environment; and Diseases and Drug Education</i> This section contains the Strand Statement for the year.</p>		
<p>Sub-strand: Title (Number of periods) - A strand for each year is sub-divided into sub-strands. For example, within the <i>Healthy Communities and Environmental Health</i> strand, there are two sub-strands: <i>Healthy Communities</i> and <i>Environmental Health</i> in each year level</p>		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>General Learning Outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as <i>Knowledge, Understanding, Skills, Attitudes or Values</i>:</p> <ul style="list-style-type: none"> • know... • understand... • be able to ... • appreciate... 	<p>Learners should be able to</p> <p>Specific Learning Outcomes are examples of things students can do, demonstrate or understand if they have achieved the Learning Outcomes. They are usually observable and measurable.</p>	<p>Learners can be assessed on</p> <p>For selected Learning Outcomes or Indicators there is a Suggested Assessment Event. This is a suggested way of assessing one or more General Learning Outcomes or Specific Learning Outcomes formally for the purposes of recording the learner's progress. Examples are given here. Other examples are in the text books. Other General Learning Outcomes and Specific Learning Outcomes will also be assessed but the assessment need not be recorded.</p>

Section 5. STRAND STATEMENTS

This section contains a brief statement for each strand covering Years 7- 9 in the Health education syllabus. There are 5 strands and statements for each strand covered in this syllabus are explained below.

Strand 1: Food and Nutrition for Health

Learning in this strand enables learners to develop knowledge and understanding of their personal nutritional needs, and those of others to ensure good health both now and in their future lives. They will learn how eating habits and patterns impact on people's health, and gain knowledge and understanding about the relationship between malnutrition and diseases and how to prevent food related illness. They will learn how to make healthy nutritional choices for themselves and others when planning meals, to contribute to a healthy lifestyle.

Strand 2: Personal Health, Growth and Development

Learning in this strand develops a personal understanding of health, its determinants and their relationship to spiritual, physical, mental, emotional and social development is essential for learners. Healthy students have a greater capacity to learn. A commitment to personal health is a significant factor in living a happy, healthy and productive life. Learners will be provided with opportunities to develop an understanding of how they view themselves and those around them, as well as encouraging positive individual and social health behaviours. Learners will gain an understanding of factors which can or do impact on young people during adolescence, and how these factors can be effectively managed. Factors include relationships, mental health, puberty, depression, and sexuality.

Strand 3: Personal Body Care and Safety

Learning in this strand will enable learners to gain an understanding of behavioural and environmental risk factors as they relate to personal health and safety. They will develop an ability to identify and respond to risky situations in the home, school and community environment. They will analyse how behaviours relating to hygiene, physical activity and nutrition impact on their health and well-being. They will examine the relationship between health and negative social behaviours, such as substance use or violence. They will identify ways to minimize the risk of becoming involved in potentially dangerous situations, through understanding the links between different activities and their degree of risk. This understanding will enable learners to make informed decisions to avoid high risk situations that could have negative health outcomes.

Strand 4: Healthy Communities and Environment

Learning in this strand recognises that the environment and the community in which an individual lives determine the health of that individual, and that this in turn influences the strength and productivity of the community and country as a whole. Learners will develop an understanding of conditions required for a community to be health-promoting and supportive and how this influences personal health and societal cohesion. They will develop ability to recognise negative influences on their community and how to plan, implement and evaluate a community development programme.

Learners will gain understanding of the effects of environmental pollution on the health of individuals and communities. They will develop understanding and skills that will enable them to care for their local environment and prevent environmental degradation. They will consider social responsibility as it relates to the environment, and will develop their ability to think critically about the role that governments and businesses play in environmental damage and protection. Students identify alternative and sustainable practices and find ways to communicate these ideas to government leaders.

Strand 5: Diseases and Drug Education

Learning in this strand is focused around understanding and identification of diseases and health problems relevant to the Solomon Islands context. Sub-strands have been selected for their relevance to the Solomon Islands and include: common diseases and their management, sexually transmitted infections including HIV/AIDS, and illicit or prescription drug use. Learners will discuss common diseases in detail, including issues of causality, transmission, symptoms as well as treatment and prevention options.

The strand has been developed to examine human rights and discrimination issues which may affect people living with specific diseases, in addition to providing an understanding of how societal pressures, values and morals impact on disease transmission and prevention.

Learners will develop an understanding of the personal and societal issues associated with substance abuse whilst also being able to identify the importance of responsible prescription and usage of drugs. Additionally learners will be experience learning opportunities to develop skills required to understand addiction and seek treatment options either personally or through referral.

Section 6. PROCESSES AND SKILLS

This table presents the range of skills, attitude, values and behaviours addressed across the Health education curriculum: **Health Advocacy; Interpersonal Communication and Relationships; Goal Setting; Self Management; Decision Making; Accessing Information; and Problem Solving and Critical Thinking** It shows the progression of these skills through the three years of the Junior Secondary Health Education learning program Years 7 - 9.

Year	Health Advocacy	Interpersonal Communication and Relationships	Goal Setting	Self-Management	Decision Making	Problem Solving/ Critical Thinking	Accessing Information
7	<ul style="list-style-type: none"> Take and express idea on health information Take an enhancing stand on health issues 	<ul style="list-style-type: none"> Share and express information, preferences, feelings, needs, ideas and opinions Say 'No' with supporting body language where appropriate 	<ul style="list-style-type: none"> Identify simple realistic goals Plan how to reach a goal 	<ul style="list-style-type: none"> Demonstrate and practice healthy behaviours Show care, consideration and respect for self & others Demonstrate empathy for others 	<ul style="list-style-type: none"> Make healthy decisions using a decision making model 	<ul style="list-style-type: none"> Identify problems or conflicts Seek information and help from reliable sources 	<ul style="list-style-type: none"> Locate appropriate resources and information Identify specific, relevant information sources
8	<ul style="list-style-type: none"> Express opinion enhancing stand Influence and support others on positive health choices Show awareness of evidence 	<ul style="list-style-type: none"> Use language expressively and politely Express and share needs, wants, feelings, ideas, and opinions constructively 	<ul style="list-style-type: none"> Plan & prioritize goals 	<ul style="list-style-type: none"> Identify risk and demonstrate protective and healthy behaviours Express and demonstrate care, respect and consideration for self and others Show empathy for others 	<ul style="list-style-type: none"> Consider options and consequences Make and take decisions Select healthy choices for self 	<ul style="list-style-type: none"> List/name problems or conflicts Seek information & help from reliable sources Solve problems & conflicts Explore variety of solutions 	<ul style="list-style-type: none"> Provide valid health information in promoting products Provide rationale for appropriate use of resources Use appropriate resources.
9	<ul style="list-style-type: none"> Display passion and conviction and positive interactions Work together for a healthy community Use language expressively 	<ul style="list-style-type: none"> Express constructively needs, wants, ideas, feelings, and opinions Communicate effectively with family, peers & others. Practice refusal, negotiation, collaboration skills 	<ul style="list-style-type: none"> Present a clear goal statement. State a plan for reaching a goal Make constructive decision 	<ul style="list-style-type: none"> Practice and demonstrate: healthy behaviours; respect and consideration for self and others; and empathy for others Manage and evaluate personal, family, community health, conflicts and stress 	<ul style="list-style-type: none"> Select and make healthy informed choices Analyse, evaluate validity of information Reflect on and evaluate actions and decisions 	<ul style="list-style-type: none"> Analyse information, problems and conflict Solve interpersonal conflicts without harming others & self Explore and evaluate a variety of solutions 	<ul style="list-style-type: none"> Select and use appropriate resources and information. Provide rationale for appropriate use of resources Support position with relevant health information

Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES

This section contains a brief statement highlighting how each of the key learning outcomes will be achieved through learning and teaching of the syllabus

Key Learning Outcomes	Secondary health education contribution
1. Culture promotion Awareness of the Solomon Islands culture ; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness.	Traditional health knowledge and skills; their integration with scientific knowledge and skills; value and dangers of traditional medicines and medical practices; the importance of traditional technologies for appropriate use of the environment and its resources.
2. Lifelong learning Realisation that learning is a lifelong experience ; encouragement of innovation, creativity, and a positive view of learning post-school.	Investigations and experiments develop open-mindedness, curiosity, creativity, and a capacity to solve problems in everyday life.
3. Ethics and good citizenship Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility ; focused on : values education ; civics and citizenship ; peace and reconciliation	Exploration and clarification of values and attitudes relevant to personal health and well being. Development of positive healthy attitude, behaviour, practices, appreciation, responsibility and commitment to lifelong healthy and socially just way of living.
4. Peace and Reconciliation Development of positive attitudes with the mind and heart to create peace, reconciliation and be able to live in harmony in a multi-ethnic diverse community.	Contribution of health and the understanding of health problems, including mental health, to peaceful relationships within and between communities.
5. Technology Use of appropriate traditional and modern technology to improve livelihoods and community standards of living.	The concepts and understandings developed by the programme will contribute to a grasp of how tools, health technology and appliances operate: the basis of industrial processes and their application to practical strategies for the improvement of livelihoods, e.g. health and hygiene, sanitation, food storage, disease prevention and safety practices.
6. Entrepreneurship The development of entrepreneurial skills for job creation through initiative and creativity.	Developing positive healthy attitudes, providing solutions to practical health problems, the application of learning, exploring phenomena, thinking laterally, decision making and developing strategies for problem solving.
7. Environment, conservation and climate change Development of positive attitudes and values towards the preservation and conservation of environment and management of climate change	Secondary Health Education contributes to the development of healthy positive attitudes, behaviours and values towards promoting clean healthy environment, preservation and conservation of the environment, and reduction of carbon emissions and other green house gases. Secondary Health Education also emphasises the prevention of diseases or health related problems which may indirectly or directly impact by climate change.

Key Learning Outcomes	Secondary health education contribution
8. Development of the whole person Development of the whole person including social, physical, mental, emotional and spiritual life of the individual, environmental and health awareness and good health practices.	Working collaboratively, sharing ideas and making healthy choices and decisions while acting responsibility and evaluating environmental and health impacts of certain practices.

Section 8. LEARNING, TEACHING AND ASSESSMENT

This section contains a brief explanation on learning and teaching approaches that teachers may use for this subject. It also describes the links that the subject has with other subjects, sensitive issues that teachers may consider when teaching the subject and assessment framework, and information to guide teachers with effective recording, monitoring and reporting of learners achievements.

The secondary school years are important for the formation of a positive attitude towards health. These years develop good habits and practices and build a basis for lifelong healthy lifestyle.

To enable meaningful learning to take place in the classroom, it is recommended that teachers employ a variety of teaching approaches that suit the different learning styles and abilities of their pupils. When learning is meaningful to pupils, their conceptual understanding and application of health concepts are enhanced.

It is also important to choose approaches that promote active learning in pupils where they are meaningfully engaged in the learning process. Active learning stimulates interest, creativity and develops skills in independent learning, problem solving and decision making.

A cooperative learning approach involves active learning. Learners solve problems, answer questions, formulate questions, discuss, explain, debate or brainstorm in small groups during class to maximize learning. Learners become more involved and responsible for their own learning and are also help other members of the group to learn. Interactions among learners encourage and develop social skills.

The approach also involves more learners in activities, at the same time as they are either observing others and listening or actively participating and articulating their responses, hence, the teacher's role is to facilitate the process of learning.

People can have a range of ways they prefer to learn. These are sometimes referred to as learning styles.

Verbally intelligent learners learn best through reading, writing and discussing. Learners with a **high tendency for activity** learn through hands-on activities, are highly coordinated and tend to enjoy acting, role playing, dancing and moving about. **Logically intelligent** learners think in numbers and patterns. **Environmentally aware learners** are more aware of their natural surroundings and have keen observational skills. **Spatially intelligent** learners learn through visuals like to draw and create and are also good at playing with puzzles and using graphic organizers to organize information. Learners with **high interpersonal intelligence** are social beings who learn best while interacting with others and are team leaders and builders. **Introspective learners** on the other hand tend to be reflective and need time to process information and think. Lastly **musically intelligent** pupils enjoy and learn through musical activities, jingles, clapping, humming or composing music.

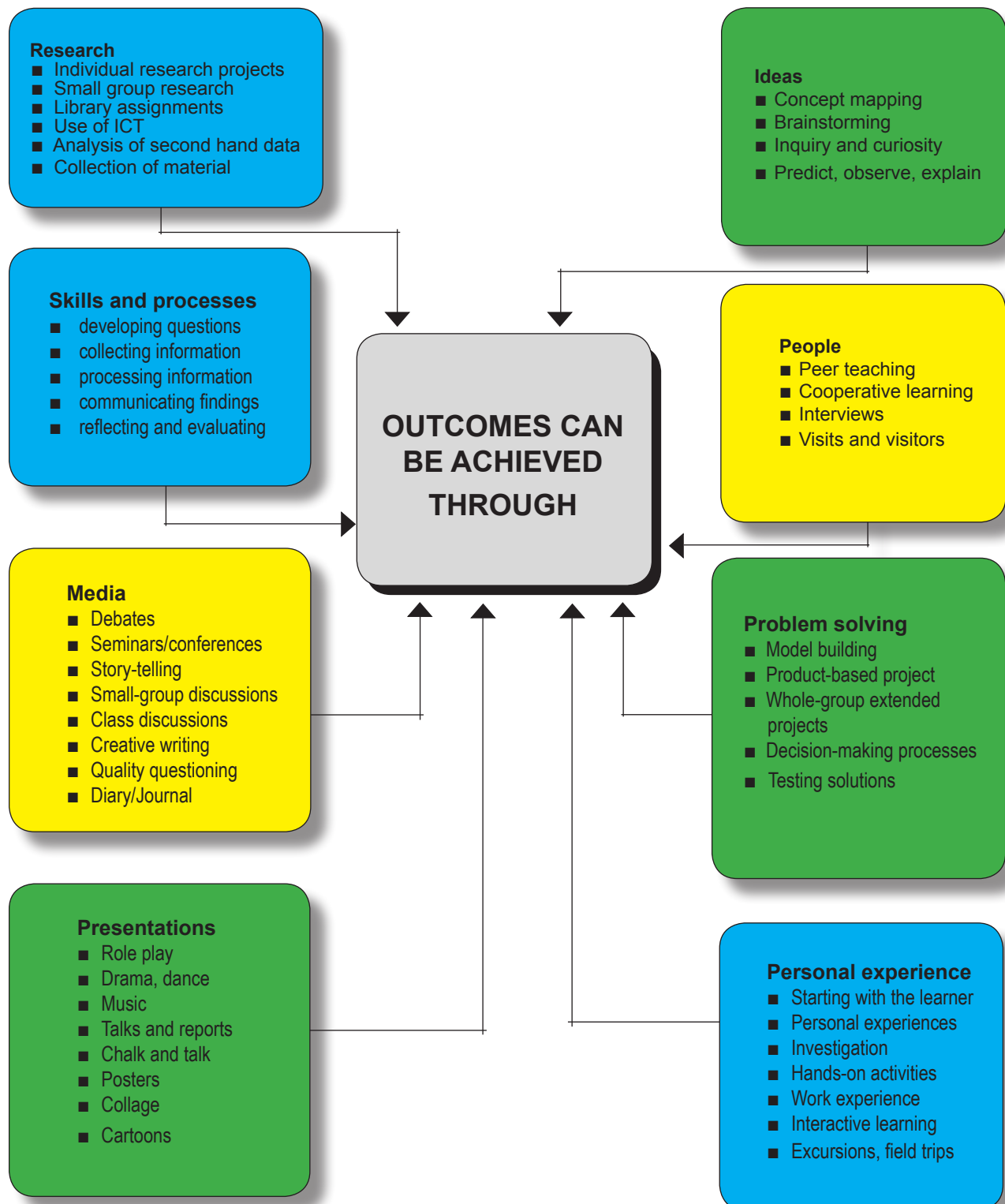
Teachers need to assist their learners to develop and extend their learning abilities rather than just be focused on one style. Therefore teachers need to provide a wide range of learning experiences to enable learners to be more holistic. In health education teaching approaches include activities which are largely cooperative, experiential (involving activities that exemplify health concepts) and cognitive (involving use of thinking skills). Emphasis should be on variety of learner centred learning experiences and activities to enable them to understand and experience the health concepts every day.

The chart on the next page presents a range of teaching approaches appropriate to health education at the Secondary level.

8.1 Teaching and Learning Strategies

Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



8.2 Link with other Subjects

Other subjects	Sub-strand and level	Health Education Syllabus links
Science	Year 7 to 9 Life and living	Year 7 to 9 Personal Health, Growth and Development, Personal Body Care and Safety
Social Science	Year 7 Natural Resources, Family Community Disputes, Gender Issues	Year 7 Food and Nutrition for Health, Healthy Community and Environment Healthy Relationships , Sexual Health Issues
	Year 8 Physical Environment, Managing Resources,	Year 8 Healthy Community and Environment Pollution and Health
Home Economic	Year 7 Safety, Hygiene and Preventative Measures, Food and Nutrition	Year 7 Personal Body Care and Safety Personal Health, Growth and Development, Food and Nutrition for Health
	Year 8 Diet related diseases. Food & Nutrition	Year 8 Personal Body Care and Safety Personal Health, Growth and Development ,Food and Nutrition for Health
	Year 9 Social issues, Food & Nutrition	Year 9 Personal Body Care and Safety Personal Health, Growth and Development, Food and Nutrition for Health
Agriculture	Year 7 Introduction to food gardening	Year 7 to 9 Food and Nutrition for Health
Physical Education	Year 7 to 9 Human anatomy, fitness, indoor and outdoor activity	Year 7- 9 Personal Body Care and Safety Personal Health, Growth and Development ,Food and Nutrition for Health

8.3 Sensitive Issues

Health Education aims to improve and maintain the health and well-being of individuals, families and communities. It addresses many personal, sensitive, and sometimes controversial issues such as those relating to sexuality and reproductive health, mental health and equity issues. These may sometimes challenge traditional values and beliefs. For example, in the Solomon Islands culture we have defined roles for males and females in the home and in the workplace jobs. These stereotypical ideas about gender, can limit our expectations of students' ability and their access and participation in many areas of life. All education programs and career decisions should be based on a learner's interests and ability, regardless of gender. Similarly discrimination and stereotyping on the basis of religion, culture, sexual orientation, or socio-economic status can have a negative impact on people's health and wellbeing and sometimes can be a source of conflict and violence.

To achieve the learning outcomes of this curriculum area, learners together with their teachers, need to be able to think critically about these issues and make positive responsible decisions in relation to themselves, others and their communities. Through informed discussion and reflection on their own and others values and belief systems learners will develop knowledge and understanding for daily and future healthy living as democratic citizens in a pluralistic society.

In order to achieve this, the following principles must be adhered to:

- A safe physical and emotional environment where all students are valued and respected is essential. They learn best when they have a sense of belonging; feel accepted; have positive relationships with their peers and their teachers; and where they can express their ideas openly and confidently without fear of harassment or ridicule.
- Material used in the classroom, including that from visiting speakers, films and live performances, should be age appropriate and strongly linked to the aims, values and learning outcomes of the health education curriculum.
- Discussion of controversial issues should present ideas in a thorough, balanced manner from a variety of perspectives and free of unfair biases. Such discussion must not be intended to advance the interests of any group, political or otherwise.
- Stereotyping, damaging omissions, and the existence of discriminatory materials and views in learning resources must be acknowledged and challenged. Material such as hate literature may be approached analytically only in the context of a clear and open anti-discrimination focus.

In Health Education, teachers are expected to provide learning opportunities that develop learners' critical thinking, problem solving and decision making skills, and appropriate attitudinal and social skills. These learning opportunities must learners to address sensitive and controversial issues with sound judgment and empathy, in order to build social justice and health and well-being for all.

8.4 Assessment, Recording, Monitoring and Reporting

The Secondary Health Education syllabus recommends the use of variety of modes of assessment on the regular basis. The focus is on the understanding of the health concepts. Assessment should be based on evidence of behavioural and attitude changes. Learners must be able to constantly and actively apply and practice the knowledge learnt in their everyday lives. Assessment approach should be formative. The assessment of Health Education should focus on pupils understanding of health concepts, their habits and attitudes towards health.

Assessment is a continuous planned process of gathering, analysing and interpreting information about learner's knowledge, understanding, skills and attitudes in the various subjects. Assessment judges whether the outcomes have been achieved, and enables learner progress to be reported. It will also assist teachers making informed decisions on how to improve the learning of the learner as well as improving the teaching process at the classroom level. Assessment will be the responsibility of individual teachers, the school, CDD, NESU and MEHRD.

Principles of Assessments

To ensure that assessment is effective, assessment practices:

- should be based on an understanding of how students learn;
- should be a component of course design;
- should be based on clear standards and criteria;
- should embrace a variety of measures;
- should be valid, reliable and authentic;
- should be an integral part of the teaching and learning process;
- should give feedback which can be used by teachers to assess the achievement of the learning outcomes and;
- should provide clear and accurate reports to parents and others.

Purpose of Assessment

Information gathered from assessment can be used for a variety of purposes:

- monitoring learner's achievements in subject areas;
- informing learners, parents, careers masters, employers and school about learners achievements;
- planning learning and teaching which would improve learners achievements and teacher effectiveness; and
- reviewing of school programmes of learning.

Types of Assessment

Assessment helps to:

- diagnose a learner's strengths and weaknesses;
- determine a learner's level of performance on a specific task or at the conclusion of a unit of teaching and learning; and
- make judgments about each learner's achievements.

Assessment focuses on the Specific Learning Outcomes in the syllabus. Learners are aware of what is being assessed, the assessment techniques being used, and the indicators of achievement as an ongoing process. A suggested assessment event is included for each subject of a subject syllabus.

Assessment System

A good system for learner assessment incorporates:

- Planning for assessment;
- Using a variety of assessment techniques;
- Providing opportunities for learners to demonstrate performance using the Indicators given in the syllabus;
- Diagnosing, analyzing and feedback;
- Gathering and recording evidence of learners' performance and keeping records of the evidence
- Observing learners demonstrating a certain skill and assessing their competence. This is competence-based assessment or performance assessment;
- Providing feedback to learners;
- Making judgments on learner's achievement;
- Using a meaningful system of Grading achievement;
- Reporting on learners' achievements by referring to the learning outcomes.

What should be assessed?

We must assess all aspects of the outcomes, including the Key Learning Outcomes, General Learning Outcomes and Specific Learning Outcomes of individual syllabi. We must assess *knowledge, understanding, skills and values or attitudes* we aim to develop. This means devising many types of assessment, often based on criteria-based or competency-based assessment, as well as the more traditional written assessment of knowledge and understanding. Teachers must acquire knowledge and skills in many different types of assessment techniques.

The function of assessment is to judge and describe the learning outcomes that learners have achieved, and to select further strategies. The table presents a range of strategies for doing this.

The functions of assessment are to judge and describe the learning outcomes that learners have achieved, and to select further strategies. The table below presents a range of doing this.

Assessment of Learning Outcomes

Learners' level of attainment of learning outcomes in the three areas should be assessed

1. Content knowledge

Knowledge and understanding in the five strands.

2. Health habits, practices and attitudes

Development of good health practices and positive attitudes towards health.. These include responsibility for one's health and the health of others, perseverance in maintaining a healthy life style, care and concern for living things, and for a hygiene and sanitary environment.

3. Decision-making skills

Ability to make healthy choices and decisions about lifelong health promoting behaviours

Type of Assessment	Strategy
	Learner could :
Verbal	Answer a single question
	Ask a question
	Make a verbal report
	Explain an event or procedure
Visual	Draw and/or label: a picture
	diagram
	map
	graph or chart
Written	Provide a written report
	Write a short answer in response to a single question
	Complete a cloze procedure
	Complete a proforma
	Complete a written test
	Fill in a table
	Perform a calculation
Practical	Weigh/measure body
	Read and use a chart or thermometer, bathroom scales, tape measures
	Make a simple healthy meal
	Demonstrate a technique, such as taking a pulse
	Take part in a role play/simulation
	Complete a safety procedure near a hazard or walk over a pedestrian crossing correctly
	Sing a chorus or jingle on a health action

Reporting

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also provides feedback to teachers and parents. For every sub-strand, the learning/teaching situation will have many assessment activities. Each sub-strand of this syllabus presents at least one example assessment event. This is one example of an assessment item for the sub-strand. The assessment event will be used to build a report on a learner's achievement over time. The learner's book has many more assessment activities.

A simple way of reporting progress on learning outcomes is to complete a table for the learning year. See the example for year 7:

	Semester 1					Semester 2				
Strand	<i>Food and Nutrition for Health</i>	<i>Personal Body Care and Safety</i>	<i>Personal Health, Growth and Development</i>			<i>Diseases and Drug Education</i>	<i>Healthy Communities and Environments;</i>			
Assessment Event	Healthy eating Habits	Safety and risky behavior at school	Human reproductive system	Healthy Relationship	End Semester Test /30	Sexually transmitted infections	Drug Use and Abuse	Healthy Community	Healthy Environment	End Semester Test /20
Peter	A	PA2	A	A	16	PA4	A	A	PA3	18
David	PA1	NA	A	PA3	16	A	PA2	A	A	17
Gladys	NA	PA3	A	A	15	PA4	A	A	A	18

Key: A = LO Achieved
 PA (1 - 4) = LO Partially Achieved
 NA = LO Not Achieved

Variety of assessments

Some of the assessment techniques that can be used include the following;

Verbal Assessment

- Answering Questions
- Making a verbal report
- Interview

Written Assessment

- Do an activity (from text books or self prepared)
- Do an assignment
- Write a report
- Sit for a test or an examination

Practical Assessment

- Participate in a field trip/excursion and collect information
- Demonstrate a particular task
- Draw, interpret and use a map
- Analyze a photograph
- Basic library research and collect information

Group Work Assessment

- Observation of what individual learners do
- Consultation with individual learners by asking them questions
- Focused analyses of learners work such as portfolio, or a collection of work they have done, to determine how each individual learner is performing in their learning process.
- Product analysis of products made and completed by learners to determine how well they have achieved different knowledge and skills in different processes involved in making project.

Section 9. CURRICULUM PROFILE

This section contains a brief explanation on the required time allocation and the number of periods per day and per week. It also outlines the time allocation for teaching the subject syllabus.

Notes:

1. All periods are 40 minutes. There should be 8 periods per day, 40 periods per week.
2. All subjects are compulsory. All subjects must be continuously assessed through the Suggested Assessment Events in the main syllabuses.
3. Personal Development subjects are grouped together. Schools may either timetable 2 periods per week for each throughout the course or block the periods so learners take more periods of one subject at one time and more periods of another subject later e.g. 4 periods of P.E. one semester and 4 periods of Health the next semester.

Subject	Periods per week	Total time in minutes per week	% of total timetable (1600 mins)	Status
Academic subjects				
English	5	200	12.5	Compulsory assessed
Mathematics	5	200	12.5	Compulsory assessed
Science	4	160	10.0	Compulsory assessed
Social Studies	4	160	10.0	Compulsory assessed
Total Academic	18	720	45.0	Compulsory assessed
Practical/vocational subjects				
Agriculture	4	160	10.0	Compulsory assessed
Business Studies	4	160	10.0	Compulsory assessed
Home Economics/ Technology	2 core each = 4 Plus 2 extension, either H.E. or Tech.	160 80	10.0 5.0	Compulsory assessed
Total Practical/vocational	14	560	35.0	Compulsory assessed
Personal development subjects Christian Education Arts and Culture Physical Education Health Education	8 2	320 80	20.0 5	Compulsory assessed
Total	40	1600	100	

Section 10. SCOPE AND SEQUENCE

This section shows the overview of the curriculum and progression of each strands and sub strand for each year level to the next in the syllabus.

Year	Strand: Food and Nutrition for Health	Strand: Personal Body Care and Safety	Strand: Personal Health Growth and Development	Strand: Healthy community and Environments	Strand: Diseases and Drug Education
7	<p>Sub-strand: Healthy eating habits and values</p> <p>Recognise their eating habits, pattern and values and discuss what influences their eating patterns.</p>	<p>Sub-strand: Maintaining good personal hygiene</p> <p>Recognise and identify the benefits and importance of good personal hygiene and problems associated with poor hygiene.</p> <p>Sub-strand: Safety and risky behaviours at school</p> <p>Discuss and describe the behaviour that promote safety and risky behaviours that endanger safety at school. Identify the benefits of safety and personal well-being.</p>	<p>Sub-strand: Human reproductive system</p> <p>Identify and explain the structure and functions of male and female reproductive system</p> <p>Sub-strand: Conception, growth and development</p> <p>Describe the process of conception, growth and development of foetus. Explain the stages of human embryo and main stages of birth of a human baby.</p>	<p>Sub-strand: Healthy People in healthy Community</p> <p>Identify and discuss features of healthy settings: healthy and unhealthy communities, health issues that affect communities, and activities and behaviours that promote healthy communities.</p> <p>Sub-strand: Towards healthy environment</p> <p>Recognise and identify environmental issues or changes that occur in their community and country. Recognise behaviours and demonstrate activities that promote and create a clean healthy environment.</p>	<p>Sub-strand: Preventing and managing Health problems (ENT)</p> <p>Identify health problems in the country and learn some of their symptoms, basic treatment and prevention.</p> <p>Sub-strand: Understanding STIs</p> <p>Discuss and explain the term STI, types of STI, transmission, symptoms, Consequences, prevention measures and role play assertive skill.</p>

Year	Strand: Food and Nutrition for Health	Strand: Personal Body Care and Safety	Strand: Personal Health Growth and Development	Strand: Healthy community and Environments	Strand: Diseases and Drug Education
7	Sub-strand: Eating habits, pattern and values	Sub-strand: Maintaining good personal hygiene	<p>Sub-strand: Managing and coping with puberty</p> <p>Recognise and identify the psychological, emotional and hormonal changes during puberty and discuss how to cope and manage these changes.</p> <p>Sub-strand: Healthy Relationship</p> <p>Discuss and explain what a relationship is, types of relationships, and issues and factors that affect relationships and friendship.</p> <p>Sub-strand: Human Sexuality</p> <p>Discuss and explain about human sexuality, influences, values and respecting individual sexuality.</p>	Sub-strand: Healthy People in healthy Community	<p>Sub-strand: Understanding HIV/ AIDS</p> <p>Discuss and explain the term HIV/ AIDS, causes, transmission, symptoms, consequences, prevention and role play assertive skill.</p> <p>Sub-strand: Drug Use and Abuse</p> <p>Discuss and explain drug abuse, effects of drug use. Impacts of drugs individually/family and role play assertive and refusal skills.</p>

Year	Strand: Food and Nutrition for Health	Strand: Personal Body Care and Safety	Strand: Personal Health Growth and Development	Strand: Healthy community and Environments	Strand: Diseases and Drug Education
8	<p>Sub-strand: Principles of healthy eating and diets</p> <p>Discuss and identify the national guide for healthy eating and drinking. Explain the benefits of eating variety of nutritious food.</p>	<p>Sub-strand: Living an active balance healthy lifestyle</p> <p>Discuss and identify what is balanced healthy lifestyle, ways to maintain healthy lifestyle, dimensions of health and wellness and benefits of living a balanced healthy lifestyle.</p> <p>Sub-strand: Safety and risky behavior in the community</p> <p>Recognize and describe safe and risky behaviours, at home, public places, unsafe and safe situations. Discuss ways to reduce these and ways to deal with inappropriate behavior and unsafe situations.</p>	<p>Sub-strand: Reproductive health and sexual health issues</p> <p>Discuss and explain forms relationships, sexuality, sexual and non-sexual element in a relationship, discrimination in relationship and sexuality</p> <p>Sub-strand: Birth Control and family planning</p> <p>Describe what birth control is, different ways of preventing conception, types of contraception used by men and women. Discuss why family planning and birth control is necessary and myths about contraception</p> <p>Sub-strand: Pregnancy and Health</p> <p>Recognise and identify factors that promote and maintain mother's health during pregnancy. Discuss factors which may affects mothers health, diet, physical and emotional needs, health services for pregnant mothers and role of husband during pregnancy.</p>	<p>Sub-strand: Healthy communities and Wantok system</p> <p>Discuss and explain what is social supportive environment, how wantoks system contributes to healthy community, relationship between supportive environment and health.</p> <p>Sub-strand: Healthy, pollution free Environment</p> <p>Describe the effects and causes of environmental pollution; impact on health of individual and population; ethical considerations and social responsibility of individual, community; and governments business to protect and care for environment.</p>	<p>Sub-strand: Preventing and managing non communicable diseases</p> <p>Describe the common emerging non communicable diseases in the country. Discuss how these diseases are transmitted, their basic treatments, how to prevent them.</p> <p>Sub-strand: Sexually transmitted Infections</p> <p>Discuss and explain how STIs are transmitted, rate of transmission , facts and myths regarding STI transmission, ways to avoid STIs and social, emotional and stigma associated with STIs</p> <p>Sub-strand: HIV and AIDS</p> <p>Discuss and explain the difference between HIV and AIDS; progressions of HIV to AIDS; rates of transmission; facts and myths regarding HIV in the Solomon Islands and ways to avoid HIV/AIDS.</p>

Year	Strand: Food and Nutrition for Health	Strand: Personal Body Care and Safety	Strand: Personal Health Growth and Development	Strand: Healthy community and Environments	Strand: Diseases and Drug Education
8	<p>Sub-strand: Building healthy relationship</p> <p>Recognize and identify features of healthy relationships and unhealthy relationships, discuss different ideas, values and reasons for having and having a relationship, traditional and religious perspective on relationship.</p> <p>Sub-strand: understanding gender & sexuality</p> <p>Discuss and explain difference between gender and sex. Discuss gender issues and stereotyping, individual sexual orientations, and discrimination.</p> <p>Sub-strand: Building healthy relationship</p> <p>Recognize and identify features of healthy relationships and unhealthy relationships, discuss different ideas, values and reasons for having and having a relationship, traditional and religious perspective on relationship.</p>				<p>Sub-strand: Prescription and over the counter drugs</p> <p>Explain the terms, prescription and over the counter drugs, dangers associated with taking drugs not prescribed by a doctor or health professional, drug overdose, positive and negative aspects of custom and conventional medicine.</p> <p>Sub-strand: Prescription and over the counter drugs</p> <p>Explain the terms, prescription and over the counter drugs, dangers associated with taking drugs not prescribed by a doctor or health professional, drug overdose, positive and negative aspects of custom and conventional medicine.</p>

Year	Strand: Food and Nutrition for Health	Strand: Personal Body Care and Safety	Strand: Personal Health Growth and Development	Strand: Healthy community and Environments	Strand: Diseases and Drug Education
9	Sub-strand: Diet related diseases	Sub-strand: Promoting Better health	Sub-strand: Caring for babies	Sub-strand: Promoting Healthy Communities	Sub-strand: Preventing and managing lifestyle related diseases
	Recognise and discuss the health consequences of eating too much and too little. Explain linkage between eating habits, food, drinks and nutrition to lifestyle related diseases and their prevention.	<p>Discuss and describe factors, attitudes, values, behaviours and positive health practices, benefits that contribute to healthy lifestyle and other dimensions that lead to an unhealthy lifestyle.</p> <p>Sub-strand: Reduction of Harm</p> <p>Discuss attitudes, values and behaviours that promote health and safety. Describe personal roles and responsibilities that reduce incidence of injuries, harm or dangerous situations .Use assertive and coping skills to deal with dangerous situations.</p>	<p>Recognise and discuss the important facts of a new baby, needs of babies, roles of parents in providing for these needs, financial costs and health care services provided for a new baby</p> <p>Sub-strand: Mental and emotional health</p> <p>Explain the term mental and emotional health and ways to promote and maintain positive mental/emotional health. Describe factors that lead to mental health problems.</p>	<p>Describe the principles of healthy community development and the importance of participating in community based activities to promote a healthy community.</p> <p>Sub-strand: Promoting Healthy Environment</p> <p>Discuss and identify the benefits of conservation and sustainable practices to maintain clean healthy environment. Explain the relationship between environment breakdown and the health of communities.</p>	<p>Describe causes, contributing factors and ways to prevent lifestyle related diseases.</p> <p>Sub-strand: Sexually transmitted Infections</p> <p>Discuss and explain factors and other associated issues that increases STIs in the country, in the region and globally and roles of individuals and different organizations to reduce and prevent STIs.</p>

Year	Strand: Food and Nutrition for Health	Strand: Personal Body Care and Safety	Strand: Personal Health Growth and Development	Strand: Healthy community and Environments	Strand: Diseases and Drug Education
9	<p>Sub-strand: Managing healthy relationships</p> <p>Discuss and identify ways to maintain and manage a healthy relationship, concepts and forms of violence in a relationship and explain the role of traditional attitudes and values contributes to violence in personal relationships.</p> <p>Sub-strand: Mental Health and negative consequences</p> <p>Discuss how emotional and mental health can impact on an individual's sense of worth may result in negative thoughts and poor choices; and impact on the individual, family and community.</p> <p>Sub-strand: Stages of lifecycle and aging</p> <p>Recognise and identify the stages of a human lifespan. Discuss the impact of aging, health needs of older people and issues in looking after older people.</p>		<p>Sub-strand: Social culture and Health</p> <p>Discuss and identify social and cultural influences, cultural practices, dimension of health and other factors that can have an impact on their health and their family.</p>		<p>Sub-strand: HIV and AIDS</p> <p>Discuss and describe issues associated with HIV/AIDS, importance of protecting the rights of people living with HIV/AIDS and stigma associated with HIV and AIDS.</p> <p>Sub-strand: Drug Use and Abuse</p> <p>Understand the health risks associated with drugs; social and economic impact of drug usage; and services available for drug addicts.</p>

Section 11. LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Secondary Health Education course and the suggested teaching times based on 17 Teaching Weeks per Semester and 34 Teaching weeks per Year in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 teaching weeks only, due to year 9 National Examinations. The programme planner also highlights the year levels and time allocation for teaching the strands and substrands for each semester.

SEMESTER ONE

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Year 7	Food and nutrition for Health (FH)			Personal Body Care and Safety (PBCS)						Personal Health, Growth and Development. (PHGD)										E X A M
	Healthy Eating Habits and Values (6 periods)			Maintaining good personal hygiene (6 periods) Safe and Risky behaviours at School (6 periods)						• Human Reproductive Systems (4 periods) • Conception, growth and development (5 periods) • Managing and coping with puberty (4 periods) • Healthy relationships (4 periods) • Human Sexuality (3 periods)										
Year 8	Food and nutrition for Health (FH)			Personal Body Care and Safety (PBCS)						Personal Health, Growth and Development (PHGD)										E X A M
	Principles of healthy eating and diets (6 periods)			Living an Active Balanced Lifestyle (6 periods). Safe and Risky behaviours in the Community (6 periods)						• Building healthy relationship(6 periods) • Reproductive and sexual health Issues(6 periods) • Birth control and family planning (6 periods) • Pregnancy and Mother's Health (6 periods) • Caring for babies(5 periods)										
Year 9	Food and nutrition for Health (FH)			Personal Body Care and Safety (PBCS)						Personal Health, Growth and Development (PHGD)										E X A M
	Health and diet related diseases (6periods)			Promoting Positive Healthy Behavior (6 periods) Reduction of Harm (6 periods)						• Gender and Sexual health • Social Cultural influences on Personal Health(4 periods) • Mental and Emotional Health (6 periods) • Mental Health and negative consequences (6 periods) • Managing Healthy Relationships (6 periods) • Stages of Life Cycle – Ageing (6 periods)										

SEMESTER TWO

Weeks	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Year 7	Diseases and Drug Education (DDE)												Healthy Communities and Environments (HCE)						E X A M	
	<ul style="list-style-type: none">Preventing & Managing common Health Problems (5 periods)Sexually Transmitted Infections(6 periods)HIV/AIDS(6 periods)Illicit Drug Use(5 periods)												<ul style="list-style-type: none">Healthy people in Healthy Communities (5 periods)Towards Healthy Environments (6 periods)							
Year 8	Diseases and Drug Education (DDE)												Healthy Communities and Environments (HCE)						E X A M	
	<ul style="list-style-type: none">Preventing and Managing Common health problems (6 periods)Sexually Transmitted Infections(6 periods)HIV/AIDS(6 periods)Prescription and Over the Counter Drug Usage(6 periods)												<ul style="list-style-type: none">Pollution and Environmental (5 periods)Healthy Community and wantok system (4 periods)							
Year 9	Diseases and Drug Education (DDE)								Healthy Communities and Environments (HCE)				End Year Break and Holiday							
	<ul style="list-style-type: none">Preventing and managing lifestyle related diseases (4 periods)Impact of Sexually Transmitted Infections (4periods)HIV and AIDS (4 periods)Impact of Drug Use and Abuse (4 periods)								<ul style="list-style-type: none">Promoting Healthy Communities (5periods)Promoting Healthy Environment (3 periods)											

Section 12. DETAIL SYLLABUS

12.1 Secondary Health Education Year 7 Syllabus

Subject: Health Education Year: 7		
Strand: Food and Nutrition for Health		
Sub-strand: 7.1 Healthy Eating habits (6 periods) Learning about their own eating habits, patterns and values will help learners to evaluate and reflect their eating habits and values.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.1.1 know their own personal food choices and eating habits as well as their values and attitudes relating to healthy eating (k) 7.1.2 compare their own eating habits and the eating habits of others and understand the differences (u) 7.1.3 understand factors, including friends and family, that influence their own eating patterns (u) 7.1.4 demonstrate informed decision making regarding food choices (s) 7.1.5 understand the role of media and how it impacts on their food choices and how this can affect their health and the health of others (u)	<i>Learners should be able to</i> 7.1.1.1 identify some foods they like and do not like 7.1.2.1 talk about their own values and eating pattern or habits 7.1.3.1 compare and contrast the similarities and differences of eating habits of other and their own 7.1.4.1 make informed decisions regarding food choices and their health and wellbeing 7.1.5.1 identify and discuss food products and how they are presented in the media and how this influences consumption 7.1.5.2 make a personal plan to avoid less healthy food and establish healthy eating practices	<i>Learners can be assessed on</i> 1. discuss an advertisement you think is unhealthy-Give three reasons why Choose a food you think is healthy and write an advertisement for it that clearly shows why you think it is healthy

Subject: Health Education Year: 7

Strand: Personal Body Care and Safety

Sub-strand: 7.2 Maintaining good personal hygiene (6 periods)

Practicing good personal hygiene is critical to supporting wellness and preventing diseases.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events				
Learners should 7.2.1 understand that personal hygiene practices support wellness (u) 7.2.2 understand the problems associated with poor hygiene practices (u) 7.2.3 recognise health care products and services which can be used to maintain personal hygiene (u) 7.2.4 appreciate the benefits and importance of good personal hygiene (a/v)	Learners should be able to 7.2.1.1 describe some examples of personal hygiene practices that support wellness e.g eye care, mouth & teeth care, daily washing of body and hand-washing, grooming etc 7.2.2.1 outline consequences of poor hygiene practices 7.2.3.1 identify traditional & other products used for personal hygiene 7.2.3.2 select personal hygiene products used by adults, such as, tissues, soap, shampoo, toothpaste, razors, perfume, etc and say why you choose them 7.2.4.1 discuss the links between the benefits of good hygiene and health	Learners can be assessed on 1. complete a table on healthy and unhealthy hygiene practices. Give a reason for each of your statements <table><tr><th>Healthy practices</th><th>Unhealthy practices</th></tr><tr><td></td><td></td></tr></table>	Healthy practices	Unhealthy practices		
Healthy practices	Unhealthy practices					

Strand: Personal Body care and Safety

Sub-strand: 7.3 Safe and Risky behaviours at school (6 periods)

Learners should be able to make informed safe choices and apply safe practices to a range of situations in their environment.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>7.3.1 understand safety practices that are appropriate to a range of situations within their environments (u)</p> <p>7.3.2 recognise certain behaviours which promote safety at school (k)</p> <p>7.3.3 recognise certain risky behaviours which endanger personal safety at school (k)</p> <p>7.3.4 know the safety rules and regulations established by the school (k)</p> <p>7.3.5 appreciate the importance and benefits of safety at school to promote personal well-being (a/v)</p>	<p><i>Learners should be able to</i></p> <p>7.3.1.1 identify safety and environmental hazards that may exist in the school or home(e.g. fire, water, traffic, weapons)</p> <p>7.3.1.2 use a planning tool to reduce the risk of injuries at home and school</p> <p>7.3.2.1 identify safe behaviours which promote their safety</p> <p>7.3.3.1 describe risk behaviours, such as bullying, harassment, and violence that endanger personal safety</p> <p>7.3.4.1 demonstrate safe practices in and around the school environment to reduce personal risk</p> <p>7.3.4.2 identify the values and attitudes behind safety and observe the rules established by their school</p> <p>7.3.5.1 explain their role and responsibility in maintaining a safe supportive environment at school</p>	<p><i>Learners can be assessed on</i></p> <p>1. complete true and false questions on safety and unsafe practices at school. e.g. a. play soccer without shoe is safe (T/F) b. use explosive chemical to light a fire is risky (T/F)</p>

Strand: Personal Health, Growth and Development

Sub-strand: 7.4 Human Reproductive System (4 periods)

Learning about the male and female reproductive system will enable learners to maintain their reproductive health and assist them to make informed decisions as they grow to adulthood.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events												
<p><i>Learners should</i></p> <p>7.4.1 know the structure of male & female reproductive systems (k)</p> <p>7.4.2 understand the functions of the male and female reproductive system (u)</p> <p>7.4.3 understand the importance of reproductive health and how to care for their body as they grow (u)</p> <p>7.4.4 discuss myths and misconceptions relating to the reproductive organs of the male and female (k)</p>	<p><i>Learners should be able to</i></p> <p>7.4.1.1 identify the names of the female & male structure correctly</p> <p>7.4.1.2 use picture diagrams to label parts of the male and female reproductive systems</p> <p>7.4.3.1 explain the functions of each part of reproductive system and how to establish positive health behaviours that will maintain reproductive health</p> <p>7.4.1.1 identify the difference between fact and myths relating to their reproductive organs</p>	<p><i>Learners can be assessed on</i></p> <p>1. complete and fill in a table on male and female structures e.g.</p> <table border="1"> <tr> <th>Female</th><th>Structure</th><th>function</th></tr> <tr> <td></td><td>Ovary</td><td>Produce egg</td></tr> <tr> <th>Male</th><th>Structure</th><th>Function</th></tr> <tr> <td></td><td>Testis</td><td></td></tr> </table>	Female	Structure	function		Ovary	Produce egg	Male	Structure	Function		Testis	
Female	Structure	function												
	Ovary	Produce egg												
Male	Structure	Function												
	Testis													

Strand: Personal Health, Growth and Development

Sub-strand: 7.5 Conception, Growth and Development (5 periods)

Learning the facts about conception and processes of growth and development of the foetus helps the learner to be aware of the capabilities of their body and better prepare them to manage their health and the health of a developing baby.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.5.1 recognise the days of menstrual cycle and when the egg can be fertilized or not at each stage (k)</p> <p>7.5.2 understand what conception is (u)</p> <p>7.5.3 understand the process of conception and recognise the signs of pregnancy (u)</p> <p>7.5.4 recognise the stages in the growth of the human embryo and when to access available prenatal services (u)</p> <p>7.5.5 identify who can provide assistance to the mother and baby during pregnancy and birth of the baby (k)</p>	<p>Learners should be able to</p> <p>7.5.1.1 identify times of the menstrual cycle when a female egg can be fertilized and the consequences for the male and female</p> <p>7.5.2.1 explain the terms conception, growth and development and what it means to the body and the health of the male and the female</p> <p>7.5.3.1 identify signs of pregnancy</p> <p>7.5.4.1 trace the process from egg fertilization to birth and discuss unhealthy behaviours can have possible negative effects for the developing baby and mother</p> <p>7.5.4.2 identify the stages in the growth of human embryo e.g germinal, embryonic and fetal stage and how a mother must care for her health and prepare during these times</p> <p>7.5.5.1 list the main stages in the birth of a human baby (e.g 1st -3rd stage of labour) and support available to the mother during these stages</p>	<p>Learners can be assessed on</p> <p>1. label the days of menstrual cycle in a chart</p> <p>2. using a chart or drawings, label the process from egg fertilization, growth of human embryo to birth</p>

Strand: Personal Health, Growth and Development

Sub-strand: 7.6 Managing and coping with changes during puberty (4 periods)

Learning to manage and cope with changes associated with puberty is necessary as learners grow into adulthood.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>7.6.1 understand the changes that take place in male and female during puberty and how they affect their health (u)</p> <p>7.6.2 appreciate the importance of good personal hygiene as they grow, including the menstruation period (a/v)</p> <p>7.6.3 understand ways to cope with these changes during puberty (u)</p> <p>7.6.4 understand the effects that hormonal changes may have on mood and feelings about self (u)</p>	<p><i>Learners should be able to</i></p> <p>7.6.1.1 describe some of the physical, psychological and emotional changes that take place in the male and female during puberty</p> <p>7.6.2.1 identify personal hygiene practices and products available for use during puberty e.g pads, deodorant, razors</p> <p>7.6.3.1 list and discuss some coping ways for managing and coping with changes during puberty</p> <p>7.6.4.1 discuss the effects hormonal changes may have on their mood</p>	<p><i>Learners can be assessed on</i></p> <p>1. complete a table list on some ways to manage, cope and deal with changes during puberty</p>

Subject: Health Education Year: 7

Strand: Personal Health, Growth and Development

Sub-strand: 7.7 Healthy Relationship (4 periods)

It is also important for learners to learn about different forms relationships and what makes good or bad relationships.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.7.1 know what forms a relationship (k) 7.7.2 understand different types of relationship (u) 7.7.3 recognise factors that affect relationships (a/v)	<i>Learners should be able to</i> 7.7.1.1 explain what relationship means in their own words 7.7.2.1 identify and discuss the different types of relationships 7.7.3.1 list and discuss some of things that makes a good relationships or bad relationships	<i>Learners can be assessed on</i> 1. complete a “me circle chart” on relationship and how it interrelates with others

Strand: Personal Health, Growth and Development

Sub-strand: 7.8 Human Sexuality (3 periods)

Learning about different forms of relationships and how sexuality can impact on the health of their relationships.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.8.1 know what sexuality is (k)	7.8.1.1 explain what they understand by the term sexuality means	1. write one or two pages on traditional and modern view of sexuality. Discuss how individual sexuality is unique, e.g respecting each others etc.
7.8.2 understand factors that influence sexuality (u)	7.8.2.1 identify and discuss the culture, tradition, religion and beliefs about sexuality 7.8.2.2 explain how sexuality develops and can change as a person grows older	
7.8.3 recognise human values and sexuality (u)	7.8.3.1 describe some of the values and beliefs that influence their sexuality	

Strand: Diseases and Drug Education

Sub-strand: 7.9 Preventing and Managing basic health problems (6 periods)

Acquiring understanding and measures for preventing, managing and controlling basic health problems and diseases in the Solomon Islands are important for the health of the entire community.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.9.1 know the basic health problems in the Solomon Islands (k)	7.9.1.1 list basic health problems and diseases in the Solomon Islands	1. list some common disease or health problem and their prevention measures.
	7.9.1.2 carry out a simple survey on basic health issues or problem around their school environment	Alternative a. identify basic health problems and diseases in their household or community
7.9.2 know the symptoms of basic health problems occurring in the Solomon Islands (k)	7.9.2.1 identify symptoms of health problems and diseases	b. research ways of reducing their occurrence
7.9.3 know the treatments for basic health problems in the Solomon Islands (k)	7.9.3.1 identify basic treatment for basic health problems and diseases	c. set personal goals relating to their health and the health of the household they live in to stay healthy
7.9.4 understand ways how to prevent basic health problem of the Solomon Islands (u)	7.9.4.1 explain measures and their role in preventing, controlling, and managing these basic health problems and diseases	d. identify their role in the management and control of the basic health problem or diseases

Strand: Diseases and Drug Education

Sub-strand: 7.10 Understanding Sexually Transmitted Infections (6 periods)

Acquiring information, knowledge and developing life skills are important in preventing and controlling the spread of Sexually Transmitted Infections in the Solomon Island community.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.10.1 know the term STIs	7.10.1.1 define the term STI	1. list the common types of STI and indicate how they can be prevented
7.10.2 understand the common types of STIs (u)	7.10.2.1 list and explain different types of STIs	2. prepare a pamphlet for young people on types of STIs, causes, symptoms and treatment
7.10.3 know how STIs is transmitted (k)	7.10.3.1 explain how STIs are transmitted	3. research a specific STI case and present findings to the class in an interesting way e.g a colourful chart, a rap or song
7.10.4 understand the high risk behaviours that transmit STIs (u)	7.10.4.1 list and discuss high risk behaviours which transmit STIs	
7.10.5 know the causes and symptoms of STIs (k)	7.10.5.1 list symptoms of STIs reported in the Solomon Islands	
7.10.6 know the consequences of STIs (k)	7.10.6.1 Identify some consequences of having a STI	
7.10.7 understand ways for preventing STIs (u)	7.10.7.1 list ways of preventing and managing STIs	
7.10.8 apply skills to avoid or reduce the risk of STI (s)	7.10.8.1 simulate or role play communication, refusal and negotiation skills	

Strand: Diseases and Drug Education

Sub-strand: 7.11 HIV and AIDS (6 periods)

Acquiring essential knowledge and developing skills related to HIV/AIDS is important in preventing and controlling the spread of HIV/AIDS epidemic.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.11.1 know the term HIV/AIDS (k)</p> <p>7.11.2 know how HIV/AIDS is transmitted and cannot be transmitted (k)</p> <p>7.11.3 understand the high risk behaviours which spread HIV (u)</p> <p>7.11.4 know the causes and symptoms of HIV/AIDS (k)</p> <p>7.11.5 know the consequences of HIV and AIDS (k)</p> <p>7.11.6 understand ways for preventing HIV/AIDS (u)</p> <p>7.11.7 apply skills to avoid or reduce the risk of HIV infection (s)</p>	<p>7.11.1.1 define the term HIV and AIDS</p> <p>7.11.2.1 explain how HIV is transmitted and cannot be transmitted</p> <p>7.11.3.1 list and discuss high risk behaviours which spread HIV</p> <p>7.11.4.1 list some symptoms of HIV and AIDS.</p> <p>7.11.5.1 explain the consequences of HIV and AIDS on physical, social, emotional, mental and spiritual well-being</p> <p>7.11.6.1 list some ways for preventing the spread of HIV</p> <p>7.11.7.1 simulate or role play communication, refusal and negotiation skills</p>	<p>1. list and explain ways for preventing and managing HIV and AIDS</p> <p>2. label the important points using a timeline to indicate the development of HIV to AIDS. (category 1 – 4)</p> <p>Alternative</p> <p>a. Incorporate the use of the assertion model to write up a conversation with a partner: Role-play the refusal of unwanted sexual advances: saying ‘No’ using associated body language, pitch, tone and pace; stating feelings; as well as requesting preferences and including both positive and negative consequences.</p>

Strand: Diseases and Drug Education

Sub-strand: 7.12 Drug Use and Abuse (5 periods)

Making a healthy, wise choice to live a drug free lifestyle is crucial for young people's health and well being.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.12.1 understand what drug abuse is (u)	7.12.1.1 define what is drug abuse	1. write down examples of short and long term effects of drug use
7.12.2 know the drugs present in the Solomon Island (k)	7.12.1.1 list drugs present in the Solomon Island community	2. develop personal strategies to avoid using these drugs
7.12.3 understand the short and long-term effects of drug use (u)	7.12.3.1 list some short and long term effects of tobacco, caffeine (tea and coffee) marijuana, alcohol, kwaso and other home brews and betel nut	3. role play positive health options a young person could take to avoid drinking alcohol or smoking a cigarette in a given scenario where they are being pressured by others
7.12.4 know why certain drugs are legal and others are not (k)	7.12.4.1 explain why some drugs are illegal and others not	
7.12.5 recognise the social pressures which can lead to drug use (k)	7.12.5.1 identify some of the pressures which may lead to drug use	
7.12.6 know the impacts and addictive nature of drugs on individual and family (k)	7.12.6.1 explain the negative impact of taking these drugs on individual and family	
	7.12.6.2 discuss the addictive nature of drugs and why an individual may take drugs	
7.12.7 appreciate a drug free lifestyle (a/v)	7.12.7.1 list factors that may protect people from commencing drug use	
7.12.8 know how to apply effective life skills to refuse drug use (k)	7.12.8.1 role-play assertive and refusal skills	

Strand: Healthy Communities and Environment

Sub-strand: 7.13 Healthy people in Healthy Community (6 periods)

Learners need to explore and participate in ways that promote the health of their people in their communities.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
7.13.1 know what a healthy and unhealthy community is (k)	7.13.1.1 compare and contrast characteristics of a healthy and unhealthy community	1. use a crossword puzzle to fill in the phrases in sentences provided. Look at the clues below.
7.13.2 recognise common health issues in their community (k)	7.13.2.1 identify some common health issues or problems in their community	2. conduct a survey with 10 people from their village on an aspect of healthy communities and environments. Present a group report to the class on the results from their survey
7.13.3 recognise factors which have positive and negative impacts on the health of the community (k)	7.13.3.1 list five factors which may have a negative impact on the health of the people in the community	
	7.13.3.2 compare and contrast five factors which have positive impacts on the health of people in the community	
7.13.4 know some activities that promote the health of their community (u)	7.13.4.1 discuss some activities that promote the health of their communities	

Subject: Health Education Year: 7

Strand: Healthy Communities and Environment

Sub-strand: 7.14 Health and the Environment (5 periods)

Develop a positive attitude towards creating a healthy and pollution free environment.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.14.1 know the environmental issues or changes that are occurring within their community or in the country (k) 7.14.2 recognise behaviours which promote a healthy environment (u) 7.14.3 understand the benefits and importance of community participation to protect and create a healthy environment (u) 7.14.4 demonstrate activities to reduce waste and improve or care for the environment (s)	<i>Learners should be able to</i> 7.14.1.1 list some environmental issues or changes within their local community or in the country 7.14.2.1 explain some positive behaviour and activities which promotes healthy environment 7.14.3.1 explain the benefits of community participation to protect and create a clean healthy environment 7.14.4.1 explain ways to reduce wastes, recycling and prevent pollution 7.14.4.2 identify activities school children could implement to improve the environment and minimize pollution and roster children to do them	<i>Learners can be assessed on</i> 1. design and implement a simple school project to reduce and minimize pollution to create a healthy environment

12.2 Secondary Health Education Year 8 Syllabus

Subject: Health Education Year: 8		
Strand: Food and nutrition for Health (FH)		
Sub-strand: 8.1 Principles of healthy eating (6 periods) Acquiring knowledge about principles or guidelines to healthy eating is an important to assist in making decisions about the right foods and making healthy choices every day in order to live a healthy lifestyle.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.1.1 understand that eating variety of nutritious food is need for health (u) 8.1.2 know the national guidelines for healthy eating and drinking (k) 8.1.3 apply the principles of eating variety in their diet or meals (s) 8.1.4 understand the relationship between energy intake (food eaten) and energy expenditure (activities undertaken) (u) 8.1.5 know how to choose foods in order to make balanced healthy meal (k) 8.1.6 appreciate the benefits of eating healthy meals or diet (a/v)	<i>Learners should be able to</i> 8.1.1.1 state three reasons why we need to eat variety of nutritious food for health 8.1.2.1 describe the guidelines for healthy eating and drinking in the Solomon Islands 8.1.3.1 select food products on the basis of the label information and the food pyramid to prepare balanced healthy meals 8.1.4.1 explain the relationship between energy intake and energy expenditure and provide examples of this 8.1.5.1 demonstrate how to make a balanced healthy meal by choosing foods from the three food groups 8.1.6.1 identify and explain some benefits of eating a healthy balanced meal	<i>Learners can be assessed on</i> 1. write and explain the national guidelines for healthy eating and drinking in Solomon Islands

Strand: Personal Body Care and Safety

Sub-strand: 8.2 Living an Active Balance Healthy Lifestyle (6 periods)

Staying physically active promotes lifelong physical health and helps to prevent some lifestyle diseases.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.2.1 know what active healthy lifestyle is (k)</p> <p>8.2.2 understand ways of maintaining an active, healthy balanced lifestyle (u)</p> <p>8.2.3 recognise the five dimensions of health and how it impacts on health and wellness (u)</p> <p>8.2.4 understand the link between healthy food choice, regular physical activity and health (u)</p> <p>8.2.5 understand the benefits of maintaining an active healthy lifestyle (u)</p> <p>8.2.6 demonstrate carrying out measures to ensure their own healthy life style (s)</p> <p>8.2.7 appreciate the benefits of living a balanced healthy lifestyle to maintain health and well-being (a/v)</p>	<p><i>Learners should be able to</i></p> <p>8.2.1.1 give four factors that contribute to an active healthy life style</p> <p>8.2.2.1 describe ways to maintain an active healthy balance lifestyle</p> <p>8.2.3.1 describe five aspects of health and how they impacts on individual health and well-being</p> <p>8.2.4.1 explain the link between eating healthy food and regular physical activity to maintain health</p> <p>8.2.5.1 list some benefits of maintaining a active healthy lifestyle</p> <p>8.2.6.1 devise appropriate activities they could participate in for developing a healthy lifestyle, using a personal schedule to reflect on over 4 weeks</p> <p>8.2.7.1 explain the benefits of regular physical activity, healthy eating and balanced living to ensure they have a healthy life</p>	<p><i>Learners can be assessed on</i></p> <p>1. identify what makes a healthy lifestyle considering the 5 dimensions of health</p> <p>2. design a weekly schedule for healthy balanced living and include, for example, physical activity, balance meal, sleep time, recreational activities, helping others-chores, elderly etc. complete it over a 4 weeks period</p>

Strand: Personal Body Care and Safety

Sub-strand: 8.3 Safe and Risky Behaviour in the Community (6 periods)

Learners explore safety behaviour that promotes safety within their setting (home, school and public places).

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events												
Learners should 8.3.1 recognise safe behaviours that promote safety in the home and public places (k) 8.3.2 recognise hazards found in the home and public places and suggest ways to remove them (u) 8.3.3 understand safe and unsafe situations at home and public places (u) 8.3.4 know how to apply life skills to inappropriate behaviour and unsafe situations. e.g sexual harassment, intimidation, bullying and harassment at home, school and community (k)	Learners should be able to 8.3.1.1 describe behaviours that contribute to and aid safety in the home and public places 8.3.2.1 identify common hazards found in their home and public places 8.3.2.2 describe ways to remove hazard in the home, school and public places 8.3.3.1 discuss safe and unsafe situations at home and public places 8.3.4.1 explain ways injury can be minimized or avoided when faced with unsafe situations or people who exhibit dangerous behaviour 8.3.4.2 role play refusal and assertive skills	Learners can be assessed on 1. use a check list by indicating yes or no on hazards found in the school or public places and write comments on how they could be removed. <table><tr><td>Hazards</td><td>Yes</td><td>No</td><td>Suggested ways to remove</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Hazards	Yes	No	Suggested ways to remove								
Hazards	Yes	No	Suggested ways to remove											

Strand: Personal Health, Growth and Development

Sub-strand: 8.4 Building Healthy Relationships (6 periods)

Learners explores issues related to relationships and how it can impact and influence on individual choices.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.4.1 know what healthy relationships and unhealthy relationships are (k)</p> <p>8.4.2 appreciate issues involved in decisions about having a relationship with someone (a/v)</p> <p>8.4.3 understand different ideas, values and reasons for having or not having a relationship (u)</p> <p>8.4.4 understand the traditional and religious perspective on relationships (u)</p>	<p>8.4.1.1 identify and compare healthy and unhealthy relationships</p> <p>8.4.1.2 describe actions which address problems in relationships and decide on appropriate actions</p> <p>8.4.2.1 describe and discuss issues involved in making decisions about having a relationship</p> <p>8.4.2.2 discuss the reasons and benefits of abstaining from having sexual activity with a partner</p> <p>8.4.3.1 describe some values, ideas and reasons for not having or having a relationship</p> <p>8.4.4.1 compare traditional and Christian perspectives on relationships</p>	<p>1. list appropriate actions which address each of the 'trigger' situations or examples in a healthy or unhealthy relationship</p> <p>2. as a class role play these situations and responses</p> <p>a. identify a variety of situation in relationships when pressure is put on a partner to do something they do not want to do</p> <p>b. select one situation and use the assertive model to write a script for a conversation that might take place</p> <p>c. role-play assertively your response to the pressure</p>

Strand: Personal Health, Growth and Development

Sub-strand: 8.5 Reproductive and Sexual Health Issues (6 periods)

Learners need to recognize the diverse and complex nature of personal relationships and should respect the uniqueness of each relationship and the nature of a sexual relationship.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.5.1 understand that there are many forms of relationship between people and that some have sexual elements while others do not (u)</p> <p>8.5.2 know that there are different forms of sexuality (k)</p> <p>8.5.3 understand that everybody is different and that some people have a feeling for each other (u)</p> <p>8.5.4 appreciate that their sexuality is unique and that all people have sexual feelings (a/v)</p> <p>8.5.5 understand that discrimination on the grounds of sexuality does occur (u)</p> <p>8.5.6 understand and appreciate why it is important to be able to discuss their own relationships and sexuality with a trusted friend or relative (u)</p>	<p><i>Learners should be able to</i></p> <p>8.5.1.1 identify different forms of relationship between people</p> <p>8.5.1.2 explain that some types of relationship are sexual or have a sexual element and others are not</p> <p>8.5.2.1 explain what sexual and sexuality means</p> <p>8.5.3.1 explain how people have feelings for each other, as a result of their personalities</p> <p>8.5.3.2 discuss why different people experience different types of sexual attraction and that this should be respected</p> <p>8.5.4.1 explain and discuss why individual sexuality is unique</p> <p>8.5.5.1 explain and discuss why discrimination on the basis of sexuality is illegal in certain countries</p> <p>8.5.6.1 role play a situation in which people discuss their personal relationships with a trusted friend or relative</p>	<p><i>Learners can be assessed on</i></p> <p>1. identify one or two photos that best reflect what the word sexuality means to them and write down the list</p>

Strand: Personal Health, Growth and Development

Sub-strand: 8.6 Birth Control and Family Planning (4 periods)

Acquiring knowledge and skills in birth control and family planning is necessary for building a healthy family.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.6.1 know what birth control is (k)</p> <p>8.6.2 recognise different ways of preventing conception (k)</p> <p>8.6.3 know and understand how to use the types of contraception used by men and women (k)</p> <p>8.6.4 appreciate the reasons why family planning and birth control is necessary (a/v)</p> <p>8.6.5 understand why some common ideas and beliefs about contraception are wrong (u)</p>	<p>8.6.1.1 identify where to get accurate birth control information, gather information and critically analyse it</p> <p>8.6.1.2 describe different types of a birth control method and identify and explain who needs birth control</p> <p>8.6.2.1 identify different ways of preventing conception</p> <p>8.6.3.1 list some examples of contraceptives used by men and women</p> <p>8.6.3.2 explain how to use contraceptives properly</p> <p>8.6.4.1 identify and explain reasons why family planning and birth control are necessary</p> <p>8.6.5.1 discuss myths and beliefs about contraception</p>	<p>1. explain different methods of birth control and family planning</p> <p>2. have learners identify any form birth control and research it in detail</p> <p>3. role-play a conversation as an adult (parent, health worker, doctor, nurse, uncle or aunt) to a young girl/woman or boy/man. The conversation must offer facts and choices. Focus on communication skills and accuracy of the information</p>

Strand: Personal Health, Growth and Development

Sub-strand: 8.7 Pregnancy and mother's health (4 periods)

It is important to learn about various health factors, and their positive and negative impacts on the mothers health during pregnancy, and what enhances and maintains her health.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.7.1 know factors that enhance and maintain mother's health during pregnancy (k)</p> <p>8.7.2 recognise components of a good balanced diet for pregnant women (k)</p> <p>8.7.3 know factors that may affect the mother's health and the growing embryo during pregnancy (k)</p> <p>8.7.4 understand the physical and emotional needs of a pregnant woman (u)</p> <p>8.7.5 recognise the health services available for pregnant mothers (s)</p> <p>8.7.6 understand the role of the husband during pregnancy (u)</p>	<p>Learners should be able to</p> <p>8.7.1.1 identify some factors which enhance and maintain mother's health during pregnancy</p> <p>8.7.2.1 describe components of a good balanced diet for pregnant women</p> <p>8.7.3.1 describe how mother's poor health habits can damage a growing embryo</p> <p>8.7.3.2 list some substances, including drugs that pregnant women should take or use</p> <p>8.7.4.1 identify physical and emotional needs of a pregnant mother</p> <p>8.7.5.1 locate anti-natal and other services provided locally for a pregnant mother</p> <p>8.7.6.2 discuss the role of the husband during pregnancy</p>	<p>Learners can be assessed on</p> <p>1. construct a small survey on pregnancy and health</p> <p>a. interviewing at least 3 pregnant mothers and their partners/ husbands using the survey</p> <p>b. write a brief report on the findings of the survey.</p>

Strand: Personal Health, Growth and Development

Sub-strand: 8.8 Caring for babies (4 periods)

The growth and development of babies, depends on parents knowledge about how to care and support them.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.8.1 know the important facts about a new borne baby (k)</p> <p>8.8.2 know some data about survival of new babies in the Solomon Islands (k)</p> <p>8.8.3 understand the main needs of babies and the role of both parents in providing for those needs (u)</p> <p>8.8.4 appreciate that a woman needs her partner's support with a new baby (u)</p> <p>8.8.5 recognise the importance of taking the baby to postnatal clinics (u)</p> <p>8.8.6 understand that there are costs associated with having a new baby (u)</p> <p>8.8.7 be able to develop a positive attitude and responsibility about caring for others (k)</p>	<p>8.8.1.1 identify some important facts about a new baby, e.g. feeding, sleeping, cord, skin care, head and senses</p> <p>8.8.2.1 interpret a table of data about survival of new babies in Solomon Islands</p> <p>8.8.3.1 list the main needs of babies and suggest ways in which each parent can contribute to satisfying those needs</p> <p>8.8.4.1 discuss some ways the father can support the mother with the new baby</p> <p>8.8.5.1 identify some activities which can be done for the baby in the postnatal clinic including immunization</p> <p>8.8.5.2 interpret a baby age/ weight graph</p> <p>8.8.6.1 discuss and analyse the financial impact having a new baby in the family</p> <p>8.8.7.1 identify ways they can contribute to the care and wellbeing of a baby and others in the household</p>	<p>1. use a baby growth chart of age to record and chart some examples of a healthy growing baby. Interpret whether the baby is growing healthily or not</p> <p>a. consider who or what can harm a baby</p> <p>b. construct a poster or pamphlet to give to new mothers and fathers identifying safety considerations for babies either in the home or a public place</p>

Strand: Diseases and Drug Education

Sub-strand: 8.9 Preventing and Managing Infectious Diseases (4 periods)

Learners need to understand the emerging health problems of the Solomon Islands and develop skills to deal with these current health issues in order to prevent and manage some of these health problems.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.9.1 understand the diseases in the Solomon Islands:</p> <ul style="list-style-type: none"> • Malaria, Dengue Fever • TB and Acute Respiratory Infections • Betel nut related illnesses • Helminthes and Parasites • Hepatitis <p>(u)</p> <p>8.9.2 understand how these diseases and health problems are transmitted (u)</p> <p>8.9.3 know when to seek treatment and the preventative measures for each health problem (k)</p>	<p><i>Learners should be able to</i></p> <p>8.9.1.1 list and describe emerging or current health problems in the country</p> <p>8.9.1.2 collect information on one common health problem and present it to the class</p> <p>8.9.2.1 identify ways these health problems are spread</p> <p>8.9.1.1 list and discuss preventative measures, including basic treatment for each health problem</p> <p>8.9.1.2 describe how to seek treatment for these health problems</p>	<p><i>Learners can be assessed on</i></p> <p>1. prepare and present to the class a poster detailing preventative actions or treatment options for one common health problem</p>

Subject: Health Education Year: 8

Strand: Diseases and Drug Education

Sub-strand: 8.10 Impacts of Sexually Transmitted Infections (5 periods)

Knowledge on STIs and factors which contribute to STI transmission is necessary for preventing and managing STI.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 8.10.1 understand what STIs are and how they can be transmitted or caught (<i>u</i>) 8.10.2 understand facts and myth regarding transmission of STI (<i>u</i>) 8.10.3 understand how to avoid catching STIs (<i>u</i>) 8.10.4 recognise the impact of social and emotional responses in having an STI (<i>k</i>) 8.10.5 understand the stigma associated with a STI (<i>u</i>)	<i>Learners should be able to</i> 8.10.1.1 explain what a STIs is and how STIs are transmitted 8.10.2.1 examine facts and myth about STIs transmission 8.10.3.1 list and discuss ways to avoid or prevent STIs 8.10.3.2 identify reasons for delaying sex to maintain reproductive health and prevent STIs 8.10.3.3 describe positive health behaviours which reduce the risk of contracting a STI 8.10.4.1 list and discuss how changes in social, cultural and religious beliefs or practices have an impact on STIs 8.10.5.1 describe the personal, social and emotional consequences of having STIs 8.10.5.2 discuss ways to deal with discrimination and stigma associated with STIs	<i>Learners can be assessed on</i> 1. collect information and write an essay which explores an STI including information related to transmission, causes, signs, symptoms, prevention and treatment options

Strand: Diseases and Drug Education

Sub-strand: 8.11 Impact of HIV and AIDS (4 periods)

Learners further develop their understanding on HIV/AIDS and explore appropriate measures in preventing and managing HIV/AIDS.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.11.1 know the difference between HIV and AIDS (k)</p> <p>8.11.2 understand the progression of HIV to AIDS (u)</p> <p>8.11.3 understand myths and facts about HIV and AIDS (u)</p> <p>8.11.4 understand reporting and diagnosis issues relating to HIV/AIDS in the country (u)</p> <p>8.11.5 understand various measures in preventing and controlling HIV/AIDS (u)</p> <p>8.11.6 apply skills in dealing, preventing and controlling HIV (a/v)</p>	<p>8.11.1.1 identify how the HIV is transmitted and state ways of protecting themselves from infection</p> <p>8.11.1.2 explain the difference between HIV and AIDS</p> <p>8.11.2.1 use a time line to show the progression of the HIV virus into AIDS, the sero-conversion stage</p> <p>8.11.3.1 compare HIV transmission statistics in the country and region and suggest possible reasons for the different rates</p> <p>8.11.3.2 list some social and cultural practices and beliefs which can have an impact on STIs/HIV transmission</p> <p>8.11.4.1 identify some of the guidelines for reporting and diagnosis of HIV/AIDS in Solomon Is</p> <p>8.11.5.1 identify and discuss ways to prevent and control HIV/AIDS</p> <p>8.11.6.1 role play assertive or refusal skills</p>	<p>1. write essays on the following:</p> <p>Explain the progression of the HIV virus into AIDS and ways for an HIV positive individual to know if they have been through sero-conversion</p> <p>Alternative</p> <p>a. choose a situation where the HIV can be transmitted to another person</p> <p>b. using the assertive model write a script for a conversation to protect yourself from infection</p> <p>c. conduct a role play. Select an informative role (doctor, nurse, teacher, parent, and lecturer) and deliver an informative talk to young people on 'How to protect them from HIV infection'</p>

Strand: Diseases and Drug Education

Sub-strand: 8.12 Prescription and over the counter drugs (6 periods)

Acquiring knowledge about and skills to manage the use of prescription and over the counter drugs is necessary for their health and well-being.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.12.1 know the difference between prescription drugs and over the counter drugs used in the Solomon Islands (k)</p> <p>8.12.2 understand the dangers associated with taking prescription drugs which are not prescribed by a doctor or nurse (u)</p> <p>8.12.3 know how to locate services which provide assistance in the case of drug overdose and correct use of medications (k)</p> <p>8.12.4 understand the positive and negative aspects of custom and conventional medicine in the Solomon Islands (u)</p>	<p><i>Learners should be able to</i></p> <p>8.12.1.1 explain the terms 'prescription' and 'over the counter drugs</p> <p>8.12.1.2 give examples of both prescription and over the counter medications</p> <p>8.12.2.1 describe problems associated with taking drugs not prescribed to them</p> <p>8.12.2.2 discuss the dangers associated with taking out of date medication</p> <p>8.12.2.3 explain or outline the dangers of over-using over the counter drugs</p> <p>8.12.3.1 identify services and how to access them for assistance in case of drug overdose</p> <p>8.12.4.1 analyse or examine risks and benefits associated with taking custom drugs or traditional medicines</p>	<p><i>Learners can be assessed on</i></p> <p>1. using information on drugs, write an essay which addresses either one custom medication or one prescription medication and identify any risks associated with it.</p> <p>a. make a plan for your household:</p> <ul style="list-style-type: none"> • What to do if someone is sick? • how to store medicines in the house? • how to deal with drug overdose? <p>b. identify your role and the role of others in the plan</p> <p>c. include in the plan: How to educate small children about medicines</p>

Strand: Healthy Communities and Environment

Sub-strand: 8.13 Healthy Communities and Wantok system (4 periods)

Creating a supportive environment enhances and contributes to a healthy community.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.13.1 understand what makes a 'socially supportive' environment (u)</p> <p>8.13.2 understand ways in which wantok system can contribute to a healthy community (u)</p> <p>8.13.3 understand the relationship between socially supportive environment and health (u)</p> <p>8.13.4 recognise the health needs of a local community and how these needs are influenced by their own culture (k)</p>	<p><i>Learners should be able to</i></p> <p>8.13.1.1 give one example of a 'socially supportive' environment</p> <p>8.13.1.2 compare the difference between a socially supportive environment and one that is not socially supportive'</p> <p>8.13.2.1 describe some factors how wantok system contributes to a healthy community</p> <p>8.13.3.1 discuss how a 'socially supportive' environment relates to the health of individuals and the community</p> <p>8.13.4.1 identify the health needs of their community and describe how these aspects are influenced by their own culture/ health needs</p>	<p><i>Learners can be assessed on</i></p> <p>1. plan an activity on how they could support their community in becoming a more socially supportive environment</p> <p>2. identify components of a socially supportive environment in their community for children, young people and adults</p> <p>3. suggest other components that could be introduced to the community that would make it socially supportive environment</p> <p>4. indicate how they, as an individual or as a class, could contribute to a more socially supportive environment to develop a healthier community</p>

Subject: Health Education Year: 8

Strand: Healthy Communities and Environment

Sub-strand: 8.14 Healthy, pollution free Environment (5 periods)

A pollution free environment contributes to a healthy community and nation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.14.1 understand the effects of environmental pollution on the health of the individual (u)</p> <p>8.14.2 know the causes of environmental pollution (k)</p> <p>8.14.3 recognise ethical considerations and social responsibility of individuals, governments, businesses and communities to protect and care for the environment (u)</p> <p>8.14.4 know some ways to minimize or prevent pollution (k)</p> <p>8.14.5 demonstrate or carry out actions in the school or community to prevent pollution and improve the environment (s)</p>	<p>Learners should be able to</p> <p>8.14.1.1 identify some short and long term effects of environmental pollution on human health</p> <p>8.14.2.1 list some causes and examples of pollution globally and locally, (industry, greed)</p> <p>8.14.3.1 examine the ethical responsibilities of government, industry and business related to the environment</p> <p>8.14.3.2 identify some industries that contribute to environmental damage and how it impacts on communities</p> <p>8.14.4.1 identify some ways to prevent and minimise pollution</p> <p>8.14.4.2 describe the responsibility of individuals in polluting the environment and how habits can be changed to minimise pollution</p> <p>8.14.4.3 identify roles for them to raise awareness in reducing pollution at school and the community</p> <p>8.14.5.1 use a report tool to design ways a village or school could improve the health of its people by improving its physical environment</p> <p>8.14.5.2 participate in carrying out the measures suggested in the report tool in a particular community</p>	<p>Learners can be assessed on</p> <p>1. as a class, design, draw and prepare a presentation which describes their idea of a clean, attractive and healthy village environment</p> <p>a. identify pollution in the school and community</p> <p>b. identify roles and responsibilities for themselves and class members to reduce pollution</p> <p>c. establish a goal related to pollution and state ways they will know they have been successful. Measure their success in 4 weeks</p>

12.3 Secondary Health Education Year 9 Syllabus

Subject: Health Education Year: 9								
Strand: Food and Nutrition for Health								
Sub-strand: 9.1 Health and diet related diseases (4 periods) Knowing about food, eating habits, personal patterns and how they impact on our health is necessary to prevent some the diet related diseases.								
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events						
Learners should 9.1.1 understand how to maintain wellness in relation to quantities of food we eat (u) 9.1.2 know the main causes of food and nutrition related problems and their prevention (k) 9.1.3 understand the links between food, malnutrition and diseases (u) 9.1.4 understand the relationship between eating habits, diet related diseases and disease prevention (especially fat, sugar, fibre and energy) (u)	Learners should be able to 9.1.1.1 discuss and list the consequences to health of eating too much, too little or the wrong types of food 9.1.2.1 list and explain the main causes of food and nutrition related diseases 9.1.3.1 discuss and explain the links between food, malnutrition and diseases 9.1.3.2 explain the relationship between eating habits and diet related diseases 9.1.4.1 discuss and identify some ways to prevent these diseases 9.1.4.2 establish personal goals that identify positive eating habits and physical activity levels and use these to maintain a healthy lifestyle	Learners can be assessed on 1. explain reasons for diet related health problems and identify health promoting behaviours by the individual and the community that will assist in preventing or reducing the severity of the disease <table border="1"> <tr> <td>Diet related Diseases</td><td>Causes</td><td>Prevention strategy</td></tr> <tr> <td> </td><td> </td><td> </td></tr> </table>	Diet related Diseases	Causes	Prevention strategy			
Diet related Diseases	Causes	Prevention strategy						

Strand : Personal Body Care and Safety

Sub-strand: 9.2 Promoting Positive Healthy Behaviour (4 periods)

Understand how to devise simple effective ways in which the physical, mental, emotional, social and spiritual dimensions of health can be promoted in their community whilst also reflecting on their own health positive and negative health behaviours.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.2.1 understand factors and positive health behaviours that promote a healthy lifestyle (u)</p> <p>9.2.2 recognise behaviours which contribute to an unhealthy lifestyle (k)</p> <p>9.2.3 understand the benefits of developing and maintaining positive health behaviour (u)</p> <p>9.2.4 demonstrate behaviours that contribute to a healthy life style and show the ability the ability to avoid behaviours that contribute to an unhealthy life style (s)</p> <p>9.2.5 develop positive and responsible attitudes and values towards their own well-being and the well-being of others (s)</p>	<p>Learners should be able to</p> <p>9.2.1.1 identify the values and attitudes reflected in a healthy lifestyle</p> <p>9.2.1.2 explain factors and personal behaviours which promote a healthy lifestyle</p> <p>9.2.1.3 give an example of a healthy balanced lifestyle, considering physical, mental, emotional, social and spiritual factors</p> <p>9.2.1.4 describe the physical, mental, emotional, social and spiritual dimensions of health and changes they may need to make to improve their lifestyle</p> <p>9.2.2.1 identify the values and attitudes reflected in the behaviours which contribute to health risks or an unhealthy lifestyle</p> <p>9.2.3.1 list benefits of developing and maintaining positive health behavior for all five dimensions of health</p> <p>9.2.4.1 demonstrate that they are leading a healthy life style and avoiding practices leading to an unhealthy life style</p> <p>9.2.5.1 set healthy behaviour goals for the physical, mental, emotional, social and spiritual dimensions of their health and identify ways of achieving these goals throughout life</p>	<p>Learners can be assessed on</p> <p>1. design a 7 day food diary and if they have an adequate healthy balanced diet</p> <p>2. identify high risk and negative health behaviours of young people</p> <p style="padding-left: 20px;">a. categorise them into the physical, mental, emotional, social and spiritual dimensions of health</p> <p style="padding-left: 20px;">b. identify ways they could reduce the risk and prevent negative behaviours that may affect their health and the health of others</p> <p>3. evaluate your food intake to determine if they have an adequate healthy diet</p>

Strand: Personal Body Care and Safety

Sub-strand: 9.3 Reduction of Harm (6 periods)

Promoting positive safety behaviour and managing risk is essential for personal well being.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.3.1 recognise individual behaviours that promote health and safety (k)</p> <p>9.3.2 understand that participating in risky behaviours can have negative consequences for their health or their family's health (u)</p> <p>9.3.3 know personal protection strategies that can reduce the incidence of injuries and impact of negative health behaviours (k)</p> <p>9.3.4 recognise the degree of risk involved in a variety of activities (u)</p>	<p><i>Learners should be able to</i></p> <p>9.3.1.1 identify personal behaviours and the values and attitudes that promote personal health and safety</p> <p>9.3.2.1 identify risky behaviours and situations such as sexual activity, physical abuse, drug use, drinking alcohol, and drinking and driving which can have negative consequences on their health and their family's health</p> <p>9.3.2.2 identify values and attitudes related to personal health and safety and explain ways they can avoid risky situations and behaviours that may be exposed to</p> <p>9.3.3.1 plan strategies for personal protection and managing risky behaviours, e.g. physical threat, abuse and rape, mental abuse, unsafe sex practices</p> <p>9.3.4.1 assess and discuss the level of risk involved in any variety of activities</p>	<p><i>Learners can be assessed on</i></p> <p>1. write down some examples of factors concerning attitudes and behavioral practices and explain how they can be managed in order to promote health and safety</p> <p>a. identify personal safety risks for young people</p> <p>b. select a personal safety issue and identify the positive and negative health consequence for them and their relatives</p> <p>c. explain who they could turn to for help, other assistance available and ways they could reduce the risk and prevent negative behaviours that may affect their health and the health of others</p>

Subject: Health Education Year: 9		
Strand: Personal Body Care and Safety		
Sub-strand: 9.3 Reduction of Harm (6 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.3.5 demonstrate the necessary skills to, avoid or cope with dangerous situations (s)</p> <p>9.3.6 develop responsible attitude towards their well-being and the wellbeing of others (s)</p>	<p>Learners should be able to</p> <p>9.3.5.1 discuss influences on personal health and safety decision-making and identify who can provide support if their health and safety has been compromised by their actions or the actions of others</p> <p>9.3.6.1 demonstrate communication and negotiation; refusal and coping skills to avoid drugs or other activities that may endanger them and have a negative impact on their lives and the lives of others</p>	<p>Learners can be assessed on</p>

Strand: Personal Health, Growth and Development

Sub-strand: 9.4 Social Culture and Personal Health (4 periods)

Social environment and culture can have a positive and negative impact on their health at different stages of their life.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.4.1 understand how social and cultural influences can have an impact on an individual's health (u)</p>	<p>9.4.1.1 discuss examples of cultural and social influences specific to the Solomon Islands which may have an impact on their health</p> <p>9.4.1.2 discuss ways in which a variety of social and cultural practices may be harmful to their health and ways to avoid or change these practices</p>	<p>1. research information and write an essay which discusses social and cultural influences on health.</p> <p>Alternative</p> <p>a. identify positive social and cultural factors that influence their health and state reasons why they are positive</p> <p>b. identify negative social and cultural factors that they believe influence their health and state reasons why they are negative</p> <p>c. develop strategies to address the negative factors</p>
<p>9.4.2 recognise the physical, mental, emotional, social and spiritual dimensions of health impact on wellbeing associated with cultural and lifestyle changes (u)</p>	<p>9.4.2.1 identify how the physical, mental, emotional, social and spiritual dimensions of health impact on wellbeing associated with cultural and lifestyle changes</p>	
<p>9.4.3 understand how some cultural and social influences may increase the spread of disease (u)</p>	<p>9.4.3.1 identify and discuss cultural and social influences which may increase the spread of disease in different communities and countries</p>	
<p>9.4.4 appreciate the need to reduce the effects of social and cultural practices on their health and analyse critically such practices (a/v)</p>	<p>9.4.4.1 discuss the idea of personal power and establish ways to resist pressure by friends and family to participate in activities that may have a negative effect on their health</p>	

Subject: Health Education Year: 9

Strand: Personal Health, Growth and Development

Sub-strand: 9.5 Gender and Sexuality (4 periods)

Social environment and culture has an impact and influences our health at different stages of our lives.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.5.1 understand the difference between gender and sexuality (k)</p> <p>9.5.2 be aware of the gender issues, gender roles and stereotyping in cultural and modern world perspective (k)</p> <p>9.5.3 understand how by addressing values and attitudes, gender roles can be changed (u)</p> <p>9.5.4 develop a positive and responsible attitude towards their well-being and respecting the right of others (u)</p> <p>9.5.5 understand how gender affects sexual health (u)</p>	<p><i>Learners should be able to</i></p> <p>9.5.1.1 discuss and explain the difference between gender and sexuality</p> <p>9.5.2.1 describe examples of gender issues, gender roles, stereotyping and related values and attitudes in traditional and modern Solomon Island society.</p> <p>9.5.3.1 discuss ways in which gender roles, responsibilities, social and cultural practices harmful to health can be changed</p> <p>9.5.4.1 discuss and examine values, attitudes and other factors that make it difficult for some students to be accepted or make friends and how this influences their wellbeing</p> <p>9.5.5.1 explain and give some examples how gender and sexuality can affects their sexual health</p>	<p><i>Learners can be assessed on</i></p> <p>1. research information and write an essay which discusses gender issues, roles, sexuality and cultural influences on their personal health</p> <p>Alternative</p> <p>a. choose one gender difference that they believed should be changed and state how this change could improve their physical, mental, emotional, social and/ or spiritual health and wellbeing</p> <p>b. write a short article explaining how the issue affects their health and how changes could be made</p>

Strand: Personal Health, Growth and Development

Sub-strand: 9.6 Mental and Emotional Health (5 periods)

Acquiring understanding, skills and positive approaches about mental and emotional health that helps to promote personal health and well-being.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.6.1 know what mental and emotional health means (k)</p> <p>9.6.2 understand how to promote individual 'mental and emotional health' (u)</p> <p>9.6.3 be aware of social and economic pressures which can lead to mental health problems in modern Solomon Islands society (u)</p> <p>9.6.4 recognise the impact that people's actions or other pressures have on people's mental health (u)</p>	<p>9.6.1.1 define and explain the term mental health and how it differs from mental illness</p> <p>9.6.2.1 demonstrate ways to promote and maintain good mental health</p> <p>9.6.3.1 discuss the economic and social pressures leading to an increase in mental health problems in Solomon Islands</p> <p>9.6.3.2 describe the ways mental health problems were dealt with in traditional societies and suggest the extent to which these are still available</p> <p>9.6.3.3 suggest reasons why an urban life style can lead to increasing mental health problems</p> <p>9.6.4.1 examine and discuss attitudes and values that support their own mental and emotional health</p> <p>9.6.4.2 discuss positive and negative influences on their mental health</p>	<p>1. list negative and positive factors on mental and emotional health that can have influences on their personal health</p> <p>Alternative</p> <p>a. identify stressful situations in their lives</p> <p>b. take one situation and set goals to overcome the stress of the situation</p> <p>c. make a list of helpful hints for someone who may find themselves in the same situation</p> <p>d. display all the solutions and allow children time to assess if the suggested strategies would work for them</p>

Subject: Health Education Year: 9		
Strand: Personal Health, Growth and Development		
Sub-strand: 9.6 Mental and Emotional Health (5 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.6.5 know what kinds of assistance are available for those wanting to prevent stress and mental illness or are suffering mental health problems (k)</p> <p>9.6.6 be able to demonstrate positive and responsible attitudes towards enhancing their mental and emotional wellbeing and that of others (u)</p>	<p>Learners should be able to</p> <p>9.6.5.1 list sources of help for mental health problems or problems of stress</p> <p>9.6.6.1 identify and discuss factors that contribute to an individual's sense of worth and feelings of belonging and how these can diminish mental health problems or problems with stress</p>	<p>Learners can be assessed on</p>

Strand: Personal Health, Growth and Development

Sub-strand: 9.7 Managing Healthy Relationships (5 periods)

Learners will benefit from understanding a variety of ways to maintain and manage a healthy relationship with friends, family and relatives.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.7.1 understand ways to maintain and manage healthy relationships (u)	9.7.1.1 discuss ways to establish and maintain a healthy relationship considering their rights and the right of the other person	1. read the declaration of UN human rights and locate the articles within it which apply to healthy relationships
9.7.2 know that there can be difficulties in relationships and develop strategies to overcome them (k)	9.7.2.1 identify the difficulties in relationship and discuss strategies to overcome them	Alternative a. select a difficult relationship situation. for example: when one disagree with another
9.7.3 understand the concept of violence in a relationship (u)	9.7.3.1 define violence in a relationship 9.7.3.2 discuss the link between types and cycles of violence, and power and control issues in unhealthy relationships	b. using the assertive model to convey their feelings and state exactly what they want to write a script for the conversation c. role-play how to express their feeling in a difficult situation
9.7.4 recognise different forms of violence in different relationships (k)	9.7.4.1 give examples or types of violence that can occur in a relationship	
9.7.5 understand the role that traditional attitudes and values contribute to violence in personal relationships (u)	9.7.5.1 discuss the role that traditional attitudes and values may contribute to violence in personal relationships and how these attitudes and values may be changed	
9.7.6 know what kind of assistance is available for victims of violence (k)	9.7.6.1 identify where and how to seek assistance if violence occurs in a relationship	
9.7.7 develop resilience and use assertive skills when faced with difficulties and violence in a relationship (k)	9.7.7.1 demonstrate, using the assertive model, how to express their feelings in a difficult situation	

Strand: Personal Health, Growth and Development

Sub-strand: 9.8 Building Reliance (8 periods)

The development of positive attitudes to personal health maintenance and establishment of a support network is critical to manage feelings of worth and belonging in personal difficult times, particularly and loneliness.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events								
<p>Learners should</p> <p>9.8.1 understand the concept of resilience and develop ways to manage their health and build their personal resilience (u)</p> <p>9.8.2 understand the concept of depression and how it can affect people differently (u)</p> <p>9.8.3 identify values and attitudes as well as other factors that cause stress in people's lives and appreciate how change, loss and grief are part of everyone's lives and needs to be managed (k)</p> <p>9.8.4 recognize examples of discrimination and victimization and how this impacts on physical, mental, emotional, social and spiritual health (u)</p>	<p>Learners should be able to</p> <p>9.8.1.1 define the term resilience</p> <p>9.8.1.2 examine factors that contribute to how they are connected to others, feel valued and feel secure and how their words and actions can affect the health of others</p> <p>9.8.2.1 describe how depression and negative thoughts and feeling can affect the physical, mental, emotional, social and spiritual health of everyone in the community</p> <p>9.8.3.1 describe situations of stress, change, loss and grief in people's live and that individuals manage situations differently</p> <p>9.8.4.1 examine examples of how people can be discriminated against and victimized and how this impacts on their physical, mental, emotional, social and spiritual health</p>	<p>Learners can be assessed on</p> <p>1. choose one from the scenarios about your friend and complete the table:</p> <ul style="list-style-type: none">• their mother has died• they failed their exams• they have broken their leg and can't play in the top soccer team• a close friendship has broken up• they are being badly teased• etc <table><tr><th>Event</th><th>How the person is feeling</th><th>How this affects their physical, mental, social, emotional and spiritual well-being</th><th>How you can support and help them</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Event	How the person is feeling	How this affects their physical, mental, social, emotional and spiritual well-being	How you can support and help them				
Event	How the person is feeling	How this affects their physical, mental, social, emotional and spiritual well-being	How you can support and help them							

Subject: Health Education Year: 9

Strand: Personal Health, Growth and Development

Sub-strand: 9.8 Building Reliance (8 periods)

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.8.5 know how stress, change, loss and grief can affect people's lives in a positive and negative way (k)</p> <p>9.8.6 know there are many different strategies for handling stress, change, loss and grief (k)</p>	<p><i>Learners should be able to</i></p> <p>9.8.5.1 explain the effects of stress, change, loss and grief on individuals and their families and communities (including suicide)</p> <p>9.8.6.1 establish a support network and identify personal strategies to use when handling or helping others handle situations of stress, change, loss and grief</p>	<p><i>Learners can be assessed on</i></p>

Strand: Personal Health, Growth and Development

Sub-strand: 9.9 Stages of Life cycle and Aging (3 periods)

Learning about stages in the human lifespan is necessary to support the physical, mental, emotional, social and spiritual health needs of an individual and caring for elderly people.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.9.1 understand stages of the human lifespan (u)</p> <p>9.9.2 understand the impact of ageing on physical, mental, emotional, social and spiritual health (u)</p> <p>9.9.3 understand that an elderly individual has different health needs and attitudes during the older stage in their lives (u)</p> <p>9.9.4 appreciate the importance of caring for the elderly and assisting them with their health needs and the physical, mental, emotional, social and spiritual changes they are experiencing (a/v)</p>	<p>9.9.1.1 list different stages of ageing and understand the health implications</p> <p>9.9.2.1 discuss impacts of ageing on physical, mental, emotional, social and spiritual health</p> <p>9.9.2.2 discuss how the environment can impact on the ageing process</p> <p>9.9.2.3 list life style factors which may affect the ageing process</p> <p>9.9.3.1 identify health services for the elderly and needs unique to different stages of the lifespan</p> <p>9.9.4.1 compare the traditional ways of looking after the elderly person in modern urban society, especially in the western world</p>	<p>1. prepare a poster which highlights the stages of the ageing process</p> <p>a. select one area of health: physical, mental, emotional, social or spiritual</p> <p>b. identify ways this area of health can affect the well-being of an elderly person</p> <p>c. identify an elderly person in your household or community and make a plan to help them address this particular area of their health</p> <p>d. keep a journal of your activity with this elderly person for 2 weeks</p> <p>e. present the journal for assessment and report on 'How they felt' and 'How it made them feel'</p>

Strand: Diseases and Drug Education

Sub-strand: 9.10 Preventing and Managing Lifestyle Related Diseases (4 periods)

Understanding nutrition and lifestyle health problem is vital for learners to participate in ways that prevent and manage these health problems.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.10.1 know lifestyle related health problems in the country and the region (k)	9.10.1.1 identify through research the lifestyle related health problems in the Solomon Islands and the region	1. prepare and present to the class a poster detailing preventative or treatment options for one life-style related health problem
9.10.2 recognise contributing factors that leads to lifestyle related health problems (k)	9.10.2.1 describe values and attitudes as well as contributing factors that lead to lifestyle health problems	a. share their work with their family and work out a way of implementing it in their home
9.10.3 develop a positive and responsible attitude towards maintaining a healthy lifestyle (u)	9.10.3.1 identify some practical and sustainable ways that support a healthy lifestyle	b. record difficulties in implementing the lifestyle changes and make suggestions on how to address these changes
	9.10.3.2 develop an action plan and demonstrate healthy lifestyle during the semester	
9.10.4 understand the impacts of lifestyle health problems on individual, family, community and the nation (u)	9.10.4.1 discuss and identify the negative impact of lifestyle health problems on individuals, family, community and the nation	
9.10.5 show understanding of the importance as well as the ways to prevent and deal with lifestyle related health problems (u)	9.10.5.1 develop a plan to assist members of their household to prevent lifestyle health related problems	

Strand: Diseases and Drug Education

Sub-strand: 9.11 Implication of Sexually Transmitted Infection Trends (4 periods)

Learners understand the importance of protecting their reproductive health and how to reduce their risk of STIs as well as the risk in their local community and in the Solomon Islands

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.11.1 understand the high risk factors which increase STIs incidences in young people as well as in the Solomon Islands (u)</p> <p>9.11.2 understand the associated problems and issues which relate to STIs for them as well as the region and globally (u)</p> <p>9.11.3 understand the facts, statistics and trends of STI's in the country and the region (u)</p> <p>9.11.4 be able to identify different organizations and their services and understand their roles reducing and preventing STIs (u)</p>	<p><i>Learners should be able to</i></p> <p>9.11.1.1 list some factors that contribute to the increase of STIs in the country</p> <p>9.11.1.2 identify ways young people can reduce the risk of STI</p> <p>9.11.2.1 list and discuss values and attitudes as well as other problems and issues related to STIs in the region and globally</p> <p>9.11.3.1 examine and compare facts and trends of STI within the country and the region</p> <p>9.11.3.2 read and interpret cases or rates of STIs in the country, region and globally</p> <p>9.11.4.1 explain the roles of different organization to prevent and control STIs and how to access their services</p>	<p><i>Learners can be assessed on</i></p> <p>1. collect information and write a short report which explains an STI including information relating to transmission, causes, signs, symptoms, prevention and treatment options and services available</p> <p>a. record what steps you would need to take to protect yourself against such and infection, including - who in your support network you would tell and what you would hope they would do for you or with you</p>

Strand: Diseases and Drug Education

Sub-strand: 9.12 Impact of HIV and AIDS (4 periods)

Reducing discrimination and stigma and preventing and reducing HIV/AIDS is a vital long term investment for the health and wellbeing of the Solomon Island people.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.12.1 understand the problems and issues which relate to HIV and AIDS globally (u)</p> <p>9.12.2 understand the importance of pre testing for HIV/AIDS (u)</p> <p>9.12.3 know the rights of people living with HIV/AIDS in the community (k)</p> <p>9.12.4 understand the stigma and discrimination associated with HIV/AIDS (u)</p>	<p>Learners should be able to</p> <p>9.12.1.1 list some regional and global problems and issues related to HIV and AIDS</p> <p>9.12.2.1 discuss the importance of pre testing for HIV/AIDS</p> <p>9.12.3.1 investigate and discuss the rights of people living with HIV and AIDS in the country and globally</p> <p>9.12.4.1 demonstrate positive attitudes towards people living with HIV and AIDS and how to assist them to manage discrimination and stigma</p>	<p>Learners can be assessed on</p> <p>1. identify and write a short report about services or support available for people living with HIV/AIDS in the country</p> <p>2. if your best friend or a family member became infected with HIV/ AIDS explain:</p> <p>a. what advice you would give them to maintain a healthy lifestyle</p> <p>b. what service would you suggest they access</p> <p>c. how would you help to care for their physical, mental, emotional, social and spiritual health; and</p> <p>d. what strategies would suggest they use to deal with discrimination and stigma</p>

Subject: Health Education Year: 9

Strand: Diseases and Drug Education

Sub-strand: 9.13 Impact of Drug Use and abuse (4 periods)

Understanding the dangers of legal and illicit drug use is crucial for young people to make a healthy choice to live a drug free lifestyle.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
9.13.1 understand the health risks associated with legal and illegal drugs (u)	9.13.1.1 list and describe the health risks associated with legal and illegal drug use in the community	1. in small group prepare a presentation on how economic, financial, social and emotional impact of drug use and addiction on individual, family and the community.
9.13.2 understand broader social and economic impact of drug usage (u)	9.13.2.1 describe economic, financial, social and emotional impacts of drug abuse on individual, family and community	Or presentation on
9.13.3 recognise some of the rules or regulation on legal and illegal drugs in their school and the country (u)	9.13.3.1 identify regulations on drug usage in the country and globally	2. compares drug laws in the Solomon Islands to those in other countries
	9.13.3.2 explain the rule on both legal and illegal drugs in the school	
9.13.4 know the services available in the country for individuals addicted to drugs (k)	9.13.4.1 identify some of the locations and services available in the country to combat drug addiction	

Strand: Healthy Communities and Environment

Sub-strand: 9.14 Promoting Healthy Communities (5 periods)

Learners need to understand the physical, mental, emotional, social and spiritual dimensions of community health as well as their roles and responsibility as a community member. Their participation in planning and implementation of community health projects will help to improve the overall health and wellbeing of the community.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.14.1 understand the principles of community development in relation to healthy community (u)</p> <p>9.14.2 recognise the importance of participating in community based project which promote healthy community (k)</p> <p>9.14.3 be able to participate in a project to promote the health of a local community (u)</p> <p>9.14.4 understand the importance of developing a positive attitude towards support, care and concern for the well-being of others (u)</p>	<p>Learners should be able to</p> <p>9.14.1.1 list the principles for the development of a healthy community</p> <p>9.14.1.2 identify three community problems and devise ways to solve them</p> <p>9.14.2.1 identify and discuss the benefits of participation to promote healthy community</p> <p>9.14.3.1 write a simple plan for a community health project and carry out or participate in the project e.g reduction of plastic litter; improving sanitation and water supplies</p> <p>9.14.4.1 discuss values and attitudes that affect caring, support and concern for others in their community</p>	<p>Learners can be assessed on</p> <p>1. complete a written plan for a community based project and participate in such a project</p> <p>Alternative</p> <p>a. identify community health issues that have negative impacts on health their health and/ or the health of others</p> <p>b. as a group identify who in the community is responsible for one of the health issues and discuss with them what strategies are already in place</p>

Subject: Health Education Year: 9

Strand: Healthy Communities and Environment

Sub-strand: 9.15 Promoting Healthy Environment (3 periods)

Knowledge and understanding on conservation and sustainable practices is vital to protecting our resources for the well being of our future generation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.15.1 understand the importance and benefits of conservation and sustainable practices for future well-being of the Solomon Islanders (u)</p> <p>9.15.2 understand their role and the role of Government and community leaders in conservation and sustainability (u)</p> <p>9.15.3 appreciate the relationship between environmental breakdown and the health of communities (a/v)</p>	<p><i>Learners should be able to</i></p> <p>9.15.1.1 give some examples of conservation and sustainable practice in the country and globally</p> <p>9.15.1.2 discuss how these practices will impact on the future health of the people of the Solomon Islanders</p> <p>9.15.2.1 explain their role and investigate the role of Government in the maintenance of health sustaining practices</p> <p>9.15.2.2 discuss ways in which Solomon Islands Government could improve conservation and sustainability in the country</p> <p>9.15.3.1 discuss and describe the link between environmental breakdown and the health of the people</p>	<p><i>Learners can be assessed on</i></p> <p>1. conduct a simple impact study on an industry and their practices on the environment and community OR conduct a survey of the relationship between a local community and the environment and suggest ways to improve this relationship.</p> <p>Alternative</p> <p>a. study their community for positive and negative human impact on the local environment</p> <p>b. develop strategies to raise awareness within the family, community and local government</p>

Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of learner's books, teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Health Education syllabus for years 7 to 9.

No	Title	Publication Date	Publisher
1	Solomon Islands Health Education Year 7 learner's Book	2011	Pearson Education, Australia
2	Solomon Islands Health Education Year 7 Teacher's Guide	2012	Pearson Education, Australia
3	Solomon Islands Health Education Year 8 Learner's Book	2012	Pearson Education, Australia
4	Solomon Islands Health Education Year 8 Teacher's Guide	2013	Pearson Education, Australia
5	Solomon Islands Health Education Year 9 Learner's Book	2013	Pearson Education, Australia
6	Solomon Islands Health Education Year 9 Teacher's Guide	2013	Pearson Education, Australia

Other Learning and teaching materials

- Water and our Health Teaching materials
- Set of posters-water and sanitation
- Picture story book using the toilet
- Picture story book
- Set of health posters
- Set of 3 healthy eating information sheets
- Set of 14 text & picture towards smoke free healthy islands
- Constructing latrine tool guide sheet
- Solomon Islands dietary guidelines leaflet/posters
- Solomon Is Reproductive Health Teachers Resource Book
- Solomon Is Reproductive Health Flip Charts
- First Aid Kits.
- Health Promoting School monitoring Tools
- Invest in Better Health 1, 2, 3

Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Health Education syllabus for years 7 to 9.

The learners can collect many of these items. The school should use some of its grant money to buy the other items in the shops. They are all available.

- | | |
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| 1. Plastic cups, knives, forks | 49. First Aid Kits |
| 2. Nails, screws, pins | 50. Plasters |
| 3. Coloured pencils | 51. Trays |
| 4. Eraser | 52. Food items |
| 5. Crayons | 53. Soap |
| 6. Measuring jugs | 54. Oil |
| 7. Jars and bottles with lids | 55. Mirrors |
| 8. Empty containers and cans | 56. Milk packets |
| 9. Buckets | 57. Pieces of clothes |
| 10. Lids (from jars) | 58. Egg cartons |
| 11. Cellotape | 59. Lime juice |
| 12. Glue stick | 60. Magnets |
| 13. Glue (carpenter's white PVA wood glue) | 61. Bricks |
| 14. Scissors | 62. Aluminium foil |
| 15. Paper towels | 63. Bicarbonate of soda (for baking) |
| 16. Rulers (30cm & 1 m) | 64. Chalk |
| 17. Metre sticks | 65. Cling wrap |
| 18. Trundle wheel | 66. Funnels (for pouring liquids into bottles) |
| 19. Protractor | 67. Candles |
| 20. Set square | 68. Pipe cleaners |
| 21. Squared paper | 69. Blue tac |
| 22. Counters, marbles, stones, shells, bottle tops, seeds, buttons | 70. Vaseline |
| 23. Modeling clay | 71. Wax crayon |
| 24. Paper clips | 72. Match box |
| 25. Food colouring | 73. Styrofoam |
| 26. Straws | 74. Drawing pin |
| 27. Coins | 75. Stiff card |
| 28. Corks | 76. Paint brushes |
| 29. Plastic blocks | 77. PVA wall paint |
| 30. Cardboard | 78. Blotting paper |
| 31. Balloons | 79. Cloth pegs |
| 32. Sieve | 80. Bolts & nuts |
| 33. Sticky labels | 81. Gravel |
| 34. Coloured card | 82. Small stones and sea shells |
| 36. Cardboard | 83. Sand |
| 37. Cotton wool | 84. Pieces of wood |
| 38. Elastic bands | 85. Bamboo pipes |
| 39. String | 86. Vines |
| 40. Thread | 87. Coconut shells |
| 41. Needles | 88. Sago palm pith |
| 42. Split pins, safety pins | 89. Coconut frond stalks |
| 43. Torches | 90. Masking tape |
| 44. Batteries | 91. Soft drink bottles |
| 45. Plastic bags | |
| 46. Toothpicks | |
| 47. Tooth pastes | |
| 48. Tooth brush | |

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Secondary Health Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about students learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in the summative and national examinations at the end of the term, semester or a year. Furthermore, such an

assessment approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Health can be obtained from the subject prescription handbook.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment event

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Competency Levels

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving a financial risk.

Improvisation

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

Specific Learning Outcomes

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

Key Learning Areas

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

Learner

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

Learning material

The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

General Learning Outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

Lesson

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

Outcomes-based

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

Period

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

Process skill

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

Programme of study

Detailed plan for teaching a course over a period of time.

Programme Planner

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scheme of work

Similar to a programme of study – usually linked to the syllabus.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

Sequence

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Strand year statement

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Strand theme statement

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Subject

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of a strand dealing with a particular topic within that strand.

Syllabus

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

Teaching material

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

Section 17. REFERENCES

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