

Solomon Islands

# Primary Social Studies

Teacher's Guide

Year 2



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# Introduction

This Teacher’s Guide is designed to help you to use the *Solomon Islands Social Studies Year 2 Learner’s Resource Book*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing will vary according to your own circumstances.

Each chapter in this Teacher’s Guide gives the following information.

- 1 A strand and a sub-strand title, and a sub-strand statement.
- 2 A list of general and specific learning outcomes, which should form the basis of your lessons. These learning outcomes are taken from the “Outcomes and Indicators” section of the syllabus sub-strands.
- 3 Topics and timing information, which tells you how many 40-minute lessons are required to cover each topic.
- 4 The following specific information for teaching each topic and doing the activities:
  - the page references in the Learner’s Resource Book that you should refer to
  - the aim of each activity—this is addressed to you and indicates what you should achieve during the lesson
  - the processes and skills that learners should learn or practise during the activity—these include intellectual and thinking skills such as reading and comprehension or discussion, as well as practical skills
  - the method you should use in doing each activity—this is a numbered set of steps for you to follow for the lesson
  - the answers for each activity.

## The outcomes-based approach

This Teacher’s Guide is written for a Learner’s Resource Book that follows the outcomes-based approach to learning. This approach has been adopted by the Ministry of Education and the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 6.

The basis of this approach is that learners should acquire knowledge, understanding, skills, values and attitudes that will be useful to them later in life. The approach is based on the needs of the learners rather than the needs of the subject. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject that will be useful and valuable to learners.

This learner-centred approach contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of the teacher. This means active learning in which learners do things that help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. This can be called learning by doing.

Because of this approach, the syllabus and Teacher’s Guide refer to *learners*, suggesting active participation in the process, rather than students, which suggests passive reception of knowledge.

One way to understand this approach is to think of the more traditional approach of our schools as *banking education*. In banking education the teacher regards the learners as empty vessels to be filled with knowledge. The learners are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning them and reproducing them later. This can even be done successfully without the learner understanding fully what they are writing and reading.

The outcomes-based approach can be called *problem-posing education*. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems to the learners to make them think about their own ideas and experiences, as well as adding new knowledge and skills. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages, and thus gain knowledge and ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learnt. Learners are encouraged to be responsible for their own learning, to think for themselves and to form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

This approach also emphasises the use of multiple intelligences. In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

## The approach of the Learner's Resource Book

The Learner's Resource Book follows all these principles. It is not just a summary of the factual knowledge and concepts of the subject. There are visual aids and question prompts which are designed to help learners gain knowledge and understanding in each topic. Activities have been provided in the Teacher's Guide so that teachers can write them on the board and explain them to learners who may not be strong readers. These activities form an essential part of the learning process.

In the past, activities were often included only at the end of a chapter, and learners and teachers often ignored these and moved on to the next section. With these Social Studies books, the activities are part of the text and must be completed in order to fully learn. Some sections or chapters start with an activity, which helps learners to find out information, think about their own experiences and knowledge, or practise skills for themselves.

Many activities are based on discussions that encourage learners to form their own ideas. This helps them to form values and attitudes, which is an important aim of the curriculum.

Many of the activities are to be done in groups. This is to encourage interaction among the learners, because learners can often learn as much from each other as they can from the textbook or the teacher.

## The Learner's Resource Book and the syllabus

The Learner's Resource Book is based on the strands and sub-strands of the syllabus. Each chapter of the Learner's Resource Book is based on a sub-strand of the syllabus, and the order of the chapters follows the order of the sub-strands.

Individual chapters, however, do not always follow the order of the general and specific outcomes in the sub-strands of the syllabus. Each sub-strand of the syllabus outlines the knowledge, understanding, skills and attitudes—that is, the outcomes—we want learners to achieve. The Learner's Resource Book gives guidance about how the learners might best achieve those outcomes. The best way to do this is not always to follow the exact order of the general and specific outcomes in the syllabus. In teaching, therefore, you should usually follow the order of presentation in the Learner's Resource Book. As long as the outcomes are achieved, you have reached your goal.

The Learner's Resource Book is full of illustrations: photos, pictures, maps and diagrams. These are not just included for decoration. They should be regarded as an important part of your teaching. The illustrations are often just as important as the words of the book.

## The Teacher's Guide and the syllabus

The table below is from the Social Studies syllabus. It shows you the total amount of time that should be spent on teaching each of the topics covered by the Year 2 Learner's Resource Book.

Try to spend the indicated number of weeks teaching each strand of the syllabus. Schools vary a great deal in the ability of their learners. It is impossible, therefore, to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If you find you are unable to teach all the topics in a chapter in the time suggested, choose the most important topics and leave some of the rest. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every chapter in the Learner's Resource Book. If you have very quick learners, make up extra exercises that challenge them to think about the topic in greater depth.

### Program planner for Year 2

The following planner shows the entire learning program for Year 2 Primary Social Studies and the suggested teaching times based on 162 teaching periods per year.

Term 1											Term 2									
Week	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Year 2	Chapter 1 Strand: Place and Space Sub-strand: Places and Spaces in Our Village/ Settlement 28 periods, 7 weeks									Chapter 2 begins	Chapter 2 continued Strand: Time Continuity and Change Sub-strand: Where You are Living, Now and Before 32 periods, 8 weeks									Chapter 3 begins
	<ul style="list-style-type: none"> <li>The spaces and places around us</li> <li>Ways people use spaces</li> <li>Why people might like or dislike places and spaces</li> <li>How people name and use the places and spaces in their village/ settlement</li> <li>Differences between natural things and those made by people</li> <li>Ways people use natural things and things made by people</li> </ul>										<ul style="list-style-type: none"> <li>Changes to where you live now</li> <li>Things that happened in earlier times</li> <li>Important things in the village or settlement</li> <li>Events in the village or settlement form earlier times until now</li> </ul>									
Term 3											Term 4									
Week	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Year 2	Chapter 3 continued Strand: Culture and Society Sub-strand: Features of Our Culture 24 periods, 6 weeks						Chapter 4 Strand: Governance and Leadership Sub-strand: Living in the Village or Settlement 20 periods, 5 weeks				Chapter 5 Strand: Resources and Economic Activities Sub-strand: Goods and Services 24 periods, 6 weeks									
	<ul style="list-style-type: none"> <li>Things people do in their daily lives</li> <li>Culture gives people their identity and pride</li> <li>Features that make up cultures</li> <li>Features of your culture</li> <li>The similarities and differences of your culture compared to other cultures</li> <li>The importance of cultures in the community</li> <li>Your own culture</li> </ul>						<ul style="list-style-type: none"> <li>What is a group?</li> <li>Why people belong to groups</li> <li>Groups you belong to</li> <li>Rules in your group</li> <li>Different groups of people in the village/ settlement</li> <li>Things people do in their groups</li> <li>Rules and why we have them when working in groups</li> </ul>				<ul style="list-style-type: none"> <li>What goods and services are</li> <li>How people grow, make and catch things to use and sell</li> <li>Differences between needs and wants</li> <li>Ways that people sell, buy and use things</li> </ul>									

## Teaching methods

It is important to plan and prepare before classes. The following are some teaching methods or approaches you can use to facilitate effective learning in your classroom.

### Fieldwork and excursions

Fieldwork means any work outside the classroom. This helps learners to link classroom learning to real-world experience outside the classroom. Here learners learn to apply the skills of observation, investigation and interviewing as a means of collecting information about a topic for themselves. This is very important in Social Studies, which teaches learners about the real world around them.

Fieldwork is particularly important in the outcomes approach, which aims to link the learning to the real needs of the learners. It should not be treated as an “optional extra”.

To ensure an effective and successful outcome, you must consider important aspects of fieldwork such as good classroom preparation and planning, an effective process of carrying out actual work in the field and, finally, follow-up work in the classroom. In Chapter 5, a simple example of fieldwork is shown in Activity 13 on page 98, where learners ask questions of stall holders at a market.

This means you must go and look at the area you plan to do fieldwork in before you do it, and decide exactly what you want learners to observe and do when they go there.

The best way is often to ask learners questions before they go that they can answer in groups, without too much help from you. The activities in the Learner’s Resource Book will often provide the basis for the questions.

Fieldwork takes time and may have to be fitted in after the normal teaching time—in an afternoon or even weekend. Some fieldwork can often be done by giving questions to learners to do during their own time.

Fieldwork is difficult in town schools but should not be ignored by those schools. You may have to rely on questions that help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out on a weekend and look at a river or stream, the sea and coastline or a farming area.

### Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork; collecting the information through one or more of the techniques explained in this section; and organising the information in a logical and clear manner. In Year 2, you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions.

Many of the activities in Year 2 Social Studies teach learners about simple research and report writing. For example, a simple example of reporting is shown in Chapter 2, Activity 18, on page 39.

### Group work

Learners take a more active role and talk naturally when they are allowed to work in small groups. In this way they can express their ideas rather than listening passively to the teacher, as is often the case in the whole class. Group work encourages learners to talk or do things for themselves cooperatively as part of the learning process. Learners discuss, share views and interact in their learning in small groups and present their collective work to the class. To ensure that group work achieves effective learning, preparation and class management is important for teachers.

Group work must be properly organised and supervised. You must not use it as an excuse to sit back and let learners get on with it. However, learners will often not talk freely if they know the teacher is listening, so you should leave groups to talk on their own. Sometimes it is even effective to walk out of the classroom for a while to give groups a chance to get going without you listening.

The role of the teacher in group work includes the following tasks:

- **Choose the topic:** Groups can only discuss topics that they know something about and which have different points of view or opinions.
- **Set the objective/s:** Make sure groups know exactly what to discuss and have a set of clear questions to answer or tasks to do with a clear timeframe. It is not enough just to say “discuss this topic”.
- **Organise the groups:** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all *wantoks*. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot discuss anything with someone's back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to go and discuss outside.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all are being given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, give some extra questions or ask individuals their ideas. If groups are doing well on their own do not interfere.
- **Decide on the language to be used:** In Year 2, most learners will want to use Pijin or their own language. It is best to let them do so, or they may say nothing. There is nothing wrong with a local language if all in the group speak it. But try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Reporting back:** It is often a good idea to appoint a speaker or presenter who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion. Ensure that the jobs of chairing, writing, presenting and recording are rotated so everyone uses those skills.

### Debate and discussions

Group work involves learners in debates and discussions, and these are active ways of engaging learners in the learning. Learners are able to conduct and collect information through research to use in debates about a particular topic or share ideas with others in the classroom. They will learn a lot in this process.

Debates are good to encourage learners to share their own opinions about a topic. Even in Year 2, we should encourage this, using simple topics, such as the topic in Chapter 1—people use spaces in different ways. At this level, debates should be informal, allow learners to talk freely and you just control the debate to ensure no problems arise.

### Role-play and simulation

Role-play is a kind of group work in which learners are given a part to play, either in a discussion or a story. Role-plays encourage learners to participate, interact and learn through talking. Learners act as someone else. Role-play involves them putting themselves imaginatively in the place of other people and trying to think, act and talk as they would. Role-play can be used at the end of a teaching topic, when learners have learnt quite a lot about a topic or about people in a different area, or in the middle of a topic to motivate learners to learn more about the topic. This helps them to think about the ideas, emotions and feelings of those people. For example, “Dramatise social actions” in peer groups using group work skills is a social action skill/process for Year 2. In Chapter 1, Activity 12 on page 15, learners are asked to show in a role-play how a place may have got its name.

Simulation is similar to role-play, but the emphasis is on a situation rather than the people. A simulated situation is similar to a real-life situation and learners can either be themselves acting in that situation or can do a role-play.

In order for a role-play or simulation to be successful, enough time and guidance should be given to learners to obtain enough information about the person and the situation to enable them to act and talk realistically when acting out the role-play.

The outcomes approach is meant to teach attitudes and values as well as knowledge, understanding and skills. Role-play and simulation are particularly important in teaching attitudes and values.

## Use of atlases and maps

Two important map and atlas skills are map reading and map interpretation. Map-reading skills involve using maps to find out where places are (location) and finding out and imagining what places are like (description), using information on maps. Map interpretation involves finding out how things are distributed over an area (distribution); how they are related to each other (relations); and whether we can suggest any processes that might cause these relationships (causes).

It is much easier for younger learners to use maps than to draw them. Maps drawn to accurate measurements are more difficult than sketch maps based on estimations. The Learner's Resource Book provides opportunities for learners to read maps in Chapter 2. It asks learners to draw maps, sketch maps at first and later show compass directions on maps. All this must be done through practical exercises of following directions, locating places and showing symbols representing data on maps.

Atlases show small scale-maps of whole countries, continents and the world. If the school has atlases, use them in every lesson, so that learners get used to finding out where places in Solomon Islands and the world are. You should encourage learners to use these to locate any places mentioned in the Learner's Resource Book.

## Photograph interpretation

Looking at photographs in the classroom helps learners to understand and remember the words they hear by seeing the real thing on photographs, and gives them the mental pictures to enable them to think about such things later. Learners need to recognise what photographs show, see relationships within photographs and explain certain features in them: to interpret them. You can develop these skills in learners by encouraging them to look at all the photographs in the book and asking questions about what they show. Learners should analyse and interpret photographs of the topic they are learning about. Photographs are a valuable part of your teaching.

Many learners may not be used to looking at photographs, so things on the photographs that are obvious to you may puzzle some learners. Remember that photographs are just colours and lines on paper and we have to use these to decide what the photograph shows. If you are not used to doing this it may not be easy. There may be some small "boxes" in one part of a photograph and you may know that these are houses, but some learners may not recognise these as houses unless you point it out to them.

Be particularly careful of photographs of things some learners may have never seen. Even simple things like types of vehicles may be unfamiliar to people in some rural areas. Probably no one will have ever seen a train or a buffalo or snow, so you must point out what the photo shows, not just presume that learners see what you see.

Reality has three dimensions, but photographs have only two dimensions, so learners must get used to using perspective on photographs; that is, recognising that things which are close are large and things farther away are smaller. This can cause confusion sometimes. Remember also that one of the differences between a photograph and a map is that photographs show things from the side and show perspective as we normally see them. Maps show things looking directly down from above and so do not have perspective.

### Graphs and statistics

Representing information through graphs and statistics is an important and effective way of teaching about some topics. Instead of providing a lot of information in words, representing it in a graphical or statistical way may be easier for learners to understand the importance of the information. In this Learner's Resource Book, learners are introduced to some simple statistics. They are asked to find information about a topic, such as the numbers and origins of visitors and tourists, or exports of timber. All the statistics used in this book are simple and you should not use complicated ones in your teaching, or expect learners to remember statistics. They are there to illustrate a point, not to be learnt.

### Research interviews and questions

There are different ways of doing research through interviews with people to collect information about a topic or asking questions about a text, picture or photograph. This could include informal chats; questions for particular people prepared in advance; or questions that learners use in small groups, pairs or individually. Learners ask the same questions to the people at their various homes and in the next lesson they get back to the class to discuss their homework findings. This is an example of how learners do research questions and interviews with the people around them, while at the same time gathering information about other people. An example of doing research is shown in Chapter 1, Activity 10 on page 13. Learners are asked to look around their village for examples of "natural" and "people-made" things.

Prepared questions are necessary for fieldwork and they can be used alone or with any of the above techniques to collect information.

### Guest speakers

Asking people from outside the school with specialised knowledge and skills on a particular topic to speak to the learners is one way of altering the normal classroom teaching and learning. Through this process, learners will appreciate the importance of the specialised knowledge that people in the community have.

It is important to prepare learners for guest speakers by ensuring that learners have prepared questions beforehand and are able to apply appropriate protocols to visitors. A head teacher/principal, another teacher or parents could be guest speakers. The learners need time after the visit to discuss what the responses were to their questions. For example, in Chapter 1, Activity 18 on page 210, the teacher invites a leader or elder to visit the class to talk about caring for places.

### Visits

Visits link with fieldwork. If possible, try to visit an area like the one you are talking about in the Learner's Resource Book. This might include a plantation, a historical site, a fishing scale industry at Noro, or a chief's house. If you visit, make sure learners go with questions as for fieldwork, so they know what to look for and what to find out. In Chapter 5, Activity 13 on page 98, learners visit a local market to ask questions about selling goods.

### Case studies

A case study is a detailed study of a particular area or topic. Presenting a case study helps learners to understand the reality of a particular topic. It helps to convert the abstract topics in the syllabus into concrete reality so learners will understand them better.

### Glossary

At the end of the book is a glossary. This includes only words that are important in Social Studies. Other difficult words should be looked up in the dictionary or explained by the teacher.

Learners should be encouraged to use the glossary whenever they come across a word in bold that they do not know or understand clearly. They do not need to learn these definitions. They should use the definition to make sure they understand the word and then practise using it. The real test is being able to use the word correctly in a sentence, not simply repeating the definition.

## Assessment

Assessment is about helping learners to improve their learning and helping teachers to improve their teaching. It is an important ongoing process in teaching and learning and it should be used continuously, not only at the end after completing a particular topic.

Assessment should include formative assessment, which takes place throughout every teaching topic and every unit of the Learner's Resource Book. *Formative assessment* emphasises continuous assessment as part of the teaching and learning process. "Assessment for learning" focuses on using assessment information to improve teaching and learning as an ongoing process. This helps you to monitor learners' progress on a continuous basis. The teacher should constantly observe and evaluate learners' achievement, collecting data on areas of improvement and new skills that they acquire. In doing this, teachers should focus on the general and specific learning outcomes stated in the syllabus. Learners should also be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

*Summative assessment*, for example a unit or chapter test, tells you what learners have learnt or can do after a whole section of teaching. This type of assessment focuses on "assessment of learning" and is directed at ranking learners from their performance on the learning outcomes. This will also help teachers to devise ways of improving the learners' performance in the classroom. These tests are important but assessment should not be done only by test. Assessment must cover skills as well as knowledge. You should test whether learners can read a map or interpret a photograph as well as test the factual knowledge they have learnt.

*Diagnostic assessment* is the type of assessment that teachers are encouraged to do in order to identify the learner's ability or achievement level of a specific learning outcome. This helps you to identify the learner's ability and devise remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcomes should be given enrichment support to encourage them to maintain their achievement level.

## Assessment techniques

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

### Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

### Written assessment

- Doing an activity (from textbooks or self-prepared)
- Doing an assignment
- Writing a report
- Sitting for a test or an examination

### Practical assessment

- Participating in a field trip/excursion and collecting information
- Demonstrating a particular task
- Drawing, interpreting and using a map
- Analysing a photograph
- Basic library research and collecting information

**Group work assessment**

- Participating in a group task and discussion
- Participating in a role-play or drama

**Other**

- Observation of what individual learners do
- Consultation with individual learners by asking them questions
- Focused analyses of learners’ work such as portfolios, or a collection of work they have done, to determine how each individual learner is performing in their learning process.

**Assessment of specific learning outcomes using achievement levels**

Learners’ achievements will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes at Year 2 Social Studies in the Solomon Islands. Six levels are used to describe learners’ achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2 and L1 to L0, the lowest. These levels will be used for assessment of individual learning outcomes

Learners achieving at L0, L1 and L2 are considered to be at a critical level (LC) and need urgent assistance. Learners in this category must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L3+, which is a combination of L3 and L4, require assistance and must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L5 are considered to have reached the curriculum benchmark and should be given enrichment support in order to maintain their high standard.

<b>Level</b>	<b>Assessment criteria</b>	<b>Judgement criteria</b>	<b>Achievement award</b>
L5	Statement to identify the fifth and highest level of achievement	Criteria for judging learner’s achievement	Achieved (A) Full mastery of learning outcome
L4	Statement to identify the fourth level of achievement	Criteria for judging learner’s achievement	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Statement to identify the third level of achievement	Criteria for judging learner’s achievement	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Statement to identify the second level of achievement	Criteria for judging learner’s achievement	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Statement to identify the first level of achievement	Criteria for judging learner’s achievement	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Statement to identify the lowest and last level of achievement	Criteria for judging learner’s achievement	Not Achieved (NA) No mastery of learning outcome

**Assessment criteria as achievement levels**

Following is an example of an assessment criteria framework for a specific learning outcome in Year 2 Social Studies. The statements in the table are assessment criteria for specific learning outcome 2.1.1.1. Each of the six levels describes the achievement of the learner.

Levels	Assessment criteria	Judgement criteria	Achievement awards
5	Identify five similarities and differences between natural and built features in their local area	Able to identify five similarities and differences between natural and built features in their local area	Achieved (A) Full mastery of learning outcome
4	Identify four similarities and differences between natural and built features in their local area	Able to identify four similarities and differences between natural and built features in their local area	Partially Achieved (PA4) Substantial mastery of learning outcome
3	Identify three similarities and differences between natural and built features in their local area	Able to identify three similarities and differences between natural and built features in their local area	Partially Achieved (PA3) Moderate mastery of learning outcome
2	Identify two similarities and differences between natural and built features in their local area	Able to identify two similarities and differences between natural and built features in their local area	Partially Achieved (PA1) Minimal mastery of learning outcome
1	Identify one similarity and difference between natural and built features in their local area	Able to identify one similarity and difference between natural and built features in their local area	Partially Achieved (PA1) Minimal mastery of learning outcome
0	Unable to identify any similarities and differences between natural and built features in their local area	Unable to identify any similarities and differences between natural and built features in their local area	Not Achieved (NA) No mastery of learning outcome

## Recording learners' achievements

Teachers are encouraged to keep accurate records for both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. The recommended recording template is shown in Appendix 4.

Keeping up-to-date and accurate records is very important for monitoring and reporting learners' performances, progress and achievements. It is also useful for teachers to use and show the records during meetings with parents, the learner and other key stakeholders.

## Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. You should monitor individual learners' performance, progress and achievements at the end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classroom, you need to keep accurate records of the performance of all learners in the class against the performance of an assessed outcome at the end of assessment event. In this way you can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify learners who need enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 6.

## Reporting individual learners' achievement

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on the learners' performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education

requires more description of the learners' performance. This means that the report must also provide a descriptive account of the learners' achievement.

The reporting system no longer uses marks or grades; instead you need to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome. You should indicate this with an A, a PA (1–4) or an NA on the approved reporting form. At the end of each assessment period, you need to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner. The recommended reporting template is shown in Appendix 10.

### Calculating progressive achievement levels for formative and summative assessment

To calculate the progressive achievement level for formative assessment, add the values of achievement levels for all outcomes assessed during the formative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for formative assessment. Similarly, to calculate the progressive level for summative assessment, add the value of achievement level for all outcomes assessed in the summative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for summative assessment.

### Calculation of overall achievement levels using formative and summative assessments

To calculate the overall achievement for each individual learner, add progressive achievement levels for formative and summative assessment and divide by 2. The number you get is the overall achievement level for the learner for that specific assessment period. The overall achievement level attained corresponds to an overall award for the learner (you should round off the calculated values to the nearest whole number). The award will be issued to the learner in the form of a coloured certification in recognition of the learner's achievement.

The table below shows achievement levels, awards and certifications.

Overall achievement level	Performance descriptor	Achievement awards	Certificate position	Colour code	Objective grading system
Level 5	Learner is competent with 95–100% of the outcomes	Achieved with excellence	Gold	Yellow	A
Level 4	Learner is competent with 80–94% of the outcomes	Achieved with merit	Silver	Green	B
Level 3	Learner is competent with 50–79% of the outcomes	Achieved with minimum standards	Bronze	Blue	C
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below minimum standards	Critical level	No award	D
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below minimum standards	Critical level	No award	E
Level 0	Learner is not competent. Did not achieve outcomes	Not achieved	Critical level	No award	F

## **Translation of the National Achievement Standards within individual subjects**

The National Achievement Standards can be translated and adapted within individual subjects and is determined by the knowledge content, processes and skills taught, learnt and assessed during an assessment period for each academic year. For example, specific Primary Social Studies knowledge content, processes and skills taught, learnt, assessed and achieved by each learner should be reported clearly with an appropriate achievement award, grade and percentage attained using the National Achievement Standards framework. The report should provide specific Primary Social Studies knowledge content, processes and skills attained by each learner for a specific assessment period. Such attainments can be measured against the curriculum standards and benchmarks prescribed in the Primary Social Studies Year Syllabus and the prescription handbook.

## **Meetings with parents, learners and other stakeholders**

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways that learners can improve. This is a very important process because it involves giving proper feedback to both the learner and the teacher. The school administration can organise consultative meetings between teacher and parent, as well as teacher, parent and learner. If you have kept accurate records of the learner's performance, progress and achievements you will be able to identify the learning progress and pathway of the learner, and therefore determine appropriate remedial work for each learner. You will also then need to provide results after each remedial work has been carried out with the learner. Conducting such very important meetings will give parents and key stakeholders confidence for their children to be educated in our schools. These meetings are important links with parents and other key stakeholders.

## Links between Social Studies and other subjects

### Primary Social Studies links with other subjects

Other subjects	Sub-strand and level	Social Studies syllabus links
English	<i>Years 1–6</i> Listening, speaking; reading and writing objectives: Awareness and knowledge of objectives	<i>Years 1–6</i> English language skills are used in the learning, assessment and teaching of the Social Studies syllabus strands and sub-strands.
Mathematics	<i>Year 1</i> Awareness of time: parts of days, weeks	<i>Year 1</i> Time, Continuity and Change: a child's lifetime event
	<i>Year 2</i> Two and three-dimensional shapes: finding examples in the environment	<i>Year 2</i> Place and Space: Features of the neighbourhood; Simple maps with natural and built features
	<i>Year 2</i> Measuring time: learning days of the week and months of the year	<i>Year 2</i> Time, Continuity and Change: Our neighbourhood; Past and present
	<i>Year 2</i> Simple computation of money: giving change, buying goods	<i>Year 2</i> Resources and Economic Activities: Goods and services
	<i>Year 3</i> Computation of money	<i>Year 3</i> Resources and Economic Activities: Earning our living
Science and Agriculture	<i>Year 1</i> Life and living: Living and non-living things	<i>Year 1</i> Place and Space: The important features of where I live; Natural and built resources
	<i>Year 1</i> Farming types of food from the garden	<i>Year 1</i> Resources and Economic Activities: Our basic needs
	<i>Year 2</i> Farming things that make farming successful	<i>Year 2</i> Resources and Economic Activities: Goods and services

# Chapter 1 • Places and Spaces in Our Village/Settlement

## Strand

Place and Space

## Sub-strand

Places and Spaces in our Village/Settlement

## Sub-strand statement

Every place has natural and built features in different locations. The places are used and cared for by the people in the village/settlement and the other communities.

## General learning outcomes

Learners should:

- 2.1.1** know the difference between natural and built features (k)
- 2.1.2** know the correct terms that describe natural and built features (k)
- 2.1.3** understand the role of people and the use of space in the neighbourhood (u)
- 2.1.4** appreciate the different features in and around the neighbourhood (e.g. valley, forest, garden) (v).

## Specific learning outcomes

Learners should be able to:

- 2.1.1.1** identify similarities and differences between natural and built features in their local area
- 2.1.2.1** explain the different ways in which people care for the environment
- 2.1.2.2** discuss terms that best describe natural and built features
- 2.1.3.1** identify ways in which people can use natural and built features
- 2.1.3.2** list ways people use the spaces in the environment
- 2.1.4.1** use terms that describe natural and built features of their local environment (e.g. physical landscapes, people-made features).

## Topics and timing

Suggested periods: 28

There are eight topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done in each topic.

Topics	Activities	Periods
1. My space	1	1
2. People use spaces in different ways	2, 3, 4, 5, 6, 7	7
3. My favourite place	8	2
4. Natural and people-made things in my school	9	2
5. Natural and people-made things in my village/settlement	10, 11	3
6. Names of places	12, 13, 14, 15	6
7. Names of natural things around my village/settlement	16, 17	3
8. Caring for places	18, 19	3
Learning outcomes review and assessment activity		1

## Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what the learners will do and explain that you will review the outcomes or goals during and at the end of the chapter.

### In this chapter you will:

- talk about the **spaces** and places around us
- list ways people use spaces
- say why people might like or dislike places and spaces
- ask questions about how people name and use the places and spaces in their village/ settlement
- show the difference between **natural** things and those made by people
- name the ways in which people can use natural things and things made by people
- talk about the **different** ways in which people care for their places and spaces
- use words that tell us about natural and **people-made** things in our spaces and places.

## Topic: My space

*Pages 2 to 3 of the Learner's Resource Book*

### ► LESSON 1

#### Aim

Learners should be able to talk about the spaces and places around them.

#### Processes and skills

- Work with others to explore the environment.
- Express an opinion.
- Reflect on what they found out.

#### Resources

- Pictures under Activity 1 in the Learner's Resource Book of individuals using space—spreading arms and legs, lying down

#### Method

**Step 1** Look at the pictures under Activity 1 in the Learner's Resource Book and talk about the spaces around us. Explain that some spaces are small and some are big.

**Step 2** Take the class outside and talk with learners about the spaces around us. Call out the instructions from Activity 1 (following) and move around to ensure that learners know what to do.

**Step 3** Ensure that learners are feeling, talking about and enjoying the spaces around them.

**Step 4** Review the actions from Activity 1 with learners in their language, Pijin or English. Ask learners to tell you some sentences about what they have done.

**Step 5** Review the topic by reading through the Points to Remember.



## Activity 1

1. Stand up in a space on your own and spread your arms and legs wide.
2. Turn your arms one way then the other. This is the space around you.
3. Stand still on one leg and move the other one around you. This is the space around you.
4. Bend your knees and draw a circle with your finger around you on the ground. This is the space around you.
5. Lie on the ground and get a partner to draw around you in the dirt. Look at the space your partner has drawn and talk about it together.
6. Use your body to show how many types of spaces you can show.

### Answers

Learners will have different experiences of space. The important thing is to encourage them to express their ideas.



### Points to Remember

- Space is all around us.
- There are big spaces and little spaces.
- I use the space around me.
- I can make spaces using my body.

## Topic • People use spaces in different ways

*Pages 4 to 10 of the Learner's Resource Book*

### ► LESSON 2

#### Aim

Learners should be able to talk about the spaces and places around them.

#### Processes and skills

- Make observations of familiar things in their environment.
- Follow simple directions.

#### Resources

- Pictures under Activity 2 in the Learner's Resource Book of people in lines, making a circle and sitting beside each other

#### Method

**Step 1** Put learners into pairs. Ask learners to talk about the pictures under Activity 2 in the Learner's Resource Book.

**Step 2** Move about the room and listen to what the learners are saying to each other as they look at the pictures.

**Step 3** Ask learners to bring their exercise books and take the learners outside. Have them explore the spaces together. Ask the learners to form lines, circles, squares and talk about the spaces they make.

**Step 4** Help learners to draw the shapes they made of spaces, for example a circle.

**Step 5** Conclude the lesson by looking at and talking about some of the shapes that learners have drawn.



## Activity 2

1. Look at the pictures in the Learner's Resource Book with a partner.
2. Talk about how the people are using the spaces around them.
3. Go outside and form lines, circles, triangles and squares. Talk about the spaces you make. Tell each other about the spaces you like and don't like.
4. Tell each other how much space you need at school, at play or at home? Show each other how much space you need.
5. Draw the shapes you made in your exercise book.
6. Show and talk about the shapes you have drawn with the rest of the class.

### Answers

Learners will have different experiences of space. The important thing is to encourage them to express their ideas, especially about the shapes of different spaces. Drawings should show circles, squares, lines and triangles.

## ► LESSON 3

### Aim

Learners should be able to say why people like or dislike places and spaces.

### Processes and skills

- Find information using the appropriate sources.
- Compare ideas, pictures or parts of pictures.
- Express an opinion.
- Reflect on what they found out.

### Resources

- Pictures under Activity 3 in the Learner's Resource book

### Method

- Step 1** Ask learners to look at the photographs under Activity 3 in the Learner's Resource Book. Move about the room and listen to what the learners are saying.
- Step 2** Draw the table below from Activity 3 on the board in their language, Pijin or English.
- Step 3** Explain and ask questions about how people might feel about space.
- Step 4** Ask learners what they like and dislike about crowded spaces.
- Step 5** Tell learners to complete the table in their exercise book. Ask questions to make sure that learners understand what they should do.



### Activity 3

1. In pairs, look at the pictures in your Learner's Resource Book.
2. Talk about how the people are using the spaces around them. Tell each other about the spaces you like and don't like.
3. Copy the table into your exercise book in your language, Pijin or English.
4. Complete the table by saying what you like and dislike about the way people are using their space in the pictures. An example has been done for you.

Picture	Like	Dislike
A	A lot to look at	Not much space to play
B		
C		
D		
E		
F		
G		
H		

### Answers

Learners will have different likes and dislikes about the way space has been used in the pictures. The important thing is to encourage them to express their ideas about the use of space.

## ► LESSON 4

### Aim

Learners should be able to show how people use spaces at home.

### Processes and skills

- Identify their own value positions.
- Describe other people's value positions.

### Resources

- Pictures in the Learner's Resource Book under Activity 4

### Method

**Step 1** Explain to learners that they will complete this activity at home in their exercise books and bring the work back to class in the next lesson.

**Step 2** Write the homework (following) on the board in their language, Pijin or English.

**Step 3** Read through the instructions for 1 and 2 that learners will need to complete at home. Ask questions to make sure learners understand what they should do.

**Step 4** Explain the questions for 3 and 4. Ask the learners to talk with their family about space at home. Learners will also talk with their family about changes they would like to make.

**Step 5** Tell learners that they will be using their homework in the next lesson.



## Activity 4

1. Talk about the spaces at home with your family.
2. Draw pictures of your:
  - a. eating space
  - b. sleeping space
  - c. washing space
  - d. playing space.
3. Ask your family: do they think they have enough space at home?
4. Would your family like to make changes to their living space? If so, what changes would your family make to their home?

### Answers

Learners' answers will vary. They should have drawn pictures of the four different spaces at home: eating, sleeping, washing and playing. They should talk about any changes their family would like to make to their living space.

## ► LESSON 5

### Aim

Learners should be able to tell each other about using spaces at home.

### Processes and skills

- Show concern and courtesy for others using cooperative group-work skills.
- Talk about their own problems and issues, and how they can solve problems.
- Find information using the appropriate sources.
- Choose which activity to do.

### Resources

- Answers in the learners' exercise books that were completed as homework for Activity 4

### Method

- Step 1** Write Activity 5 on the board or paper in their language, Pijin or English. Explain what the learners have to do.
- Step 2** Put learners into groups of four and ask them to tell each other some Group Rules for working in groups.
- Step 3** Give them a timeframe of 15 minutes and ask them to tell you what they have to do to check their understanding of working as a group.
- Step 4** Move around the groups and listen to what they are talking about. Praise groups for being "on task" and using group rules. If needed, give the groups more time to complete their task.
- Step 5** To conclude, have a presenter from each group make a statement about what they found out. They can give their presentation in their language, Pijin or English. Ensure all learners are listening and don't repeat statements already presented by other groups.



## Activity 5

1. In groups of four, talk about what you found out about using spaces at home.
2. Talk about how families are using the spaces around them.
3. Tell each other which spaces you like and which ones you don't like.
4. How much space do families need at home?
5. Talk about why people can't have more space.
6. Talk about what things are the **same** as other learners in your group and what are different about using space at home.
7. Choose one person from your group to present to the class one statement from questions 1 to 6.

### Answers

Statements may show little space for housing in a settlement/town, or more space in rural areas. Likes might be about feeling secure and happy in crowded spaces. Dislikes might be about wanting more space.

## ► LESSON 6

### Aim

Learners should be able to talk about using spaces at school.

### Processes and skills

- Identify other people's problems and issues and make suggestions about solutions.

### Resources

- Pictures in the Learner's Resource Book under Activity 6

### Method

- Step 1** Tell learners to find a partner for the activity while you write Activity 6 on the board or paper in their language, Pijin or English.
- Step 2** Explain what learners have to do. Check that they understand by asking them to tell you what they have to do.
- Step 3** Walk around the class as learners work and praise them for listening to each other and working well.
- Step 4** Conclude the activity by talking with learners about how you can use space better in the classroom, for example learners could sit in groups.



## Activity 6

1. Look at the pictures under Activity 6 in the Learner's Resource Book with a partner.
2. Talk about how the learners and teachers in the pictures are using the spaces around them.
3. Tell each other why you think some of the school spaces are crowded and why some are not.
4. Copy the table below into your exercise book. Complete the table by saying why some school spaces are crowded and some are not so crowded.
5. Talk with the teacher and class about how to use space better in the classroom.

Picture	Why are some school spaces crowded and some are not?
A	
B	
C	
D	

### Answers

Learner's answers will vary but suggested answers follow:

Picture	Why are some school spaces crowded and some are not?
A	Not many children
B	Lunchtime is a busy time of day
C	Too many learners and not enough teachers
D	Some spaces are private spaces

## ► LESSON 7

**Note:** this lesson will take two periods.

### Aim

Learners should be able to compare spaces being used by girls and boys.

### Processes and skills

- Make observations of familiar things in their environment.
- Follow simple directions.
- Describe other people's value positions.
- Express an opinion.

### Resources

- Pictures under Activity 7 in the Learner's Resource Book

### Method

**Step 1** Write Activity 7 on the board or paper in their language, Pijin or English.

**Step 2** Divide the class into boys only and girls only groups. Provide paper for each group.

**Step 3** Remind learners about using Group Rules and provide a timeframe to discuss questions 1 and 2 under Activity 7.

**Step 4** Explain that learners should go outside at "time for play" and watch how spaces are used by girls and boys. Tell learners that in the next lesson they will be drawing and discussing what they see.

- Step 5** At the start of the next lesson, give learners time to draw their pictures for question 4 of Activity 7.
- Step 6** Once learners have completed their drawings, put learners into groups and give them time to complete questions 5 and 6 of the Activity. Remind learners that different groups might have different opinions, and that different opinions are okay. Encourage learners to express their opinions by starting sentences with “I think ...” or “Sometimes I feel ...”
- Step 7** Conclude the activity by asking learners what changes they would like to make about using spaces.
- Step 8** Talk about some of the things that learners have achieved and the skills they have learnt by talking about using spaces.
- Step 9** Review the topic by reading and discussing the Points to Remember below.



## Activity 7

1. Talk about the spaces boys use that are different to the spaces girls use in the classroom. Are they sometimes the same?
2. Talk about the spaces boys use that are different to the spaces girls use in the playground.
3. At “time for play” go outside and watch how the spaces are used by girls and boys.
4. Draw pictures to show the spaces used by boys and girls in the playground.
5. Say what you like or dislike about sharing spaces with boys or girls.
6. Are there any changes you would like to make about the ways that boys and girls use spaces?

### Answers

Make sure each group feels free to give views on the use of space in the classroom and playground. Be ready to step in and give everyone a chance to express their opinion. Remind learners to start their sentences with “I think ...” and “I feel ...”. Boys tend to use more space and may enter and annoy girls in their spaces. It is interesting to hear the learners’ views.



### Points to Remember

- People use spaces in different ways.
- Some people like being in crowded spaces and others don’t like it.
- Sometimes people take up more than their share of space.

## Topic • My favourite place

Pages 11 to 12 of the Learner's Resource Book

### ► LESSON 8

**Note: this lesson will take two periods.**

#### Aim

Learners should be able to talk about their favourite place and space.

#### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Collect and sort information.
- Listen to a story and discuss their feelings and opinions.

#### Resources

- Stories from the Learner's Resource Book under Activity 8

#### Method

- Step 1** Before you read the stories from Activity 8, write key words from each story on the board: space to herself, a rock by the river, favourite place, a rock by the sea, talking with a friend.
- Step 2** Ask the learners if they know the words “favourite place” and what it means. Ask them to give examples of their favourite places.
- Step 3** Read the three stories from Activity 8 in the Learner's Resource Book in their language, Pijin or English. Ask learners to say what they heard at the end of each story.
- Step 4** Review the key points in each story on the board. Talk with learners about the things that made the places special. Then talk about natural things and things made by people in each story.
- Step 5** At the start of the next lesson, explain Activity 8 to learners and read the stories again with any learners who need it. Give learners time to finish and discuss their drawings.
- Step 6** To conclude the lesson, ask learners to say in their language, Pijin or English what they liked doing in this topic. Ask them what they remember about the topic. Read through the Points to Remember below as a prompt.

### Activity 8

1. Choose one story and write in your exercise book the names of the natural things and the things made by people in each place.
2. In pairs, tell each other about your favourite place and why you like it.
3. In your exercise book, draw a picture of your favourite place.
4. Show your pictures to each other and to another pair.
5. Look at everyone's pictures in the class.

#### Answers

1. **Story 1:** Natural: river, rock, flowers, trees. Made by people: no mention of things made by people  
**Story 2:** Natural: log, mango tree, people. Made by people: road, settlement, cars  
**Story 3:** Natural: beach, rock, waves. Made by people: village, canoes
- 2–5. It is important to get learners' views on their favourite places and spaces, and have them share these with each other. Learners will have drawn their favourite places.





## Points to Remember

- People have special places.
- Places can have natural things in them and things made by people.

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## Topic • Natural and people-made things in my school

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*Page 13 of the Learner's Resource Book*

### ► LESSON 9

**Note: this lesson will take two periods.**

#### Aim

Learners should be able to show the difference between natural things and those made by people.

#### Processes and skills

- Identify value possessions.
- Make observations of familiar things in the environment.
- Follow simple directions.

#### Resources

- Pictures under Activity 9 in the Learner's Resource Book of natural things and things made by people that are found in classrooms and around schools

#### Method

**Step 1** Write Activity 9 on the board in their language, Pijin or English.

**Step 2** Put learners into groups of four and give each group a piece of paper.

**Step 3** Read through Activity 9 and check that learners know what to do.

**Step 4** Help the learners to look around their classroom and school. Assist as they ask questions about natural and people-made things.

**Step 5** At the start of the next lesson, have the groups show their drawings and names of natural and people-made things. Ask learners to discuss the differences between natural and people-made things.

**Step 6** Review the topic by reading through the Points to Remember. Ask learners to say what things they found interesting in this topic. Are there any other things they would like to know about the topic?



## Activity 9

Your teacher will put you into groups of four, with a piece of paper for each group.

1. Name and draw four things made by people in your classroom, and then draw four natural things.
2. Go outside and draw four natural things in your school. Now draw four things made by people.
3. When you have finished questions 1 and 2, look at your drawings and talk as a group about the differences between natural and people-made things. Talk with your teacher and the class about what your group has found.

### Answers

Learners' answers will vary, but should be drawn. Sample answers are as follows:

1. Natural things in the classroom: plants in pots, water, air.  
People-made things in the classroom: tables, seats, boxes, computers, books, pens, pencils, paper.
2. Natural things outside: plants, trees, dirt, grass, rocks, stones.  
People-made things outside: school buildings, canoes, bicycles, cars, windows, classroom.
3. Differences between natural and people-made things:
  - Natural things are from nature, things that are growing. They exist without people doing anything.
  - People-made things are made or built. Often they are natural things that are made into other things, for example, the bark of trees made into paper, or rocks crushed and turned into roads.



### Points to Remember

- Our classroom and school have natural things and things made by people in it.
- Natural things are different to things made by people.

## Topic • Natural and people-made things in my village/ settlement

*Pages 14 to 15 of the Learner's Resource Book*

### ► LESSON 10

#### Aim

Learners should be able to show the difference between natural and people-made things, then name the ways in which people use them.

#### Processes and skills

- Use simple symbols to represent data.

#### Resources

- Pictures under Activity 10 in the Learner's Resource Book

## Method

- Step 1** Write Activity 10 on the board in their language, Pijin or English. Ask learners to copy the activity into their exercise books.
- Step 2** Talk to learners about what they will do at home. Use the pictures under Activity 10 in the Learner's Resource Book to give them ideas.
- Step 3** Explain what the learners will do at home and ask questions to check their understanding.



## Activity 10

1. Look around your village/settlement for three natural things and three things made by people.
2. Draw pictures of the six things you have found. Put each drawing under the correct heading: "Natural" or "Made by People".
3. Talk about your pictures with your family and ask them why the natural things are different from the things made by people.

### Answers

Learner's drawings will vary. Make sure learners have placed each drawing under the correct heading. Sample answers follow:

- **Natural:** plants, trees, plants in gardens, dirt, grass, trees, rocks, stones, water (answers should be drawn)
- **People made:** tables, seats, windows, houses, buildings, shops, trucks, bicycles, cars, boxes (answers should be drawn)
- **Differences:** natural things are from nature, often they are growing; people-made things might start out as natural things but then they have been changed by people in some way. For example, wood is used to build a house.

## ► LESSON 11

**Note: this lesson will take two periods.**

### Aim

Learners will be able to talk about each other's pictures of natural and people-made things.

### Processes and skills

- Use pictures, photographs and field trips.
- Work with others to explore the environment.

### Resources

- Photos from Activity 10 of natural and people-made things from the learners' villages/settlements

### Method

- Step 1** Put learners into groups of four. Remind them about using Group Rules. Explain Activity 11, and give learners time to discuss the pictures that were done for homework.
- Step 2** Display the learners' pictures around the classroom. Each group will move around the room and talk about the pictures. Give the learners time to look at the pictures and talk about them.
- Step 3** At the start of the next lesson, draw two columns on the board, titled "Natural" and "Made by People".

**Step 4** Ask learners to say some words to put in each column. Talk about the differences in each column.

**Step 5** To conclude, praise the learners for their pictures of things from their village/settlement.

**Step 6** Review the topic by reading through the Points to Remember below. Ask learners to say what they found interesting in this topic. Would they like to know anything else about the topic?



### Activity 11

1. Talk in your group of four about your homework and look at each other's pictures.
2. Say how many pictures from your group showed the same things and how many pictures were different.
3. Put your pictures on show and look at the pictures from other people in the class.
4. Say the differences between natural and people-made things.
5. Talk about what you liked and didn't like about the homework.

### Answers

Learners' answers will vary and should be drawn.

- **Natural:** plants, trees, plants in pots, dirt, grass, trees, rocks, stones, water, beach, shore, reef, sea, river, stream
- **People-made:** tables, seats, windows, buildings, pots, pans, buckets, plates, cups, bowls, canoes, bicycles, cars, boxes, computers, books, pens, pencils, paper
- **Some differences:** natural things are things from nature, things that are growing; people made things are made or built



### Points to Remember

- My village/settlement has natural things in it, and things made by people.
- When people build or change natural things, they become people-made things.

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## Topic • Names of places

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*Pages 16 to 20 of the Learner's Resource Book*

### ► LESSON 12

**Note:** this lesson will take two periods.

### Aim

Learners should be able to ask questions about how people name and use the places and spaces in their village/settlement.

### Processes and skills

- Listen to a story and discuss their feelings/ideas opinions.

### Resources

- Drawings and story under Activity 12 in the Learner's Resource Book: *The Story of Two Villages*

### Method

**Step 1** Ask learners to tell you the names of some of the places in and around their village/settlement. Write some of the names on the board.

- Step 2** Read *The Story of Two Villages* written by Lillian Itawa to learners.
- Step 3** Talk about the story with the learners and ask them what happened.
- Step 4** Choose some learners to role-play the story. Read or tell the story again in their language, Pijin or English and have the chosen learners act out the story as you read along.
- Step 5** At the start of the next lesson, put learners into groups of four and tell them what to do in Activity 12. Give them time to prepare their role-play.
- Step 6** As each group presents their role-play, praise them for working well and talk about what you have learnt about the names of places.



## Activity 12

1. In groups of four, talk about the names of places in your village/settlement. Say how you think the places got their names.
2. Choose one place and make a role-play to tell the class how that place may have got its name. Talk about the stories that you have seen and heard about places and their names.

### Answers

Place names will vary; each group will present a story in a role-play.

## ► LESSON 13

### Aim

Learners will be able to discuss and ask questions about local place names.

### Processes and skills

- Ask questions.
- Suggest answers.

### Resources

- Pictures of local place names in villages and settlements

### Method

- Step 1** Explain and write Activity 13 on the board in their language, Pijin or English. Tell learners that they will be doing this activity as homework. Ask questions to be sure that learners understand what they have to do.
- Step 2** Give learners time to prepare some questions to ask at home about how places got their names. Help learners think of questions that start with “who, what, where, why, when and how”.
- Step 3** Have some learners share with the class the questions they will be asking at home. Talk with learners about who will be best to ask: older people or younger people?
- Step 4** Conclude the lesson by telling learners that they will be using their homework in the next lesson.



### Activity 13

1. Talk with your family about the names of places in your village/settlement. Ask questions about how places got their names.
2. Listen to stories about how places got their names. Write down some of the names in your exercise book.

#### Answers

Stories and names will vary depending on your village or settlement; there may be a similar name and story for the village/settlement.

## ► LESSON 14

### Aim

Learners should share and discuss their homework findings in groups.

### Processes and skills

- Show concern and courtesy for others using cooperative group-work skills.
- Share ideas with teachers and class.

### Method

**Step 1** Explain and write Activity 14 on the board in their language, Pijin or English. Review working in groups by asking learners what the rules are.

**Step 2** Let learners put themselves into groups. Give a timeframe for group work.

**Step 3** Move around the room and listen to what the groups are talking about.

**Step 4** To conclude, ask learners why it is important to know the names and stories about how places got their names.



### Activity 14

1. In group of four, talk about your homework and what you found out about the place names in your village/settlement.
2. Listen to each other's stories about the names of places.
3. Talk about why we need to know the stories of how places got their names.

#### Answers

Names of places may be similar from the same village/settlement but stories may differ.

## ► LESSON 15

**Note:** this lesson will take two periods.

### Aim

Learners will be able to read a poem and sing songs about special places.

### Processes and skills

- Express an opinion.
- Reflect on what they found out.

### Resources

- Poem and picture under Activity 15 in the Learner's Resource Book

### Method

**Step 1** Ask learners if they have heard of Tambaka Bay. Explain what a bay is.

**Step 2** Ask learners what they know about the word “poem”. Explain in their language, Pijin or English that they will need to listen to what the poem is saying about the bay.

**Step 3** Read the poem in the Learner's Resource Book to learners: *Tambaka Bay* by Opportunity Kuku.

**Step 4** Talk about the poem and what it is saying about a special place. Ask learners to make good guesses as to how they think Tambaka Bay got its name.

**Step 5** At the start of the next lesson, read the poem *Tambaka Bay* again. Explain and write Activity 15 on the board in their language, Pijin or English.

**Step 6** Give learners time to complete the activity. As they work, move around the class and make sure they are “on task”.

**Step 7** When learners have finished the activity, talk about some local songs that tell of special places. Write the names of some songs on the board. Ask learners to say why they chose that song.

**Step 8** To conclude, choose some songs to sing together and talk about them.

**Step 9** Review the topic by reading through the Points to Remember below. Ask learners what they have found out about place names and what they liked about the topic.

### Activity 15

1. In pairs, talk about whether you would like to visit Tambaka Bay. Explain why.
2. Write in your exercise book the name of a song about a special place that you like. What do you like about the song?

### Answers

Learners' answers will vary, there may be several different songs chosen, but they should have reasons for their answers.



### Points to Remember

- The places in my village/settlement have been given names.
- We can tell and listen to stories about the names of places.
- Sometimes places are named after people, animals or things that happened there.

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## Topic • Names of natural things around my village/ settlement

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Pages 21 to 23 of the Learner's Resource Book



**PLAN AHEAD:** Start to organise a village elder or leader to visit the class during **Lesson 18**. The elder or leader should be ready to answer questions about how to look after places in your village/settlement.

### ► LESSON 16

**Note: this lesson will take two periods.**

#### Aim

Learners should be able to use words and symbols to show natural things on a map.

#### Processes and skills

- Locate local places on simple maps.
- Identify land and sea on maps and globes.
- Use pictures, photographs and field trips.
- Draw simple symbols to represent data.
- Work with others to explore the environment.

#### Resources

- Map under Activity 16 in the Learner's Resource Book

#### Method

- Step 1** As a class, look at the map under Activity 16 in the Learner's Resource Book. Read each of the words on the map, and ask learners to explain what they mean in their language, Pijin or English.
- Step 2** Ask learners about the natural things around their village/settlement, for example, mountain, hills, river, shore. Explain the words "valley" and "plains" and give examples.
- Step 3** Take learners outside and look at wider spaces and views and talk about what is there. Tell learners the names of these natural features, for example, shore, reef, sea, hills, river, stream, mountains.
- Step 4** When you go back inside, look again at the map and drawings under Activity 16 in the Learner's Resource Book. Tell learners that they will be drawing their own maps in the next lesson. Talk to learners about how they might show these features in drawings.
- Step 5** At the start of the next lesson, put learners into pairs and ask them to look at pictures and symbols in Learner's Resource Book.
- Step 6** Explain and write Activity 16 on the board in their language, Pijin or English. Draw examples of map symbols on a chart or the board to make sure that learners know what to do.
- Step 7** As the learners complete Activity 16, move around the room and help learners as they draw.
- Step 8** When they have finished, praise learners for drawing their sketch maps and choose some to put on display.
- Step 9** To conclude, ask learners to look at the sketch map and pictures again in the Learner's Resource Book. If they had a choice, where on the map would they like to live? Why would they like to live there?



## Activity 16

In pairs, look at the symbols on the **map** in the Learner's Resource Book.

1. Talk about the ways that places like mountains, river, beach and plains are shown in pictures and map **symbols**.
2. In your exercise books, draw a map of the place where you live. Make sure you show all the features around your village/settlement:
  - hills and mountains
  - plains (flat land) and valleys
  - rivers and streams
  - sea and shore
  - lake and lagoon
3. Look at the map drawn by your partner and talk about the symbols and pictures you both used.

### Answers

Drawings may vary, but check that learners have used the main symbols for natural things as represented in the Learner's Resource Book.

## ► LESSON 17

### Aim

Learners should be able to draw and talk about the map of their village or settlement.

### Processes and skills

- Show concern and courtesy for others, using cooperative group-work skills.
- Make observations of familiar things in their environment.
- Follow simple directions.
- Draw simple symbols to represent data.

### Resources

- Pictures under Activity 17 in the Learner's Resource Book of store, church, school, clinic, gardens, houses in village/settlement

### Method

- Step 1** Use the pictures and symbols under Activity 17 in the Learner's Resource Book as a guide. Draw a sketch map of your village/settlement showing the school, clinic, church and your special place on a paper or the board.
- Step 2** Talk about the sketch map with learners and the symbols for things made by people, for example, the school, the road, the clinic, the church.
- Step 3** Ask learners to work in pairs and look at the pictures of people-made things in the village/settlement and the sketch map in the Learner's Resource Book.
- Step 4** Explain and write Activity 17 on the board in their language, Pijin or English.
- Step 5** Move around and help learners draw their maps and symbols.
- Step 6** Display the maps and ask learners to look at each other's maps and make comments.
- Step 7** To conclude, explain to the class that the elder will be visiting during the next lesson. Choose a learner to welcome the elder, and another learner to say thank you.



## Activity 17

In pairs, look at the picture and sketch map in the Learner's Resource Book. Talk about the things you can see in the picture, the map and the symbols in the map.

1. In your exercise book, draw symbols to show a school, a clinic, a church and your special place.
2. Draw a sketch map of your village/settlement showing symbols for buildings, roads and your special place.
3. Look at each other's maps and talk about them.

### Answers

The maps may not be accurate but learners should show that they are starting to understand how a place might be drawn using symbols.



### Points to Remember

- There are special names for the natural things around our village/settlement.
- Natural things can be shown with symbols and drawn on maps.
- People-made things can be shown in symbols and drawn on maps.

## Topic • Caring for places

*Pages 24 to 26 of the Learner's Resource Book*



**PLAN AHEAD:** Before it's time for **Lesson 18**, organise a village elder or leader to visit the class. The elder or leader should be ready to answer questions about caring for places in your village/settlement. Help the elder/leader prepare by looking at the Answers under **Activity 18**.

## ► LESSON 18

### Aim

Learners should be able to talk about the different ways in which people care for their places and spaces.

### Processes and skills

- Work with others to explore the environment.
- Identify other people's problems and issues and make suggestions about solutions.

### Resources

- Pictures under Activity 18 in the Learner's Resource Book of rubbish in streams, rivers, on the beach and sea, and of clean spaces and places

### Method

**Step 1** Begin the class by looking at the pictures under Activity 18 in the Learner's Resource Book of clean and dirty places.

**Step 2** Talk with learners about how we can care for places in our school and in village/settlements.

**Step 3** Organise the welcome you prepared in the last lesson and introduce the elder/leader you have invited. Ask them to talk to learners about the things that people can do to care for places.

- Step 4** Encourage learners to ask questions of the elder/leader about things they can do to care for the places in their area.
- Step 5** Encourage the learners to ask the elder/leader about any protected areas in your village/settlement and show them on a map.
- Step 6** To conclude, ask learners to think of their favourite place and what they would do to protect it.



### Activity 18

1. Ask questions of the elder/leader about things you can do to care for the places around you.
2. Ask the elder/leader about any protected areas in your village/settlement and show them on a map.

#### Answers

Key topics that should be covered include:

- cleaning up rubbish in streams, rivers, shores and beaches
- looking after trees and not cutting them down, planting gardens and trees to stop the land falling away
- following the advice of elders/leaders in keeping natural and people-made places protected, for example, not taking all the seafood on the reef, only taking what is needed
- keeping the school clean and tidy
- maintaining gardens to protect and beautify the village/settlement.

## ► LESSON 19

**Note: this lesson will take two periods.**

### Aim

Learners should be able to talk about the different ways in which people care for their places and spaces.

### Processes and skills

- Work with others to explore the environment.

### Resources

- Pictures under Activity 19 in the Learner's Resource Book

### Method

- Step 1** Review the last lesson by talking about ways to care for places and spaces.
- Step 2** Ask learners to say examples they have seen of people looking after places. When you have heard some answers, ask learners to say examples they have seen of people not caring for places.
- Step 3** Ask learners to choose a partner and talk about the pictures in the Learner's Resource Book.
- Step 4** Explain and write Activity 19 on the board in their language, Pijin or English. Give learners time to prepare their role-plays. Explain that learners will perform their role-plays during the next lesson.
- Step 5** At the start of the next lesson, give learners time to prepare their role-plays.
- Step 6** As each group presents their role-play, talk about their ideas for caring for places.
- Step 7** Conclude the lesson by reading through the Learning Outcomes from the beginning of the chapter. Ask learners to talk about the things they have learnt.



## Activity 19

Look at the pictures of clean and dirty places in the Learner's Resource Book and talk about caring and showing respect for places.

1. In groups of four, choose a place that you would like to look after.
2. Prepare a role-play showing things that you can do to care for the place you have chosen.
3. Present your role-play to the class.



### Points to Remember

- The places in my village/settlement need to be looked after.
- Everyone can help to care for our places and spaces, for example, by not dropping rubbish.

## Assessment Activity

### Aim

Learners should be able to draw and show words and symbols representing natural and people-made things.

### Processes and skills

- Find information using appropriate sources.
- Reflect on what they have learnt.
- Draw simple symbols to represent data.

### Resources

- Copy of a simple local map, or draw a map of your area on the blackboard for learners to copy

### Method

**Step 1** Review with learners some symbols that show natural and people-made things or features.

**Step 2** Talk about protected areas and how we might show them on a map.

**Step 3** Have copies of a simple local map or draw it on the board for learners to copy.

**Step 4** Explain and write the Assessment Activity on the board in their language, Pijin or English. Give learners time to complete the activity.

**Step 5** At the end of the class, praise learners for working well. Collect the books for marking.

### Assessment Activity

1. Draw a simple map and show some of the natural places around the village/settlement with symbols (for example, \* for mountains, + for church).
2. On a map of a local area, show the places where natural and people-made things are protected.

### Answers

Maps drawn by learners should show key symbols of natural and people-made things around the village/settlement. The protected area might be a natural or people-made feature.

# Chapter 2 • Where We Live, Now and Before

## Strand

Time, Continuity and Change

## Sub-strand

Where You Are Living, Now and Before

## Sub-strand statement

Changes in the neighbourhood are inevitable and can be influenced by ideas, people and events. These changes can affect everyone.

## General learning outcomes

Learners should:

- 2.2.1** know that neighbourhood changes over time (k)
- 2.2.2** understand that individuals, events and ideas influence the history of the neighbourhood (u)
- 2.2.3** acquire the ability to think in terms of event sequencing (s)
- 2.2.4** appreciate changes in the neighbourhood (a/v).

## Specific learning outcomes

Learners should be able to:

- 2.2.1.1** identify some changes in their neighbourhood (e.g. people, spaces)
- 2.2.2.1** compare past and present similarities and differences in the neighbourhood
- 2.2.3.1** describe events that are significant to the development of the neighbourhood
- 2.2.4.1** list neighbourhood events in chronological order (e.g. months, dates, events)
- 2.2.4.2** discuss the advantages of maintaining a good and friendly neighbourhood.

## Topics and timing

Suggested periods: 32

There are nine topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done in each topic.

Topics	Activities	Periods
1. Where I live now	1, 2, 3, 4, 5, 6	8
2. Places in my village or settlement	7	1
3. People everywhere	8	2
4. People doing things together	9, 10	2
5. Changes in my village or settlement	11, 12	3
6. How people got their food in the past and get their food now	13, 14	2
7. Things people used in the past and things we use now	15, 16, 17, 18, 19	6
8. Changes in my school	20	1
9. Events that happen at my school	21, 22, 23, 24	6
Learning outcomes review and assessment activity		1

## Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what the learners will do and explain that you will review the outcomes or goals during and at the end of the chapter.

**In this chapter you will:**

- talk about some changes to where you live now
- ask questions about things that happened in earlier times in your village or settlement
- show some things that are important in your village or settlement
- list some **events** in your village or settlement from earlier times until now.

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## Topic • Where I live now

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*Pages 28 to 33 of the Learner's Resource Book*



**PLAN AHEAD:** At the start of the topic, ask learners to bring materials from home to make models. Put a list of materials on the blackboard and remind learners what to bring every day: stones, sand, shells, sticks, bottle tops, plastic containers and empty boxes. Store the materials in a safe place. You will use the materials in Activity 6.

### ► LESSON 1

#### Aim

Learners should be able to ask and answer questions about where they live.

#### Processes and skills

- Identify their own value positions.
- Describe other people's value positions.

#### Resources

- Displays of family photos from Activity 1 in the Learner's Resource Book

#### Method

**Step 1** Explain and write Activity 1 on the board in their language, Pijin or English.

**Step 2** Read the text together under Activity 1 in the Learner's Resource Book and ask learners to describe what they see in the pictures.

**Step 3** Put learners into pairs and ask them to talk about where they live. Tell learners to answer the questions together and be ready to discuss their answers with the class.

**Step 4** Once learners have had time to answer the questions, ask each pair to talk about one of their answers with the class.



## Activity 1

In pairs, talk about where you live. Tell each other your answers to the questions:

1. Where do you live?
2. How many people are in your family?
3. Who else is living with your family in your house?
4. What makes a house a home?
5. Are there people living close to your house? Who are they?
6. Who are your best friends in your village or settlement?
7. What games do you usually play at home?

### Answers

Learners' answers will vary but check that they can say what makes a house a home.

## ► LESSON 2

### Aim

Learners should be able to ask and answer questions about the things they like and dislike in their families.

### Processes and skills

- Work with others to explore the environment.
- Ask how and why questions.

### Resources

- Photos under Activity 2 in the Learner's Resource Book

### Method

**Step 1** Explain Activity 2 and write it on the board in their language, Pijin or English. Explain that this activity will be done as homework.

**Step 2** Look at the photos under Activity 2 in the Learner's Resource Book and talk about the people in the photos. Ask learners to guess who they might be and who they might be related to.

**Step 3** Read through the activity and ask the learners questions to make sure they know what they have to do at home.



## Activity 2

1. In your exercise book, copy the questions to ask tonight at home.
2. Ask your parents or someone else at home to help you answer these questions.
  - a. Who lives with you at home? Write their names.
  - b. What sorts of activities do you do at home with your family? For example, do you talk to them? Do you eat together?
  - c. What do you like about the place where you live? Write two things that you like.
  - d. What don't you like about the place where you live? Write two things that you don't like.

### Answers

Learners will talk about their answers with other group members the following day during Lesson 3.

## ► LESSON 3

### Aim

Learners should be able to share in groups the things they like and dislike about their families.

### Processes and skills

- Show concern and courtesy for others, using cooperative group-work skills.
- Reflect on what they found out.

### Method

**Step 1** Explain and write Activity 3 on the board in their language, Pijin or English.

**Step 2** Put learners into groups of four. Ask learners to say some group-work rules and make sure groups are sitting facing each other, have a chairperson and a recorder. Use Pijin and language to discuss their answers.

**Step 3** Move around the groups and listen to some of the responses.

**Step 4** Ask group chairpersons to say some of the things they found out about each other.

### Activity 3

1. In groups of four, talk about your homework. Choose someone to be the chairperson who will make sure everyone has a chance to speak. Choose someone else to write the answers.
2. Share your group's answers with the class.

### Answers

Responses will vary but learners should talk about their likes and dislikes of where they live.



## Lesson 4

### Aim

Learners should be able to share in groups similarities and differences about their homes.

### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Draw simple symbols to represent data.

### Resources

- Crayons, coloured pencils
- Paper for drawing
- Photos of houses under Activity 4 in the Learner's Resource Book

### Method

**Step 1** Explain and write Activity 4 on the board in their language, Pijin or English.

**Step 2** Look at the photos of houses in villages and settlements under Activity 4 in the Learner's Resource Book.

**Step 3** Ask learners to find a photo of a house that is similar to their house and a photo that is different to their house.

**Step 4** Give out paper and pencils so that learners can do the activity. Explain that their pictures will be displayed in the classroom.



## Activity 4

1. Draw a picture of your house and show yourself in the house doing the things you like to do at home.
2. When you have finished, share your drawing with a partner.
3. Your teacher will display your drawings around the classroom. Look at the other houses on display.

### Answers

Learners should have drawn their house and included some of the things they like to do at home.

## ► LESSON 5

**Note: this activity will take two periods.**

### Aim

Learners should be able to draw simple maps.

### Processes and skills

- Locate local places on simple maps.
- Use simple symbols to represent data.
- Identify places using symbols.

### Resources

- Simple map under Activity 5 in the Learner's Resource Book

### Method

**Step 1** Read Dava's Viliz/Setolment under Activity 5 in the Learner's Resource Book. Look at the map with learners.

**Step 2** Explain that we are looking down on the village/settlement and that the map uses symbols to show where things are. For example, "h" has been used to show houses.

**Step 3** Read out the questions from the Learner's Resource Book in English, their language or Pijin and make sure learners understand the answers. (There are eight houses in the village.)

**Step 4** Take the learners outside and walk around the school looking at where things are.

**Step 5** When you return to the classroom, explain and write Activity 5 on the board in their language, Pijin or English. Show how to draw a classroom and other things they might see on a map.

**Step 6** Give learners time to draw their maps and explain that they will have time to finish them in the next lesson.

**Step 7** During the next lesson, give learners time to finish their drawings. While they are working, draw a map of the school on the blackboard to use in Lesson 6.

**Step 8** Display their maps in the classroom and have learners read each other's maps and talk about what they show.



## Activity 5

1. In your exercise book draw a map of your village/settlement. You will have the next lesson to finish your map.
2. Show the school, the church, a shop and your house.
3. When you have finished your map, talk with the class about what your map shows.

### Answers

Learners should have drawn a map of their village or settlement. The maps do not need to be accurate, but they should use symbols (such as squares) and letters (h) to show houses and buildings.

## ► LESSON 6

**Note: this activity will take two periods.**

### Aim

Learners should be able to make a simple model of their school.

### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Locate local places on simple maps.
- Use pictures, photographs and field trips.

### Resources

- Items brought to school: stones, sand, shells, sticks, bottle tops, plastic containers, empty boxes and soil.
- Pictures of models being made under Activity 6 in the Learner's Resource Book

### Method

- Step 1** Ask learners to look at the photos of schools under Activity 6 in the Learner's Resource Book. Talk about the different types of schools and which ones are like their school.
- Step 2** Ask learners to look at the map on the blackboard and name the different places in the school, e.g. the principal's office.
- Step 3** Explain Activity 6 and write it on the board in their language, Pijin or English. Look at the illustration of children making a model of a school in the Learner's Resource Book and talk about what is happening.
- Step 4** Remind learners that they will need to bring items to school next lesson to use when making models of the school.
- Step 5** At the start of the next lesson, take learners outside with their materials to make a model. (If the weather is not suitable, have the learners draw a map of their school in their exercise books.)
- Step 6** Ask the principal to view the models and give feedback to learners.
- Step 7** Review the topic by reading through the Points to Remember below.  
Ask learners to say what they liked best about this topic.



## Activity 6

In groups of five, make a model of your school or classroom. Make the model outside using items that have been brought to school: stones, sand, shells, sticks, bottle tops, plastic containers, empty boxes and soil.



## Points to Remember

- My family lives in a house that is my home.
- A map of my village/settlement shows important places.
- My school is an important place in my village/settlement.

## Topic • Places in my village or settlement

Pages 34 to 35 of the Learner's Resource Book

### ► LESSON 7

#### Aim

Learners should be able to talk about and show special places in their village or settlement.

#### Processes and skills

- Draw simple symbols to represent data.
- Identify their own value positions.

#### Resources

- Crayons, coloured pencils
- Pictures and words under Activity 7 in the Learner's Resource Book

#### Method

**Step 1** Ask learners to look at the photos and the sentences under Activity 7 in the Learner's Resource Book and talk with a partner about what they see and what the sentences tell them.

**Step 2** Explain and write Activity 7 on the board in their language, Pijin or English. Ask learners to say what they will do to make sure they understand the activity.

**Step 3** Move around the room and talk to learners about their special places.

**Step 4** Collect books and give feedback to learners.

**Step 5** Review the topic by discussing the Points to Remember below. Ask learners to say what they learnt.

### Activity 7

1. In your exercise book, draw pictures of two places that you like in your village or settlement, for example, a playing field or a quiet place beside a river.
2. As headings for your pictures, write the names of the two places you have drawn.
3. Draw some people in your special places.
4. Write two sentences in your language about the places you have drawn.

#### Answers

Answers will vary, but should include pictures of two places with people and two sentences in their language.



## Points to Remember

- My family uses important places in my village/settlement.
- I use important places to do different things.
- People like different important places.

## Topic • People everywhere

Pages 36 to 37 of the Learner's Resource Book

### ► LESSON 8

**Note:** this lesson will take two periods.

#### Aim

Learners should be able to talk about and show people in their village or settlement.

#### Processes and skills

- Listen to a poem or song and discuss their feelings/ideas.
- Express an opinion.
- Share ideas with teacher and class.

#### Resources

- Pictures of people doing things under Activity 8 in the Learner's Resource Book

#### Method

**Step 1** Read the poem or song under Activity 8 in the Learner's Resource Book to the learners.

Look at the photos and talk about the poem or song and what it says about people.

**Step 2** Ask learners to choose a partner. Explain and write Activity 8 on the board in their language, Pijin or English.

**Step 3** Talk about the activity and help pairs to prepare and write their song or poem.

**Step 4** At the start of the next period, set up the class to be an audience and listen to each other perform their poems and songs.

**Step 5** Review the topic by reading and discussing the Points to Remember below.

### Activity 8

1. In pairs, write a song or poem about people in your village or settlement. Start your poem or song like this:

*People, people in my village*

Or like this:

*People, people in my settlement*

2. With your partner, perform your song or poem for the class. Listen to other learners when they perform for you.



### Points to Remember

- People live together in my village or settlement.
- People are important in my village or settlement.
- People do different things in my village or settlement.



## Topic • People doing things together

Pages 38 to 40 of the Learner's Resource Book

### ► LESSON 9

#### Aim

Learners should be able to talk about and show what people do together in their village or settlement.

#### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Collect and sort information.
- Place events in sequence.

#### Resources

- Pictures under Activity 9 in the Learner's Resource Book
- If possible, show examples of plans, diaries, timetables, events, calendars
- Large sheets of paper
- Crayons, coloured pencils

#### Method

**Step 1** Ask learners to study the pictures under Activity 9 in the Learner's Resource Book. Ask learners to say what is happening in the pictures and what they tell us about people doing things in the village or settlement.

**Step 2** Write the words: event, timetable, plan, diary, calendar and timeline on the blackboard and ask learners to explain the words in Pijin, their language or English.

**Step 3** Put learners into groups of four and explain the activity. Write it on the board in their language, Pijin or English.

**Step 4** Group presenters will show and talk about what they found out about events in their village or settlement and display their charts.

### Activity 9

1. In groups of four, talk about the things that people do in your village or settlement. Use the questions below to guide the discussion.
  - a. What events happen? When do they happen?
  - b. How do people know when events are happening?
  - c. How are they planned? Who organises the events?
  - d. What do people do in the events?
  - e. Which events do you like?
2. Write your answers on large sheets of paper.

#### Answers

Group answers will vary but should include events such going to school during week days, assembly on a certain day of the week, sports events, birthdays, and holidays such as Christmas and Easter. They should also understand that diaries and calendars are used to show when events are happening.



► LESSON 10

**Aim**

Learners should be able to use vocabulary of time and chronology.

**Processes and skills**

- Create and interpret a simple personal timeline.

**Resources**

- Timelines and diaries on display

**Method**

**Step 1** Ask learners to review their answers from Activity 9 while you write Activity 10 on the board in their language, Pijin or English.

**Step 2** Look at the diagrams in the Learner's Resource Book under Activity 10 and talk about what they show and how they are used.

**Step 3** Draw a timeline on a chart or the blackboard to show a month in the village or settlement and show some things that might happen.

**Step 4** Explain Activity 10. Talk about how learners will keep their diary and the dates they will use.

**Step 5** Remind learners to write in their diary every day about events that happen for the next two weeks. They will need to have their diary ready for the Assessment Activity.



**Activity 10**

In pairs, make a diary in your exercise book of events or things that happen at school for the next few weeks. Use the following headings for your diary. An example has been done for you:

Date	Event	What did you do?
3 April	Visit from the principal	Showed role-plays about our favourite school event

**Answers**

Learners' diaries should show events that happened with the correct date and a sentence that tells what happened.



**Points to Remember**

- People plan and take part in events in my village/settlement.
- People plan and take part in events in my class and school.

## Topic • Changes in my village or settlement

Pages 41 to 42 of the Learner's Resource Book



**PLAN AHEAD:** Organise for some older women and men to visit the class and talk about things people used in the past and things we use now for Activity 15, or take the class to visit them.

### Lesson 11

#### Aim

Learners should be able to talk about and show changes in their village or settlement.

#### Processes and skills

- Compare ideas, pictures or parts of pictures.

#### Resources

- Photographs under Activity 11 in the Learner's Resource Book

#### Method

**Step 1** Put learners into pairs. Ask them to study the two photographs under Activity 11 in the Learner's Resource Book.

**Step 2** Ask learners to describe what is happening in each photograph and talk about the differences.

**Step 3** Write Activity 11 on the board in their language, Pijin or English and explain the activity.

**Step 4** Ask the learners to make some general statements about changes in their village or settlement.



### Activity 11

In pairs, look at the pictures in the Learner's Resource Book.

1. Make a list in your exercise books of all the things you can see in Picture A.
2. Make a list all the things you can see in Picture B.
3. Make a list of all the things you can see in picture A that you cannot see in picture B.

#### Answers

Learners' answers may vary but should include some of the following:

1. **Picture A:** coconut palms, sand, beach, people, local palm-leaf house
2. **Picture B:** cars, buildings, paved road
3. **Differences:** Picture A has natural things that aren't in Picture B, Picture B has more people-made things and is busier.

## ► LESSON 12

**Note: this activity will take two periods.**

#### Aim

Learners should be able to ask questions of elders about changes in villages/settlements.

#### Processes and skills

- Ask how and why questions.
- Show concern and courtesy for others, using cooperative group-work skills.

## Resources

- Large sheets of paper
- Crayons, coloured pencils
- If possible, display some old pictures or photographs of earlier times in the village or settlement

## Method

- Step 1** Explain and write Activity 12 on the board in their language, Pijin or English.
- Step 2** Review what the learners said about changes in their village or settlement during the last lesson and record their responses on the blackboard.
- Step 4** Explain the activity in Pijin and ask learners to copy the activity into their exercise books. Explain that they will be finding the answers as homework.
- Step 5** At the start of the next lesson, put learners into groups of four and check that they are following group-work rules.
- Step 6** Ask learners to share what they found out from home and record their findings on the large sheet of paper in Pijin and drawings.
- Step 7** Display the charts and ask someone from each group to explain them.



### Activity 12

Ask your parents or grandparents about your village or settlement a long time ago.

1. What are two changes from now and before in your village/settlement?
2. What do they think about the changes? Are they good or bad? Why?

#### Answers

Learners' answers will vary but might show some old ways of doing things and the ways they are done now; for example, now we can speak on the phone to people a long way away.



#### Points to Remember

- Villages or settlements are always changing.
- Some people like changes and some people don't.

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## Topic • How people got their food in the past and get their food now

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*Pages 43 to 44 of the Learner's Resource Book*

### ► LESSON 13

#### Aim

Learners should be able to talk about the way people in their village or settlement got their food in the past and compare it to now.

#### Processes and skills

- Distinguish between past and present.
- Use vocabulary of time.

## Resources

- Large sheets of paper
- Crayons, coloured pencils
- Text and pictures in the Learner’s Resource Book under Activity 13

## Method

- Step 1** Read the text and study the pictures in the Learner’s Resource Book under Activity 13.
- Step 2** Brainstorm what types of food learners eat now at home and at school. Write their responses on the blackboard.
- Step 3** Talk about what changes they know about how people got their food before and get their food now.
- Step 4** Put learners into groups of four. Explain and write Activity 13 on the board in their language, Pijin or English.
- Step 5** Explain that at the next class they should bring some labels and empty packets of food they eat now.

### Activity 13

1. In groups of four, talk about how and where families got their food before.
2. Talk about the good and bad things of eating food before.
3. Share your answers with another group.
4. Ask your teacher to tell you about the food that they ate when they were your age.

### Answers

Responses will vary but food in the past was mainly natural, local grown, gathered, caught, collected food.



## ► LESSON 14

### Aim

Learners should be able to talk about the way people in their village or settlement got their food in the past and compare it to now.

### Processes and skills

- Show concern and courtesy for others, using cooperative group-work skills.
- Create and interpret a simple timeline.

### Resources

- Large sheets of paper
- Food labels and empty packaging brought from home

### Method

- Step 1** Review the last lesson by talking about how people got their food in the past.
- Step 2** Explain Activity 14 and write it on the board in their language, Pijin or English.
- Step 3** Put learners into groups of four and explain that you will be creating a class display. Organise some groups to create a display of drawings of food from “before”. The other groups should create a display of labels and packets of foods that learners eat now.
- Step 4** Once the displays are finished, ask some learners from each group to say what they found out.
- Step 5** Review the topic by reading and discussing the Points to Remember below. Ask learners what they remember about the topic.



## Activity 14

1. In groups of four, talk about how and where your family gets food now.
2. Talk about the changes to getting food in the past compared to now.
3. Share your answers with another group.
4. Make a class display showing food before and food now: draw pictures of food before, use labels and packets of the food to show the food we eat now.

### Answers

Responses will vary but drawings of food before should show natural, local grown, gathered, caught, collected food. Food now should include more food bought from the market or store.



### Points to Remember

- In earlier times people used to get most of their food from the land, reef and sea.
- People now buy some food from the market and stores.
- Some new food is not as good for us.

## Topic • Things people used in the past and things we use now

*Pages 45 to 47 of the Learner's Resource Book*



**PLAN AHEAD:** Organise for some older women and men to visit the class and talk about things people used in the past and things we use now for **Activity 15**, or take the class to visit them.

## ► LESSON 15

**Note: this activity will take two periods.**

### Aim

Learners should be able to talk about and show changes in the things people used in their village or settlement before and now.

### Processes and skills

- Ask how and why questions.
- Find required information.

### Resources

- Pictures under Activity 15 in the Learner's Resource Book

### Method

**Step 1** Explain and write Activity 15 on the board in their language, Pijin or English.

**Step 2** Inform the class that some older people from the village or settlement are coming to visit during the next class, or that the class is visiting them to talk about Things we used in the past.

**Step 3** Look at the pictures under Activity 15 in the Learner's Resource Book and talk about what they might have been used for.

**Step 4** Explain the activity and check learners' questions. Make sure that learners have questions ready to ask.

- Step 5** Prepare the learners for the visit during the next class. Organise a welcome and thank you.
- Step 6** At the start of the next lesson, encourage learners to welcome the visitor and ask their questions about the things in the Learner's Resource Book.
- Step 7** Encourage learners to use Pijin, language or English to talk with their visitor about the things they used in the past.
- Step 8** At the end of the class, remember to thank the visitor.



### Activity 15

- Get into pairs and write questions beginning with how, what, where, who, which, when, why about the things in the pictures in the Learner's Resource Book. For example, ask these questions:
  - Where did the things come from?
  - Who used them?
  - How were they used?
  - Do they still use them?
  - How did they help people?
- Write your questions in your exercise book in Pijin, language or English.

#### Answers

Learners' questions will vary but should be similar to the example questions.

## ► LESSON 16

### Aim

Learners should be able to write a story about something from the past.

### Processes and skills

- Reflect on what they found out.
- Listen to a story and discuss their feelings/ideas and opinions.

### Resources

- Answers that were given during the visit in the previous class

### Method

**Step 1** Review the visit from the previous class and discuss what the learners found out.

**Step 2** Explain and write Activity 16 on the board in their language, Pijin or English.

**Step 3** Collect books for marking and give feedback to learners.



### Activity 16

- Choose one item that was used in the past under Activity 16 in the Learner's Resource Book.
- Write three sentences in Pijin, language or English about it in your exercise book.
- Talk about your story with a partner.

#### Answers

Learners' answers will vary but should show that they listened to the answers from the previous class.

## ► LESSON 17

### Aim

Learners should be able to ask their families questions about things people use now.

### Processes and skills

- Find information using the appropriate sources.

### Resources

- Pictures of new things under Activity 17 in the Learner's Resource Book

### Method

**Step 1** Ask learners to study the pictures in the Learner's Resource Book under Activity 17.

**Step 2** Explain Activity 17 and tell learners they will need to bring their responses back for the next class.

**Step 3** Make sure learners understand what to do and that they have questions ready to ask.



### Activity 17

1. Copy the list of things used by people now from the Learner's Resource Book into your exercise book.
2. Talk about these things with your family at home.
3. Ask these questions:
  - Where do the things come from?
  - Who uses them?
  - How are they used?
  - How do they help us?

### Answers

Learners' answers will vary, but should show that they spoke about the new things with someone at home.

## ► LESSON 18

### Aim

Learners should be able to express their ideas about things people use now.

### Processes and skills

- Express an opinion.
- Reflect on what they found out.

### Resources

- Answers from homework completed in Activity 17
- Large sheet of paper, crayons

### Method

**Step 1** Ask learners to study the pictures of new things under Activities 17 and 18 in the Learner's Resource Book.

**Step 2** Put learners into pairs and ask them to talk together about what they found out.

**Step 3** Ask learners to read the activity and say what they will do.

**Step 4** Guide learners as they create a class chart about their findings from their homework. Display the chart in the classroom.



## Activity 18

1. Talk about what you found out for your homework with your class and teacher.
2. Create a class chart of your findings on a large sheet of paper, to show what you have learnt about the things people use now.

### Answers

Answers will vary depending on what learners know about the new things.

## ► LESSON 19

### Aim

Learners should be able to express their ideas about things people use now and before.

### Processes and skills

- Reflect on what they found out.
- Describe other people's value positions.

### Resources

- Class chart from Activity 18

### Method

**Step 1** Write Activity 19 on the board in their language, Pijin or English.

**Step 2** Ask learners to review the pictures of old and new things in the Learner's Resource Book, and the chart they made in Activity 18.

**Step 3** Divide the class into two groups and choose leaders for each group. Explain the activity.

**Step 4** Give feedback to each group on the presentation of their ideas to each other.

**Step 5** Review the topic by reading through and discussing the Points to Remember below.



## Activity 19

Your teacher will put you into two groups:

1. **Group 1:** Discuss the good things you have learnt about the old ways.  
**Group 2:** Discuss the good things you have learnt about new ways.
2. **Both groups:** Present your ideas to the other group, and then listen to their ideas.



### Points to Remember

- In earlier times people used different things from what they use now.
- The things we use are always changing.
- Villages or settlements are always changing.
- Some changes are good.
- Some people are sad when things change.

## Topic • Changes in my school

Pages 48 to 49 of the Learner's Resource Book

### ► LESSON 20

#### Aim

Learners should be able to listen to a story about the past and answer questions about it.

#### Processes and skills

- Listen to a story and discuss their feelings/ideas and opinions.
- Share ideas with teachers and class.

#### Resources

- Story under Activity 20 in the Learner's Resource Book

#### Method

**Step 1** Write Activity 20 on the board in their language, Pijin or English.

**Step 2** Read the story under Activity 20 in the Learner's Resource Book to the learners. Tell learners to ask how, why, what questions about the story and the pictures to the person next to them.

**Step 3** Explain the activity and put learners into groups of four.

**Step 4** Conclude the lesson by discussing the answers as a class.

### Activity 20

In groups of four, answer the questions below:

1. Why do you think Joy's classroom was made from things from the bush?
2. How many children are in your class now?
3. Why do you think there were only six children in Joy's class in 1980?
4. Talk about your answers with the class.

#### Answers

1. Joy's classroom was made from things from the bush because in the past buildings were made from materials found nearby.
2. Numbers will vary.
3. There were not many children in the village. Children had to pay fees and some families couldn't pay.



### Points to Remember

- Change can happen in schools.
- Many of the changes in schools are good.

## Topic • Events that happen at my school

Pages 50 to 52 of the Learner's Resource Book



**PLAN AHEAD:** Before it's time for Lesson 24, invite the head teacher to visit the class. Explain that your class will be asking questions about events that happen at school. (For example: What are some of the most important events in the school? Why are they important?)

### ► LESSON 21

#### Aim

Learners should be able to place school events in sequence.

#### Processes and skills

- Place events in sequence.

#### Resources

- Story about Janet under Activity 21 in the Learner's Resource Book

#### Method

**Step 1** Write Activity 21 on the board in their language, Pijin or English.

**Step 2** Read the story about Janet under Activity 21 in the Learner's Resource Book and study the timetable with learners.

**Step 3** Explain the activity and assist learners to move into groups.



### Activity 21

1. Read Janet's school timetable with your teacher. Talk about the things that happened in Janet's class and school.
2. In groups of four, talk about the things that happened in your class and school in the past two months.
3. What things were the same as Janet's class and school, what things were different?

#### Answers

1. Events at Janet's school: shopping for school materials, covering books with paper, cleaning the classroom, school assembly, creating a new class timetable, making class rules, choosing the class captain.
2. Answers will vary.
3. Answers will vary.

### ► LESSON 22

#### Aim

Learners should be able to read and make a simple timeline.

#### Processes and skills

- Use vocabulary of time and chronology.
- Create and interpret a simple personal timeline.

#### Resources

- Class timeline of a month's events on display

## Method

- Step 1** Write Activity 22 on the board in their language, Pijin or English.
- Step 2** Ask learners to talk with a partner about what they see happening in the photos under Activity 22 in the Learner's Resource Book.
- Step 3** Pairs should say what things are similar and different to what happens in their class and school.
- Step 4** Explain the activity and lead the class as you list the events that your class will do in the next month. Write the timeline together and display it in the room.



### Activity 22

1. Work with your teacher and make a list of events that your class will do in the next month.
2. Show the events of the month on a timeline to display in the classroom.

#### Answers

Class timelines will vary, but learners should use words about time and the sequence of events. They should understand the idea of a timeline.

## ► LESSON 23

**Note: this activity will take two periods.**

### Aim

Learners should be able to dramatise their favourite school event.

### Processes and skills

- Dramatise social actions in peer groups using group-work skills

### Method

- Step 1** Explain and write Activity 23 on the board in their language, Pijin or English. Explain that the four best role-plays will perform for the head teacher during Lesson 24.
- Step 2** Give pairs time to prepare their role-play.
- Step 3** Ask pairs to perform for the class and give positive feedback to each pair. Choose four role-plays to show your head teacher.
- Step 4** At the start of the next class, give the four chosen pairs time to practise their role-plays for the head teacher in the next period.
- Step 5** With the rest of the period, write some questions to ask the head teacher about events that happen at school. (For example: What are some of the most important events in the school? Why are they important?)
- Step 6** Prepare a welcome and thank you for the head teacher.



### Activity 23

1. Work with a partner to choose your favourite event at school and make a role-play to show the event and why you like it.
2. Show your role-play to the class.

#### Answers

Role-plays will vary but should show reasons why learners picked the event as their favourite.

## ► LESSON 24

**Note:** this activity will take two periods.



**PLAN AHEAD:** Before it's time for this lesson, invite the head teacher to come and visit.

### Aim

Learners should be able to show their favourite school events through role-play.

### Processes and skills

- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Four selected role-plays about events
- Questions about events that happen at school

### Method

**Step 1** Write Activity 24 on the board in their language, Pijin or English.

**Step 2** Welcome the head teacher and invite him/her to watch the four selected role-plays.

**Step 3** Encourage learners to ask the head teacher their questions about events that happen at school.

**Step 4** Thank the head teacher once all the questions have been asked.

**Step 5** At the start of the next lesson, review the visit with learners by asking them what went well.

**Step 6** Review the topic by reading through and talking about the Points to Remember below.

**Step 7** Conclude the lesson by reminding learners about the diary they started in Activity 9. They will need to have their diaries ready to present during the next lesson.

### Activity 24

1. Show your four class role-plays to the head teacher. If you are not performing, show how well you listen.
2. Ask your head teacher questions about events that happen at school.
3. Listen to the answers, and thank your head teacher for visiting.

### Answers

Learners should show their four role-plays and ask the head teacher their questions.



### Points to Remember

- We need to plan school events.
- People like different school events for different reasons.
- School events are important.

## Assessment Activity

### Aim

Learners should be able to create and interpret a simple personal timeline.

### Processes and skills

- Reflect on what they found out.
- Place events in sequence.

### Resources

- Diaries prepared during the past few weeks

### Method

**Step 1** Explain and write Assessment Activity on the board in their language, Pijin or English.

**Step 2** Remind learners that they will be using the diary they started in Activity 10. Give learners time to complete their timelines.

**Step 3** Collect the learners' work for feedback.

**Step 4** Conclude the topic by reading through the Learner's Outcomes at the beginning of this chapter. Ask learners to say what they liked most about this chapter.

## Assessment Activity

1. Look over your diary of events from the past weeks.
2. Draw a timeline of the past weeks in your exercise book and show some of the things you have done at home and at school.
3. You can use drawings, words or a mix of both.

### Answers

Learners' timelines will vary, but should show the correct order of events that happened.

# Chapter 3 • Features of Our Culture

## Strand

Culture and Society

## Sub-strand

Features of Our Culture

## Sub-strand statement

The identity of a group of people depends on the features of its own cultures.

## General learning outcomes

Learners should:

- 2.3.1** understand that culture gives people their identity and pride (u)
- 2.3.2** distinguish between features of their culture and those with other groups (k)
- 2.3.3** appreciate which societies and cultural background they come from (v/a).

## Specific learning outcomes

Learners should be able to:

- 2.3.1.1** identify features of their own culture (e.g. language and dance)
- 2.3.1.2** demonstrate some features of their culture (e.g. language and dance)
- 2.3.2.1** compare the similarities and differences with other cultures
- 2.3.3.1** describe the importance of cultures in the community (e.g. respect, loyalty)
- 2.3.3.2** talk about their own culture.

## Topics and timing

Suggested periods: 24

There are seven topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done in each topic.

Topics	Activities	Periods
1. Things I like to do in my daily life	1	2
2. Identity and pride	2, 3, 4, 5, 6, 7	7
3. Cultural features or things	8, 9	3
4. Showing cultural features or things	10, 11	2
5. Things that are the same and different in cultures	12, 13	3
6. Importance of cultural things in the village or settlement	14, 15, 16	4
7. Cultural things might change	17	2
Learning outcomes review and assessment activity		1

## Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what the learners will do and explain that you will review the outcomes or goals during and at the end of the chapter.

**In this chapter you will:**

- talk about and show some things that people do in their daily lives
- talk about and show that **culture** gives people their **identity** and **pride**
- name some features that make up cultures
- show some features of your culture
- compare the similarities and differences of your culture to that of other cultures
- describe the importance of cultures in the **community**
- talk about your own culture.

## Topic • Things I like to do in my daily life

*Pages 54 to 55 of the Learner's Resource Book*

### ► LESSON 1

**Note: this activity will take two periods.**

#### Aim

Learners should be able to talk about the things that people like to do every day.

#### Processes and skills

- Identify their own value positions.
- Respond to questions.
- Express an opinion.
- Show concern and courtesy for others, using cooperative group-work skills.

#### Resources

- Pictures under Activity 1 in the Learner's Resource Book

#### Method

**Step 1** Start the lesson by asking the learners what they like doing every day. Why do they want to do those things? Write their responses on the board.

**Step 2** With learners, read Activity 1 in the Learner's Resource Book about what Vanesa, Iani, Matiu and Timoly like to do every day. Explain what each person is saying in the language of your area, Pijin or English.

**Step 3** Ask learners these questions:

- Why does Vanesa want to read storybooks?
- Why does Iani like to chew betel nuts?
- Who likes to go to bed early in the evening?
- Who likes doing homework? Why?
- Who likes to help mother wash the dishes? Why?
- Do Vanesa, Iani, Matiu and Timoly like to do anything the same?

**Step 4** At the start of the next lesson, write Activity 1 (following) on the board in their language, Pijin or English.

- Step 5** Put learners in pairs. Make sure learners are facing each other and listening to what each other says about what they like doing every day.
- Step 6** When learners have had time to discuss, choose one person from each pair to tell the class what they like to do each day.
- Step 7** Review the topic by reading through the Points to Remember below.



### Activity 1

1. In pairs, talk about some of the things you like to do in your daily life.
2. Say what things are the **same** and what are **different**.
3. One of you will tell the whole class what you both like to do every day. Some things may be similar and others may be different.

#### Answers

Learners' answers will depend on what each pair discusses; it is important that they understand everyone likes to do different things.



### Points to Remember

- There are things that people like to do every day.
- Some of the things people like to do are the same and some are different.

## Topic • Identity and pride

*Pages 56 to 60 of the Learner's Resource Book*

### ► LESSON 2

#### Aim

Learners should be able to show what makes people special.

#### Processes and skills

- Describe other people's value positions.
- Respond to questions.
- Identify their own value positions.
- Share ideas with teachers and class.

#### Resources

- Four large pieces of paper on four different tables
- Pictures under Activity 2 in the Learner's Resource Book

#### Method

- Step 1** Start the lesson by selecting a few learners and ask them to tell the whole class something about themselves. Write their responses on the blackboard.
- Step 2** Ask learners to look at Pictures 1 to 5 under Activity 2 in the Learner's Resource Book. Read the words that each person is saying. Point out that each person is different and explain that being different makes them special.
- Step 3** Hand out four big pieces of paper and place them on different tables. Write a different person on each paper: mother (mummy), father (daddy), uncle and aunty.
- Step 4** Explain Activity 2 to learners. Tell them to move around and write three things about each person. Give them time to write or draw their answers.

**Step 5** Conclude the lesson by asking some learners to say what they wrote or drew about each person.



## Activity 2

Move around to each piece of paper. Write or draw three things about each person:

1. Your mother (mummy)
2. Your father (daddy)
3. Your uncle
4. Your aunty

### Answers

Learners' answers will vary. Point out to learners that each person is different and that these differences make up their "identity".

## ► LESSON 3

### Aim

Learners should be able to show and talk about three things that they like to do at home.

### Processes and skills

- Listen to a story and discuss their feelings/ideas and opinions.

### Method

**Step 1** Ask the learners what they would like to do at home. Why do they like to do those things? Record their responses on the blackboard.

**Step 2** Write Activity 3 on the board in their language, Pijin or English. Explain the activity to learners.

**Step 3** When learners have had time to do question 1, ask some learners to go up to the front and draw on the blackboard one thing that they like to do at home. Are they the same or different?

**Step 4** Conclude the lesson by talking about why people like to do different things at home.



## Activity 3

1. In your exercise book, write or draw three things that you like to do at home.
2. Share one of the things with the class and listen to other learners say what they like to do at home. Are they the same or different?

### Answers

Learners will have varying answers; the point is to show that everyone is different. Encourage learners to feel pride in the things they have chosen.

## ► LESSON 4



**PLAN AHEAD:** If there is a museum near your school, organise to visit during Lesson 10. You could ask parents to help you.

### Aim

Learners should be able to show and talk about what people do in their own village, settlement or community.

### Processes and skills

- Work with others to explore the environment.

### Resources

- Pictures under Activity 4 in the Learner's Resource Book

### Method

**Step 1** Put learners in pairs and write these three questions on the blackboard:

1. What do people do in your village or settlement?
2. Why do they want/like to do them?
3. As a child, do you want/like to do them as well? Why?

**Step 2** Ask learners to help each other answer the questions. Write their responses on the blackboard.

**Step 3** Explain Activity 4 to learners. Each pair is to draw three things in their exercise books.

**Step 4** Ask each pair to find another pair and show them their work. Encourage them to ask questions about what the people are doing in the drawings.

### Activity 4

1. In pairs, draw three things to show what people do in the village, settlement or community.
2. Find another pair to make a group of four. Show your drawings to each other.
3. Ask questions about each other's drawings. For example, what is this person doing?

### Answers

Learners' answers will vary, but should show a variety of people doing different things in the village/settlement. For example, some people are fishing, and others are cooking.



## ► LESSON 5

**Note: this activity will take two periods.**

### Aim

Learners should be able to show and tell some things about themselves.

### Processes and skills

- Ask questions.
- Express an opinion.
- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Diagram under Activity 5 in the Learner's Resource Book
- Pieces of paper
- Crayons and pencils

## Method

- Step 1** Put learners into pairs and ask them to talk to each other about themselves. Encourage learners to ask each other questions. Tell them that they will need to remember the answers.
- Step 2** Ask each pair to join another pair and form a group of four. One partner will introduce the other partner and tell something about them.
- Step 3** Look at the diagram under Activity 5 in the Learner's Resource Book and help learners read the words. Ask learners to explain what they mean in their language or Pijin.
- Step 4** At the start of the next lesson, explain and write Activity 5 on the board in their language, Pijin or English. Give out pieces of paper and help learners to draw their own diagram about themselves.
- Step 5** Conclude the lesson by displaying learners' diagrams around the classroom and asking learners to look at each other's work.



## Activity 5

On a piece of paper, make a star diagram about yourself. Put your name at the top of the page. Use these questions to make your diagram:

My name is \_\_\_\_\_.

I come from \_\_\_\_\_.

My favourite subject is \_\_\_\_\_.

There are \_\_\_\_\_ of us in the family.

My favourite game is \_\_\_\_\_.

I like to swim in the \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My favourite food is \_\_\_\_\_.

### Answers

Learner's diagrams will vary; encourage them to be proud of who they are.

## ► LESSON 6

### Aim

Learners should be able to give reasons why some people are happy and some are not happy. They should also discuss ways to listen to others, especially in their own family settings.

### Processes and skills

- Identify their own value positions.
- Show concern and courtesy for others, using cooperative group-work skills.
- Work with others to explore the environment.
- Reflect on what they found out.

### Resources

- Stories under Activity 6 in the Learner's Resource Book

### Method

- Step 1** Put learners in groups of three. Ask learners to talk in their groups about the word "PRIDE" in Pijin and their language and what it means to them.
- Step 2** Ask some groups to say what they think PRIDE means.

- Step 3** Ask them questions:
- Are you happy today?
  - Why are you happy? (Or why are you not happy?)
  - Why are people happy sometimes?
  - Why are people not happy sometimes?
- Step 4** Help learners to read what Tom and Jenny say about themselves under Activity 6 in the Learner's Resource Book.
- Step 5** Explain and write Activity 6 on the board in their language, Pijin or English. Remind them about group-work rules.
- Step 6** Move around the room giving feedback to groups about their discussions.
- Step 7** Conclude the lesson by asking some of the groups to say what they found out from their discussions.



### Activity 6

In groups of three, read the stories about Tom and Jenny. Discuss the answers to these questions:

- Why is Tom happy? Why is Jenny not happy?
- Why do you think Jenny's sister might stop her from talking?
- Do you want your family to listen to what you say?
- What are some ways that you can make sure other people listen to you?

#### Answers

- Tom is happy because his family listens to him. Jenny is not happy because her sister stops her from speaking. This makes her feel she is not important.
- Learners' answers will vary, but could be something like this: Jenny's sister might stop her from talking because her sister wants to speak instead.
- Most learners will answer "yes"; they want to be heard.
- Learners' answers will vary. Some ideas could be: be polite, wait your turn, use a clear voice.

## ► LESSON 7

### Aim

Learners should be able to give reasons why sometimes children are not allowed to share ideas in the family.

### Processes and skills

- Describe other people's value positions.
- Justify value positions and viewpoints.

### Resources

- Stories under Activity 7 in the Learner's Resource Book

### Method

- Step 1** Explain and write Activity 7 on the board in their language, Pijin or English.
- Step 2** Ask learners to share why they think children may not be allowed to share ideas in their own families. Write their responses on the blackboard.
- Step 3** Add your own reasons to what the learners have shared. Write them on the blackboard as well.

**Step 4** Read through some of the reasons listed on the blackboard with the learners in Pijin or their language.

**Step 5** Give learners time to do Activity 7 their exercise books.

**Step 6** Review the topic by talking about the Points to Remember that follow. Ask learners to say some of the things they have learnt.



### Activity 7

In your exercise book, write three reasons why sometimes children are not allowed to share ideas in the family.

#### Answers

Learners' answers will vary, but might include:

- children should respect their parents
- parents know what is best
- children will learn if they are willing to listen
- in an emergency, children might not know what to do.



### Points to Remember

- There are lots of things you can say about yourself.
- Your differences make up your "identity".
- Others can say a lot of things about themselves.
- Children often feel happy if they are with their family. It gives them a sense of "pride".
- Being important is part of our culture. We feel happy when we are part of our culture. It gives us our identity and pride.

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## Topic • Cultural features or things

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*Pages 61 to 63 of the Learner's Resource Book*

### ► LESSON 8

#### Aim

Learners should be able to show two cultural features or things that they know.

#### Processes and skills

- Respond to questions.
- Draw simple symbols to represent data.
- Identify other people's problems and issues and make suggestions about solutions.

#### Resources

- Paper and crayons for drawing
- Stories under Activity 8 in the Learner's Resource Book

#### Method

**Step 1** Help learners to read Rosalyn's question under Activity 8 in the Learner's Resource Book.

**Step 2** Ask learners what they know about "cultural features or things". Record their responses on the blackboard.

- Step 3** Help learners read Nepia’s and Peli’s answers about cultural features or things. Ask some learners to explain what they are saying in their language or Pijin.
- Step 4** Explain and write Activity 8 on the board in their language, Pijin or English. Give out the paper and crayons for learners to use.
- Step 5** Give learners time to complete the activity.
- Step 6** Conclude the lesson by again asking learners to explain cultural features. Display the learners’ drawings around the classroom.



## Activity 8

1. In pairs, discuss what is meant by “cultural features or things”.
2. Choose two cultural features or things that you like. Draw them on the paper that your teacher will give you.

### Answers

Learners’ drawings will vary, but should show an example of their culture.

## ► LESSON 9

**Note: this activity will take two periods.**

### Aim

Learners should be able to complete sentences about themselves with appropriate words.

### Processes and skills

- Listen to a story and discuss their feelings/ideas and opinions.
- Share ideas with teachers and the class.
- Identify their own value positions.
- Make observations of familiar things in their environment.

### Resources

- Diagram under Activity 9 in the Learner’s Resource Book

### Method

- Step 1** Help learners to read the diagram under Activity 9 in the Learner’s Resource Book. Choose some learners to say what the words mean in their language or Pijin.
- Step 2** Ask learners the following questions:
- a. What language does your family speak?
  - b. What other languages can your family speak?
  - c. What is your favourite custom dance?
- Record their responses on the blackboard.
- Step 3** Explain Activity 9 and write it on the board in their language, Pijin or English. Move around the room and help learners to start work on their diagrams.
- Step 4** Tell learners they will have time to finish their diagrams during the next lesson. Some will be asked to demonstrate their favourite dance to the whole class.
- Step 5** At the start of the next lesson, give learners time to complete their diagrams.
- Step 6** Ask a few learners to demonstrate their favourite dance to the whole class. They can dance on their own or with other learners who like their dance.
- Step 7** Collect learners’ books for marking and conclude the topic by reading through and talking about the Points to Remember.



## Activity 9

1. In your exercise book, make a diagram about yourself. Use these questions to help you:

My name is \_\_\_\_\_.

My family speaks the \_\_\_\_\_ language.

My favourite story is \_\_\_\_\_.

My favourite dance is \_\_\_\_\_.

My favourite song is \_\_\_\_\_.

My favourite dress is \_\_\_\_\_.

I can dance \_\_\_\_\_ custom dances.

My family can speak another language called \_\_\_\_\_.

2. Draw the clothes you wear when you dance your favourite dance.

### Answers

Learners' answer will vary depending on their background and favourite dance.



### Points to Remember

- Culture is the way people live their lives in their villages, settlements or communities.
- Cultural features or things are part of people's way of life and can be seen, touched, tasted, smelled or heard.
- Cultural features or things include dances, music, carvings, shell money and the languages that are spoken.
- Cultural features or things are part of people's identity and pride.
- People use their culture to identify who they are.

## Topic • Showing cultural features or things

*Pages 64 to 67 of the Learner's Resource Book*

### ► LESSON 10



**PLAN AHEAD:** If there is a museum near your school, organise to visit during Lesson 10. You could ask parents to help you. If your school is not near a museum, continue with Lesson 10 as follows.

### Aim

Learners should be able to talk about the cultural things or features kept in a museum.

### Processes and skills

- Follow simple directions.
- Compare ideas, pictures or parts of pictures.
- Show concern and courtesy for others, using cooperative group-work skills.
- Describe other people's value positions.

### Resources

- Pictures and words under Activity 10 in the Learner's Resource Book

**Method**

- Step 1** Ask learners to look at the pictures under Activity 10 in the Learner’s Resource Book and answer the following questions.
- Where do you think the children dancing in the photograph come from?
  - Name some of the carvings that the people in the photograph are displaying.
  - What is a museum? Have you seen a museum?
- Step 2** Help learners read what Ribi, Pita and Alerade are saying about how to show cultural things to other people.
- Step 3** Talk about what you think you can do to show your culture.
- Step 4** Explain and write Activity 10 on the board in their language, Pijin or English. Put learners in groups of four.
- Step 5** Give learners time to complete their drawings.
- Step 6** Collect books for marking and conclude the lesson by talking about the museum in Honiara. Has anyone in the class been there? What did they see?

**Activity 10**

- In groups of four, talk about the cultural things that might be kept in the museum in Honiara, and other museums.
- In your exercise book, draw three cultural things that you might find in a museum.

**Answers**

Learners’ answers will vary, but examples of cultural things kept in the museum include:

- old carvings
- canoes
- shell money
- baskets
- traditional fish hooks
- traditional ornaments like necklaces etc.

**► LESSON 11****Aim**

Learners should be able to say, “thank you very much” in their own language and show what is special about their province.

**Processes and skills**

- Work with others to explore the environment.
- Make observations of familiar things in their environment.
- Follow simple directions.

**Resources**

- Pictures under Activity 11 in the Learner’s Resource Book

**Method**

- Step 1** Recap the previous lesson by talking about the learners’ drawings of things at the museum.
- Step 2** Go round the classroom and ask learners to say “thank you very much” in their own language.
- Step 3** Ask some learners to talk about the language spoken in their village or settlement. Record their responses on the blackboard.

- Step 4** Ask some learners to talk about any cultural features or things that they have at home. Record their responses on the blackboard.
- Step 5** Look at the pictures under Activity 11 in the Learner's Resource Book and talk about the special things shown in the pictures and where they might come from.
- Step 6** Ask some learners to talk about what is special about their province.
- Step 7** Explain and write Activity 11 on the board in their language, Pijin or English. Put learners into groups of four and give out large sheets of paper to the groups.
- Step 8** Conclude the lesson by reading through the Points to Remember below.



### Activity 11

1. In groups of four, copy the table onto a piece of paper.
2. Choose the correct province for each cultural item. The first one has been done for you.
3. Choose your answers from the following: Malaita Province, Western Province, Choiseul Province, Temotu Province, Makira/Ulawa Province.

Cultural thing or feature	Province where it can be found
1. Nguzunguzu (figure head)	Western Province
2. Tafuliae (shell money)	
3. Tomoko (war canoe)	
4. Kuza (string bag)	
5. Trao (red feather money)	
6. Apira (wooden bowl)	

### Answers

Cultural thing or feature	Province where it can be found
1. Nguzunguzu (figure head)	Western Province
2. Tafuliae (a shell money)	Malaita Province
3. Tomoko ( a war canoe)	Western Province
4. Kuza (a string bag)	Choiseul Province
5. Trao (a red feather money)	Temotu Province
6. Apira (a wooden bowl)	Makira/Ulawa Province



### Points to Remember

- Cultural things or features can be shown to others through dances, artefacts, music, songs and other ways.
- Cultural festivals are one way of showing our cultures to others.
- Displaying items in the museum is another way of showing our cultures.

## Topic • Things that are the same and different in cultures

Pages 68 to 69 of the Learner's Resource Book

### ► LESSON 12

**Note: this activity will take two periods.**

#### Aim

Learners should be able to show that different people use different cultural things.

#### Processes and skills

- Draw simple symbols to represent data.
- Express an opinion.
- Find information using the appropriate sources.

#### Resources

- Stories under Activity 12 in the Learner's Resource Book

#### Method

**Step 1** Write the words “same” and “different” on the blackboard. Talk with learners about what they mean. Ask learners to give some examples of “different” and “the same”. For example, some of us eat the same food cooked the same way, while others eat different food.

**Step 2** Help learners to read Activity 12 in the Learner's Resource Book, about different ways to cook food in a pit oven.

**Step 3** Ask the learners the following questions.

- Who has heard of Fiji?
- Where is Fiji?
- Would you like to visit Fiji? Why?
- What do you call an oven in your own language?
- How do you cook your food in an oven?
- Do you cook it the way David or Etuate do?
- What sort of foods do you cook in an oven?

**Step 4** At the start of the next lesson, talk about the differences and similarities in cooking in Fiji and the Solomon Islands.

**Step 5** Explain Activity 12 and write it on the board in their language, Pijin or English.

**Step 6** Collect books for marking and give feedback to the learners about their drawings.

### Activity 12

1. In your exercise book, draw a *motu*.
2. Draw three types of food that can be cooked in a *motu* or *lovo*.

#### Answers

Learners' drawings will have varying shapes and sizes. They should have drawn three types of food that can be cooked in a *motu*.



## ► LESSON 13

### Aim

Learners should be able to compare the cultures of two different groups of people.

### Processes and skills

- Describe other people's value positions.
- Listen to a story and discuss their feelings/ideas and opinions.

### Resources

- Stories under Activity 13 in the Learner's Resource Book

### Method

**Step 1** Recap on the previous lesson by talking about different ways of cooking food.

**Step 2** Ask learners the following questions:

- What form of cooking do you like best: boil in water or cook in an oven?
- How does the food taste when it is boiled?
- How does it taste when it is cooked in an oven?
- Which one tastes better?

**Step 3** Explain and write Activity 13 on the board in their language, Pijin or English. Help them to copy the table into their exercise books.

**Step 4** When they have finished their tables, ask some learners to read out their answers.

**Step 5** Conclude the lesson by reading through and discussing the Points to Remember, below.

### Activity 13

- Copy the table into your exercise book.
- Complete the table by writing things that are the **same**, and things that are **different** about cooking food in a *motu* compared to a lovo. An example has been done for you.

Cooking food in a stone oven: *motu* (Solomon Islands) and *lovo* (Fiji)

Things that are the same	Things that are different
1. Heat up stones on fire	1. Open <i>motu</i>
2.	2.
3.	3.

### Answers

Cooking food in a stone oven: *motu* (Solomon Islands) and *lovo* (Fiji)

Things that are the same	Things that are different
1. Heat up stones on fire	1. Open <i>motu</i>
2. Wrap food with leaves	2. <i>Lovo</i> dug in the ground
3. Food is delicious	3. Cover the <i>lovo</i> with soil



### Points to Remember

- Cultures can be compared.
- Different cultures may have some features that are the same and some that are different.

## Topic • Importance of cultural things in the village or settlement

Pages 70 to 71 of the Learner's Resource Book

### ► LESSON 14

#### Aim

Learners should be able to say why cultural things are important in villages and settlements and show how buildings are an important part of our culture.

#### Processes and skills

- Find information using the appropriate sources.
- Make observations of familiar things in their environment.
- Follow simple directions.

#### Resources

- Picture under Activity 14 in the Learner's Resource Book

#### Method

**Step 1** Put learners in groups of four and ask the following questions:

- What kind of houses do you have in your village or settlement?
- How big are they?
- Who helped to build them?
- What kinds of materials are used in the building? Where did you get them from?

**Step 2** Explain and write Activity 14 on the board in their language, Pijin or English. Ask them to say the group-work rules.

**Step 3** Give learners time to complete the activity as a group.

**Step 4** Conclude the lesson by asking a few learners to share what they have written for their answers. Collect learners' books for marking.

### Activity 14

In groups of four, look at the picture under Activity 14 in the Learner's Resource Book.

1. What is the man doing in the photograph? Make a list of the things he is doing in your exercise books.
2. Draw two of the things he is doing in your exercise books.
3. Whose culture does the photograph show?

#### Answers

1. The man is building a house and thatching the roof.
2. Two pictures will be drawn showing people building a house.
3. The photograph shows our culture in Solomon Islands.



## ► LESSON 15

### Aim

Learners should be able to compare the different types of houses that can be found in villages and settlements.

### Processes and skills

- Share ideas with the teacher and class.
- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Picture of a modern house under Activity 15 in the Learner's Resource Book

### Method

**Step 1** Recap on the previous lesson by talking about how houses are built. Do learners know how their house was built?

**Step 2** Explain and write Activity 15 on the board in their language, Pijin or English. Put learners into pairs.

**Step 3** Ask learners to look at the photograph of the house under Activity 15 in the Learner's Resource Book and give them time to discuss the questions.

**Step 4** Conclude the lesson by asking learners to share their answers with the class.

### Activity 15

In pairs, look at the photograph of a house under Activity 15 in the Learner's Resource Book. Compare it to the place where you live by asking each other the following questions:

1. What things are the same about your home and the house in the picture?
2. What things are different about your house and the one in the picture?
3. What sort of house is the one in the picture and what is it made of?
4. How is that house different from a leaf house?
5. Which house would you like? Why?

### Answers

Learners' answers will vary depending on where they live. They may have noticed similarities like walls, windows, door and a roof in both houses. Differences may include the size of the houses and the materials used to make them.



## ► LESSON 16

**Note: this lesson will take two periods.**

### Aim

Learners should be able to show that helping people is part of a culture.

### Processes and skills

- Find required information.
- Ask how and why questions.
- Compare ideas, pictures or parts of pictures.

### Resources

- Photographs under Activity 16 in the Learner's Resource Book

## Method

**Step 1** Ask learners to look at the photographs under Activity 16 in the Learner's Resource Book.

**Step 2** Choose a learner to say what is happening in each picture.

**Step 3** Ask learners to talk about times when they have seen people helping each other in their village or settlement. Ask: why do we help each other? Perhaps one day, if we need help, people will help us.

**Step 4** Explain and write Activity 16 on the board in their language, Pijin or English. Put learners into groups of four to do their role-play, and explain that they will be performing during the next lesson.

**Step 5** At the start of the next lesson, give learners time to practise their role-plays, and then ask each group to perform for the class. Give feedback as each group does their role-play. Ask learners to give feedback to each other.

**Step 6** Conclude the lesson by reading through and discussing the Points to Remember below. What did learners enjoy most about the topic?



## Activity 16

1. In your group, make up a role-play that shows people helping each other. Make sure everyone in your group has a part to play.
2. Show your role-play to the class.

### Answers

Learners role-plays will vary, but should show ways that people help each other.



## Points to Remember

- We can see things that are the same and things that are different in cultures.
- Our cultural things help us to know and understand each other.
- Our cultural things are important because others will see us as a separate group of people.
- We can help each other as part of our culture.

## Topic • Cultural things might change

*Pages 72 to 74 of the Learner's Resource Book*

### ► LESSON 17

**Note: this activity will take two periods.**

### Aim

Learners should be able to talk about how cultures sometimes change due to the influences from outside.

### Processes and skills

- Dramatise social actions in peer groups using group-work skills.
- Talk about their own problems and issues and how they solve problems.
- Identify other people's problems and issues and make suggestions about solutions.
- Listen to a story and discuss their feelings/ideas and opinions.

## Resources

- Stories under Activity 17 in the Learner's Resource Book

## Method

- Step 1** Recap the topic so far by asking learners what they have learnt about culture. Remind them that their culture gives them their “identity” and “pride”.
- Step 2** Help learners read the stories under Activity 17 in the Learner's Resource Book. Use Pijin and learners' language to explain what each person is saying.
- Step 3** Ask learners to say what they think about each story. What parts of each story do they like? Are there any parts that they don't like?
- Step 4** Look at the pictures of new things under Activity 17 in the Learner's Resource Book. Ask learners to name them.
- Step 5** Put learners in groups of three and write Activity 17 on the board in their language, Pijin or English.
- Step 6** Explain the activity. Tell learners that they should prepare a role-play about the new things that have come into their village or settlement. These can be new forms of clothes, music, behaviour and attitude, food, styles of cooking etc.
- Step 7** Give enough time for the learners to prepare their role-play, and tell them that they will be performing them during the next lesson.
- Step 8** At the start of the next lesson, give learners time to practise their role-plays.
- Step 9** Watch and comment on the role-plays as learners perform them.
- Step 10** Conclude the lesson by reading through the Points to Remember. Tell learners that they will be doing an Assessment Activity during the next lesson.

### Activity 17

1. In groups of four, talk about things that have come into your village or settlement from the outside.
2. Make up a role-play about these things that have come into your village or settlement.
3. Show your role-play to the class.

### Answers

Learners' role-plays will vary.



### Points to Remember

- Some people have not seen their cultures change.
- Some people have seen their cultures change.
- New things happening around people can affect their cultures.
- Changes that take place in people's surroundings can make them keep pride in themselves.

## Assessment Activity

### Aim

Learners should be able to name and draw two cultural artefacts that are common in the Solomon Islands.

### Processes and skills

- Identify their own value positions.
- Express an opinion.
- Reflect on what they found out.
- Make observations of familiar things in their environment.
- Follow simple directions.

### Method

**Step 1** Explain to learners that they have come to the end of the chapter and now they are going to do an Assessment Activity. Review the Learning Outcomes at the beginning of the chapter.

**Step 2** Write the word “artefact” on the blackboard and explain its meaning in Pijin or their language; it is something that has been made by people as part of their culture. For example, shell money is an artefact. Ask learners to give other examples.

**Step 3** Write the Assessment Activity on the board in their language, Pijin or English. Explain the activity to learners.

**Step 4** Give learners time to complete the activity.

**Step 5** Praise the learners for working well and collect books for marking.

## Assessment Activity

1. In your exercise book, draw and label two cultural artefacts or things that are common in the Solomon Islands.
2. List three different cultural artefacts or things that are common in your own area. For example, a Year 2 learner who comes from Roviana in Western Province could write “Bakiha”.
3. Write the name of your province or area.

### Answers

Learners’ answers will vary depending on their area.

# Chapter 4 • Living in the Village or Settlement

## Strand

Governance and Leadership

## Sub-strand

Living in the village/settlement

## Sub-strand statement

A village/settlement is made up of different groups of people; through involving people they have a sense of belonging and appreciating the rules of the village/settlement.

## General learning outcomes

Learners should:

- 2.4.1** recognise the different groups of people in the community (k)
- 2.4.2** understand the importance of people's participation in the community (u)
- 2.4.3** appreciate the rules of the community (a/v).

## Specific learning outcomes

Learners should be able to:

- 2.4.1.1** identify the groups of people in their communities (e.g. youth, Sunday school)
- 2.4.2.1** list two types of community activities (e.g. sports, festivals, fundraising)
- 2.4.2.2** give reasons why people join groups in their community
- 2.4.3.1** identify two rules from selected groups and describe why they are important to the group
- 2.4.3.2** explain the importance of having rules in the community.

## Topics and timing

Suggested periods: 20

There are six topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done in each topic.

Topics	Activities	Periods
1. What is a group?	1	1
2. People belong to groups for lots of reasons	2	1
3. What groups do you belong to?	3, 4	2
4. Different groups of people in my village/settlement	5, 6	2
5. What do groups do in the village/settlement?	7, 8, 9, 10	4
6. Working together in groups	11, 12, 13, 14, 15, 16, 17, 18, 19	9
Learning outcomes review and assessment activity		1

# Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what the learners will do and explain that you will review the outcomes or goals during and at the end of the chapter.

## In this chapter you will:

- say what a group is
- give reasons why people belong to groups
- name some groups you belong to
- list **rules** in your group
- name different groups of people in your village/settlement
- show some things people do in their groups
- give examples of rules and say why we have them when working in groups.

## Topic • What is a group?

*Page 76 of the Learner's Resource Book*

### ► LESSON 1

#### Aim

Learners should be able to say what a group is.

#### Processes and skills

- Express an opinion.
- Compare ideas, use pictures or parts of pictures.
- Reflect on what they found out.

#### Resources

- Pictures under Activity 1 in the Learner's Resource Book

#### Method

**Step 1** Look at the pictures in the Learner's Resource Book of groups working together. What are they doing?

**Step 2** Ask learners what they know about working in groups. Write some of their ideas on the board.

**Step 3** Explain and write Activity 1 on the board in their language, Pijin or English.

**Step 4** Put learners into groups of four and give them time to complete the activity. As they work, move around and check learners' answers to the questions and their use of group rules.

**Step 5** Ask someone from each group to talk about their answers with the class.

**Step 6** Conclude the lesson by reading through the Points to Remember that follow.



## Activity 1

In groups of four, answer these questions. Each person should say what she or he thinks for each question.

1. What is a group?
2. How many people can be in a group?
3. Who is in charge of the group?
4. Why do we use groups?
5. What things do groups do?
6. When do groups meet?

### Answers

There will be a range of answers but key points are:

1. A group is two or more people working together.
2. Any number can be in a group.
3. Leaders might be chosen by the group or the teacher.
4. Doing work is easier as a group.
5. Groups can do lots of things, for example they might solve a problem together.
6. School groups generally meet in school time but different groups meet at various times.



### Points to Remember

- A group can be two or more people.
- Groups are made so people can work together and help each other.

## Topic • People belong to groups for lots of reasons

*Pages 77 to 78 of the Learner's Resource Book*

### ► LESSON 2

#### Aim

Learners should be able to give some reasons why people belong to groups.

#### Processes and skills

- Find information using appropriate sources.

#### Resources

- Pictures under Activity 2 in the Learner's Resource Book

#### Method

**Step 1** Put learners into pairs and tell them to look at the pictures under Activity 2 in the Learner's Resource Book.

**Step 2** Ask questions about the pictures. For example, what are the people doing? How many people are in that picture?

**Step 3** Explain and write Activity 2 on the board in their language, Pijin or English. Give learners time to complete the questions.

**Step 4** Ask some learners to say their answers to the questions.

**Step 5** Conclude the lesson by reading through the Points to Remember that follow.



## Activity 2

1. In pairs, look at the pictures in the Learner's Resource Book and talk with your partner about the things that the groups of people are doing together.
2. Talk with another pair about what they think the people in the groups are doing and why they are together.

### Answers

There will be a range of answers but key points are:

- A band is practising music together.
- A group is solving a problem.
- A church group is reading the Bible together.
- A group of builders are working together.



### Points to Remember

- People join groups for different reasons.
- People do things together in groups for different reasons.

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## Topic • What groups do you belong to?

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*Pages 79 to 80 of the Learner's Resource Book*

### ► LESSON 3

#### Aim

Learners should be able to name some groups they belong to.

#### Processes and skills

- Identify their own value positions.

#### Resources

- Diagram under Activity 3 in the Learner's Resource Book

#### Method

- Step 1** Look at the diagram in the Learner's Resource Book and ask learners to say what they see in their language or Pijin.
- Step 2** Copy the diagram onto the board and explain Activity 3 in their language, Pijin or English. Ask questions to make sure they know what to do.
- Step 3** Move around the class as learners work. Help anyone who is having trouble by asking questions: Where are you now? Are you part of a group here? Who do you see at break time? Is that a group?
- Step 4** When learners have finished the diagrams, make a class diagram on the board. Start with "our class" in a circle, which includes everyone. Add circles to the board to show other groups that a number of learners are a part of.
- Step 5** Conclude the lesson by talking about the groups that learners belong to.



### Activity 3

In your exercise book, draw a diagram like the one in the Learner's Resource Book:

1. Draw a picture of yourself in the middle of the page.
2. Draw circles around yourself and write the groups you belong to in the circles.
3. Show your picture to a partner and talk about the groups you belong to. Do you belong to any of the same groups?
4. Talk with another pair about the groups you belong to.

#### Answers

Learners' answers will vary; make sure they show individual sports not just "sports group". They may have different "friends groups" for different reasons, such as school friends and friends in their village or settlement.

## ► LESSON 4

### Aim

Learners should be able to name some groups that other people belong to.

### Processes and skills

- Work with others to explore the environment.

### Resources

- Large pieces of paper and crayons for drawing
- Pictures and words under Activity 4 in the Learner's Resource Book

### Method

**Step 1** Look at the picture under Activity 4 in the Learner's Resource Book and help learners read the words. Ask some learners to say the meaning in Pijin or their language.

**Step 2** Explain Activity 4 and write it on the board in their language, Pijin or English. Put learners into groups of four.

**Step 3** Talk about how each group might show their ideas in diagrams and give examples.

**Step 4** As groups make their displays, move around the room and check that everyone is getting a chance to speak and that everyone is following group-work rules.

**Step 5** Display their charts on the walls and have learners move around to look at each other's work. Ask learners to talk about the displays that have been made.

**Step 6** Conclude the lesson by reading through the Points to Remember that follow.



## Activity 4

In groups of four, make a display on a large sheet of paper showing all the groups that you are part of:

1. Draw pictures to show the groups that people in your group have joined at school.
2. Say what makes you happy to be part of the groups. Make sure everyone has a chance to speak.
3. Say what things each group does for other people.
4. Read the displays that have been made by other groups and talk about them with the class.

### Answers

There will be a range of answers: friends, play, music, dance, singing, clean-up, monitors, prefects, *wantok*, football, netball, coconut shell game, five stones game, hopscotch, walking to and from school.



### Points to Remember

- People belong to groups at home and in school.
- Groups may change for different reasons.

## Topic • Different groups of people in my village/settlement

Pages 81 to 82 of the Learner's Resource Book

### ► LESSON 5

#### Aim

Learners should be able to name some different groups of people in their village/settlement.

#### Processes and skills

- Describe other people's value positions.

#### Resources

- Pictures under Activity 5 in the Learner's Resource Book

#### Method

**Step 1** Look at the pictures in the Learner's Resource Book. Ask learners to say what each group is doing.

**Step 2** Ask questions about each of the pictures:

- How many people are in each group?
- Who are the leaders of the group?
- How are the leaders chosen?

**Step 3** Write Activity 5 on the board in Pijin, English or their own language and ask learners to copy it into their exercise books.

**Step 4** Explain that learners will complete the activity as homework.

**Step 5** Conclude the lesson by asking questions to make sure learners know what to do.



## Activity 5

1. Copy these questions into your exercise book.
2. Ask your parents or someone at home to help you answer the questions.
  - a. What groups do people in your family belong to?
  - b. How many people are in their groups?
  - c. Who are the leaders of the groups?
  - d. How are the leaders chosen?

### Answers

Learners' responses will vary; it is important to have learners look at similarities and differences and compare them.

## ► LESSON 6

### Aim

Learners should be able to name some different groups of people in their village/settlement.

### Processes and skills

- Make observations of familiar things in their environment.

### Resources

- Homework completed for Activity 5
- Diagram under Activity 6 in the Learner's Resource Book
- Large piece of paper with crayons and markers

### Method

- Step 1** Look at the diagrams under Activity 6 in the Learner's Resource Book. Ask learners to say what they can see. Why are some of the groups linked?
- Step 2** Explain Activity 6 and write it on the board in their language, Pijin or English.
- Step 3** Brainstorm with the learners and write their responses on the board of all the different groups in their village/settlement.
- Step 4** Talk with the learners about what the groups might do.
- Step 5** Talk with the learners about how someone might join the groups.
- Step 6** Work together to create your class display showing all the different groups.
- Step 7** Conclude the lesson by telling learners that you will be working with the class display in the next lesson.



## Activity 6

1. As a class, talk about the groups in your village/settlement and who belongs to them.
2. Make a class display to show all the groups in your village/settlement. Start with the name of your village/settlement in the middle, and then add groups around it. Use arrows or circles to show if any of the groups are linked. For example, a church group is linked to the Sunday school.
3. Show your display to the leaders of the groups, or your parents.

### Answers

In the Learner's Resource Book some groups are already shown. Others might be canoe fishing, market sellers, tree cutting, truck drivers, bus drivers, taxi drivers or reef gatherers. The diagram should show groups linked to each other and the village/settlement.



## Points to Remember

- People belong to different groups in the village/settlement.
- Some people belong to many groups.
- Some people belong to a few groups.

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## Topic • What do groups do in the village/settlement?

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*Pages 83 to 84 of the Learner's Resource Book*



**PLAN AHEAD:** Organise for some members of a group to visit the class during Lesson 10. They could be members of a women's group, church group, sporting group etc. Tell the visitors that your class will be asking questions about what they do in their group, and how they make sure it runs well.

### ► LESSON 7

#### Aim

Learners should be able to ask questions to find out what groups do in their village/settlements.

#### Processes and skills

- Follow simple directions.
- Find required information.
- Ask how and why questions.
- Dramatise social actions in peer groups using group-work skills.
- Work with others to explore the environment.

#### Resources

- Class display made during Activity 6 of all the groups in your village/settlement

#### Method

**Step 1** Explain Activity 7 and write it on the board in their language, Pijin or English. Tell learners that they will be doing the activity as homework.

**Step 2** Help learners choose a member of a group to interview after school. Use the class display that you made during Activity 6 to make sure your class will be speaking to people from all the different groups.

**Step 3** Ask learners to prepare questions to ask the member of the group. They should write the questions in their exercise books.

**Step 4** Move around the class and help learners as they write their questions in their language, Pijin or English. Tell learners to start their questions with “why, how, what, where, who, when”. For example:

“What does your group do?”

“Who belongs in your group?”

**Step 5** Talk about how they should behave when they ask their questions. Remind learners to thank the person for their time.

**Step 6** Conclude the lesson by asking some learners to read out the questions they are going to ask.



## Activity 7

Ask a member of a group in your village settlement questions about their group:

1. Choose someone to interview that you can speak to after school today or at night.
2. Write out some questions to ask the person about what they do in their group. Your teacher will help you.
3. After school, find the person and ask them about what people do in their group.
4. Ask them what rules they have in their group.
5. Ask what happens if someone breaks the rules.
6. Remember to thank the person for answering your questions.

### Answers

Questions that learners prepare will vary depending on the person they plan to interview. Use the example questions under Activity 7 in the Learner's Resource Book as a guide:

- What do you do at football practice?
- How often do you meet?
- Where do you have football practice?
- Are there any rules?
- What happens if someone breaks a rule?

## ► LESSON 8

### Aim

Learners should be able to show some things that groups do in their village/settlements.

### Processes and skills

- Justify value positions and viewpoints.

### Resources

- Answers found out as homework during Activity 7
- Paper and crayons for drawing

### Method

**Step 1** Start the lesson by asking learners what they found out from their homework. Move around the room so that everyone has a chance to speak. You should cover most of the groups listed on your class display made during Activity 6.

**Step 2** Explain Activity 8 and write it on the board in their language, Pijin or English.

**Step 3** When learners have drawn their pictures, ask some learners to show their pictures to the class and talk about what they have drawn.

**Step 4** Conclude the lesson by asking learners which group they would like to join, and why.



## Activity 8

1. In your exercise book, draw two pictures showing the things that people do in their group.
2. Share your pictures with the class.
3. Choose which group you would like to join and say why.

### Answers

Pictures should show a variety of activities. Learners will tell each other about the group they would like to join and give a reason.

## ► LESSON 9

### Aim

Learners should be able to ask questions about what people do in their groups.

### Processes and skills

- Find required information.
- Ask how and why questions.

### Method

**Step 1** Tell learners that members of a group will be visiting your class in the next lesson. By now, you should know who they will be and the group they belong to.

**Step 2** Explain Activity 9 and write it on the board in their language, Pijin or English.

**Step 3** Tell learners to start their questions with “why, how, what, where, who, when”.

**Step 4** Talk about appropriate behavior when hosting guests.

**Step 5** Choose a learner to welcome the guests. As a class, work out what to say. Have them practise their “welcome” as a role-play.

**Step 6** Choose another learner to thank the guests. Have them practise their “thank you” as a role-play.

**Step 7** Conclude the lesson by again reminding learners how to behave when they have visitors.



## Activity 9

1. In pairs, write questions to ask your visitors from the community group. For example:  
 What do you do in your group?  
 Why is your group important?  
 How do you make sure the group works well together?
2. Choose one person to ask your questions, or agree to take turns and decide now who will ask each question.

### Answers

Learners' questions will vary but should be asking about the jobs that the group does, the way they make and keep their rules, how they look after each other, the fun and sad times they share together.

## ► LESSON 10



**PLAN AHEAD:** Before it's time for Lesson 10, organise for members of a group to visit the class. They could be members of a women's group, church group, sporting group etc. Tell the visitors that your class will be asking questions about what they do in their group, and how they make sure it runs well.

### Aim

Learners should be able to ask questions about what people do in their groups.

### Processes and skills

- Collect and sort information.
- Show concern and courtesy for others, using cooperative group-work skills.
- Ask how and why questions.

### Resources

- Questions prepared during Activity 9

### Method

**Step 1** At the start of the class, ask the learner who was chosen during the last class to welcome the visitors.

**Step 2** Invite learners to ask their questions. Be ready to step in if needed, but if the learners are able to take turns and organise themselves, leave them to do it.

**Step 3** When learners have asked their questions, invite the learner chosen during the last class to thank the visitors.

**Step 4** When the visitors have left, talk about the visit and ask each learner to say what they found out.

**Step 5** Praise learners for being polite and well organised. Conclude the lesson by reading through the Points to Remember below.

### Activity 10

1. Ask members of the community group questions that you prepared. Wait for your turn, and make sure you listen to the answer.
2. Remember to welcome and thank the visitors.
3. When the guests have gone, talk about the visit as a class and say what you found out about the group.

### Answers

Answers will vary but should help learners understand more about how the group works together.



### Points to Remember

- People do a lot of different things in groups.
- Some people work as leaders in groups.
- Some people do special work in groups.

## Topic • Working together in groups

Pages 85 to 92 of the Learner's Resource Book

### Lesson 11

#### Aim

Learners should be able to give some examples of group rules and say why we have them.

#### Processes and skills

- Identify other people's problems and issues and make suggestions about solutions.
- Express an opinion.

#### Resources

- Diagram under Activity 11 in the Learner's Resource Book
- Large piece of paper to make a class diagram

#### Method

**Step 1** Look at the diagram under Activity 11 in the Learner's Resource Book. Talk about how people in groups have to work together to get the work done. Some groups work well, and some groups don't work well. What helps a group to work well together?

**Step 2** Explain Activity 11 and write it on the board in their language, Pijin or English.

**Step 3** Give learners time to complete their diagrams and discuss them with a partner.

**Step 4** Ask learners to share their answers and make a class diagram about things that help groups work well together.

### Activity 11

1. Copy the diagram under Activity 11 in the Learner's Resource Book into your exercise book.
2. Read the words in the circles with your teacher.
3. In the empty circles, write your ideas about why working together is important.
4. Talk about your diagram with a partner.
5. Make a class display showing all the things that help groups work well together.

#### Answers

Answers will vary but should include some key points about what helps to make a group work well together. For example:

- choose a fair and committed leader
- listen to each other's ideas
- praise each other for good work
- solve problems together
- make sure people feel free to talk about things that concern them
- know the rules
- laugh and share sorrows.



## ► LESSON 12

### Aim

Learners should be able to say what they like and don't like about working in groups.

### Processes and skills

- Justify value positions and viewpoints.

### Resources

- Pictures under Activity 12 in the Learner's Resource Book

### Method

**Step 1** Talk with the class about working in groups in class. Write two headings on the board and make a list under each one: "Likes" and "Dislikes".

**Step 2** Look at the pictures under Activity 12 in the Learner's Resource Book. Ask learners what is happening. Help them to read the speech bubbles.

**Step 3** Explain Activity 12 to the learners in their language, Pijin or English.

**Step 4** Move around the class and talk to pairs about what they like and don't like about working in groups. Some learners might be too shy to speak out about their concerns; encourage them to say what they think.

**Step 5** When learners have had time to discuss the activity, ask learners to share their answers with the class. Write their answers on the board under the relevant heading: "Likes" or "Dislikes".

### Activity 12

1. In pairs, say what you like and don't like about working in groups.
2. Share your ideas with the class.

### Answers

Learner's answers will vary, but could include: some learners don't get a chance to speak because others take over, some prefer to work on their own, some group members might be bullies or lazy, some group members don't listen and just want to fool around.



## ► LESSON 13

### Aim

Learners should be able to show which rules they like and which ones they don't.

### Processes and skills

- Describe other people's value positions.
- Express an opinion.
- Reflect on what they found out.

### Resources

- Poem under Activity 13 in the Learner's Resource Book

### Method

**Step 1** Read out loud the poem *Rules* by Edward Stanford in the Learner's Resource Book. Ask learners to say what they think it means. (The poem is about how someone feels about rules and what happens if you disobey rules, which is punishment.)

- Step 2** Discuss the meaning of “obey”, “followed by”, “frightened”, “give up” and “punishment”.
- Step 3** Ask the class questions about group rules:  
 What is a rule?  
 Why do we need rules?  
 What are the school rules?  
 What are the class rules?  
 How are rules made?
- Step 4** Explain Activity 13 and write it on the board in their language, Pijin or English.
- Step 5** Give learners time to discuss questions 1 and 2.
- Step 6** Ask pairs to join with another pair to form groups of four. Give groups time to prepare their role-plays.
- Step 7** Watch the role-plays as a class and discuss what you have seen. Do some groups like rules that other groups do not like?



### Activity 13

1. Think about a time when you broke a class rule. Tell your partner what happened.
2. Listen to your partner’s story about breaking a rule.
3. Join together with another pair to form a group of four. Prepare a role-play that shows a class rule you like, and prepare a second role-play that shows a rule you don’t like.
4. Show your role-plays to the class and watch others perform their role-plays.

#### Answers

Learners will express their feelings about class rules, their likes and dislikes. This is an opportunity for teachers to hear what learners say about class rules and to explain why they are there. Learners might want to change some rules.

## ► LESSON 14

### Aim

Learners should be able to give an example of a rule for different groups.

### Processes and skills

- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Pictures under Activity 14 in the Learner’s Resource Book

### Method

- Step 1** Tell learners to look at pictures A to D in the Learner’s Resource Book and talk with a partner about what is happening in each picture.
- Step 2** Explain Activity 14 and write it on the board in their language, Pijin or English.
- Step 3** Copy the table on the board so learners can copy it into their books.
- Step 4** Give learners time to complete the table and conclude the lesson by collecting the books for marking.



## Activity 14

1. Look at the pictures in the Learner's Resource Book and tell your partners about what is happening in each picture.
2. Talk about one rule that keeps each group in order and working well.
3. Copy the table into your exercise book and write answers to complete the table.

Picture	One rule
A.	
B.	
C.	
D.	

### Answers

Learners' answers will vary; sample answers are as follows:

Picture	One rule
A. Volleyball	Serve from behind the line
B. Sharing a meal	Sit while you eat
C. Building a house	Wear hard hats
D. Singing together	Everyone knows the words of the song

## ► LESSON 15

### Aim

Learners should be able to identify problems shown in pictures and suggest solutions.

### Processes and skills

- Identify other people's problems and issues and make suggestions about solutions.

### Resources

- Pictures under Activity 15 in the Learner's Resource Book

### Method

**Step 1** Tell learners to look at pictures A to C in the Learner's Resource Book and talk with a partner about what is happening in each picture. Tell learners that each picture shows a group that is not working well together.

**Step 2** Explain Activity 15 and write it on the board in their language, Pijin or English.

**Step 3** Copy the table on the board so learners can copy it into their books.

**Step 4** Give learners time to complete the table and conclude the lesson by collecting the books for marking.



## Activity 15

1. Look at the pictures in the Learner's Resource Book and tell your partner what problem you can see in each picture.
2. Talk about one rule that might solve the problem.
3. Copy the table below into your exercise book and write answers to complete the table.

Picture	One rule
A.	
B.	
C.	

### Answers

Learners' answers will vary; sample answers are as follows:

Picture	One rule
A. Playing with ball	Take turns to decide what game to play
B. Group work	Everyone must work hard
C. Singing group	Join in and do not play around

## ► LESSON 16

### Aim

Learners should be able to identify problems when working in groups and discuss solutions.

### Processes and skills

- Talk about their own problems and issues and how they solve problems

### Resources

- Pictures under Activity 16 in the Learner's Resource Book

### Method

- Step 1** Talk with learners about the words “hard”, “scary”, “angry” and “unfriendly”. Use their language or Pijin words to explain.
- Step 2** Ask learners to think about a time that they felt like this in a group.
- Step 3** Explain Activity 16 and write it on the board in their language, Pijin or English. Put learners in pairs and give them time to discuss the questions.
- Step 4** Ask learners to share their answers with the class. Work together and think of ways to help everyone feel happy in groups.



## Activity 16

1. Look at the pictures in the Learner's Resource Book and talk about them with a partner. What other things can go wrong in groups that aren't shown in the pictures?
2. Talk with your partner about a time when you were sad, angry or felt left out in a group. What happened?
3. Together with your partner, think of three ways that can help people feel happy in groups.
4. Share your ideas with the class.

### Answers

Support learners to express their feelings about negative or "bad times" in a group. Make sure everyone feels free to say how they feel.

Learners' answers will vary; sample answers are as follows:

1. Being left out, being told your ideas are "stupid", not understanding what to do.
2. Learners will talk about a time when something went wrong in a group.
3. Some ways learners can help each other might include: asking people's ideas, making sure everyone has a turn, checking with the teacher that they are doing the right task, asking for help, listening to each other.
4. Learners will share their ideas with the class.

## ► LESSON 17

### Aim

Learners should be able to discuss the importance of following group rules.

### Processes and skills

- Listen to a poem and discuss their feelings/ideas and opinions.
- Find information using the appropriate sources.

### Resources

- Picture of a scroll under Activity 17 in the Learner's Resource Book

### Method

- Step 1** Copy the group rules from the Learner's Resource Book onto the board. Write the rules in Pijin or their language.
- Step 2** Talk about the rules and ask learners what they mean. What should they do to follow each rule?
- Step 3** Explain Activity 17 and write it on the board in their language, Pijin or English.
- Step 4** Move about the room and listen to what the groups are saying about group rules.
- Step 5** Brainstorm with the class other rules that they think are important in order to work in groups.
- Step 6** Create a class display of your group rules and put it up for everyone to see.



## Activity 17

1. In groups of three, look at the scroll of rules in the Learner's Resource Book and on the board. Read the rules together.
2. Talk about the rules. Are they good or bad?
3. Add three more rules to the list. Write them in your exercise book.
4. Talk about the rules with the teacher and the class.
5. Make a display in your class of group rules.

### Answers

Learners will offer more rules in Pijin or their language. Sample answers might be:

- Have a leader of the group chosen by the teacher or the group members.
- Change the leaders, writers and presenters often.
- Keep to the task that is set.
- Listen carefully to what others say.
- Ask the teacher for help.
- Help shy people to speak.
- Use your own language.
- Keep to the time.

## ► LESSON 18

### Aim

Learners should be able to talk about the things that make them happy at school and listen to others as they talk.

### Processes and skills

- Describe other people's value positions.

### Method

**Step 1** Put learners into pairs, facing each other.

**Step 2** Explain the activity and tell learners to look at the pictures in the Learner's Resource Book.

**Step 3** Talk about listening "actively" to their partner for one minute and not being distracted by anything.

**Step 4** Remind each listener that they need to listen carefully so that they can repeat what their partner talked about.

**Step 5** Help learners decide who will be the "speaker" and who will be the "listener".

**Step 6** Time the first speaker for one minute, stop the talking and ask the listener to tell their partner what they have talked about.

**Step 7** Tell learners to swap roles. Time the second speaker for one minute, stop the talking and ask the listener to tell their partner what they have talked about.



## Activity 18

1. Sit in pairs. Make sure that you can see each other's faces.
2. Look at the pictures of happy things in the Learner's Resource Book.
3. Decide who will be the "speaker" and who will be the "listener".
4. The speaker talks for one minute about what makes them happy at school. The listener should listen carefully.
5. To show that they listened well, the listener should say in their own words what the speaker talked about.
6. Swap roles; now the listener will have a turn to speak.
7. The new speaker talks for one minute about what makes them happy at school. The new listener should listen carefully.
8. To show that they listened well, the new listener should say in their own words what the new speaker talked about.

### Answers

Answers will vary, but the main thing is that learners listen carefully and can repeat back what they heard.

## ► LESSON 19

### Aim

Learners should be able to exercise group rules and discuss their benefits with the class.

### Processes and skills

- Follow simple directions.
- Talk about their own problems and issues and how they solve problems.
- Show concern and courtesy for others, using cooperative group-work skills.
- Identify other people's problems and issues and make suggestions about solutions.

### Resources

- Pictures under Activity 19 in the Learner's Resource Book

### Method

**Step 1** Get each pair from the last activity to join up with another pair to make a group of four.

**Step 2** Explain Activity 19 and write it on the board in their language, Pijin or English.

**Step 3** Tell learners to take turns and tell the group what makes their partner happy at school for one minute.

**Step 4** Time each of the speakers until everyone in the group has said what makes their partner happy at school.

**Step 5** Listen as one member from each group tells the class the story that their group has chosen.

**Step 6** Talk with the class about the way that they worked in groups and what they found out about using group rules.

**Step 7** Conclude the lesson by reading through the Points to Remember. Tell learners that they will be doing an Assessment Activity during the next lesson.



## Activity 19

1. In groups of four, choose a leader who will make sure everyone has a time to speak.
2. Take turns to tell the group what makes your partner happy at school for one minute.
3. Choose one “happy” story to tell the class.
4. Talk with the class about how you worked as a group. What did you find out when using group rules?

### Answers

Answers will vary but each learner should be able to repeat another learner’s story about what made them happy.



### Points to Remember

- Sometimes people are happy working in groups.
- Sometimes some people feel sad or left out when working in groups.
- Groups need to use rules so they work well together.
- Rules help people work well together.

## Assessment Activity

### Aim

Learners should be able to demonstrate their understanding of groups within the village/settlement.

### Processes and skills

- Express an opinion.
- Identify their own value positions.
- Describe other people’s value positions.

### Method

- Step 1** Explain to learners that they have come to the end of the chapter and now they are going to do an Assessment Activity. Review the Learning Outcomes at the beginning of the chapter.
- Step 2** Write the Assessment Activity on the board in their language, Pijin or English. Copy the table onto the board.
- Step 3** Ask learners to copy the table into their exercise books.
- Step 4** Explain what the learners need to do to fill out the columns in the table.
- Step 5** Collect the exercise books and assess them against the criteria.

### Assessment Activity

1. Copy the table into your exercise book.
2. Choose two groups that you belong to and list the main things they do. An example of a singing group is shown.

Type of group	Things they do
Singing	Learn songs, make new songs, sing to the village

### Answers

Learners' answers will vary depending on the groups they choose, but they should show examples of things that each group does.

# Chapter 5 • Goods and Services

## Strand

Resources and Economic Activities

## Sub-strand

Goods and Services

## Sub-strand statement

People use a range of resources to produce and distribute goods and services to the community. The goods and services provided should satisfy people's needs and wants.

## General learning outcomes

Learners should:

- 2.5.1** know what goods and services are (K)
- 2.5.2** understand that people make choices about goods and services because of scarcity (U)
- 2.5.3** understand how goods and services are provided in the community (U)
- 2.5.4** appreciate the benefits of services provided to them by the community (V/A).

## Specific learning outcomes

Learners should be able to:

- 2.5.1.1** differentiate between goods and services
- 2.5.2.1** make a list of examples of goods and services that are available in the local community
- 2.5.3.1** describe how people in the school and community are both producers and consumers
- 2.5.4.1** identify goods that people use and services that people provide for each other.

## Topics and timing

Suggested periods: 24

There are six topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done in each topic.

Topics	Activities	Periods
1. What are goods?	1, 2, 3	3
2. What are services?	4, 5, 6, 7, 8	5
3. What are needs and wants?	9, 10, 11	4
4. People who make goods	12, 13	3
5. People who buy and use goods and services	14, 15, 16	4
6. People need each other	17, 18, 19, 20	4
Learning outcomes review and assessment activity		1

## Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what the learners will do and explain that you will review the outcomes or goals during and at the end of the chapter.

**In this chapter you will:**

- learn to say what **goods** and **services** are, and give examples
- talk about how people grow, make and catch things to use and sell
- show the differences between **needs** and **wants**
- read and share stories about the ways that people sell, buy and use things.

## Topic • What are goods?

*Pages 93 to 95 of the Learner's Resource Book*

### ► LESSON 1

#### Aim

Learners should be able to say what "goods" means, and give examples.

#### Processes and skills

- Make observations of familiar things in their environment.
- Follow simple directions.

#### Resources

- Pictures of goods or actual goods in the classroom
- Crayons or coloured pencils for drawings

#### Method

**Step 1** Write up Activity 1 on the blackboard. Hand out the Learner's Resource Book.

**Step 2** Begin the lesson by brainstorming with learners what they know about "goods". Record their ideas on the blackboard. Use Pijin or their language to explore their understanding of "goods".

**Step 3** Ask learners to turn to Activities 1 and 2 in their Learner's Resource Book and look at the pictures. Ask individual learners what they can see in the pictures.

**Step 4** Write the following headings on the blackboard:

1. Goods made
2. Goods grown
3. Goods gathered
4. Goods caught

**Step 5** Get the learners to name the goods in the pictures that come under each heading.

**Step 6** Explain Activity 1 to the learners and assist them to do it.

**Step 7** Go around the class, give feedback and mark learners' work.

**Step 8** Conclude the lesson by asking learners to say the names of any goods that they see either at home or at school. Ask learners to explain the word "goods" again.



## Activity 1

1. In your exercise book, draw three goods that you can see in the classroom.
2. Discuss with a partner the names of the goods and their uses.

### Answers

Learners' answers will vary. Possible answers could be pencils, books, paper, bags or clothes.

## ► LESSON 2

### Aim

Learners should be able to give examples of goods and name some pictures.

### Processes and skills

- Compare ideas on pictures or parts of pictures.
- Express an opinion.

### Resources

- Pictures under Activities 1 and 2 of the Learner's Resource Book
- Pictures of goods and services in the village or settlement
- Ask learners to bring some goods to display in the classroom

### Method

**Step 1** Write up Activity 2 on the blackboard. Give out the Learner's Resource Book.

**Step 2** Explain the activity to the learners and ask them to talk in pairs about the pictures under Activities 1 and 2 in the Learner's Resource Book.

**Step 3** Walk around the class to ensure that learners understand what to do.

**Step 4** As soon as learners complete the activity, instruct them to exchange their exercise books for marking. Tell learners that they must be honest with the marking.

**Step 5** Go through the answers while the learners mark their partner's work.

**Step 6** Summarise the lesson by asking some learners to name the goods in their language or Pijin. Ask some other learners to answer question 3 in their language or Pijin.



## Activity 2

1. Look at the pictures in the Learner's Resource Book. Share with your friend what the pictures are about.
2. In your exercise book, write the missing letters for the words below about the pictures in the Learner's Resource Book.
 

a) br ___	b) _ e_ cils	c) pinea _ p _ e	d) __ ngo
e) ___ ss	f) _ ish	g) cr ___	
3. Do you think that these things are goods? How do you know?

### Answers

2. a) bread                      b) pencils                      c) pineapple                      d) mango  
e) dress                      f) fish                      g) crab
3. Learners' answers will vary but should agree that these things are goods because they are made, grown or caught.

## ► LESSON 3

### Aim

Learners should be able to show that they can get goods in many different ways.

### Processes and skills

- Compare ideas on pictures or parts of pictures.
- Express an opinion.
- Work with others to explore the environment.

### Resources

- Pictures under Activity 3 of the Learner's Resource Book
- Chart paper
- Crayons or coloured pencils for drawings

### Method

- Step 1** Copy the table from Activity 3 (following) onto the blackboard.
- Step 2** Draw a picture of one example of goods under each heading in the table.
- Step 3** Start the lesson by asking the learners to name the pictures under Activity 3 in the Learner's Resource Book. Ask them to say why they are goods.
- Step 4** Explain the headings and give examples to the learners of how goods can be bought, given and used. Ask learners to give examples of other ways we get goods.
- Step 5** Put learners into groups of four. Ask them to tell the class about group rules and choose a group leader to organise the group.
- Step 6** Explain the activity to the learners and give them feedback as you move around each group.
- Step 7** When they have finished, ask each group to present their work to the whole class.
- Step 8** Comment on what they have done and thank each group for the presentation.



### Activity 3

1. In groups of four, copy the table from the blackboard onto a sheet of paper.
2. Draw two goods under each heading in the table.
3. Put a tick beside the goods that you like and talk about them in your group.

Goods used at home	Goods bought at the market	Goods given by a teacher	Goods bought at a shop	Goods used at school	Goods given by friends
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.

### Answers

Learners' answers will vary. All goods should be drawn but possible answers could be as follows:

Goods used at home	Goods bought at the market	Goods given by a teacher	Goods bought at a shop	Goods used at school	Goods given by friends
1. soap	1. peanuts	1. books	1. mirror	1. ruler	1. T-shirt
2. broom	2. fish	2. paper	2. trousers	2. pencils	2. shell necklace



## Points to Remember

- Goods are things that can be made, grown, gathered, caught, bought or given.
- They can be seen and touched, and are useful in some way.

## Topic • What are services?

*Pages 97 to 100 of the Learner's Resource Book*

### ► LESSON 4

#### Aim

Learners should be able to name the different types of services provided to them.

#### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Express an opinion.

#### Resources

- Pictures under Activity 4 in the Learner's Resource Book

#### Method

**Step 1** Review Activity 3 by reading and talking about the “Points to Remember”.

**Step 2** Begin the lesson by brainstorming what services are and asking learners to give examples of services in their language or Pijin.

**Step 3** Give out the Learner's Resource Book.

**Step 4** Allow five minutes for the learners to look at the pictures under Activity 4. Then ask them to discuss with a partner what the pictures are telling them about services.

**Step 5** Go around the class and listen to the learners' discussions. Check that learners are talking about “services”.

**Step 6** Write Activity 4 (following) on the blackboard and give them time to do it.

**Step 7** Ask some learners to say a sentence about a teacher and storekeeper in their language. Collect books for marking.

**Step 8** Conclude the lesson by asking learners to name two services being provided to them at home.

### Activity 4

1. Look at the pictures in the Learner's Resource Book under Activity 4.
2. In your exercise book, write down the services that a teacher and a storekeeper give to you.

#### Answers

Learners' answers will vary; possible answers are as follows:

- A teacher tells me what to do at school, helps me, teaches me to look after my books and other people's things, and shows me things.
- A storekeeper looks after the store, helps people find what they want at the store, and organises the goods in the shop.



## ► LESSON 5

### Aim

Learners should be able to talk about the pictures and name the services being done.

### Processes and skills

- Find information using the appropriate sources.
- Compare ideas on pictures or parts of pictures.
- Express an opinion.
- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Pictures under Activity 5 in the Learner's Resource Book

### Method

- Step 1** Write up Activity 5 (following) either on a chart or blackboard. Give out the Learner's Resource Book.
- Step 2** Divide the class into six groups and give out a job/service provider to each group. For example, Group 1 will look at Picture 1 of a police officer.
- Step 3** Ask learners to discuss their picture and describe what is happening.
- Step 4** Learners work in pairs to talk about the jobs done by the people in the pictures.
- Step 5** Ask learners to explain what they have to do for Activity 5 in their language or Pijin. Ask them to say what "acting out" means.
- Step 6** Give the groups time to develop their drama of what their person does to provide a service.
- Step 7** Each group will present their drama. Give positive feedback.



### Activity 5

1. Do this activity in six groups.
2. Say and act out what job and service your chosen person does in the picture.
3. Show your drama to the whole class.

### Answers

Learners' answers will vary; groups could act out their answers as follows:

- A police officer stopping people doing criminal activities and helping people to live peacefully
- A healer helping sick people by giving them medicines to get better
- A dishwasher washing and drying dishes
- A fire officer putting out a fire by spraying it with water
- A pilot flying an aeroplane to help people travel large distances
- A pastor preaching the word of God and helping people to live a life that God wants

## ► LESSON 6

### Aim

Learners should be able to name the people who are in charge of places that give services.

### Processes and skills

- Compare ideas on pictures or parts of pictures.
- Express an opinion.
- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Pictures under Activity 6 of the Learner's Resource Book

### Method

**Step 1** Write “people in charge” on the blackboard.

**Step 2** Ask learners to say in their language or Pijin what is meant by being “in charge”.

**Step 3** Divide the class into six groups. Tell learners to look at Activity 6 in the Learner's Resource Book. There are six pictures.

**Step 4** Give a picture to each group, for example give Picture 1 to Group 1. Explain the activity and assist groups in completing the task.

**Step 5** Ask each group to present their “people in charge”, by talking about the jobs they do and the services they give.



### Activity 6

1. As a group, discuss what your picture shows. Decide who is in charge of the place in your picture.
2. Make a list of the jobs done and the services given by the person in charge of your picture.
3. When it is time to present your “people in charge”, each person in the group will say a job or service that is done by the person in charge of your picture.

### Answers

Learners' answers will vary based on the environment and location of the school.

Groups could present their answers as follows:

- School: The principal or head teacher is in charge. They organise the teachers and learners, meet parents, order learning materials and look after the school.
- Medical clinic: A head nurse or doctor is in charge. They help sick people, order medicines and clean the clinic.
- Church: The pastor or bishop is in charge. They hold church services, teach the Bible and help people.
- Market: The market manager is in charge. They collect stall fees, organise stalls and make sure the market keeps clean.
- House: Parents are in charge. They take care of children and each other, provide food and **shelter**, and make rules for the family.
- Fishing boats: Fishing people are in charge. They look after the boats, rescue people and catch fish to sell.

## ► LESSON 7

### Aim

Learners should be able to show things that are similar and different between goods and services.

### Processes and skills

- Compare ideas on pictures or parts of pictures.

### Resources

- Pictures under Activities 7 and 8 in the Learner's Resource Book

### Method

**Step 1** Write up Activity 7 on the blackboard and explain it to learners.

*Note: replace the example provided in Roviana language with a word from the local language.*

**Step 2** Ask learners to say what is meant by "similar" and "different".

**Step 3** Ask learners to copy the table into their exercise books. Move around the class and check that learners are working well.

**Step 4** Exchange exercise books for marking. The activity is simple so it can be easily marked.

**Step 5** Go through the answers by asking learners to call out the correct answers one by one.



### Activity 7

1. Copy the table into your exercise book.
2. Look at the pictures in the Learner's Resource Book under Activities 7 and 8. In the column on your table, write the names of each picture in Pijin or your language.
3. Tick whether the picture is of goods or a service.

No.	Pictures	Goods	Service
1	Zagi (Roviana language)		
2			
3			
4			
5			

### Answers

Learners' answers will depend on the language used where the school is located. Possible answers in Pijin could be:

No.	Pictures	Goods	Service
1	Nes		✓
2	Jug	✓	
3	Paenapo	✓	
4	Bred	✓	
5	Taxi		✓

## ► LESSON 8

### Aim

Learners should be able to show how goods may be used and services given.

### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Express an opinion.
- Show concern and courtesy for others, using cooperative group-work skills.

### Resources

- Crayons or coloured pencils for drawings
- Chart paper

### Method

**Step 1** Review Activity 7 and the differences between goods and services.

**Step 2** Organise learners into groups of four and ask them to choose a leader for each group.

**Step 3** Brainstorm how goods might be used. Discuss the idea of selling goods and services and talk about who sells goods and services.

**Step 4** Explain the activity and give out paper for groups to draw their pictures. Check each group to ensure that they know what to do.

**Step 5** Ask each group to present their work to the whole class. Comment positively on each group's presentation. When they have finished, ask each group to display their work on the wall.

**Step 6** Conclude the lesson by reading through and discussing the Points to Remember.



### Activity 8

1. Do this activity in groups of four. Draw pictures showing two goods and two people selling the goods.
2. Show two services by drawing a picture of each person who gives the service.

### Suggested Answers

Learners' answers may vary. Goods might be a bunch of bananas and some tomatoes being sold by a woman in the market. Services might be a bus driver or a shop assistant.



### Points to Remember

- A service is something that someone does for you.
- Your teacher gives a service by teaching you social studies or maths.
- Services are provided for you by other people like doctors, dentists, pilots, village elders, pastors, mummy, daddy and storekeepers.
- A service can be as simple as reading a book to someone or weeding a garden.

## Topic • What are needs and wants?

Pages 101 to 104 of the Learner's Resource Book

### ► LESSON 9

#### Aim

Learners should be able to give example of their needs and wants.

#### Processes and skills

- Describe their own needs and wants.
- Describe other people's needs and wants.

#### Resources

- Crayons or coloured pencils for drawings
- Display examples of needs and wants in the classroom

#### Method

- Step 1** Give out the Learner's Resource Book. Tell the learners to turn to Activity 9 and read the pictures and word bubbles silently while you write the activity on the blackboard.
- Step 2** Write the words "needs and wants" on the blackboard. Ask learners to say sentences beginning with "I need..." and "I want...". Use Pijin and their language.
- Step 3** Ask some learners in the class to read what the children in the pictures are saying. Ask other learners to translate either in Pijin or their local language what each learner is saying.
- Step 4** Summarise what the people in the illustrations are saying about needs and wants. Explain the difference between a need and a want.
- Step 5** Explain Activity 9 to the learners and make sure they do this task in pairs in their exercise books.
- Step 6** Collect books for marking and give feedback.

#### Activity 9

1. In pairs, read Activity 9 in your Learner's Resource Book. Each illustration shows a person saying something that they either need or want.
2. Talk about what they really need and what they would like to have.
3. Draw two pictures of things they need and things they want.

#### Answers

Learners' answers will vary. Pictures of "needs" will show a house, a glass of water or food. Pictures of "wants" will show a toy truck, a car or a dress.



**PLAN AHEAD:** Start to organise for the class to visit a shop or market for Activity 13. Inform the principal and ask for help from parents for the visit. Otherwise you could ask local sellers to visit the class.



## ► LESSON 10

### Aim

Learners should be able to show the differences between needs and wants.

### Processes and skills

- Listen to a story and discuss their feelings, ideas and opinions.
- Dramatise social interactions in peer groups using group-work skills.

### Method

**Step 1** Read the story about Jaminai under Activity 10 in the Learner’s Resource Book to learners while they follow silently.

**Step 2** Go through the text with the learners and at the same time explain each sentence for them in Pijin or their language.

**Step 3** Ask some questions about the text to check whether or not learners understand the text. Some questions that you could ask include:

- a. Where does Jaminai come from?
- b. Name some of her needs.
- c. Name some needs that are well met and Jaminai is enjoying.
- d. What does Jaminai want and why can’t she have the things she wants?

**Step 4** Get volunteers to read the instructions of the activity and explain what they need to do.

**Step 5** Check that learners know that they will “act out” or dramatise with a partner a way that Jaminai can meet her wants and get hairpins and ribbons.

**Step 6** Select some pairs to show their drama to the class.

**Step 7** Discuss the meeting of needs and wants in the story and dramas.



### Activity 10

1. Read the story about Jaminai with your friend. Talk about the things that you see as Jaminai’s needs and wants. What do you think Jaminai could do to get hairpins and ribbons?
2. Act out your ideas about how Jaminai could get hairpins and ribbons. Show your drama to the class.

### Answers

1. Jaminai’s “needs” include her house, clothes and food. Her “wants” are hairpins and ribbons.
2. Learners will act out their own solutions to Jaminai getting hairpins and ribbons.

## ► LESSON 11

**Note: this lesson will take two periods.**

### Aim

Learners should be able to show and name how needs and wants are met at home.

### Processes and skills

- Make observations of familiar things in their environment.
- Find information using appropriate sources.
- Express an opinion.
- Share ideas with classmates and the teacher.
- Reflect on what they find out.

Resources

- Crayons or coloured pencils for drawings

Method

- Step 1** Copy Activity 11 (following) onto the blackboard. Ask learners to tell each other their ideas about what are needs and what are wants, and what are the differences. Select some learners to tell the class their ideas.
- Step 2** Explain the homework to the learners in Pijin, their language or English and tell them to ask for their parents’ or other family members’ help.
- Step 3** Ask learners to copy the questions and table into their exercise books. Conclude the lesson by asking learners what they will do with their homework.
- Step 4** At the start of the next lesson, put learners into groups of four. Ask learners to explain some group-work rules and remind learners about cooperative learning.
- Step 5** Ask learners to show to the group the “wants” and “needs” they found at home. As they do this, visit each group and comment on their group-work skills and information.
- Step 6** Ask each group to decide on a “want” they would really like to have and how they would get it. Ask groups to share their “wants”.
- Step 7** Review the topic “What are needs and wants?” by reading and talking about the Points to Remember below.



**Activity 11**

1. Copy the table below into your exercise book.
2. Ask your mum and dad or other family members to help you.
3. Draw the things that you see in your house as “needs” and things that you see as “wants”.

Needs	Wants
1.	1.
2.	2.
3.	3.

**Answers**

Learners’ answers will vary.



**Points to Remember**

- We have things that we need and want.
- Needs are things that keep us alive and healthy. Examples of basic needs are food, clean water, **shelter**, sleep, clothing, air and love.
- Wants are things we would like to have.

## Topic • People who make goods

Pages 105 to 107 of the Learner's Resource Book



**PLAN AHEAD:** Before it's time for **Activity 13**, teachers need to organise to visit a shop or market, or to organise local sellers to visit the class.

### ► LESSON 12

#### Aim

Learners should be able to name some ways that people make goods and sell them.

#### Processes and skills

- Ask how and why questions.
- Identify other people's problems and issues and make suggestions about solutions.

#### Resources

- Pictures from Activity 12 in the Learner's Resource Book

#### Method

**Step 1** Give out the Learner's Resource Book.

**Step 2** Put learners into pairs and tell learners to study the conversation between the boy and girl under Activity 12 in the Learner's Resource Book. They can read the information on what the Year 2 boy and girl are saying to each other about making goods.

**Step 3** Tell learners to look at the pictures of people selling goods on page 106.

**Step 4** Tell learners that they are going on a visit next lesson to makers and sellers of goods.

**Step 5** Prepare for the visit by showing the learners how to ask the makers and sellers questions beginning with "how, why, where, when, what, who". For example, what do you make to sell?

**Step 6** Tell learners to write some questions in their exercise books.

**Step 7** Ask learners to read out some of their questions.

**Step 8** Check that learners know what to do for the visit.

### Activity 12

1. In pairs, look at the pictures in the Learner's Resource Book and talk about how people make and sell goods.
2. Write three questions beginning with "how, why, where, when, what, who" to ask the makers and sellers. For example, what do you make to sell?
3. Get ready for your visit to talk to makers and sellers of goods.

#### Answers

Learners' questions will vary, but must be about making and selling goods.



## ► LESSON 13

**Note:** this lesson will take two periods.

### Aim

Learners should be able to answer some questions and show what the sellers make and sell.

### Processes and skills

- Ask how and why questions.
- Reflect on what they found out.

### Resources

- Field trip to the local market or a shop or roadside stall
- Crayons or coloured pencils for drawings

### Method

- Step 1** Learners will visit sellers of goods in a shop, market or roadside stall or sellers will visit the class.
- Step 2** Put learners into pairs and make sure they have their questions ready and pencils to draw.
- Step 3** Learners will ask questions and draw the goods and sellers that they see.
- Step 4** Supervise pairs at the market and help them ask questions and draw the things they see.
- Step 5** During the next period, ask learners to talk with each other about their trip to the market. Give them time to finish their drawings of what they saw.
- Step 6** Ask learners to display their drawings and talk about what they found out from asking question at the market. Thank all learners on the great work they have done.
- Step 7** Review the topic “People who make goods” by reading aloud the Points to Remember and asking learners to explain what they mean.

### Activity 13

1. In pairs visit a shop, the market or roadside stalls.
2. Ask questions beginning with “how, why, where, when, what, who” of the makers and sellers. For example, what do you make to sell?
3. Draw the goods and sellers of goods.
4. Tell the class what you found out about making and selling goods, and show the drawings you made.

### Answers

Learners will show answers to questions and draw the sellers seen at the market.



### Points to Remember

- Goods and services are sold and given by different people in the village or settlement.
- These people work in special places.
- Goods and services help us to get the things we need and want.

## Topic • People who buy and use goods and services

Pages 108 to 110 of the Learner's Resource Book



**PLAN AHEAD:** Inform the canteen keeper that your class will visit during Activity 16.

### ► LESSON 14

#### Aim

Learners should be able to show how people buy goods and services.

#### Processes and skills

- Dramatise social interactions in peer groups using group-work skills.

#### Method

- Step 1** Give out the Learner's Resource Book. Ask learners to look at the pictures under Activities 14 and 15 and talk with a partner about what they see. Ask learners to name the types of goods and services that they can see.
- Step 2** Ask learners to say other names we use for buyers such as customers and consumers and other names for sellers, including shopkeepers, stall owners and providers.
- Step 3** Tell learners they are going to make a drama in pairs and will act out the “buying and selling of goods at the market or the shop”.
- Step 4** Explain Activity 14 and ask questions to see if learners know what they have to do.
- Step 5** Tell learners they will set up and practise their drama in this lesson, and present their drama to the class in the next lesson.
- Step 6** Help learners with their dramas.

### Activity 14



1. Prepare a drama to present to the class in which you and a partner act out how goods are bought and sold at the market or shop.
2. In your shopping drama show how the seller:
  - chooses the goods they will sell
  - displays the goods
  - decides how much they will charge for the goods
  - talks about the goods and the price with the buyer
  - sells the goods
  - keeps count of what they have sold.
3. In your shopping drama show how the buyer:
  - chooses the goods
  - finds out the price of the goods
  - decides if they will buy the goods
  - talks about what they have bought.

#### Answers

As you assist learners with their dramas check that they are using the language of selling and buying and showing what happens when people buy and sell.

## ► LESSON 15

### Aim

Learners should be able to name two things that people do as sellers and as buyers or customers.

### Processes and skills

- Dramatise social interactions in peer groups using group-work skills

### Method

**Step 1** Set up the classroom for the presentation of the dramas on buying and selling.

**Step 2** Remind learners that as the audience they are looking for how learners are using the language of selling and buying, and showing what happens when people buy and sell.

**Step 3** Explain Activity 16. Invite each pair to present their dramas on buying and selling to the class.

**Step 4** Ask learners to give feedback to each other on their presentations.



### Activity 15

With your partner, present your drama to the class and act out all of the key elements outlined in Activity 14.

### Answers

Learners present their drama in pairs for the whole class. They should show that they are using the language of selling and buying and show what happens when people buy and sell.

## ► LESSON 16

**Note: this lesson will take two periods.**



**PLAN AHEAD:** The canteen keeper should be informed about this activity well in advance.

### Aim

Learners should be able to survey the customers that use the school canteen to buy goods.

### Processes and skills

- Ask how and why questions.
- Draw simple symbols to represent data.
- Reflect on what they found out.

### Resources

- Visit to the school canteen
- A4 paper

### Method

**Step 1** Write the activity (following) on the blackboard or a large sheet of paper before the lesson begins.

**Step 2** Review with the learners what they saw in their dramas about buying and selling.

**Step 3** Give out the Learner's Resource Book. Put learners into groups of four and ask them to talk about what is happening in the picture under Activity 16.

- Step 4** Give an A4 paper to each learner in the group. Tell learners that this will take two days to do this activity and that they will be researching during school break time.
- Step 5** Explain Activity 16 and ask questions to check learners understand what they have to do.
- Step 6** Take the learners to the school canteen during break time and assist them to do their survey. Make sure they take paper with them to make an accurate record of the number of customers, what they do and say and what the sellers do and say.
- Step 7** Continue in the next lesson by instructing learners to do the same work they did yesterday.
- Step 8** When they have finished the two days of recording, ask them to display their work in groups.
- Step 9** Conclude the lessons by talking about what they found out.



### Activity 16

1. In your group, talk about this activity. This activity will be done at break time.
2. Go to the school canteen and write down how many customers spend their money in buying goods.
3. Listen to what the sellers and buyers or customers say to each other.
4. Watch what the sellers and buyers do.
5. Talk about what you saw with your group and teacher.
6. Write and draw what you saw and heard.

Day 1

Day 2

#### Answers

Learners will discuss what they saw and heard in their groups.



### Points to Remember

- People are called customers when they buy goods from:
  - the market
  - the store
  - the school canteen
  - other people.
- We are customers when we spend money to buy goods that others make.
- Being a customer, we use the goods and services that others make and give.

## Topic • People need each other

*Pages 111 to 114 of the Learner's Resource Book*

### ➤ LESSON 17

#### Aim

Learners should be able to show how people need other people to meet their needs and wants.

#### Processes and skills

- Listen to a story and discuss their feelings, ideas and opinions.
- Identify other people's problems and issues, and make suggestions about solutions.

### Resources

- Story under Activity 17 of the Learner's Resource Book
- Crayons or coloured pencils for drawings

### Method

- Step 1** Give out the Learner's Resource Book. Read the story about Gaso and Selu under Activity 17.
- Step 2** Talk about what Gaso and Selu want and need and how might they get what they want and need.
- Step 3** Explain the activity to the learners and give out paper for them to draw and write their stories.
- Step 4** Move around the class and help learners with their storytelling.
- Step 5** Conclude the lesson by reading stories and displaying them for the learners to read in the room.



### Activity 17

1. Talk about the story of Gaso and Selu with a partner.
2. Make up a story about wanting and needing things.
3. Draw pictures of yourself buying things you want and need, and write your story in Pijin or your language in word bubbles.
4. Display your stories in the classroom.

### Answers

Learners will have different stories about things they need and want.

## ► LESSON 18

### Aim

Learners should be able to show how people help each other in the village or settlement.

### Processes and skills

- Describe other people's value positions.
- Dramatise social interactions in peer groups using group-work skills.

### Resources

- Pictures under Activity 18 of the Learner's Resource Book

### Method

- Step 1** Write up the activity (following) on the blackboard. Review the previous lesson by reading two of the learners' stories.
- Step 2** Give out the Learner's Resource Book. Ask learners to look at the pictures under Activity 18.
- Step 3** Put learners into groups of four. Explain the activity and check that learners know what to do.
- Step 4** Watch the role-plays and comment on the stories of people helping each other.



## Activity 18

1. In groups of four, role-play how the four people in the pictures help each other. Use Pijin or your language to tell stories about ways that they work together.
2. Show your role-play to the class.

### Answers

Learners' role-plays will vary.

## ► LESSON 19

### Aim

Learners should be able to talk about and draw how people help each other in their village or settlement.

### Processes and skills

- Make observations about roles and relationships in their community.
- Describe other people's value positions.
- Draw simple symbols to represent data.

### Resources

- Crayons or coloured pencils for drawings

### Method

**Step 1** Ask a learner to talk about one of the role-plays they liked in the last lesson. Give out the Learner's Resource Book.

**Step 2** Begin the lesson by asking learners to read the diagram in the Learner's Resource Book under Activity 19.

**Step 3** Discuss with the learners how the people in the village or settlement help each other.

**Step 4** Draw a circle on the blackboard and ask learners to put four people doing different things on the circle and talk about how they help each other.

**Step 5** Explain Activity 19 to learners and make sure they understand what they should do.

**Step 6** Collect books and give feedback to learners about their diagrams.



## Activity 19

1. Draw a circle in your exercise book.
2. Draw four people in your village or settlement on the circle and show how they give services or sell goods to each other.

### Answers

Learners will show circles with people giving goods and services to each other.

## ► LESSON 20

### Aim

Learners should be able to talk about and draw how people help each other in the village or settlement.

### Processes and skills

- Compare ideas, pictures or parts of pictures

### Resources

- Pictures under Activity 20 of the Learner's Resource Book

### Method

**Step 1** Write up the activity on a chart or the blackboard. Give out the Learner's Resource Book.

**Step 2** Look at the pictures under Activity 20 and say what might happen before the family eats their meal. What steps might be taken?

**Step 3** Ask learners to describe the four steps shown in the Learner's Resource Book before you explain the activity to them.

**Step 4** Talk about how we can make a general statement about working together, for example "Many hands make light work".

**Step 5** Review the topic "People need each other" by reading through the Points to Remember with learners.

### Activity 20

1. Talk with your class about the steps that need to happen before a family eats their meal.
2. Choose one of the steps and draw a picture to show what should happen, for example, draw someone cooking the meal. Your teacher will give you paper.
3. When you have finished your drawing, find three other learners with pictures showing the other steps in the process.
4. Display your pictures in order, showing all the steps that need to happen before a family can eat a meal.

### Answers

Learners' drawings should show one step in the process of preparing and eating a meal. They should be able to join their drawing with others to show the correct order of the steps.



### Points to Remember

- People in our village or settlement do many different jobs. They all help to give us goods and services that we need and want.
- If someone produces goods in the **community** there is someone who is ready to buy those goods. For example, Noke makes ring cakes and her relatives buy those ring cakes.
- Even at school, parents cook food to sell and the learners buy them.
- In every village or settlement there are some people who give or sell goods and others who give or sell services.

## Assessment Activity

### Aim

Learners should be able to give examples of goods and services.

### Processes and skills

- Express an opinion.
- Reflect on what they found out.

### Method

**Step 1** Write the Assessment Activity on the blackboard or a large sheet of paper.

**Step 2** Ask the learners to read the activity with you and to explain what they have to do.

**Step 3** Give them enough time to copy the activity into their exercise books.

**Step 4** Collect books for marking.

**Step 5** Conclude the lesson by reviewing the Learning Outcomes from the start of this chapter.

## Assessment Activity

1. List three examples of goods and services on the table below.

Goods	Services
a.	a.
b.	b.
c.	c.

2. List four goods and services that people in your village or settlement might use and say why they use them.

Goods	Why they use them	Services	Why they use them
a.		a.	
b.		b.	
c.		c.	
d.		d.	

**Answers**

Learners' answers will vary. Sample answers have been provided.

**1.**

<b>Goods</b>	<b>Services</b>
a. rice	a. bus ride
b. dress	b. health checkup at clinic
c. football	c. haircut

**2.**

<b>Goods</b>	<b>Why they use them</b>	<b>Services</b>	<b>Why they use them</b>
a. necklace	to look nice	a. science lesson at school	to learn about science
b. hammer	to hammer a nail	b. police officer visits	to get help and stay safe
c. banana	to eat	c. ride on a bus	to visit a friend
d. book	to read and learn	d. doctor's appointment	to get well

## Appendix 1: Glossary

<b>artefact</b>	something made by people, which is part of their culture
<b>community</b>	a group of people living and working together in one area
<b>culture</b>	the language and traditions that give a group of people their identity
<b>customer</b>	a person who buys goods or services
<b>different</b>	not the same
<b>event</b>	something of importance that is planned and then takes place, such as a celebration or sports activity
<b>goods</b>	things that can be touched and are bought or sold
<b>identity</b>	the things about a person or group of people that make them different and special
<b>map</b>	a drawing with shapes and symbols to show natural and built things in your village/settlement
<b>natural</b>	made by nature, not made by people
<b>need</b>	something that is important for good health or to stay alive
<b>obey</b>	follow a rule; behave as you have been asked to behave
<b>people-made</b>	made by people
<b>pride</b>	the good feeling that comes from knowing your identity
<b>punishment</b>	a penalty given for doing something wrong
<b>rules</b>	words that say how to behave
<b>same</b>	like each other; not different
<b>service</b>	help of some kind that can be bought, such as a haircut
<b>shelter</b>	a building to protect you from heat, cold and weather
<b>space</b>	the area around us, which can be large or small
<b>symbol</b>	a simple picture that stands for something else, such as a line on a map to show a river
<b>want</b>	something you wish for
<b>wild</b>	natural and unmanaged by people

## Appendix 2: Suggested teaching methods

A range of strategies for helping learners to achieve the overall learning outcomes is shown here.



## Appendix 3: Lesson plan format

<b>Name of school:</b>	<b>Class teacher:</b>
<b>Lesson title:</b>	<b>Date:</b>
<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>• What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes?</li> <li>• What other things do I want learners to learn?</li> </ul>	
<b>Lesson content</b> <ul style="list-style-type: none"> <li>• What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson?</li> </ul>	
<b>Introduction</b> <ul style="list-style-type: none"> <li>• How will I get learners motivated, curious and ready to learn? (Allocate 3–5 minutes.)</li> </ul>	
<b>Teacher activities</b> <ul style="list-style-type: none"> <li>• What am I going to do during the lesson in order for learners to achieve the learning outcomes? (Allocate 8–10 minutes.)</li> </ul>	<b>Learner activities</b> <ul style="list-style-type: none"> <li>• What are the learners going to do during the lesson in order for them to achieve the learning outcomes? (Allocate 20–25 minutes.)</li> </ul>
<b>Conclusion</b> <ul style="list-style-type: none"> <li>• How will I bring the lesson to a logical and meaningful conclusion? (Allocate 5–7 minutes.)</li> </ul>	
<b>Learner assessment</b> <ul style="list-style-type: none"> <li>• How will I know that learners have achieved what I wanted them to achieve?</li> </ul>	
<b>Lesson evaluation</b> <ul style="list-style-type: none"> <li>• How will I evaluate the success of the lesson?</li> </ul>	
<b>Lesson endorsement:</b> (To be signed by Head of Department/Head Teacher/Principal)	
<b>Head of Department</b>	<b>Head teacher/principal</b>

## Appendix 4: Sample individual record form

Learner name:		Year:					Class:					
Strand:		Sub-strand:										
Assessment event	Specific Learning Outcomes (use appropriate code)		Achievement levels (ratings)					Specific Learning Outcomes				
	Code	Outcome assessed	5	4	3	2	1	0	Achieved (A)	Partially Achieved (PA)	Not Achieved (NA)	Key: 5 = A, 1-4 = PA, 0 = NA
1	2.1.1.1	Identify the similarities and differences between natural and people-made features in their local area	*									A
2	2.1.1.2				*							PA
3	2.1.2.1										*	NA
4	2.1.2.2					*						PA
Descriptive comments:												
Class teacher:		Signature:					Date:					

## Appendix 5: Sample class record form

Class:	Strand:	Sub-strand:	Year:
	<b>Specific Learning Outcomes:</b> A = achieved, PA = partially achieved, NA = not achieved		<b>Individual comments on the learning progress in the class</b>
<b>Assessment event</b>	1		
<b>Learning outcome assessed (code)</b>	2.1.1.1		
Denis	A		
Ian	A		
Jack	A		
Jaminai	A		
John	PA		
Joyce	PA		
Lionel	PA		Steady/satisfactory
Liza	NA		
Luke	NA		
Mary	A		Improved/excellent progress
Michael	PA		
Naolyn	NA		
Peter	A		
Tom	NA		
Vinia	NA		Not improved/low progress
<b>Overall comments:</b>			
<b>Class teacher:</b>			<b>Date:</b>
<b>Signature:</b>			

## Appendix 6: Sample individual monitoring form

Learner name:		Class:		Year:		
Strand:		Topic/unit:				
Sub-strand:		Specific Learning Outcomes: A = achieved, PA = partially achieved, NA = not achieved				
Assessment event	Code	Description of outcome assessed	A	PA	NA	Remarks
1	2.1.1.1	Identify the similarities and differences between natural and people-made features in their local area	*			Improved from previous assessment event
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
Class teacher:		Signature:				Date:



## Appendix 8: Sample monitoring of specific learning outcome form

<b>Class:</b>		<b>Term/Semester:</b>			<b>Year:</b>	
<b>Strand/Sub-strand:</b>		<b>Topic/Unit remarks</b>				
<b>Assessment event</b>	<b>Code</b>	<b>Specific Learning Outcome assessed</b> (use appropriate code)	<b>Total number of learners:</b>			
<b>1</b>	2.1.1.1	Identify similarities and differences between natural and people-made features in their local area	A	PA	NA	
			5	25	10	
<b>Class teacher:</b>		<b>Signature:</b>			<b>Date:</b>	

## Appendix 9: Sample individual remedial work form

<b>Learner name:</b>		<b>Class:</b>		<b>Term/Semester:</b>		<b>Year:</b>	
<b>Strand:</b>		<b>Sub-strand:</b>					
<b>Specific learning outcomes</b> (use appropriate code)							
<b>Assessment event</b>	<b>Code</b>	<b>Outcome assessed</b>	<b>A</b>	<b>PA</b>	<b>NA</b>	<b>Remedial work required</b>	<b>Results after remedial work</b>
1	2.1.1.1	Identify the similarities and differences between natural and people-made features in their local area		*		Revise relevant pages in the Learner's Resource Book.	Learner understands the concepts of natural and people-made material and can identify at least three similarities and differences between them.
<b>Class teacher:</b>						<b>Signature:</b>	<b>Date:</b>

## Appendix 10: Sample individual report form

<b>Learner name:</b>		<b>Class:</b>	<b>Term:</b>	<b>Year:</b>
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Specific learning outcomes:</b> Achieved (A), partially achieved (PA) or not achieved (NA)		
<b>Code</b>	<b>Specific learning outcome assessed (use appropriate code)</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
2.1.1.1		*		
<b>Descriptive remarks:</b>				
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Specific learning outcomes:</b> Achieved (A), partially achieved (PA) or not achieved (NA)		
<b>Code</b>	<b>Specific learning outcome assessed (use appropriate code)</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
2.1.1.1			*	
<b>Descriptive remarks (must include results after remedial work has been completed by the learner)</b>				
<b>Results for summative assessment: The progressive achievement level for summative assessment is:</b>				

Strand:	Combination of sub-strands:	Specific Learning Outcomes Achieved (A), Partially Achieved (PA), or Not Achieved (NA)		
		A	PA	NA
2.1.1.1		*		
2.1.1.2			*	
2.1.2.1				*
2.1.2.2				
Descriptive remarks from summative assessment:				
Overall achievement level:		Overall achievement award:		
School administration report on learner's behaviour and character:				
Class teacher:		Signature:	Date:	
Class teacher comments:				
Head teacher/Principal:		Signature:	Date:	
Head teacher/Principal comments:				

## Appendix 11: Sample school report

Name: ..... Year level: ..... Year: .....

Reporting period: Term/semester ..... from ..... to ..... Date issued .....

Subject	Score (%)	Overall achievement level, award and certification	Grade	Comment												
English	95	5, AWE & Gold	A	<i>Well done</i>												
Mathematics	82	4, AWM & Silver	B	<i>Good work</i>												
Science	49	2, ABMS	D	<i>Needs to attend Science practicals</i>												
Social Studies	90	4, AWM & Silver	B	<i>Good work</i>												
Health Education	40	2, ABMS	D	<i>Could do better</i>												
Christian Education	60	3, AWMS & Bronze	C	<i>Satisfactory work</i>												
Class teacher's comments on learner's attitude, behaviour and character																
Head teacher's comments																
<p><b>Key to letter grades</b></p> <table> <tbody> <tr> <td>A is equivalent to 95–100%</td> <td>Competency &amp; Achieved with Excellence (AWE) with Gold Certificate</td> </tr> <tr> <td>B is equivalent to 80–94%</td> <td>Competency &amp; Achieved with Merit (AWM) with Silver Certificate</td> </tr> <tr> <td>C is equivalent to 50–79%</td> <td>Competency &amp; Achieved with Minimum Standards (AWMS) &amp; Bronze Certificate</td> </tr> <tr> <td>D is equivalent to 20–49%</td> <td>Competency &amp; Achieved below Minimum Standards (ABMS)</td> </tr> <tr> <td>E is equivalent to 1–19%</td> <td>Competency &amp; Achieved far below Minimum Standards (AFBMS)</td> </tr> <tr> <td>E is equivalent to 0%</td> <td>Competency &amp; Not Achieved (NA)</td> </tr> </tbody> </table> <p>Note: Certifications to learners are issued at the end of each assessment period or academic year.</p>					A is equivalent to 95–100%	Competency & Achieved with Excellence (AWE) with Gold Certificate	B is equivalent to 80–94%	Competency & Achieved with Merit (AWM) with Silver Certificate	C is equivalent to 50–79%	Competency & Achieved with Minimum Standards (AWMS) & Bronze Certificate	D is equivalent to 20–49%	Competency & Achieved below Minimum Standards (ABMS)	E is equivalent to 1–19%	Competency & Achieved far below Minimum Standards (AFBMS)	E is equivalent to 0%	Competency & Not Achieved (NA)
A is equivalent to 95–100%	Competency & Achieved with Excellence (AWE) with Gold Certificate															
B is equivalent to 80–94%	Competency & Achieved with Merit (AWM) with Silver Certificate															
C is equivalent to 50–79%	Competency & Achieved with Minimum Standards (AWMS) & Bronze Certificate															
D is equivalent to 20–49%	Competency & Achieved below Minimum Standards (ABMS)															
E is equivalent to 1–19%	Competency & Achieved far below Minimum Standards (AFBMS)															
E is equivalent to 0%	Competency & Not Achieved (NA)															





# Solomon Islands Primary Social Studies

Teacher's Guide Year 2

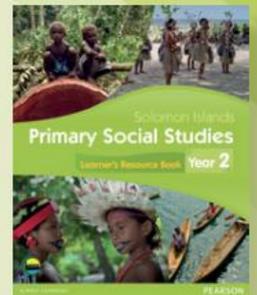
This *Solomon Islands Primary Social Studies Year 2 Teacher's Guide* provides teachers with comprehensive support material to support the implementation of the Key Learning Outcomes of the Primary Social Studies Syllabus (2008), along with assistance in teaching a range of themes and important skills in Social Studies investigation and research.

Designed to be used alongside the accompanying Learner's Resource Book, this Teacher's Guide provides hands-on, practical and interactive activities that will enhance the learner's engagement and understanding of their environment, culture and society within Solomon Islands and in the wider world.

This Teacher's Guide also provides detailed lesson plans, including a step-by-step method for teaching each topic, and advice on how to integrate the key skills and knowledge of each topic with the available resources in the Learner's Resource Book. In addition, this guide includes:

- support notes on processes and skills
- lists of required resources
- teacher support activities
- detailed Learner's Resource Book cross-references
- answers to the activities and assessment tasks.

This book is a part of Solomon Islands Primary Social Studies series for Years 1–6 and follows the Ministry of Education's Key Learning Outcomes of the Primary Social Studies Syllabus (2008). Throughout the series, learners develop their understanding and appreciation of the cultural diversity of Solomon Islands and how people interact within their societies and cultures, and with their environment. The series also incorporates learning about other societies, cultures and places beyond Solomon Islands.



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