

Solomon Islands

# Home Economics

Year **9**

Teacher's Guide





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### **Solomon Islands Curriculum Development Division**

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# Introduction to this Teacher's Guide

This Teacher's Guide is designed to help you use the *Solomon Islands Home Economics Year 9 Learner's Book*. The Teacher's Guide provides you with resources to help make your planning and teaching more effective.

This Teacher's Guide is based on the newly revised syllabus and is set out as:

- the approach to teaching and learning
- the yearly program planner
- assessment and recording
- the strand and sub-strand dealt with in each chapter
- the number of periods for each sub-strand
- general and specific Learning Outcomes
- suggested assessments
- notes for teacher preparation and teacher instructions
- possible answers to activity questions.

Some questions have more than one answer.

## Approach to teaching and learning

### The outcomes-based approach

This Teacher's Guide is written for a Learner's Book and a syllabus that follow the outcomes-based approach to learning. This has been adopted by the Ministry of Education and Human Resource Development through the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 9.

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. The curriculum is learner-centred rather than subject-centred.

This learner-centred approach also contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of the teacher rather than being taught by 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 syllabuses, Learner's Books and Teacher's Guides refer to *learners*, which suggests 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 tested by being asked to reproduce the knowledge that 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 be done successfully without the learner even understanding fully what they are writing and reading.

The present approach can be called *problem-posing education*. This presumes that 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 these by posing problems to the learners that make them think about their own ideas and experiences, as well as adding new knowledge and skills to it. 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 find out 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 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.

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 Book

The Learner's Book follows all these principles. It is not just a summary of the factual knowledge and concepts of the subject. There are activities for the learners to do and these activities form an essential part of the learning process. It is no longer good enough just to read the book. Learners must also do the activities in the book.

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 this book, the activities are part of the text and must be completed in order to fully learn. Some chapters start with an activity that helps learners to find out information, think about their own experiences and knowledge, or practise skills for themselves.

Some 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 text book or the teacher.

## The Learner's Book and the syllabus

The Learner's Book is based on the strands and sub-strands of the syllabus. The chapters of the Learner's Book are based on one or more sub-strands of the syllabus, and the order of the chapters follows the order of the sub-strands of the syllabus.

Individual chapters, however, do not always follow the order of the outcomes in the sub-strand 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 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 outcomes in the syllabus. In teaching, therefore, you should usually follow the order of presentation in the Learner's Book rather than following the order of outcomes in the syllabus. As long as the outcomes are achieved, we have reached our goal.

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

## Timing: The syllabus and the yearly program planner

This section shows the entire learning program for one year of Secondary Home Economics course for Year 9. The suggested teaching times are based on 17 teaching weeks per semester and 34 teaching weeks per year in Years 7 and 8. Year 9 has 17 weeks and 12 weeks, i.e. a total of 29 weeks, due to Year 9 National Examinations.

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 strand or sub-strand in the time suggested, try to 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 Book.

If you find you have extra time available, devise some activities to study the topic in more depth. If you have very quick learners, make up some extra activities that challenge them to think about the topic in greater depth.

### Year 9: Semester 1

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Year 9</b>	<b>Clothing and Textiles</b>										<b>Home Management</b>									
	Textile Business & Household Sewing (9 weeks) 9.1 Researching, planning and implementation of textile business 9.2 Household sewing										Housing (8 weeks) 9.3 Home styles and home improvement 9.4 Floral arrangements									
											Revision and exams									

### Year 9: Semester 2

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Year 9</b>	<b>Food and Nutrition</b> (7 weeks) 9.5 Food guidelines for meal planning 9.6 Meal planning, food storage and Solomon Islands cooking 9.7 Cooking for special dietary needs							<b>Family Studies</b> (5 weeks) 9.8 Marriage 9.9 Social issues					Year 9 National exams and holiday							

## Controversial and sensitive issues

**Gender** is considered a sensitive and controversial issue in Solomon Islands. In Solomon Islands culture we have defined roles for males and females. It can be seen in jobs and in workplaces where some jobs are considered for females only and some are considered for males only. Even in subjects in schools, Home Economics in the past was only taken by females and Technology was only taken by males.

These stereotypical ideas about what learners can do can limit our expectations of their ability or limit their access, participation and learning outcomes.

In implementation of the Home Economics syllabus, which is for both boys and girls and is compulsory for all learners in all secondary schools in Solomon Islands, teachers should promote:

- equal access for all learners
- equal participation of all learners
- equal learning outcomes for all learners.

All learners must have access to resources such as teacher time, space in the classrooms, playgrounds, equipment and opportunities. Teachers should:

- encourage both girls and boys
- help the girls as much as the boys
- distribute resources like books and papers fairly
- rotate tasks and responsibilities so that all learners have opportunities to do a range of different tasks
- provide opportunities for both girls and boys to take up leadership roles
- encourage learners to think about their own learning and set tasks for themselves
- encourage learners to develop skills to work together
- show both girls and boys that they are competent in all aspects of life.

Teachers must encourage learners to develop their personal abilities and make choices without the limitations set by stereotypes, rigid sex roles and prejudices so that the different behaviours, aspirations and needs of boys and girls are considered, valued and favoured equally. It does not mean that boys and girls have to become the same, but that their rights and responsibilities will not depend on whether they are born male or female. There must be fairness of treatment for girls and boys according to their respective needs. This may include equal treatment that is different, but that is considered equivalent in terms of rights, benefits, obligations and opportunities.

**Food taboos** are part of Solomon Islands culture and certain religious beliefs. In food studies and practical cooking, teachers must be cautious in selection of foods so that some learners are not offended.

## 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 classrooms. To ensure effective applications of these methods, teacher planning and good preparation are important beforehand.

## Fieldwork and excursions

Fieldwork means any work outside the classroom. This helps learners to link classroom learning to real-world experience outside the classroom. Learners are instructed to apply skills such as observation, investigation and interviewing as a means of collecting information about the topic for themselves, thus achieving the outcomes of the syllabus in more practical and realistic ways. This is very important in Home Economics, 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, the best way to carry out work in the field and follow-up work in the classroom.

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 provide a questionnaire to the learners before they go. A lot of the work can then be done by learners working in groups to answer the questions, without too much help from you. The activities in the Learner’s Book will often give the basis for a questionnaire.

Fieldwork takes time and may have to be fitted in after the normal teaching time—on an afternoon or a weekend. Some fieldwork can be done by giving questionnaires for learners to fill in during their own time by looking at their own area—either after school or, in boarding schools, during the holidays.

Fieldwork is difficult in town schools but should not be ignored by those schools. You may have to rely on questionnaires to help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out and look at a river or stream, or the sea and coastline, or a farming area, on weekends. Assignments can also be given for learners to do in their home areas during holidays; this helps them to realise that what they are learning applies to their home 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.

Many of the units in the Year 9 English course teach learners about research and report writing. You should ask the English teachers what learners are doing and even get their cooperation in sharing an exercise to write up fieldwork or other information as part of their English course.

## 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 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 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. On the other hand, learners will often not talk freely if they know the teacher is listening, so you must 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 should be:

- **Choose the topic:** Groups can only discuss topics that they know something about and for which it is possible to have different points of view or opinions. You cannot discuss a topic such as 'How are volcanoes formed?' because there is only one answer to the question and answers are right or wrong. However, you can discuss 'How can people who live near volcanoes prepare for what to do if the volcano erupts?' There are many different answers and each learner can suggest different ideas.
- **Set the objective:** Make sure each group knows exactly what to discuss and has a set of clear questions to answer. 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 some learners 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 talk to someone else'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 outside and work.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all learners 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, giving some extra questions or asking individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used:** In Year 9 it is wise to encourage learners to use English in speaking and writing. In discussions learners can use both English and Pijin for those who find it very difficult to communicate in English. There is nothing wrong with a local language if everyone in the group speaks it. But try to get each group to report back their ideas at the end in English, either verbally or in writing. If groups are confident to use English throughout, allow them to do so.
- **Reporting back:** It is often a good idea to appoint a chairperson, 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.

## Debate and discussions

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

Debates are good to encourage learners to form their own opinions about a topic and we should encourage this by using simple topics. For example, the topics in Chapter 4.4 of the Learner's Book about social issues can be used for debates. At this level, debates should be informal.

## Photograph interpretation

Looking at photographs in the classroom helps learners to understand and remember the words they hear by seeing the real thing in photographs. This gives them the mental pictures to enable them to think about such things later. The skills needed include the ability to recognise what photographs show, see relationships within the photographs and explain certain features in the photographs—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 in the photographs that are obvious to us 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 we are not used to doing this it may not be easy. There may be some small ‘boxes’ in one part of a photograph and we may know these are houses, but some learners may not recognise these as houses unless we point it out to them.

Be particularly careful of photographs of things some learners may have never seen. Even simple things, such as types of vehicles, may be unfamiliar to people in some rural areas. Learners will probably never have seen a wolf or a desert or an electron microscope, so we must point out what the photo shows, not just presume that learners see what we see.

Reality has three dimensions, while photographs only have two dimensions. Learners must get used to using perspective on photographs; that is, recognising that things that are close are large and things that are small are further away. This can sometimes cause confusion. Remember also that one of the differences between a photograph and a map is that photographs usually show things from the side and show perspective as we normally see them. Maps show things looking directly down from above and have a different perspective.

## Graphs and statistics

Representing information through graphs and statistics is an important and effective way of teaching and learning about some topics. Instead of providing a lot of information in words, representing it in a graphical or statistical way may make it easier for learners to understand the importance of the information. You should not 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 using research interviews with people to collect information about a topic. This could include informal chats; questions for particular people prepared in advance; or standardised questionnaires by which learners work in small groups, ask the same questions to a large number of people and later convert the answers into statistical form.

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

## Guest speakers

Using 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 specialised knowledge other people in the community have.

## Visits

This links with fieldwork. If possible, try to visit an area that relates to any of the strands in the Learner's Book.

## 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.

# Assessment, recording, monitoring and reporting

Assessment is a process in which teachers gather, analyse and interpret assessment information and data. You should use such information and data to develop and implement enrichment support and intervention strategies to improve the teaching and learning processes in the classroom.

It is important to assess the learners to know what standard they are at and the progress they are making in the classroom. It is an important ongoing process in teaching and learning and it should be used continuously, meaning it should not be done only at the end after completing a particular topic.

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

*Summative assessment*, for example a 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 towards ranking learners from their performance on the learning outcomes. This will also help you 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 just knowledge. You should test whether learners can, for example, interpret a photograph or a graph, as well as test the factual knowledge they have learnt.

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

## Assessment techniques

### Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

### Written assessment

- Doing an activity (from text books 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 and drama

### Other

Other assessment techniques include:

- 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 individual specific learning outcomes using achievement levels

Learners' achievements in Home Economics will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes in the Year 9 Home Economics syllabus. Six levels are used to describe learners' achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2, L1, to L0, the lowest.

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 standard or benchmark. Learners achieving at L3+, which is a combination of L3 and L4, require assistance and must be given remedial work in order to acquire the curriculum standards or benchmark. Learners achieving at L5 are considered to have reached the curriculum benchmark and should be given enrichment support in order to maintain high excellence. Note the following:

- Learners achieving at L5 are considered to have achieved the curriculum benchmark and have full mastery of the learning outcome.
- Learners achieving at L1 to L4 are considered to have partially achieved the curriculum benchmark and have substantial, moderate, minor or minimal mastery of the learning outcome.
- Learners achieving at L0 are considered to have not achieved the curriculum benchmark and have no mastery of the learning outcome.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Statement to identify the fifth and highest level of achievement	Criteria for judging learners' achievement	Achieved (A) Full mastery of learning outcome
L4	Statement to identify the fourth level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Statement to identify the third level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Statement to identify the second level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Statement to identify the first level of achievement	Criteria for judging learners' achievement	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Statement to identify the lowest and last level of achievement	Criteria for judging learners' 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 (SLO) in Year 9 Home Economics. The SLO is the curriculum benchmark. The statements in the table are assessment criteria for the SLO 7.3.7.1 (Interpret different sections of a recipe). Each of the six levels describes the achievement of the learner.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Able to name the recipe, identify all of the ingredients and their correct amounts to be used in the recipe	Describe all different sections of the recipe	Achieved (A) Full mastery of learning outcomes
L4	Able to name the recipe, identify most of the ingredients and their correct amounts to be used in the recipe	Describe most different sections of the recipe	Partially Achieved (PA4) Substantial mastery of learning outcomes
L3	Able to name the recipe, identify some of the ingredients and their correct amounts to be used in the recipe	Describe three different sections of the recipe	Partially Achieved (PA3) Moderate mastery of learning outcomes
L2	Able to name the recipe, identify few of the ingredients and their correct amounts to be used in the recipe	Describe two different sections of the recipe	Partially Achieved (PA2) Minor mastery of learning outcomes
L1	Able to name the recipe and identify few of the ingredients used in the recipe	Describe one different section of the recipe	Partially Achieved (PA1) Minimal mastery of learning outcomes
L0	Unable to name the recipe and identify the ingredients used in the recipe	Unable to describe any of the different sections of the recipe	Not Achieved (NA) No mastery of learning outcomes

## Recording of learners' achievements

You are encouraged to keep accurate records of the progress of 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 (see Appendix 3, page 111). Indicate whether learners have: achieved an outcome (A), partially achieved an outcome (PA 1–4) or not achieved an outcome (NA).

Keeping up-to-date and accurate records is very important for monitoring and reporting the performance, progress and achievements of learners. It is also useful to 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 the parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners, 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 an 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 4 (page 112).

## Reporting individual learners' achievements

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 give a descriptive account of the learners' achievements.

The reporting system will no longer use 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 A, PA (1–4) or 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 total value of each 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 7 (page 115).

## 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 levels 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.

## Calculating 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 two. 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 certificate in recognition of the learner's achievement.

## Reporting the learners' overall performance and achievements

Teachers will prepare two types of reports. The first is a detailed report using the internal reporting template for learners and teachers. The second is the overall reporting template using the letter grades for parents, guardians and other key stakeholders. Teachers must issue certificates in recognition of the achievements made by the learner for each subject learnt at school, with appropriate school reports at the end of each assessment period. The letter grading reporting framework is used to give parents a clear understanding of the report. Such a reporting system is similar to the current and traditional reporting framework (see Appendix 9, page 118). However, detailed reports will be used for parent–teacher meetings at the school level (see Appendix 8, page 116). This report should be kept in the learner's folio as a record of his or her learning record to show the learner's performance, progress and achievements.

### The National Achievement Standards

The table below contains statements that describe the National Achievement Standards that teachers and instructors must use for measuring a learner's performance or achievements in all registered schools and TVET Centres throughout Solomon Islands. The achievement standards are based on the learner's overall achievement of learning outcomes prescribed in the National Curriculum of Solomon Islands. The achievement standard sets the benchmark for determining the learner's overall achievement level, grade, award and certification at the end of an assessment period.

Overall achievement level	Achievement standard	Achievement award	Certificate position	Colour code	Grade
Level 5 Mastery Level	The learner has an extensive knowledge and understanding of the content and can readily apply this knowledge. The learner has achieved a very high level of competence in the processes and skills and can apply these skills to newer situations.	Achieved With Excellence	Gold	Yellow	A
Level 4 Progressive Level	The learner has a thorough knowledge and understanding of the content and can apply this knowledge. The learner has achieved a high level of competence in the processes and skills and can apply these skills to most situations.	Achieved With Merit	Silver	Green	B
Level 3 Progressive Level	The learner has a basic knowledge and understanding of the content and has achieved an adequate level of competence in the processes and skills and can apply these skills in some situations.	Achieved	Bronze	Blue	C
Level 2 Critical Level	The learner has inadequate knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	Not Achieved	Critical Level	No award	D
Level 1 Critical Level	The learner has inadequate knowledge and understanding of the content and has achieved a very limited level of competence in the processes and skills.	Not Achieved	Critical Level	No award	E
Level 0 Critical Level	The learner has no knowledge and understanding of the content. The learner has not achieved outcomes assessed and is not competent.	Not Achieved	Critical Level	No award	F

Teachers may award bonus grades to learners at the end of each assessment period. Teachers must consider the standardised range of percentages for awarding the overall grade. A bonus grade of C+, B+ or A+ must correctly reflect the difference between a C, B and A grade respectively, according to the overall percentage awarded to each learner. For example, a learner scoring 95% can be awarded an A grade, while a learner scoring 99% would be awarded an A+ grade. Teachers must ensure that the awarding of bonus grades is carefully administered according to their professional judgement and as such, reflects the learning progress and achievement of learners within a specific assessment period.

## 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 parents. The school can organise consultative meetings between teacher and parents, 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 the confidence for their children to be educated in our schools. These meetings will make important links with the parents and other key stakeholders.

## Links between Home Economics and other subjects

Many other subjects teach topics or skills that are similar to or related to the topics and skills we teach in Home Economics. It is important that you are aware of these—when you teach a topic or use a skill, remind learners that they have also learnt about this or will learn about this in another subject. The tables show topics in Home Economics that are linked to other subjects which learners will study. Teachers can make reference to these other subject areas in their teaching.

Other subjects: level and sub-strand	Home Economics: level and sub-strand
<p><b>Business Studies</b></p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Natural &amp; human-made</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Market assessment</li> <li>Spending money (ways of purchasing goods and services, cash and credit), aids to trade: advertising, mail, fax, newspaper, TV, telephone, radio and email banking (types of banking and other financial institutions, NPF, credit union and finance)</li> </ul> <p><b>Year 9 sub-strand:</b> Evaluation, recommendation &amp; cash flow</p> <ul style="list-style-type: none"> <li>Budgeting purpose (preparation of budget, types – good &amp; bad)</li> </ul>	<p>Teachers and learners must be aware that planning, wise buying and wise spending of money are emphasised in Home Economics. Business Studies discusses this in more detail.</p> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Food buying is covered in Food and Nutrition and methods of buying goods and services are covered in Home Management</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Food and Nutrition emphasises Food budgeting; Introduction to textile careers, Resources &amp; implementation and Evaluation are covered in Clothing and Textiles</li> </ul>
<p><b>Science</b></p> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Food and nutrition covers food nutrients</li> </ul>	<p>Home Economics covers specific nutrients and Science provides a theoretical background to many topics discussed in Home Economics.</p> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Digestive system &amp; nutrition</li> </ul>
<p><b>Physical Education</b></p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Safety first aid kit</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Injuries &amp; treatment, types of Injuries, DRABC</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Treating &amp; resistance</li> </ul>	<p>First aid is covered in Home environment while PE covers it more in detail.</p> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Food and nutrition covers Kitchen safety and Hygiene rules</li> <li>Home Management teaches first aid in the home</li> </ul>

Other subjects: level and sub-strand	Home Economics: level and sub-strand
<p><b>Arts and Culture</b>  <b>Year 7</b></p> <ul style="list-style-type: none"> <li>Principles &amp; elements of design: line, texture, shape &amp; balance</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Woven crafts of Solomon Islands and Pacific regions</li> </ul>	<p>Home Economics emphasises knowledge and skills that relate to Solomon Islands cultures and traditions, linking with similar themes in Arts and Culture.</p> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Clothing and Textiles teaches Solomon Islands textile fibres</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Home Management teaches Home Furnishing and focuses on elements and principles of design</li> </ul>
<p><b>Maths</b>  <b>Year 7</b></p> <ul style="list-style-type: none"> <li>Calculation, percentage and money</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Percentage and money</li> <li>Measurement</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Ratio and proportion and money</li> </ul>	<p>Home Economics teaches learners calculation of prices, mark up and selling prices, profit and comparing prices while Maths teaches more detailed calculations.</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Food preparation, buying of food items, estimation of prices and cost of a plate per person.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>In Food Preparation for children, learners calculate the cost. In Home Management they deal with revenue and expenditure and savings. Body Measurements for Pattern Drafting in Clothing and Textiles also covers calculation</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>In Textile Business learners calculate selling price to make a profit. In planning, learners cost meals per head</li> </ul>
<p><b>English</b>  <b>Years 7–9</b></p> <ul style="list-style-type: none"> <li>Listening and speaking</li> </ul>	<p>Home Economics links with English in communication skills in all aspects. Family studies emphasises effective communication among family members to enhance living peacefully in the home and for better understanding of others within communities.</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Explaining recipes and cooking methods</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Communicating in food and nutrition through written and verbal forms for birthday parties. It can be formal or informal</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Family communication in family studies</li> </ul>
<p><b>Social Science</b>  <b>Year 7</b></p> <ul style="list-style-type: none"> <li>Traditional, Governance and Leadership</li> </ul> <p><b>Years 8 and 9</b></p> <ul style="list-style-type: none"> <li>Practising Peace Building</li> </ul>	<p>Home Economics covers good governance, leadership, peace and reconciliation at the family level while Social Science focuses more on the community and national levels.</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Family studies deals with family relationships, lines, inheritance and happy family life</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Family roles and responsibilities, ways of coping with role conflict, authority and decision making, family relationships and empowerment are also covered here</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Family communications for good relationships</li> </ul>

Other subjects: level and sub-strand	Home Economics: level and sub-strand
<p><b>Christian Education</b></p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Identity, Rights and Responsibility</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Forgiveness and Reconciliation</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Preparation for Marriage and Two-fold Commandments and Respect for Human Life</li> </ul>	<p>Home Economics emphasises moral values in all its strands for better relationships between learners and teachers while Christian Education covers it more in detail in the light of the word of God, the Bible</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Moral values such as respect for others is emphasised in the practical aspect of Home Economics</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Family studies emphasises forgiveness and reconciliation in families facing social issues</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Family studies also covers marriage</li> </ul>
<p><b>Health Studies</b></p> <p><b>Years 7–9</b></p> <ul style="list-style-type: none"> <li>• Good healthy habits and safety practices, personal health, growth and development</li> </ul>	<p>Home Economics in all aspects links with health.</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Safety, hygiene and preventative measures</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Diet related diseases</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Social issues</li> </ul>
<p><b>Agriculture</b></p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Introduction to food gardening</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Ornamental plants</li> </ul> <p>Small business enterprise holder</p> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Soil management</li> </ul>	<p>Home Economics emphasises importance of food gardens for consumption while agriculture discusses commercial enterprise in more detail.</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Good food gardening and preparation</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Landscaping and beautification</li> </ul>
<p><b>Technology</b></p> <p><b>Years 7–9</b></p> <ul style="list-style-type: none"> <li>• Management Process and Application is covered in all strands. Safety measures are also covered here</li> </ul>	<p>Home Economics applies management process while design and technology uses design process in a similar way. Both emphasise the usefulness of these processes in the learners' lives and encourage them to make it become part of their lives.</p> <p><b>Years 7–9</b></p> <ul style="list-style-type: none"> <li>• Design process and its application in all strands, and safety is also emphasised</li> </ul>

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# Chapter 1 • Textile business

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**Core strand:** Clothing and textiles

## General learning outcomes

Learners should:

- know the terms ‘textile career’ and ‘textile business’ (k) (9.1.1)
- understand traditional and modern textile careers (u) (9.1.2)
- understand how to set goals for a textile project (u) (9.1.3)
- be able to carry out a survey of how to start a textile business (s) (9.1.4)
- know the differences between human and non-human resources that can be used in textile careers (k) (9.1.5)
- work out the cost of the needed resources (s) (9.1.6)
- plan for a textile business (s) (9.1.7)
- understand how to carry out the selected textile project (u) (9.1.8)
- develop skills in how to carry out the selected textile project (s) (9.1.9)
- design an advertisement for the project (s) (9.1.10)
- evaluate the project (s) (9.1.11)
- know the meaning of household sewing (k) (9.2.1)
- know types of sewn household items (k) (9.2.2)
- sew household items (s) (9.2.3).

## Specific learning outcomes

Learners should able to:

- define the term ‘textile career’ (9.1.1.1)
- investigate traditional and modern textile careers and businesses in Solomon Islands (9.1.2.1)
- discuss difficulties in textile careers (9.1.2.2)
- describe how to set goals for a textile project (such as drafting school uniform from shirt and skirt block) (9.1.3.1)
- conduct a market survey on the type of textile project chosen (9.1.4.1)
- identify the best market for a chosen clothing project (9.1.4.2)
- identify human and non-human resources required to start a textile business (9.1.5.1)
- explain ways of acquiring the resources for textile business (9.1.5.2)
- calculate the cost of the needed resources (9.1.6.1)
- write a plan of how to carry out the textile business (9.1.7.1)
- draw up a simple cash record book for the project (9.1.7.2)
- carry out the plan of action for the project (9.1.8.1)
- calculate selling price (9.1.9.1)
- write an advertisement for the product (9.1.10.1)
- discuss the problems, successes, difficulties and ways of improving the project (9.1.11.1)
- assess the project (9.1.11.2)
- explain the meaning of household sewing (9.2.1.1)
- identify types of sewn household items: tea towels, pot holders, tablecloths, tablemats, pillowcases, cushions and cushion covers, curtains, bedspreads and other fabric items for the home (9.2.2.1)
- explain each of the types of sewn household items (9.2.2.2)
- identify suitable fabric for each of the household items in the list (9.2.2.3)
- follow instructions on how to sew one or more of the types of sewn household items: tea towels, pot holders, tablecloths, tablemats, pillowcases, cushions and cushion covers, curtains, bedspreads and other fabric items for the home (9.2.3.1).

## SUB-STRAND 9.1 Researching, planning and implementation of textile business

### Suggested class time: 10 periods

This sub-strand focuses on textile business using management and decision-making processes in household sewing.

### Suggested assessments in the syllabus

Learners should be assessed on questions such as the following:

- 1 Research difficulties of the textile business and careers in their communities.
- 2 Report on a market survey on the type of textile project chosen.
- 3 Write and present a plan on a textile business (school uniform).
- 4 Produce an assessment report on the project (school uniform).

### Teacher preparation

Charts and markers for group work

### Teacher instruction

Divide learners into groups, allocate questions to each group. Give them time to discuss and do a class presentation.

### Possible assessment answers

- 1 Difficulties include:
  - lack of resources such as money, equipment, etc.
  - limited knowledge on large-scale textile business
  - finding a market or where to sell products.
- 2 Answers will vary, but a survey might show that school uniforms are viable for a textile business; or that there is a demand for recycling of second-hand clothes into school uniforms or work clothes.
- 3 A textile plan should include an analysis of the goal, resources (human and non-human) needed and a plan of action. An example is provided below.
  - a Goal – School uniform for girls (dress)
  - b Resources – Non-human resources: two sewing machines, ironing board and an iron, two large tables for cutting, tape measure, thread, room for sewing, capital/money  
Human resources: skills to sew, knowledge, time, three women
  - c Plan of action
    - Draft patterns for dress sizes 12, 14 and 16.
    - Purchase five bolts of the required fabric to make 500 dresses in total.
    - Actual sewing will be for one or two months (November and December).
    - Sell at school library (over three years).
  - d Carry out plan of action above.

- 4 An assessment report on the project could be done in the form of a table, such as the one below. Depending on the project, some of the stages may require different descriptions.

Uniform project – Textile business	√ Achieved	X Not achieved
Survey		
Starting capital – \$10,000		
Draft patterns for dress sizes 12, 14 and 16		
Purchase 5 bolts of fabric		
Labour (3 people)		
2 large tables for cutting		
Ironing board and iron		
2 sewing machines		
Sew for 1–2 months (November and December)		
500 dresses altogether		
Sell at school library (over 3 years)		
Completed garments		
Successful/not successful		

## SUB-STRAND 9.2 Household sewing

### Suggested class time: 8 periods

This sub-strand provides learners with the opportunity to use various sewing skills in the construction of household items.

### Suggested assessments in the syllabus

Learners should be assessed on questions such as the following:

- 1 Write and present a plan for a textile business to make a household item.
- 2 Produce an assessment report on a project to make a house item.
- 3 Explain the steps needed to sew a household item.

### Teacher preparation

Charts and markers for group work

### Teacher instruction

Divide learners into groups and allocate questions to each group. Give them time to discuss the questions and do a class presentation.

### Possible answers for the suggested assessment events

- 1 The household sewing plan should include an analysis of the goal, resources (human and non-human) needed and a plan of action. An example is provided below, and these steps are also detailed on page 6 of the Learner's Book.
  - a Goal: making pillowcases to replace the old ones
  - b Resources: Non-human resources: two sewing machines, large table for cutting, ironing board and iron, tape measure, threads, room for sewing, capital/money, time

Human resources: skills, knowledge, two women

**c** Plan of action

- Draft patterns for the pillowcases.
- Target is to make 40 pillowcases.
- Purchase one or two bolts of the required fabric.
- Actual sewing will be for one month.

**d** Carry out plan of action above.

- 2** An assessment report on the project could be done in the form of a table, such as the one below. Depending on the project, some of the stages may require different descriptions.

Pillowcase household project – Textile business	√ Achieved	X Not achieved
Survey – need of a house		
Starting capital – \$1000		
Draft pattern for the pillowcase (rectangular shape)		
Purchase 1 bolt of cotton fabric		
Labour (2)		
Large table for cutting		
Ironing board and iron		
2 sewing machines		
1 month duration for sewing		
40 pillowcases altogether		
Sell anywhere		
Completed pillowcases		
Successful/not successful		

- 3** To sew a pillowcase, using an envelope style, the following steps should be taken.

- Cut a piece of fabric 145 cm long and 45 cm wide.
- Turn a hem along each of the ends of the fabric. Each hem should be a double fold of even width. Machine or hem-stitch into position.
- With right sides of fabric facing, fold the fabric so that one side is 12 cm longer than the other. Pin the sides together 1 cm from the edge.
- Fold the 12 cm flap down onto the pinned edge. Pin into position. Machine or backstitch the side seams.
- Turn the pillowcase to the right side and iron.
- Cost the pillowcase.

## Unit 1.1: Textile careers and businesses activities

### • Activity 1

*Learner's Book page 1*

#### Teacher preparation

Charts and markers for group work. Read through the activity questions and possible answers before class.

## Teacher instructions

Divide learners into groups. Allocate questions to each group and give learners time to discuss them. Have them do a class presentation.

## Possible answers

- 1 A textile business is a way of earning money by producing and selling textile items. In the Solomon Islands there are a variety of small modern and traditional textile businesses that are promoted by men and women, groups and other companies and business owners. For example, people who make and sell mats or baskets are in the traditional textile business, while those who make and sell dresses or shirts are in the modern textile business.
- 2 Examples of modern textile businesses and what they do are: uniform making businesses make school uniforms and sell them to schools; quilt making is based on individual orders; curtain making involves making and selling curtains.

## • Activity 2

*Learner's Book page 5*

## Teacher preparation

Read the text before the class. Provide charts and markers for groups to prepare their answers.

## Teacher instructions

Divide learners into groups and allocate questions to each group. Give learners time to read the four case studies, discuss and then do a class presentation.

## Possible answers

- 1 The four case studies are compared and analysed in the table below.

Questions	Helen	Elaine	Lisi	Billy
<b>a</b> Goal/s of the business	To run a school to teach women how to sew	To own a tailor shop & sell clothes	To run her own business: a dress shop	To make and sell hammocks, deck chairs, macramé, tablemats, baskets
<b>b</b> Steps to start their business	Learnt skills from mother and school; had 2 mentors; studied by correspondence; worked as sewing teacher	Learnt skills from mother and school; developed an interest	Skilled sewer; learnt skills in dress factories; had a shop and learnt management skills	Learnt skills by observing and doing
<b>c</b> Factors to consider in starting a business	Confidence in self; willingness to take risks; being committed; honesty	Arranged capital (a loan); identified a need for her business; hard worker	Had starting capital of \$50; sewed clothes & sold them by going into offices; made good-quality clothes and provided a good choice; word of mouth was important	Recycles materials; family helps with advertising and selling
<b>d</b> Differences and similarities in textile businesses	Sewing school; Good educational background; taught in RTC; got more experience	Tailor shop; Makes different types of clothes; Less experience than Helen	Had an office shop; dress factory experience; sells from home & mobile marketing on foot	Sells from home or family members do the selling on his behalf
<b>e</b> Challenges and difficulties	Capital & resources	Capital & resources	Capital & resources	Capital & resources
<b>f</b> Level of success	Has trained 800 women to sew; employs 5 women	Runs her own business; employs 2 women	Has grown her business so much she bought a van; employs 2 women	Earns good money

- 2 Lessons learnt from the four stories should include some of the following: Interest, confidence and determination are important. Starting capital is usually necessary. Family support is helpful. Human and non-human resources need to be considered.
- Ideas on how to start a small business might include: have an interest in business; set a goal; research the viability of the business; ensure there's a level of knowledge, understanding and skill of the type of business; gather some capital; make a plan and follow it; evaluate progress.

### • Activity 3

*Learner's Book page 6*

#### Teacher preparation

Charts and markers for group work

#### Teacher instruction

Have learners work in groups to plan their project. Encourage them to choose one of the products listed in the activity.

#### Possible answers

Steps in planning an income-generating project:

**Step 1** Research: use a market survey to find the product that is most likely to generate an income.

In this instance, a dyed lavalava is the example.

**Step 2** Before starting the project, identify and select resources. Human resources required: knowledge, skills, energy, creativity. Non-human resources required: time, money, dye colour, scissors, instructions, venue, material/fabric.

**Step 3** Make a plan of action. The plan must be realistic.

Learn the skill of tie-dyeing from a book or a friend who knows the skill and has experience. Practise tie-dyeing to gain more skill.

Get capital to start the business. This could be using savings or borrowing from a friend or from the bank.

Purchase the materials needed for the tie-dyeing.

**Step 4** Marketing: advertise the product to friends; put samples in the market where clothes are sold; put up posters; use word of mouth.

**Step 5** Calculate the selling price. Here is an example:

Spend \$40 on materials to make one tie-dyed lavalava, and include labour costs of \$10

Total cost = \$50 including labour

Profit margin is 30%

Selling price (SP) = cost + profit margin

SP = \$50 + \$15 = \$65

**Step 6** Keep good records of all the money coming in (income) and the money spent or going out (expenditure). Use a simple cash book (as covered in Business Studies Years 8 and 9) to keep your records.

**Step 7** Evaluate your plan of action. This involves asking questions such as: Have I achieved my goal successfully? What problems did I encounter in doing the project? What are my weaknesses? How would I improve the project in the future?

## Unit 1.2: Modern textile business projects activities

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### • Activities 4–9

*Learner's Book pages 7–25*

#### **Teacher preparation**

Drafting paper, pencil, eraser, L-shaped ruler, ruler, photocopies of body measurements to guide learners, tape measure

#### **Teacher instructions**

Divide learners into pairs to take body measurements. The teacher must check body measurements before learners start drafting. Teachers must have a standard Body Measurements Table as a guide and illustrations of how to take body measurements correctly to help both learners and teachers. The goal is to draft and sew for women: a tailored skirt block, an extra flared skirt, trousers block and a classic female shirt block.

The patterns for males are trousers block and a classic male shirt block.

Note: The basic blocks drafted will help you to do alterations or variations or to draft new garments. For example, the tailored skirt block can be altered to draft a flared skirt.

#### **Possible answers**

Note that sizes will vary depending on individual body measurements.

## Unit 1.3: Traditional textile business projects activities

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### • Activity 10

*Learner's Book page 28*

#### **Teacher preparation**

Prepare information on cutting and preparing pandanus leaves to make tablemats. Also prepare instructions for making the tablemat.

#### **Teacher instruction**

Divide learners into groups to collect and prepare pandanus leaves and construct the tablemats.

#### **Possible answers**

- 1 Research by talking to older women on the collection and processing of pandanus leaves.
  - Cut pandanus leaves.
  - Remove the thorns.
  - Roll and put in boiling water until leaves change to the desired colour.
  - Put out in sun until the leaves turn off-white in colour.
- 2 Instructions on making a tablemat should include the following.
  - Cut leaves into strips to make the mats.
  - Weave the mat to desired length.
  - Then cut the mat into desired shape for tablemats; it could be circle or square.
  - Sew bias around the tablemats.

## Unit 1.4: Household sewing textile business projects activities

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### • Activity 11

*Learner's Book page 30*

#### **Teacher preparation**

Read the text before the class.

#### **Teacher instruction**

Divide learners into groups to discuss and present their answers to the class.

#### **Possible answers**

- 1 Household sewing includes any of the items shown on pages 28–29, such as curtains, cushions, sheets, bath mats, etc.
- 2 The five types of sewn household items used in the home come under the groups of: general home fabric items, items for the bedroom, items for the bathroom, items for the kitchen and items for the table.
- 3 Two examples are provided.
  - a Pillowcases are used on pillows for pillow protection, comfort and hygiene. They should be washed as soon as they are dirty or fortnightly.
  - b Cushion covers are fabric cases that protect the cushions from becoming soiled. The covers can be easily removed for washing when necessary.
- 4 Learners should find that fabric items made at home are much cheaper than ready made ones.

### • Activity 12

*Learner's Book page 30*

#### **Teacher preparation**

Buy enough fabric for the class to sew tea towels.

Prepare sample patterns of tea towels and marking criteria for assessing completed tea towels.

#### **Teacher instructions**

Ask learners to discuss and design their own tea towels. Tell learners they can buy the fabric from the teacher or use their own fabric for the tea towels. They can choose their own decorative stitches. Learners need to submit to the teacher a plan using the management process in constructing tea towels, along with the completed item.

### • Activity 13

*Learner's Book page 31*

#### **Teacher preparation**

Buy enough fabric or recycle old garments for the class to sew the potholders. Prepare sample patterns of potholders as examples and marking criteria for assessing completed potholders.

#### **Teacher instructions**

Ask learners to discuss and design their own potholders. Tell learners they can buy fabric from the teacher or bring their own fabric to make the potholder. Learners can choose their own decorative stitches. Try making a hand-shaped potholder. Learners need to submit to the teacher a plan using the management process in constructing potholders, along with the completed item.

## • Activity 14

*Learner's Book page 32*

### Teacher preparation

Buy white fabric or calico in quantities that can be sewn into tablecloths. You will also need sufficient quantities of calico for learners to make a tie-dyed square 45 cm × 45 cm.

Prepare sample patterns of tablecloths and marking criteria for assessing completed tablecloths.

### Teacher instructions

Ask learners to discuss and design their own tablecloths. Tell learners they can buy fabric from the teacher or use their own fabric. Learners can choose their own decorative stitches. Learners need to submit to the teacher a plan using the management process in constructing tablecloths, along with the completed item.

### Possible answers

1 Encourage learners to experiment with different patterns of tie-dyeing.



2 Learners should use a range of methods to decorate their tablecloths.

## • Activity 15

*Learner's Book page 33*

### Teacher preparation

Prepare information on cutting and preparing pandanus to make tablemats, instructions for making the tablemat and provide suitable fabric that is available in your area, or have learners provide the fabric. Prepare marking criteria for assessing completed tablemats.

### Teacher instructions

Divide learners into groups to collect and prepare pandanus leaves to construct traditional tablemats. For modern tablemats, use fabric bought locally. Learners need to submit to the teacher a plan using the management process in constructing tablemats, along with the completed item.

### Possible answers

1 The tablemat is a square design and measures 25 cm × 25 cm.

The process for making tablemats is:

- Cut the prepared pandanus into strips to make the mats.
- Mark desired shapes (e.g. square or circle) and stitch around the shapes using a machine or by hand sewing.
- Weave the mat to desired length.
- Cut the mat into the desired shape, either in a circle or a square.
- Sew bias around the tablemats.
- If making a motif, dye pandanus strips and glue them onto the mat.

- 2 Learners should use the process above to create a set of tablemats.
- 3 Colour is important in choosing fabric items for rooms. Attractive rooms use a colour scheme so that the tablecloth, curtains, chair covers and curtains match each other or complement each other. Learners' answers on suitable patterns and colours will vary. Fabric that is suitable for clothes may be suitable for tablemats, especially if it is cotton, linen or rayon.
- 4 Tablecloths and sets of tablemats in local stores are more expensive than the ones made at home.

## • Activity 16

*Learner's Book page 35*

### Teacher preparation

Buy the cotton fabric to sew pillowcases. Prepare a sample pattern for a pillowcase with tie as an example and marking criteria for assessing completed pillowcase.

### Teacher instructions

Ask learners to discuss and design patterns for their own pillowcases. Tell learners they can buy fabric from the teacher or use their own, but encourage them to use cotton. Learners can choose their own decorative stitches. Learners need to submit to the teacher a plan using the management process in constructing pillowcase, along with the completed item.

## • Activity 17

*Learner's Book page 37*

### Teacher preparation

Buy the cotton, linen, silk and acetate fabric to make cushion covers. Prepare a sample pattern for a cushion cover as an example and prepare marking criteria for assessing completed cushion covers.

### Teacher instructions

Ask learners to discuss and design patterns for their cushion covers. Tell learners they can buy fabric from the teacher or use their own. Learners can choose their own decorative stitches. Learners need to submit to the teacher a plan using the management process in constructing cushion cover, along with the completed item.

## • Activity 18

*Learner's Book page 39*

### Teacher preparation

Buy the cotton, linen, silk and acetate to sew curtains. Prepare a sample pattern for window curtains as an example and prices for curtain accessories that are available locally.

### Teacher instructions

Ask learners to discuss and design patterns for their window curtains. Tell learners they can buy fabric from the teacher or use their own. Learners can choose their own decorative stitches. Learners need to provide actual measurements for the curtain(s) they are going to make.

### Possible answers

- 1 Answers will vary.
- 2 If possible, provide some old magazines or shopping catalogues that learners can use to collect pictures.
- 3 If possible, research average prices for curtain accessories in case learners are unable to find prices.

## • Activity 19

*Learner's Book page 41*

### Teacher preparation

Buy or collect enough fabric scraps for learners who cannot get their own. Prepare a sample pattern of patchwork as an example, and ensure enough sewing kits for the learners and prepare marking criteria for assessing the completed patchwork.

### Teacher instructions

Ask learners to discuss and design patterns for their patchwork. Tell learners they can buy or collect fabric for the patchwork. Learners can choose their own decorative patterns. Learners need to submit a plan to the teacher using the management process in constructing patchwork, along with the completed item.

## • Activity 20

*Learner's Book page 41*

### Teacher preparation

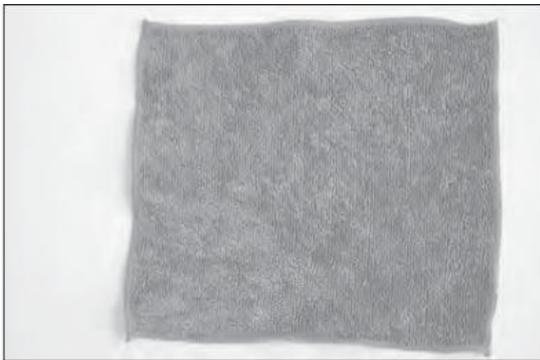
If possible, bring in examples of a hand towel, face cloth and bath mat.

### Teacher instructions

Encourage learners to measure the examples of a hand towel, face cloth and bath mat, to help them calculate the measurement of their chosen item.

### Possible answers

1



2 Measurement of the hand towel is 25 cm × 25 cm

3 Learners will obtain cotton.

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# Chapter 2 • Home styles and home management

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**Core strand:** Home management

## General learning outcomes

Learners should:

- know home styles and the meaning of ‘desirable amenity’ (k) (9.3.1)
- understand factors that might make a home pleasant to live in (u) (9.3.2)
- demonstrate correct ways to clean parts of the home (s) (9.3.3)
- know elements and principles of design (k) (9.3.4)
- construct a model home applying elements and principles of design (s) (9.3.5)
- understand the principles for improvisation, improvement and recycling in the home (u) (9.3.6)
- design and carry out improvement in their home (s) (9.3.7)
- know the meaning of ‘floral arrangement’ (k) (9.4.1)
- understand the principles of floral arrangement (u) (9.4.2)
- be able to arrange flowers (s) (9.4.3)
- appreciate floral arrangements in the home (a) (9.4.4)
- make floral arrangements for different occasions (s) (9.4.5).

## Specific learning outcomes

Learners should be able to:

- identify some examples of home styles (9.3.1.1)
- define ‘desirable amenity’ (9.3.1.2)
- describe factors to consider that might make a home pleasant to live in (9.3.2.1)
- clean and improve classroom, staffroom or a staff house bedroom, bathroom, toilet, laundry, kitchen, living room and outdoor living area (9.3.3.1)
- evaluate the work done on cleaning and improvement of homes, classrooms or offices (9.3.3.2)
- state elements and principles of design (9.3.4.1)
- draw the colour wheel and discuss the effects of the colours (9.3.4.2)
- identify decorations suitable for the home (9.3.4.3)
- apply elements and principles of design to improve the home (9.3.4.4)
- make a model home applying elements and principles of design (9.3.5.1)
- explain the importance and principles of improvisation, improvement and recycling in the home (9.3.6.1)
- make a plan to improve the home (9.3.7.1)
- improve parts of the home, through improvising or recycling of an item from an existing household item (9.3.7.2)
- define ‘floral arrangement’ (9.4.1.1)
- identify types of floral arrangements (9.4.2.1)
- explain principles of floral arrangement (9.4.2.2)
- make simple floral arrangements in class (9.4.3.1)
- put flowers in class as part of their duty (9.4.4.1)
- decorate the school using different types of floral arrangements for a graduation ceremony (9.4.5.1).

## SUB-STRAND 9.3 Home styles and home improvement

### Suggested class time: 6 periods

This sub-strand focuses on housing styles, desirable amenities, building materials and main areas of a home. It also emphasises the elements and principles of design in a home.

### Suggested assessments in the syllabus

Learners should be assessed on questions such as the following.

- 1 Apply the management process to design a one-week timetable for daily tasks for the learner and their family.
- 2 Construct a model home applying elements and principles of design.
- 3 Carry out a cleaning project.

### Teacher preparation

Prepare charts, rulers, pencils, erasers and markers.

For the cleaning project, prepare cleaning agents, tools and equipment, such as rags.

### Teacher instructions

Divide learners into groups to discuss and present their answers to the class.

For the cleaning project, divide learners into groups to discuss how they will carry it out.

### Possible answers for suggested assessment events

- 1 Use the management process and decision-making process to draw up a one-week timetable for daily tasks for a family, such as home tasks, work tasks, school tasks.
  - Use research skills learnt in English to survey possible items to put in the timetable. Questions to family members should focus on what they can contribute: 'Which task/tasks or items would you like to contribute for the timetable?' Learners interview their own families.

Tasks	Items
<ul style="list-style-type: none"><li>• Labour (cooking)</li><li>• Shopping</li><li>• Dropping school children off &amp; picking them up</li><li>• Washing up &amp; wiping</li><li>• Sweeping</li><li>• Washing clothes, hanging, ironing &amp; storing clothes</li><li>• Cleaning around the house</li><li>• Preparing the meeting place for prayer</li><li>• Cleaning the shower room &amp; toilet</li></ul>	<ul style="list-style-type: none"><li>• Food items</li><li>• Money for transport &amp; food</li><li>• Detergent, soap, brush, mop</li><li>• Broom &amp; dust pan</li><li>• Rake, bags</li><li>• Washing powder</li><li>• Rags</li></ul>

- Before starting the project, identify and select the resources needed:
    - human resources: knowledge, skill, energy, creativity
    - non-human resources: time, money, scissors, instruction paper, venue.
  - Make a realistic plan of action. This should include learning the skills of: cooking; shopping; washing up and wiping dishes; sweeping; washing and ironing clothes; cleaning the house, toilet and shower.
  - Implementation and evaluation: put the plan into action, and evaluate it by asking questions: 'Have I successfully achieved my goal? What problems have I encountered doing the project? What are my weaknesses? How could I improve the project?'
- 2 Answers will vary depending on materials available to learners. Learners should apply elements and principles of design when constructing a model home: line, mass, texture, shape, colour, tone and size.

3 Learners should use the management process and decision-making process to design activities for the cleaning project. For example: the goal is to design activities for cleaning inside the home, cleaning outside the home and cleaning the school compound.

- Use research skills learnt in English to survey cleaning projects. Use questions to help find out what family members and school children can contribute to the cleaning projects. Ask, 'Which task/tasks or items would you like to contribute toward the cleaning projects?'

Tasks	Items
<ul style="list-style-type: none"> <li>• Labour</li> <li>• Collecting &amp; dropping off rubbish</li> <li>• Sweeping</li> <li>• Washing, hanging, ironing &amp; storing clothes</li> <li>• Cleaning around the house</li> <li>• Preparing meeting place for prayer</li> <li>• Cleaning the shower room &amp; toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Money for transport &amp; cleaning products</li> <li>• Detergent, soap, brush, mop</li> <li>• Broom &amp; dust pan</li> <li>• Rake, bags</li> <li>• Washing powder</li> <li>• Rags</li> </ul>

- Before starting the project, identify and select the resources needed:
  - human resources: knowledge, skill, energy, creativity
  - non-human resources: time, money, cleaning agents, equipment, rags.
- Make a realistic plan of action. This should include learning the skills of: washing up and wiping dishes; sweeping; washing and ironing clothes; cleaning the house, toilet and shower.
- Implementation and evaluation: put the plan into action, and evaluate it by asking questions: 'Have I successfully achieved my goal? What problems have I encountered doing the project? What are my weaknesses? How could I improve the project?'
- Calculate the cost price of the labour, for example an hourly rate of \$10. Keep records of all the money coming in (income) and the money spent (expenditure). To do this, use a simple cash book.

## SUB-STRAND 9.4 Floral arrangements

### Suggested class time: 10 periods

This sub-strand focuses on types of floral arrangements, the importance of and practice on different floral arrangements.

### Suggested assessments in the syllabus

- 1 Make an oasis using local materials.
- 2 Construct simple floral arrangements.
- 3 Investigate a floral arrangement business.

### Teacher preparation

Prepare materials for making an oasis using local materials.

### Teacher instruction

Divide learners into groups to discuss how they will carry out the oasis project.

### **Possible assessment answers**

- 1 A local oasis can be made out of banana trunk and nails.
- 2 To make a simple floral arrangement, follow these steps:
  - Cut a banana tree down and cut the trunk into desirable sizes, suitable for the floral arrangement.
  - Put the section of trunk in a container, fill with water.
  - Arrange flowers in the container.
- 3 Answers will vary but should be a brief analysis of the floral arrangement business in Solomon Islands. Floral arranging is becoming more popular. Like any other business, there are challenges and successes. Special occasions and events such as graduations and weddings create business for floral arranging businesses.

## **Unit 2.1: Desirable amenities activities**

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### **• Activity 1**

*Learner's Book pages 42–44*

#### **Teacher preparation**

Read the text before the class.

#### **Teacher instructions**

Check that the learners have some direction on what to look for in the pictures, such as building materials, climate and amenities.

#### **Possible answers**

- 1 Learners should note differences such as whether the structures are weather proof, if they have access to water and a way to dispose of used water and sewerage, if light and ventilation can enter the structure, if insects and animals can be kept out, if it's easy to get access to the outside, if it's peaceful and comfortable, etc.
- 2 Learners will have different reasons, but they should be able to justify them.

### **• Activity 2**

*Learner's Book pages 44–45*

#### **Teacher preparation**

Read the text before the class.

#### **Teacher instructions**

In groups, learners discuss the questions, write answers on a chart, present and display them.

#### **Possible answers**

- 1 Possible desirable amenities: the view, proximity to the sea for food and transport; water tank, good soil for growing food.
- 2 Learners should be able to justify their choices of desirable features.

## • Activity 3

*Learner's Book pages 45 –46*

### Teacher preparation

Be prepared to describe the site of a house that you know well, as an example for the class.

### Teacher instructions

Instruct learners to answer the questions individually and then exchange books with their friends and tick answers as they are being discussed.

### Possible answers

- Advantages: easy access to water supply for drinking, cooking, washing and bathing, facilities such as playing fields, close to road or services such as school, doctor, good drainage.  
Disadvantages: soil is not fertile so not good for planting vegetables, close to swamp, plenty of mosquitoes so the family gets malaria often.

Factors	Important points to consider
<ul style="list-style-type: none"> <li>• Drainage</li> <li>• Soil</li> <li>• Position</li> <li>• Water supply</li> <li>• Facilities or services</li> </ul>	<ul style="list-style-type: none"> <li>• Good drainage</li> <li>• Fertile soil</li> <li>• Good view &amp; well ventilated</li> <li>• Close to clean water supply</li> <li>• Close to shops, clinics, schools, transportation, etc.</li> </ul>

- All of the above are important to give comfort but the most important ones are to be near a water supply, and near facilities and services to cater for the family needs. This makes day-to-day life of getting food, working and education easier.
- Sites that might not be suitable to build a house on include: swampy land, a distance from services and facilities, a distance from water supply, where the soil is not fertile.

## • Activity 4

*Learner's Book page 46*

### Teacher preparation

Read the text before the class. Find examples of aspects in old magazines and bring to class.

### Teacher instructions

Learners read the text and answer questions.

### Possible answers

- Answers will vary.
- Levi's house is in the middle of the village with lots of houses built around it.
- Levi wants to relocate his house because: he doesn't have a good view of the sea; the verandah of the house is almost touching the neighbour's house; he cannot plant hedges because there is no space.
- Answers will vary.
- Answers will vary, but are likely to include: choose a suitable site, make sure that if other houses are built nearby they cannot obstruct the view; clear the vegetation, plan the house and what materials and labour are needed; calculate the cost.
- Answers will vary.

## • Activity 5

*Learner's Book page 48*

### Teacher preparation

Read through the activity before the class.

### Teacher instructions

Divide learners into groups to do the activity, and share answers in class.

### Possible answers

1	Types of houses	Building materials	Building use (where the materials are used)
	Traditional house	Bamboo Bark  Bush timber, vines, pandanus  Sago leaves, tree trunks	For walls Bark as rope to tie roof & other parts of the house Frame of house Roofing and posts
	Modern house	Timber (different sizes) Nails Iron sheets Paint Louvres & frames Taps, shower sets, sinks, toilet set Electrical wiring, connections	Whole house Whole house Roof Whole house Walls and windows Bathroom and toilet Whole house
	Semi-permanent		
	Traditional and modern (1)	Choose from list above of materials for traditional & modern	See lists above
	Traditional and modern (2)		

2 Answers will vary but must be justified.

3 It is more affordable than using only modern materials; it lasts longer than only traditional materials; it can still have a Solomon Islands look.

A home using a combination of modern and traditional materials may be: a three-bedroom, semi-permanent house with the verandah made of traditional materials. The main house has permanent walls but bamboo is used for the living room, and the other rooms have masonite.

4 Answers may include: make it large to accommodate wantoks; have separate toilets for males and females outside the house; use traditional materials for decoration and walls.

## • Activity 6

*Learner's Book page 48*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Ensure learners understand the bird's-eye view of the house plans. If needed, prepare a bird's-eye plan of the classroom to help them.

**Possible answers**

- 1 Both houses are zoned and the areas for sleeping, living and working are grouped conveniently.
- 2 The toilet is out of view of guests in the modern house, and is separate from the shower and bath. This caters for the cultural needs of wantoks.
- 3 Yes for the modern house; no for the rural house.
- 4 Yes for the modern house.
- 5 Yes for the modern house.
- 6 No for the modern house; yes for the rural house.
- 7 A small porch in the modern house; verandah in the rural house.
- 8 In the modern house: lounge could be used as another bedroom.
- 9 The modern house has lots of storage.
- 10 The kitchen is efficient: there is bench space for preparing food, a cooktop and fridge all within easy access.
- 11 Answers will vary.
- 12 Answers will vary.

## Unit 2.2: Areas of the home activities

### • Activity 7

*Learner's Book page 49*

**Teacher preparation**

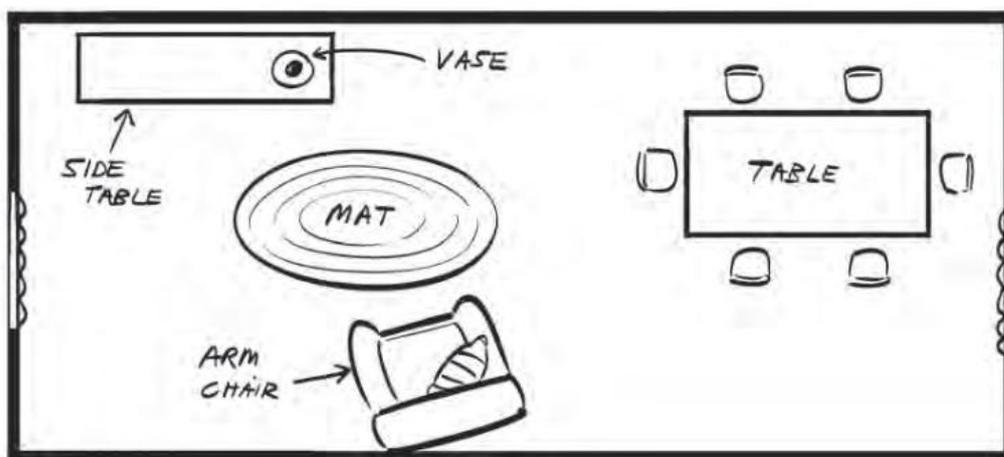
Read the text before the class and prepare an example of a living room on a chart or handout.

**Teacher instructions**

Ask learners to do the activity individually.

**Possible answers**

- 1 Answers will vary, the following is an example sketch of living room:



## 2 Examples of living room surfaces

	Surfaces	Care and cleaning
Window frames	Painted	Wipe clean with damp cloth
Window louvres	Glass	Wipe with warm soapy water
Floor	Varnished	Sweep and mop
Wall	Painted	Wipe clean with damp cloth
Doors	Painted	Wipe clean with damp cloth
Roof	Painted	
Ceilings	Painted	Keep clear of cobwebs

### • Activity 8

*Learner's Book pages 49–50*

#### Teacher preparation

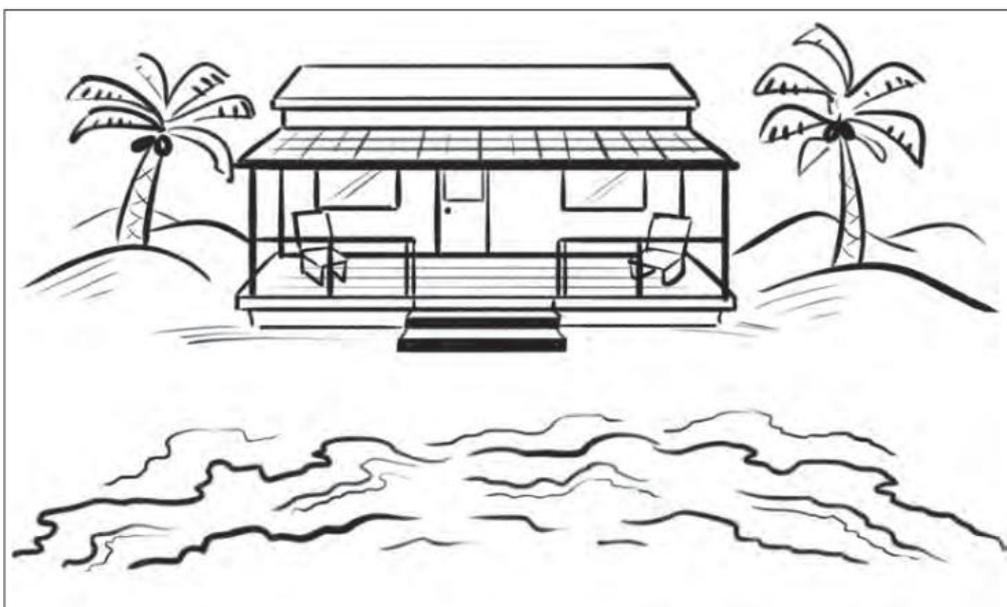
Prepare an example of an outdoor area on a handout or chart.

#### Teacher instructions

Ask learners to discuss the questions first, then do the activity individually.

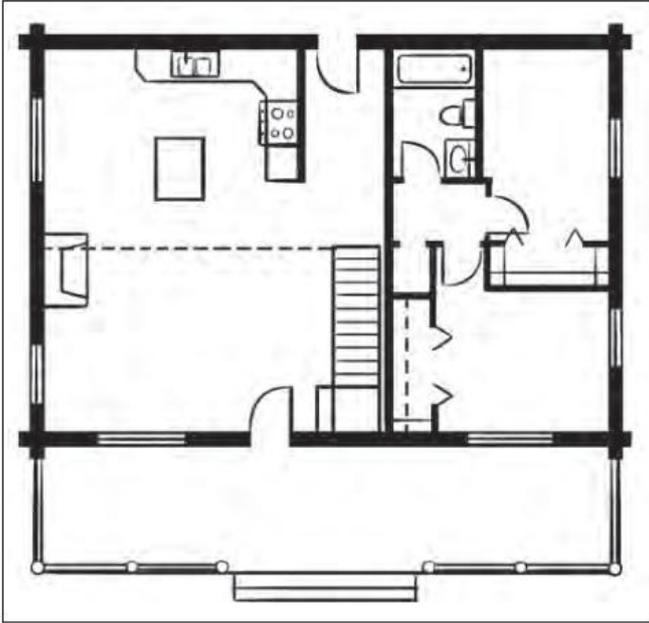
#### Possible answers

- 1 The area around a house is likely to be divided into three sections: front, back and sides of house.
  - a Flower gardens, fruit trees, vegetable gardens and hedges are likely to grow in each area.
  - b Answers will vary, but there is likely to be a place to sit in at the front/back/side of the playing area, cooking area, tool shed or workshops, storage area or shade trees.
  - c The area could be improved by planning flower beds and choosing types of flowers to plant. There should be a fence around the house to keep animals away, and to stop people from entering the property except at the front.
- 2 An example of an outside view of an ideal house

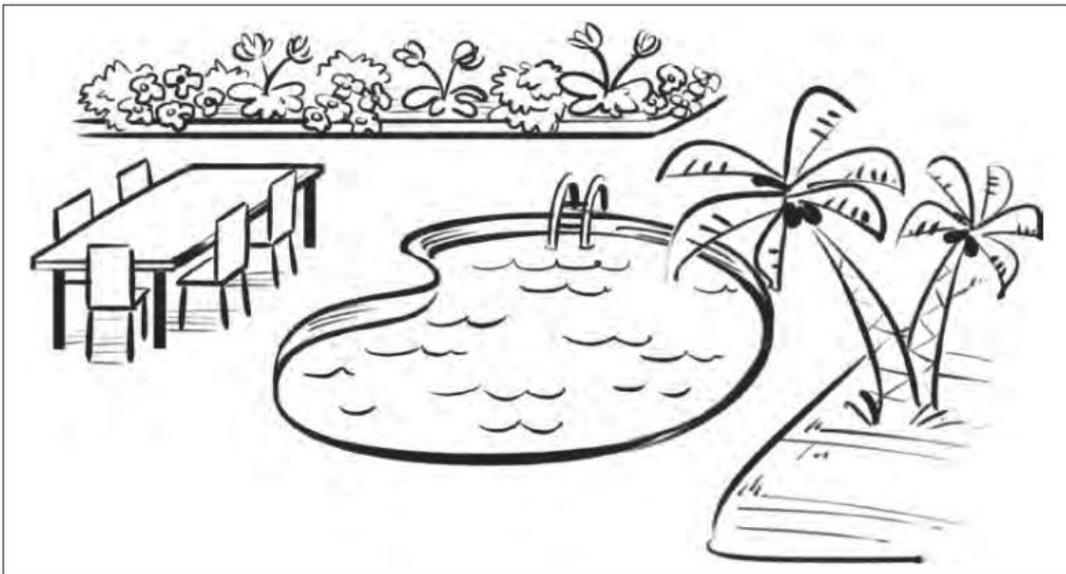


3 Answers will vary. Learners can refer to the floor plans on page 48 of the Learner's Book as a guide.

a Below is an example of an ideal house.



b Below is an example of an outdoor living area.



4 Answers will vary. A sample short story below can be used a guide.

I would like to live on a hill facing the sea or ocean. My house will face toward the sea and there will be a verandah where we can sit and look at the view. I will be able to enjoy swimming and fishing. The soil must be fertile, near a small stream that never runs dry. There will be plenty of fruit trees, hedges and vegetable gardens so that I can enjoy homegrown vegetables. Also it is near the road, clinic, shopping centre, schools and other services.

## • Activity 9

Learner's Book page 52

### Teacher preparation

Prepare an example of an outdoor living area that needs improvement. Put it on a handout or chart.

### Teacher instructions

Ask learners to discuss and do the activity individually.

### Possible answers

- 1 Improvements to consider include: dividing up the land, planting pawpaw, bananas and flowers neatly, making a seat to go under the guava tree, making proper paths, fencing the property, repainting, having a play area for children.
- 2 Answers will vary.
- 3 Likely differences in facilities of outdoor living areas:

Village	Town
<ul style="list-style-type: none"><li>• Trees, flowers</li><li>• Clothesline</li><li>• Pig pen</li><li>• Many houses close by</li><li>• Water supply from the river</li></ul>	<ul style="list-style-type: none"><li>• Driveway</li><li>• Pool</li><li>• Clothesline made of wire</li><li>• Tables &amp; chairs outside</li><li>• Tap outside</li></ul>

- 4 Factors to consider when planning an outdoor living area: boundaries, gardens, paths and driveways, clotheslines, work/tool shed, water tank, cooking area, playing area, lawn.

## • Activity 10

Learner's Book page 52

### Teacher preparation

Read the text before the class.

### Teacher instructions

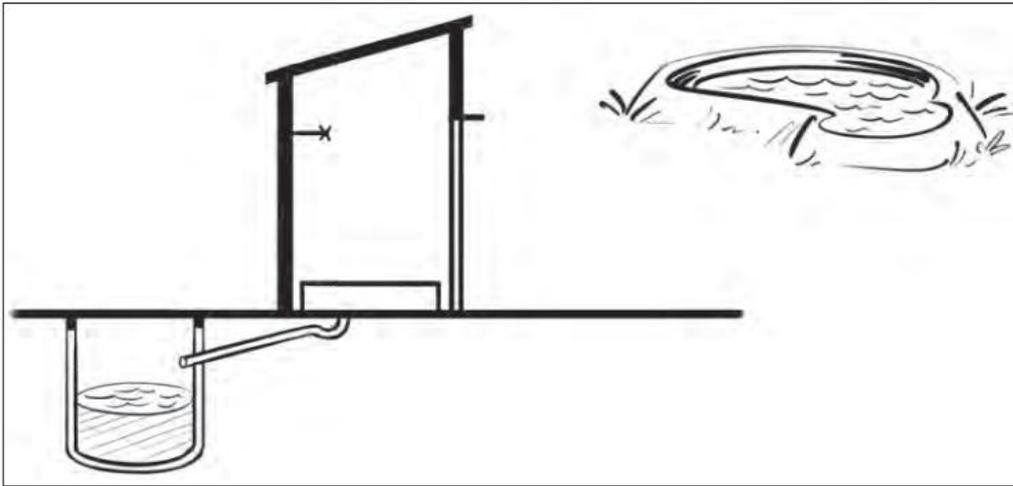
Divide learners into groups, discuss the questions and share answers with class.

### Possible answers

- 1 People wash to: remove dust, dirt and grease, get rid of germs, remove old dry skin tissue, remove stale, dry sweat, which causes blocked pores and bad smells, feel clean and fresh.
- 2 Answers will vary, but because of the heat in Solomon Islands we should wash our bodies at least once a day.
- 3 We can wash in clean water from tanks, rivers or taps.
- 4 Most modern houses have their bathrooms inside the house.
- 5 The advantages and disadvantages of traditional and modern body-washing facilities:

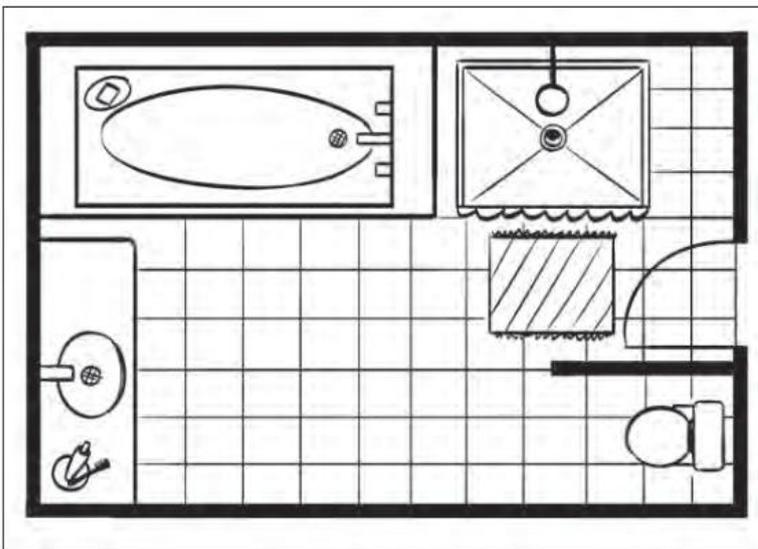
	Traditional body washing facilities	Modern body-washing facilities
Advantages	Cheap Easy to build	Convenient
Disadvantages	No privacy	Expensive Must be done by a plumber

6 An example plan of an outside bathroom in a rural place



Description of the bathroom is likely to include: built as a separate house outside, it has a door, tap, soak hole three metres below ground level, pipes, proximity to water source, small dam/pond for water, flowers/plants around it.

7 An example plan of an inside bathroom in town



Description of the bathroom is likely to include: shower tap, hand basin, door, tiled floor, shower curtain, soap holder, door mat, toothpaste and toothbrush holder.

- 8 Problems include: there are too many people in the home, water might be far away, cleaning products are expensive, not knowing how best to use cleaning equipment and products.
- 9 Rules might include: throw rubbish away in the right place, keep the bathroom clean, don't urinate when having a shower.
- 10 Description might include: it is spacious, it has hot and cold water, it is very expensive, it is clean, it has a soap holder, tooth paste and brush holder, door and shower mat, shower curtain, towels.

## • Activity 11

Learner's Book page 54

### Teacher preparation

Organise for learners to visit a range of different types of toilets in their area. This can be outside of class time. Old magazines and catalogues are needed for Question 4.

### Teacher instructions

Divide learners into groups and ask them to discuss what they have discovered or collected during the excursion.

### Possible answers

- 1 Pit toilets are used by people who live in the bush, toilets over water are used by coastal people, flush toilets are used by people who live in provincial towns and those who can afford them.
- 2 Possible advantages and disadvantages

	Advantages	Disadvantages
<b>Pit toilets</b>	Cheap and easy to build Can be made from either traditional or modern building materials	Can become smelly Will attract flies if not kept clean
<b>Toilets over water</b>	Cheap and easy to build The water carries the waste away	At low tide or dry shore periods they can attract flies and cause bad smells The walkway might not be strong and safe for children and elderly people to walk along
<b>Flush toilets</b>	Not smelly like most other types of toilets Easy to keep clean Do not attract flies or other pests Inside the house, so convenient to use day and night	Expensive to buy and install Use a lot of water Can break during earthquakes or if used carelessly

- 3 Examples of toilet fittings

Toilet seat



Toilet brush



Toilet cleaner



Toilet paper



Toilet roll holders



Air fresheners



- 4 Learners will produce their own plan of a toilet to suit their future home.
- 5 Discussion should include: wear rubber gloves, clean the bowl, seat and lid with a brush, rag and cleaning product. The toilet should be cleaned thoroughly every week but also left clean after you go each time. After cleaning the toilet, hands should be washed thoroughly.
- 6 Rules for the proper use of toilets can include: sit on the toilet properly, flush the toilet after use, do not flush anything other than body waste and toilet paper down the toilet, use only toilet paper, clean any mess before the next person uses the toilet, wash hands with soap after going to the toilet.

## • Activity 12

*Learner's Book pages 55–56*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Divide learners into groups to do the activity and have a class discussion.

### Possible answers

- 1 Answers will vary.
- 2 Likely advantages and disadvantages of village and town washing methods

	River	Hand pumps	Tank
			
<b>Advantages</b>	Cheap Readily available A lot of people can use it at once	Near the home Safe because it is piped	Near the home Safe because it is piped
<b>Disadvantages</b>	Can be unsafe or dirty from pollution Can be far from the house	Only one or two people can use it at once Expensive	Only one or two people can use it at once Expensive

- 3 Ask for feedback from learners after seeing how a washing machine works.
- 4 An example plan for a laundry for a house in a village area and a schoolhouse in a town

House in a village	Schoolhouse in a town
<ul style="list-style-type: none"> <li>• Use water from the river</li> <li>• Have a clothesline</li> </ul>	<ul style="list-style-type: none"> <li>• Have two laundries: one for boys and one for girls</li> <li>• Make sure there are several taps and sinks</li> <li>• Have plenty of clotheslines</li> </ul>

## • Activity 13

Learner's Book page 59

### Teacher preparation

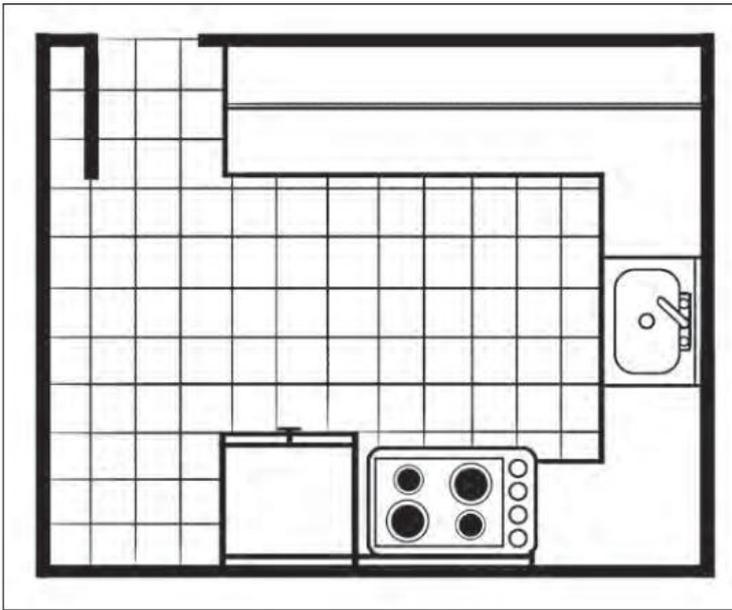
Provide examples of kitchen floor plans if possible. Read the text before the class and prepare the answers for Question 2.

### Teacher instructions

Divide learners into pairs or groups to discuss their answers to the activity.

### Possible answers

- 1 The kitchen floor plan should include a sink, stove, water supply, lighting, refrigerator, workbench.



- 2 Answers will vary.

- 3 Possible answers

Village kitchen		Modern kitchen	
Good	Bad	Good	Bad
Cheap	Do not have sinks	Everything is in one place so it's easy to access	It's less sociable because you are inside

- 4 Examples of accidents and prevention methods

Accidents	Prevention
<ul style="list-style-type: none"> <li>• Spills</li> <li>• Tripping over</li> <li>• Dangerous substances</li> <li>• Sharp objects</li> <li>• Bruising from handles</li> <li>• Electric shocks</li> <li>• Gas knobs</li> <li>• Cuts &amp; wounds</li> </ul>	<ul style="list-style-type: none"> <li>• Wipe up as soon as possible</li> <li>• Avoid loose edges and mats</li> <li>• Keep in safe place</li> <li>• Store in a safe place</li> <li>• Must be turned in</li> <li>• Do not use cords with bare hands/avoid frayed cords</li> <li>• Turn off firmly after use</li> <li>• Pick up broken glass</li> </ul>

Minimal requirements for a household first-aid kit: bandages, adhesive tape, cotton wool, antiseptic solution/cream/powder e.g. Dettol, scissors, tablets for pain relief e.g. aspirin, calamine lotion for insect stings, Acriflavine/gentian violet/iodine/Mercurochrome for cuts and sores.

- 5 For most kitchen utensils/equipment use a sponge and soapy water, then rinse in clean water. Sometimes steel wool and soap or washing detergent are needed to clean pots, pans, frying pans.
- 6 Keep pests at minimum by: disposing of rubbish properly, storing food in containers, covering food, keeping the house clean at all times.

## Unit 2.3: The elements and principles of design activities

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### • Activity 14

*Learner's Book page 62*

#### Teacher preparation

Prepare paper, plastic plates, A4 paper, glue and paint (blue, red, yellow).

#### Teacher instructions

Divide the resources and the learners into groups to do this activity. Learners present and display their work.

#### Possible answers

1–3 Learners should produce a diagram like the one in the Learner's Book.

- 4
  - a orange
  - b green
  - c purple
- 5
  - a purple-red
  - b red-orange
  - c orange-yellow
  - d yellow-green
  - e green-blue
  - f blue-purple

### • Activity 15

*Learner's Book page 65*

#### Teacher preparation

Read the text before class.

#### Teacher instructions

Bring in other examples of design as mentioned in the book, as practical examples for learners to discuss. Divide learners into groups for the activity.

#### Possible answers

- 1 Learners should discuss elements such as: lines, colours, repetition, balance, shape.
- 2 Answers will vary.
- 3 Answers will vary.

4 Likely differences between a village living room and a modern home are:

Village living room	Modern living room
<ul style="list-style-type: none"> <li>• No chairs, bare floor or mats</li> <li>• Floor made of gravel, timber or soil</li> <li>• Local materials</li> </ul>	<ul style="list-style-type: none"> <li>• Chairs, tables, cushions, etc.</li> <li>• Cement, timber, tiled, etc.</li> <li>• Permanent materials</li> </ul>

## Unit 2.4: Floral arrangements activities

### • Activity 16

*Learner's Book page 67*

#### Teacher preparation

Read the text before the class.

#### Teacher instruction

Learners can work on the activity individually.

#### Possible answers

- 1 Floral arrangement is the art of using cut plant materials and flowers to create a pleasing and balanced work in vases, bowls, baskets and other containers.
- 2 Answers will vary.
- 3 Some flowers and plants that can be used for floral art arrangements include: helicon, orchids, ferns, creepers, palm leaves.

### • Activity 17

*Learner's Book page 69*

#### Teacher preparation

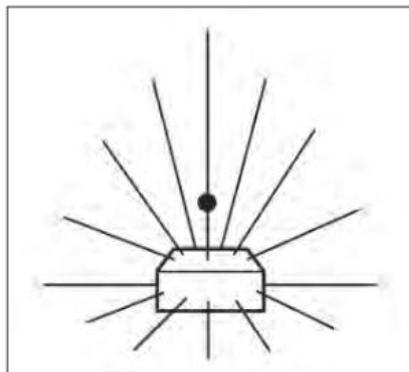
Bring some flowers, leaves and branches into class. Read the text before the class.

#### Teacher instruction

Choose a flower arrangement that you can sketch and then make.

#### Possible answers

- 1 Triangular flower arrangement should follow this pattern with a flower or greenery where each line is.



- 2 Assess the learners' flower arrangements and provide feedback.

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# Chapter 3 • Food guidelines and meal planning

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**Core strand:** Food and nutrition

## General learning outcomes

Learners should:

- know the difference between food guidelines and meal planning (k) (9.5.1)
- understand factors that influence diet (u) (9.5.2)
- know and understand food nutrients (k or u) (9.5.3)
- write food guidelines for selecting and preparing nutritious meals (s) (9.5.4).
- understand the importance of meal planning and food storage (u) (9.6.1)
- use appropriate factors to plan a meal (s) (9.6.2)
- know how meal customs differ from family to family (k) (9.6.3)
- understand people with special dietary needs and their nutritional requirements (u) (9.7.1)
- prepare meals for people with special dietary needs (s) (9.7.2)

## Specific learning outcomes

Learners should be able to:

- state the difference between food guidelines and meal planning (9.5.1.1)
- discuss factors that influence diet (9.5.2.1)
- explain food nutrients (9.5.3.1)
- describe elements each food nutrient is made of (9.5.3.2)
- write, explain and use food guidelines for selecting nutritious foods in Solomon Islands (9.5.4.1)
- discuss the importance of food guidelines in planning, selecting and preparing nutritious meals (9.5.4.2)
- evaluate prepared meals (9.5.4.3)
- survey food intake and money spent by a family or individual over one week then analyse using food guidelines in Solomon Islands (9.5.4.4)
- use food guidelines to plan, prepare and present suitable meals for people with special needs taking into account food safety and hygiene (9.5.4.5)
- state the importance of meal planning and food storage (9.6.1.1)
- demonstrate the storage of different uncooked and cooked foods in Solomon Islands (practical) (9.6.1.2)
- explain factors that affect meal planning (9.6.2.1)
- explain how meal customs differ from family to family (9.6.3.1)
- explain 'special dietary needs' (9.7.1.1)
- identify people with special dietary needs (9.7.1.2)
- discuss the nutritional needs of each group (9.7.1.3)
- identify suitable foods for nutritious snacks or meals for one of the special dietary needs (9.7.2.1)
- demonstrate correct cleaning and washing procedures in all practical cooking (9.7.2.2)

## SUB-STRAND 9.5 Food guidelines for meal planning

### Suggested class time: 6 periods

This sub-strand focuses on factors influencing diet, food nutrients, food guidelines, meal planning, and cooking for special dietary needs.

## Suggested assessments in the syllabus

Learners should be assessed on questions such as the following:

- 1 Research factors that influence diet.
- 2 Carry out a survey comparing prices of various food products in shops, a market in an urban area or survey subsistence foods in rural areas and compare prices.
- 3 Use food guidelines to analyse a family's or individuals' daily meals in a week.

## Teacher preparation

Prepare charts, markers and chalk board. Pre-arrange or organise shops and market sites for learners to visit to carry out the survey (as mentioned in the syllabus). Have a copy of the Solomon Islands dietary guidelines and food pyramid to put on the blackboard.

## Teacher instructions

- 1 **Factors that might affect a person's diet:** Direct learners to consider the following issues:

- Religion/Food taboos
- Peer pressure and relationships
- Price/Social class
- Culture
- Personal preferences
- The influence of the media
- Geographical location/Climate
- Availability of/Access to food
- Family (size of family, position in the family)
- Allergies

- 2 **The survey:** Encourage learners to think of ways to find the prices of different foods in different parts of Solomon Islands: in a supermarket, in a town, in rural areas. Learners may have access to family members in parts of the Solomon Islands that are very different to the learners' own environment.

Collect and check learners' books to ensure that the survey questions cover everything that is needed. Remind learners to follow and adhere to good public behaviour and to behave in a safe manner during the course of the survey. Learners will analyse the results of the survey.

- 3 **Dietary guidelines:** Conduct a class discussion on the dietary guidelines, their importance and how to use them in planning meals as a way to guide learners. Discussion questions might include:

- What are food guidelines?
- Why should we use dietary food guidelines in planning our meals?
- How can you use the dietary food guidelines in meal planning?

(Refer to the food pyramid on page 84 of the Learner's Book, which provides dietary food guidelines in meal planning.)

**Analyse a family's diet for a week:** Explain to learners that they will need to prepare a table like the one in the answers section below. It's important to fill in all the food details for the person/people whose diet is being analysed. Once the information has been collected in the table, the learners need to analyse the actual food eaten against the recommended diet that is provided in the Solomon Islands dietary guidelines.

## Possible answers for suggested assessment events

- 1 Factors that influence diet include the following.

*Religion/Food taboos* – Muslims and Seventh Day Adventists do not eat pork, which they consider to be unclean. Roman Catholics do not eat meat on Fridays during Lent (before Easter).

*Peer pressure/Relationships* – Can have a big influence on what you eat every day. People tend to eat more when they eat in groups than when they eat alone.

*Price/Social class* – Price sometimes determines what we can afford in our diet. Low-income families often eat lots of foods with high calories, because it's cheaper. People with more money often eat a larger variety of food, and it may be of better quality.

*Culture* – Our diet is influenced by the culture of the place where we live. The traditional diet that we inherit from parents and ancestors can dictate what we like our normal diet to be.

Foods available in particular places are naturally eaten more by the people of those places. The cooking methods, social significance of foods and the timing of the meals are also learnt and passed down from generation to generation.

*Personal preferences/Tastes* – Come out of life experiences with your family and with other people. Sometimes people choose foods based on personal goals such as gaining muscle or losing weight.

*The media* – Is very influential on children’s and teens’ choice of foods. Foods advertised in the media (TV, magazines, newspapers) is found to increase the consumption of fatty and sugary products as well as decrease consumption of fruits and vegetables.

*Geographical location/Climate* – Is a clear influence on diet. People in rural areas are likely to eat mostly food that is plentiful in that area. An urban setting may offer more variety of food, but the food may be more processed.

*Availability of food/Access* – Strongly influences our diet, as different foods are available in different places. For example, a family in Temotu Province and a family living in Honiara are likely to have different diets because of what is available to them.

*Family size/Position in the family* – Smaller families are more likely to be able to provide sufficient food to everyone. In larger families, some people may take priority (such as the workers, who need the food for energy to work) so others may not get enough food.

*Allergies* – People who are allergic to foods (such as nuts) or ingredients (such as gluten) must be very careful about what they eat.

## 2 Price comparison of food items of the various market/survey sites

Different market/survey sites	Food	Price	Analysis/Comments
Food items in the shops	Rice (pkt)	\$12.00	Shop items are cheaper in town/urban areas than in rural areas
	Noodles	\$3.00	
	Taiyo(s)	\$5.00	
	Colorado	\$12.00	
Food items in urban markets	Kumara (heap)	\$10.00	Expensive when supply is low, cheaper when supply is high when in season
	Tomato (heap)	\$5.00	
	Bean (parcel)	\$10.00	
Subsistence foods in rural areas	Kumara (heap)	\$5.00	Very cheap, reasonable for quantity
	Tomato (heap)	\$2.00	
	S/cabbage	\$5.00	
	Bean (parcel)	\$2.00	

Learners’ findings and conclusion on the comparison of prices is likely to be that: subsistence rural foods are cheaper, fresher (and therefore more nutritious) than food in the shops. Food in the shops is expensive, not as fresh as rural food. Food in urban markets is more expensive than in the shops. This is due to the ‘middle man’: suppliers—a heap of root crops in the urban market is \$10 while in rural areas is \$5.

## 3 The Solomon Islands dietary food guidelines and the food pyramid provide a guide to healthy eating for Solomon Islanders. The following information should be discussed in the class.

- a Eat a variety of foods from the three food groups every day in the right amount.
- b Eat plenty of fruit. It is great as a snack.
- c Include a generous serving of vegetables in two meals a day.

- d** Eat more food from the garden, market, sea, rivers and forests.
- e** Eat less fatty, sugary and salty food.
- f** Avoid heavy drinking of alcohol. Don't drink kwaso or homebrew.
- g** Breastfeed your baby from birth to six months with breast milk only. Continue breastfeeding for at least two years, while introducing healthy foods.
- h** Always wash your hands before food preparation and eating, and after using the toilet.
- i** Keep all cooked and uncooked foods in a safe, clean and healthy place.
- j** Drink plenty of clean water every day – at least eight cups.

The first step in analysing a diet is to gather information on a family's or individuals' meals for the week. An example of what is required can be seen in the table below.

Day	Meals /day	Men	Women	Children	Teens	Elderly
Day 1	Breakfast	Bread, butter & water	Rice & tea	Bread, butter & tea	Buns, eggs, butter & milk	Bread (white), butter, fried egg, fruit, veggies & Milo
	Lunch	Cassava, tin fish & water	Cassava, chicken & juice	Ball rice, fruit & water	Taro, corned beef & water	Biscuits, fruit & tea
	Dinner	Potato, fruit, veggies & water	Kumara, mince meat & water	Potato, noodles & water	Rice, tin fish & water	Noodles, marling & water
Day 2	Breakfast	Buns & hot Milo	Tea, bread & water	Doughnuts, fruit & Milo	Numbo, fruit & tea	Sweet biscuit, fruit & tea
	Lunch	Rice, tin fish & water	Kumara, motu fish & C/juice	Rice & tea	Noodles & tin fish	Bread, butter, noodles & tin fish
	Dinner	Taro, tin fish, coconut & juice	Noodles, rice, tin fish & water	Fish and chips & water	Pana, chicken soup & water	Kumara, chicken soup & L/juice
Day 3	Breakfast	Toast bread & tea	Doughnuts & tea	Bread & tea	Buns, veggies, butter, fruit & tea	Bread, egg, fruit, veggies, butter & milk
	Lunch	Mince, soup, rice & water	Rice, noodles, c/cream & L/juice	Rice, fish, soup & water	Kumara, chicken & water	Rice, fried egg & juice
	Dinner	Rice & tea	Fish and chips & water	C/pudding, tin fish & water	Creamed taro, mince & soup	Pana, motu, cabbage, creamed fish & water
Day 4	Breakfast	Fruit salad, butter, biscuits & hot milk	Fried egg, bread & tea	Bread & Milo	Bread, butter & Milo	Chocolate cake & milk
	Lunch	Rice & tea	Motu, potato and pumpkin & water	Rice, tin fish & water	Rice, corned beef & juice	Taro, meat soup & juice
	Dinner	Cassava, chicken & water	Fish and chips & c/ juice	Creamed pana & water	Motu, kumara & water	Rice, motu, fish & water

Day	Meals /day	Men	Women	Children	Teens	Elderly
Day 5	Breakfast	Biscuits & tea	Doughnut, fruit & tea	Bread, butter & tea	Doughnut, fruit & Milo	Buns, cheese, veggies & Milo
	Lunch	Rice, tin fish & water	Fish and chips & lime juice	Creamed taro and fish & water	Cassava pudding, fish & lime juice	Yam, chicken soup & water
	Dinner	Yam & water	Kumara & cabbage	Rice, cabbage & juice	Rice, boiled marling and noodles & water	Creamed taro and cabbage, mince, soup & water
Day 6	Breakfast	Pineapple pie & fruit juice	Toast & tea	Noodles, fruit & coffee	Biscuits, butter & Milo	Buns, cheese & tea
	Lunch	Pudding, fruit & water	Rice, tin fish & Sprite	Rice, noodles & water	Rice, tin fish, veggies & water	Rice, chicken soup & water
	Dinner	Rice, fried marling & water	Fish and chips & ice blocks	Kumara, water & marling	Rice, noodles, tin fish & water	Creamed taro, chicken soup & water
Day 7	Breakfast	Bread, fruit juice & butter	Bread with boiled noodles	Rice & tin fish	Rice, noodles & water	Buns, cheese & tea
	Lunch	Fruit salad, rice & Sprite	Rice, tin fish & cola	Rice, noodles & tea	Creamed kumara & water	Rice, chicken, soup & water
	Dinner	Rice, tin fish & Cola	Fish and chips, veggies & Fanta	Kumara, noodles, cabbage & water	Rice, tin fish & water	Rice, tin fish, veggies & water

Following is an analysis of the family and individual meals from the information provided in the table above.

*Men:* Energetic men need more energy food. For example, a man working as a carpenter needs more protein and energy food than one who works as a teacher.

According to the typical meal for men in the table, the diet is dominated by carbohydrates, low amounts of proteins while vitamins and minerals are very poor in the diet.

*Women:* Pregnant and lactating mothers need a greater share of the family meal than their husbands do. It is because they provide the nutrients for the growing baby in the womb and to produce milk.

The diet plan outlined for women is very high in carbohydrates, sugary and fatty foods. Certainly it will cause malnutrition and vitamin deficiency like pellagra. A high possibility of mineral deficiencies is expected.

*Children:* This group needs more protein and energy food to build the body and muscles. Minerals and vitamins are needed for strong bones and to control chemical processes in the body. Children's diet again contains more sugary, carbohydrate and fatty foods. There is less fruit, greens and high-protein foods. The diet is not adequate for growing children.

*Teenagers:* What this group of young people eats is very important. Teenagers from 11 to 14 grow at a faster rate than they do during the late adolescence stage. They need to eat a variety of foods, less refined food, salt, fats, sugary foods and not drink alcohol.

The diet plan for teenagers consists of very high carbohydrate and protein foods which are good for them. Again there is lack of vitamins and minerals in the diet.

*Elderly:* These people need the same nutrients as young people, but in different and smaller portions. The following can affect their eating habits: poor health, lost appetite, lost sense of taste, low income and loneliness. Main meals should be served at lunchtime and light meals in the evening.

As shown in the table, carbohydrates and high-protein foods again dominate the diet, while there are not enough greens. At this stage protein intake should be lower and servings at dinnertime should be modest.

## **SUB-STRAND 9.6 Meal planning, food storage and Solomon Islands cooking**

### **Suggested class time: 4 periods**

This sub-strand focuses on the importance of meal planning, food storage and Solomon Islands cooking.

### **Suggested assessments in the syllabus**

Learners should be assessed on questions such as the following:

- 1 Learners research factors to consider in meal planning in their own families and explain how these factors affect the planning of their meals.
- 2 Learners make samples of a nutritious breakfast, lunch and dinner and snacks and analyse their nutritional value using composition tables.

### **Teacher preparation**

Have an example of a meal plan in class. Display a sample of each meal in the class. This can be done using pictures.

Have copies of the table below that learners will complete, or be ready to write the table up on the blackboard.

### **Teacher instructions**

- 1 Divide learners into groups to have a discussion on how their families plan their meals at home. Direct them to think about a range of points for each consideration listed in the first column:
  - a Number of people in the family – number, age, gender, portion control
  - b Climate/season – food in season or readily available
  - c Likes and dislikes of family members
  - d Time – preparation time, when shopping can be done
  - e Religious and cultural practices – any restrictions on types of food that can be eaten
  - f Money – budget available
  - g Family routines – what other activities are happening (meetings, sports practice)
  - h Appliances – availability of equipment to help with preparing and cooking, whether it is in working order
  - i Occasion/type/place of meal – lifestyle, table setting, style of eating
  - j Human resources – skill and knowledge of cooking and shopping
  - k Nutritional value of food – healthy food, dietary restrictions
- 2 Learners analyse the meal plan and look at the sample meals. They use the nutrition guidelines to analyse the nutritional value of the meals.

## Possible answers for suggested assessment events

### 1 Factors affecting planning of family meals

Considerations when planning a meal	How these factors affect planning family meals	
	Urban family	Rural family
<b>Number of people in the family</b>	Becomes a concern when the number of people outnumbers the family's resources	Becomes a concern when the number of household members outnumbers those who work in the garden for food
<b>Climate/season</b>	Bad weather affects food supply Food is not in season Shops and supermarkets are out of stock of food/s	Bad weather affects crops (heavy rain/long dry season) The family can only eat food in season
<b>Likes and dislikes</b>	The family doesn't have money to cater for different likes/dislikes	Family can only eat what they grow and what they can afford to buy
<b>Time</b>	It is time consuming to prepare the meal when the family is busy with other things	It is time consuming to prepare the meal when the family is busy with other things
<b>Religious and cultural practices</b>	Household members are from different religious/cultural backgrounds with different food taboos	Household members are different from religious/cultural backgrounds with different food taboos
<b>Money</b>	Not enough to cater for family meals	The meal involves imported foods and the family has no means to purchase them
<b>Family routines</b>	Other family interests clash with the meal planned	Other family interests clash with the meal planned
<b>Appliances</b>	Cooking utensils and facilities are not available to prepare the planned meal	Cooking utensils and facilities are not available to prepare the planned meal
<b>Occasion/type/place of meal</b>	The meal planned does not suit the occasion/type/venue, e.g. picnic, birthday, etc.	The meal planned does not suit the occasion/type/venue, e.g. picnic, birthday, etc.
<b>Human resources</b>	Not enough people to help prepare the meal	Not enough people to help prepare the meal
<b>Nutritional value of food</b>	Not sufficient knowledge to plan, prepare, cook and maximise the nutrient value of foods	Not sufficient knowledge to plan, prepare, cook and maximise the nutrient value of foods

- 2 Answers may vary, but might include: a balance of food groups, especially vegetables and fruit; ensuring foods have a range of vitamins and minerals in them, such as meat, leafy green vegetables, dairy products (for iron, iodine, calcium, zinc); a balance of protein and carbohydrates; some dietary fibre.

## SUB-STRAND 9.7 Cooking for special dietary needs

### Suggested class time: 4 periods

This sub-strand focuses on planning and preparing meals for the nutritional requirements of people with special dietary needs.

### Suggested assessments in the syllabus

Plan and prepare a nutritious snack or meal for one of the special dietary needs.

### Teacher preparation

Prepare one example in a handout to distribute to the class.

### Teacher instruction

Read through the notes on nutritional needs and do the activity.

### Possible answers for suggested assessment events

Answers will vary depending on the learners' choices.

## Unit 3.1: Food safety activities

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### • Activity 1

*Learner's Book page 71*

#### Teacher preparation

Provide chart paper, marker pens, glue/sticky tape for each group. Prepare a range of pictures/diagrams of: bacteria, mould, parasites, flies, cockroaches, rats and mice. These pictures should fit into a small carton or chalk box.

#### Teacher instructions

Divide learners into groups. Ensure groups have equal members and gender balance.

Place the pictures of bacteria, mould, parasites, flies, cockroaches, rats and mice in the empty box and mix them well. Get group leaders to pick a picture from the box.

Instruct each group to brainstorm and discuss how to keep food safe and free from their chosen micro-organism or pest, as well as practical steps to get rid of it.

Instruct groups to glue the picture of their micro-organism or pest in the centre of their chart paper. They should write their answers around the picture, and hang it somewhere in the classroom for others to see.

Instruct each group to role-play the practical steps to get rid of their micro-organism or pest. Give learners at least 20–30 minutes to do this.

**Optional:** Divide the learners into seven groups (ensure gender balance). Get each group to elect a leader, a secretary and a presenter.

Explain what micro-organisms and pests are to learners by brainstorming. Allocate one of the seven micro-organisms/pests (bacteria, moulds, parasites, flies, cockroaches, rats, mice) to each group and instruct each group to discuss their allocated micro-organism/pest, and role-play how it contaminates foods, and how to prevent or minimise the occurrence of this in the home.

Encourage learners to find the differences between bacteria, mould and parasites.

Allow learners who have experienced food poisoning to share their experience in class.

#### Possible answers

##### 1 Keeping food safe from micro-organisms and pests

Note: The table contains a comprehensive list, but you may want to select what is applicable and appropriate for your learners based on their context and background. Keep in mind that it can also be valuable to mention situations/appliances that learners may not be familiar with, such as learners in rural/remote schools who may not have refrigerators, stoves, sinks, etc.

Micro-organisms	How to keep food safe
<b>Bacteria</b>	<ul style="list-style-type: none"> <li>• Wash all fruits and vegetables well under running water to remove soil particles and micro-organisms. Some people may want to peel off the skin or throw away outer leaves of cabbage and lettuce.</li> <li>• Keep raw foods, especially animal flesh and its juices, separate from cooked foods or foods that won't be cooked.</li> <li>• Keep dirty utensils and dishes separate from clean dishes and food.</li> <li>• Use a clean spoon each time food is tasted during preparation.</li> <li>• Handle foods as little as possible; even clean hands carry small amounts of harmful pathogens.</li> <li>• Take groceries home right after shopping and put frozen and refrigerated foods away immediately.</li> <li>• Avoid storing canned and dry foods under a sink or near a range because bacteria and moulds thrive in moist, warm places.</li> <li>• Follow the storage and preparation directions on food packages.</li> <li>• Use food as soon after purchasing as possible.</li> <li>• Clean out the refrigerator, freezer and pantry often.</li> <li>• Store and prepare meat, poultry, seafood and eggs separately from other foods to prevent cross-contamination.</li> <li>• Cook food at the right temperatures (refer to Appendix A).</li> <li>• Refrigerate foods promptly: illness-causing bacteria can grow in perishable foods within two hours unless you refrigerate them.</li> <li>• Never thaw (defrost) foods on the counter; bacteria grow surprisingly rapidly at room temperature. Bacteria that cause food poisoning don't affect the food's look, smell or taste.</li> </ul>
<b>Mould</b>	<ul style="list-style-type: none"> <li>• Check foods for signs of mould before buying and/or preparing them.</li> <li>• Only buy food than you can consume in a short period.</li> <li>• Keep foods covered to prevent them from becoming home to airborne mould endospores.</li> <li>• Scrub mould off refrigerator walls and door seals.</li> <li>• Wash dish cloths and sponges often; a musty smell means they are spreading mould.</li> <li>• Eat foods as soon as they are cooked and after they are purchased—the longer they are stored, the more likely they are to grow mould.</li> </ul>
<b>Parasites (Tiny worms that live in fish, pork or meat)</b>	<ul style="list-style-type: none"> <li>• Cook all pork, beef, and fish to the proper temperatures (refer to Appendix A).</li> <li>• Always wash hands before and after handling food.</li> <li>• Clean food preparation benches often.</li> <li>• Separate raw food from cooked food.</li> <li>• Refrigerate food immediately.</li> <li>• Use clean water for drinking and cooking.</li> </ul>
<b>Pests</b>	
<b>Flies</b>	<ul style="list-style-type: none"> <li>• Cover foods using clean food cover.</li> <li>• Store food in clean containers and food safe.</li> <li>• Wash hands before handling food and after visiting the toilets.</li> <li>• Clean food preparation benches and equipment before and after food preparation.</li> </ul>
<b>Cockroaches</b>	<ul style="list-style-type: none"> <li>• Store food in containers with lids and place them in clean food safe.</li> <li>• Seal all your food in plastic containers and keep it shut up in cabinets or the refrigerator or food safe.</li> <li>• Cockroaches may migrate to another area if food and water are not available in your home, but they may also just become more daring and resourceful in their quest to find sustenance. Food, water and shelter are basic roach requirements.</li> </ul>
<b>Rats &amp; mice</b>	<ul style="list-style-type: none"> <li>• Store food in cabinets or cupboards with fitting doors.</li> <li>• Keep any food in tightly sealed containers, which rats can't chew through.</li> </ul>

2 Reasons for keeping food safe from contamination include: bacteria and other germs can cause food poisoning; it reduces food waste; it helps to keep food fresh for longer.

3 Signs that show food have been contaminated are:

- cans that are dented, bulging or leaking
- rising air bubbles in the can or jar when opened
- mould growth (either black, blue or green on the underside of the lid and on the top surface of the food)
- expired use-by dates
- unnatural food colour
- the food smells bad
- frothy liquid spurts out
- sprouting or germinating foods (e.g. garlic, onions, ginger, potatoes)
- greens that are slimy.

4 Pests	Practical steps to get rid of them
<b>Flies</b>	<ul style="list-style-type: none"> <li>• Empty rubbish bins and dispose of all food scraps and rubbish in the correct place, as far away as possible from the home.</li> <li>• Clean toilets regularly with disinfectant.</li> </ul> <p>Note: Toilet surroundings must be kept clean by cutting overgrown bushes and planting flowers. Flies are particularly important in this respect as they are associated with both food handling areas and contaminated areas such as toilets and refuse heaps.</p> <ul style="list-style-type: none"> <li>• Screen windows of the home with fly net.</li> <li>• Clear the surroundings of the home from rubbish and overgrown bushes.</li> <li>• Wash all dirty dishes after meals.</li> <li>• Use fly spray to kill flies in the home.</li> </ul> <p>Note: Flies have the unfortunate habit of feeding by regurgitating (vomiting) their previous meals on to foods to help liquefy them. This is how they contaminate food.</p>
<b>Cockroaches</b>	<ul style="list-style-type: none"> <li>• Tidiness &amp; cleanliness in and around the home/house make it easier to exterminate pests, more difficult for pests to get into the building and harder for pests to find a place to live and reproduce.</li> <li>• Keeping your home as clean as possible is definitely the first step toward keeping cockroaches out, but remember that it's only the beginning.</li> <li>• Sweep or vacuum often, especially after meals and under appliances or furniture.</li> <li>• Always check your cabinets, food safes and cupboards for any sign that pests have got in.</li> <li>• Wash all dirty dishes after meals.</li> <li>• Empty rubbish bins after food preparation and meals. Do not keep rubbish overnight.</li> <li>• Keep a lid on your rubbish bin.</li> <li>• Clean and remove your pet's food bowl between feedings or at least at night.</li> </ul>

Pests	Practical steps to get rid of them
<b>Rats</b>	<ul style="list-style-type: none"> <li>• Clean kitchen of all food scraps and dirty dishes.</li> <li>• Clean up after meals.</li> <li>• Make sure rubbish bin lid is tightly closed.</li> <li>• Keep your home and yard clean and neat. This should help your home become less attractive to them.</li> <li>• Stack firewood off the ground and away from the house.</li> <li>• Birdhouses and seed should be on poles and in trays that rats can't reach.</li> <li>• Plant flowers at least a metre away from the house.</li> <li>• Keep yards and drainage clean.</li> <li>• Dispose of rubbish as far away as possible from the house.</li> <li>• Pick up ripe fruit and vegetables in your yard.</li> <li>• Do not compost any animal products (fish, meat, chicken, cheese, butter).</li> <li>• Cover all openings to your house. Rats can get into very small places.</li> <li>• Do not leave pet food outside. If your pet doesn't eat it, the rats will.</li> <li>• Cut tree branches stretching over the house to keep rats from using them as a pathway into your house.</li> <li>• Keep your kitchen sink rinsed clean and use garbage disposals as little as possible.</li> <li>• Rinse out your kitchen sink once or twice a month with boiling water.</li> <li>• Never throw grease down the drain.</li> <li>• Keep your toilet lid down when not in use.</li> <li>• Use rat traps available.</li> </ul> <p>Note: Rats and mice can transmit illness by contaminating food with organisms picked up from sewers, garbage and other sources via their fur, urine, faeces or saliva.</p>
<b>Mice</b>	<ul style="list-style-type: none"> <li>• Ensure cleanliness is being practised in the home by emptying rubbish on a daily basis, and keeping bin covered.</li> <li>• Cover holes immediately, including rain pipes.</li> <li>• Poison can be helpful but ensure safety as children might mistake it for food.</li> <li>• Use mouse traps.</li> </ul>

- 5 Bacteria are a major group of living organisms. They are microscopic and mostly unicellular. They live freely in soil, water or parasites of plants or animals. Moulds are microscopic fungi that live on plant or animal matter. They are made up of many cells and can sometimes be seen with the naked eye. Parasites are organisms that grow, feed, and are sheltered on or in a different organism while contributing nothing to the survival of its host.
- 6 A food poisoning experience may include nausea, stomach ache or cramping, vomiting, diarrhoea, fever.

## • Activity 2

*Learner's Book page 74*

### Teacher preparation

Read the text before the class. Provide chart paper and marker pens if you want learners to write up their answers.

### Teacher instructions

Divide the learners into groups of 4–6. Have each group identify a leader, a secretary and a presenter. Ask each group to read the activity questions, discuss their findings as a group and present their answers in class.

You may request each group to write their answers on charts to be displayed in class after presentation for re-enforcement.

### Possible answers

- 1 Food safety means storing and preparing food and drinks in ways to keep them free of bacteria, moulds and parasites that cause diseases.
- 2 Answers may include: keeping food covered, keeping it in a food safe or in a refrigerator, keeping raw and cooked food separate, not letting food stay warm for a long time.
- 3 Food becomes contaminated if it isn't kept cold, if it isn't cooked properly, if good hygiene practices are not used, through cross-contamination (when bacteria is transferred from one contaminated food to another, e.g. via hands or flies).
- 4 You can usually tell if a food is contaminated by looking at it or smelling it. You may notice mould or discoloration, or the texture may be slimy.
- 5 Bacteria multiply when each bacterium cell splits into two daughter cells; and each of these splits into two more, and so on, until in a very short space of time there are billions of bacteria present. Bacteria can increase rapidly, but they need to have very favourable conditions in which to do this. In order to multiply, bacteria need:
  - food to have enough energy to reproduce. The food for bacteria is the same food that we enjoy
  - moisture to reproduce. Because the Solomon Islands have high humidity most of the time, this country is a perfect environment for bacteria to get out of control
  - warmth, which creates an environment that bacteria love. Just as crops in the garden respond to a warm environment, and grow quickly, so do bacteria
  - time to multiply, when the conditions of food, moisture and warmth are present. This may happen in only a few hours.
- 6 Raw food should be washed and cleaned thoroughly using safe water before cooking it.  
Note: Just because a food looks, smells or even tastes all right, you cannot assume that it is safe.
- 7 Red meat, chicken, turkey, fish and shellfish should be handled with extra care, as they are very likely to contain bacteria. They should be thoroughly cooked before eating. It is important to make sure that you do not contaminate other cooked or raw food—wash hands after touching, wash all surfaces and equipment that touched the raw meat/fish.
- 8 “Use-by date” is the date by which the food must be used. After this date the food is likely to be unsafe.

## • Activity 3

*Learner's Book page 74*

### Teacher preparation

Ensure the list of foods in Question 1 are all prepared before class:

- a plate/bowl of cooked rice
- a cup of milk
- tuna flakes
- a cooked cassava/kumara pudding
- a small raw fish/a piece of raw chicken
- a parcel of slippery cabbage/beans.

Write the names of the foods above on pieces of paper, fold them and place them in a box. Prepare observation corners in the classroom for each group.

Note: You can use other foods that are available to you in place of those on the list.

## Teacher instructions

Divide the learners into groups of 4–6. Have each group identify a leader, a secretary and a presenter. Ask each group to pick a food from the box. They then collect their chosen food from the food items available. Each group is to observe their chosen food for the following changes over 3–6 days: colour, smell, appearance, texture.

Instruct each group to record their observations in a table as shown in the Possible Answers below or allow the learners to draw one up themselves. Answers will depend on the type of food used for this activity. The teacher must assist learners when they observe their food.

Note: Learners must describe in the table any changes in colour, smell, etc. observed for each food for the required number of days.

Based on the outcomes of the observation, ask each group to explain/suggest correct ways to keep their particular food safe from contamination.

## Possible answers

**1 & 2** Observations of changes to foods can be tabled as in the example below. Answers will vary, so a few words have been added to the table as examples only.

Food item		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Bowl of rice</b>	Colour	shiny white					
	Smell	fresh					
	Appearance						
	Texture		dry				
<b>Cup of milk</b>	Colour						
	Smell						
	Appearance						
	Texture						
<b>Tuna flakes (taiyo)</b>	Colour						
	Smell						
	Appearance						
	Texture						
<b>Cooked cassava/kumara pudding</b>	Colour						
	Smell						
	Appearance						
	Texture						

Food item		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Raw fish/ chicken	Colour						
	Smell						
	Appearance						
	Texture						
Slippery cabbage/ beans	Colour	green	yellowish- green				brown
	Smell						
	Appearance	fresh					
	Texture	soft	dry				slimy

3 Answers will vary but should include: eat food as soon as it is made; if you have to store food, use a refrigerator or ice box; do not keep food warm.

4

Name of food	How to keep it safe	
	Cooked/Can	Raw
Rice	Store in refrigerator, but not longer than a day	Store in airtight container
Milk	–	Store in refrigerator
Tuna flakes	Store in a cool place away from sunlight	Once opened, store in refrigerator, but not in its can
Cassava	Store in refrigerator	Store in a cool place away from sunlight
Fish	Store in refrigerator. Use within 24 hours	Store for a short time in refrigerator, separate from other foods
Chicken	Store in refrigerator. Use within two days	Store for a short time in refrigerator, separate from other foods
Slippery cabbage	Store in refrigerator	Store in a cool place away from sunlight
Beans	Store in refrigerator	Store in a cool place away from sunlight

## Unit 3.2: Food nutrients activities

### • Activity 4

*Learner's Book page 75*

#### Teacher preparation

Gather pictures of examples of protein foods (a fish, taiyo, chicken, meat, etc.)

#### Teacher instructions

Use the pictures of protein foods as part of a discussion about the text.

Instruct learners to copy the table in Activity 4 into their exercise books and keep a record by making a tally of their weekly consumption of protein for up to four weeks.

### **Possible answers**

- 1 The learners' answers will vary. The important thing is to make sure they keep an accurate record.
- 2 Answers will vary. Health risks of too much protein include: gout, osteoporosis (weak bones that break easily), kidney problems (which may lead to kidney stones).  
Too little protein in a diet will also cause the immune system to be weakened considerably.  
To improve one's diet, consume a moderate amount of protein, eat a variety of foods and exercise regularly.

## **• Activity 5**

*Learner's Book page 77*

### **Teacher preparation**

Gather pictures of foods that represent the different food groups listed in the table in Activity 5: carbohydrates (sugars and starches), lipids (fats and oils) and some of the foods listed as containing invisible fats.

### **Teacher instructions**

Use the pictures gathered of different food examples as part of a discussion of the food groups in the table on page 77 of the Learner's Book.

Instruct learners to copy the table from Activity 5 into their exercise books and tally their consumption of food types for four weeks.

### **Possible answers**

- 1 There are no wrong answers. Just ensure learners keep an accurate record to see the pattern of their energy consumption.
- 2 Potential health risks include: overweight, obesity, high blood pressure (hypertension), dental caries (tooth decay), coronary heart disease, diabetes, cardiovascular disease and certain types of cancer related to obesity.  
To prevent health risks: eat moderately, eat a variety of foods, exercise regularly, eat less sugar and fat.

## **• Activity 6**

*Learner's Book page 82*

### **Teacher preparation**

Prepare a coloured picture of a healthy teenager. Provide glue/sticky tape and a list of attractive descriptions of the skin, hair, teeth, figure and expression.

Before this lesson, ask learners to collect or draw a picture of a really healthy teenager and bring it to class for this activity.

### **Teacher instructions**

**Option 1:** Paste a picture of a healthy teenager on the board with arrows pointing to the skin, hair, teeth, figure and facial expression.

Direct learners to study the picture carefully (instruct them to look at the identified parts). Then ask volunteers to write their answers on the board.

Ask learners to check themselves against the list given and state whether they are really healthy.

**Option 2:** Divide learners into groups of six. Instruct each group to make a poster on 'Good health and vitality'. Use the chart on page 78 of the Learner's Book as a guide. Instruct them to make their message clear. Have learners analyse whether they would describe themselves as really healthy.

To answer the activity questions, ask learners to paste the picture they collected into their exercise books. Ask them to study the picture carefully by looking at the skin, hair, teeth, figure (body shape and size) and facial expression. Instruct learners to write their comments beside the picture in their exercise books. Discuss these answers in class.

### Possible answers

- 1 The table below contains comments about a healthy teenager's skin, hair, teeth, figure and expression (facial).

Body Parts	Comments
<b>Skin</b>	<ul style="list-style-type: none"> <li>• Smooth, clean and clear</li> <li>• No skin diseases like white spot, bakua, etc.</li> <li>• Even colour texture</li> <li>• No pimples, cuts, wrinkles, rashes</li> </ul>
<b>Hair</b>	<ul style="list-style-type: none"> <li>• Shiny lustre</li> <li>• No split ends</li> <li>• Elastic</li> <li>• No hair loss</li> </ul>
<b>Teeth</b>	<ul style="list-style-type: none"> <li>• Clean, no stains and decay</li> <li>• No missing tooth</li> <li>• Bright shiny teeth</li> </ul>
<b>Figure</b>	<ul style="list-style-type: none"> <li>• Well-developed body</li> <li>• Average weight for body size</li> <li>• Good muscle tone</li> </ul>
<b>Facial Expression</b>	<ul style="list-style-type: none"> <li>• Bright smile</li> <li>• Cheerful</li> </ul>

- 2 & 3 Answers will vary, but encourage positive responses.

## • Activity 7

*Learner's Book page 82*

### Teacher preparation

Prepare chart paper (one for each group), coloured markers and sticky tape/Blu-tack/glue.

### Teacher instruction

Divide learners into groups of four – six. Hand each group the following materials: one chart/vanguard sheet and assorted markers. Then instruct each group to design an advertising slogan to promote water as a nutrient. Allow learners to work on this in their own time. Display posters around the school.

Note: You might need to explain what a slogan is and its purpose to learners, using an existing one. Instruct learners to plan a "chilled water day" at your school's sports day, or give away chilled water at a school fun run or walk-a-thon.

After the event, discuss the following: Was this activity successful? Why/Why not? What sort of comments did you receive from your teachers and pupils at your school? What methods did you use to encourage participants to drink more water?

### Possible answers

Ensure that posters include a slogan, and that they promote drinking water.

Use the table below as a guide for the planned “chilled water day” or giveaway of chilled water.

<ul style="list-style-type: none"> <li>• Was this activity successful?</li> <li>• Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Well planned</li> <li>• Slogan used for awareness</li> <li>• Resources available (enough water for everyone)</li> <li>• All learners cooperated</li> </ul>
<ul style="list-style-type: none"> <li>• Why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Not well planned</li> <li>• Not enough water bottles for every one</li> <li>• Not all learners cooperated</li> </ul>
<ul style="list-style-type: none"> <li>• What sort of comments did you receive from your teachers and pupils at your school?</li> </ul>	<ul style="list-style-type: none"> <li>• Very good comments</li> </ul>
<ul style="list-style-type: none"> <li>• What methods did you use to encourage participants to drink more water?</li> </ul>	

## Unit 3.3: Food choices activities

### • Activity 8

*Learner’s Book pages 82–83*

#### Teacher preparation

Prepare flash cards of food pictures (especially foods that learners are likely to eat), flash cards of reasons for choosing foods they eat, chart paper or brown paper (for group work) and marker pens.

#### Teacher instruction

Instruct learners to draw a table with three columns and two rows into their exercise books, and to write in the headings: ‘meals, snacks and reasons’, as shown below.

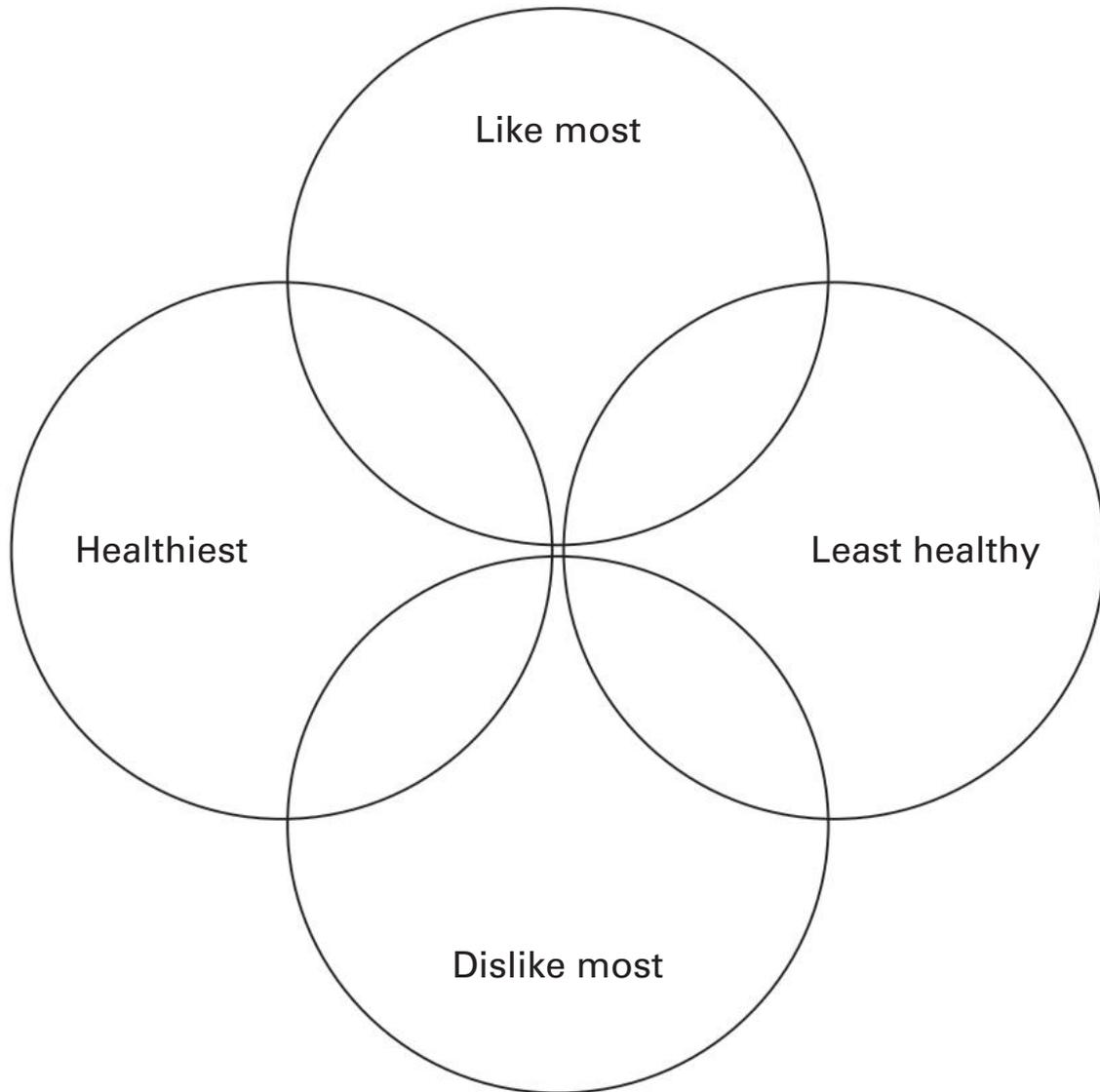
Instruct learners to list all the foods they ate yesterday in their table under meals and snacks. Ask learners to underline foods that they chose to eat and the reasons for choosing that food, as in the example below.

Meals	Snacks	Reasons
rice <u>chicken</u> bean noodle	chocolate biscuit	I love it! It gives me protein.

Divide learners into groups of four and get them to talk about what they have written down. Each group is to compare and contrast their lists and write down 10 different reasons why their group chose the foods, in their exercise books.

Distribute chart paper to each group. Instruct each group to draw four overlapping circles as shown below.

Write the headings 'Healthiest', 'Like most', 'Dislike most' and 'Least healthy' as shown.



Negotiation game: From their table of foods each group is to negotiate where to place each food from their list in the circles. For example, a learner who ate eggplant yesterday may list it as a 'dislike most' food, but eggplant is also 'healthiest'. As such, eggplant will be listed in the overlap of those two circles.

Instruct each group to explain their chart and hang it somewhere in the classroom for others to view.

## Possible answers

- 1 Learners' lists of food will vary. Ensure they list correctly all that they ate yesterday under meals and snacks. And underline those they chose to eat and the reason(s) for choosing those foods. Reasons may include: family, preference, religion, culture, availability, flavour of food, appearance of food.
- 2 & 3 Learners can present their charts. There are foods that an individual may not like but are healthy, or there may be foods they like a lot that are least healthy. It is important for learners to know this.
- 4 Possible answers include: religion (e.g. Seventh Day Adventists do not eat pork, seafood, flying fox) Certain cultures/beliefs prohibit pregnant mothers from eating certain foods.

## • Activity 9

*Learner's Book page 84*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Write the following list of factors onto the blackboard. Instruct learners that they will use this list to choose the five most important influences on them in relation to eating habits.

Familiarity	Time	Geography
Emotions	Early experience	Advertising
Gender	Food value	Hunger
Comfort	Culture/Tradition	Season
Money		

### Possible answers

Answers will vary. Learners should be able to justify their answers by giving specific examples when asked.

## • Activity 10

*Learner's Book page 84*

### Teacher preparation

Read the text before the class. Prepare one example for Question 3 to show the learners.

### Teacher instructions

Ensure that learners understand the division of food in the food pyramid as shown in the Learner's Book.

As an alternative to Question 3, instruct learners to survey the food eaten by their family over a week then analyse using the food pyramid or food guidelines to see if food is nutritious for the family.

Learners report the findings of their survey in class.

### Possible answers

- 1 Answers should include: most of the food for meals should come from the largest part of the pyramid: the energy foods such as bread and grains. Some of each meal should include protective foods and body building foods. There should be very little food coming from the group of high sugar/salt/fat foods.

2 Example answers are given.

Suitable meals for a school child must be balanced				
Breakfast	Snack	Lunch	Snack	Dinner
1 cup Milo/milk 1 egg 1 piece pawpaw 2 slices bread	1 ripe banana	1 tuna sandwich 1 small bottle water 1 piece pineapple	peanuts	1 drumstick 1 kumara 1 bowl veggies 1 cup juice

Suitable meals for a pregnant mother must be balanced and enough for herself & the foetus in her womb				
Breakfast	Snack	Lunch	Snack	Dinner
1 cup Milo/milk 2 eggs 4 pieces wholemeal bread 2 pieces pawpaw 1 glass water	1 young coconut 1 ripe banana	2 kumara 1 piece fish 1 small bottle water 1 bowl veggies 2 pieces melon	1 bowl fruit salad	2 drumsticks 2 kumara 1 bowl veggies 1 cup juice 1 cup water

Suitable meals for an overweight person				
Breakfast	Snack	Lunch	Snack	Dinner
1 cup tea without sugar 2 pieces pawpaw 1 slice bread	1 ripe banana 1 bottle water	1 tuna sandwich 1 small bottle water 1 piece pineapple	1 bowl fruit salad	½ piece kumara 1 fillet fish 1 small bottle water 1 bowl veggies 1 piece melon

3 Answers will vary.

## • Activity 11

*Learner's Book page 85*

### Teacher preparation

Ensure that learners have access to the Solomon Islands Food-based Dietary Guidelines. Prepare one example for Question 2 to show the learners.

### Teacher instructions

Divide learners into five groups (ensure gender balance). Each group selects a leader, a secretary and a presenter.

Allocate two guidelines from the Solomon Islands Dietary Guidelines to each group.

Instruct each group to discuss, explain and describe what their guidelines mean and how they can use them in planning meals.

Ask each group if possible to bring samples of food or food charts and demonstrate or role-play their guidelines in class.

### Possible answers

- Answers will vary but learners need to plan one meal that is appropriate for two different people, e.g. a pregnant woman and an adolescent.
- Answers will vary.

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# Chapter 4 • Marriage and social issues

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**Core strand:** Family studies

## **General learning outcomes**

Learners should:

- understand marriage (u) (9.8.1)
- differentiate between traditional and modern marriage or wedding ceremonies (u) (9.8.2)
- understand the advantages and disadvantages of modern and traditional marriage (u) (9.8.3)
- understand the advantages and disadvantages of marrying within their clan, between islands and other islands or countries (9.8.4)
- understand factors that influence the choice of whom a boy or a girl wants to marry (u) (9.8.5)
- recognise the importance of communication in the family (u) (9.8.6)
- appreciate the importance of communication in the family (a) (9.8.7)
- understand forms of communication, barriers to and skills for effective communication (u) (9.8.8)
- understand who they can marry (u) (9.9.1)
- understand social issues facing Solomon Island families (u) (9.9.2)
- appreciate the importance of dealing with social issues (a) (9.9.3).

## **Specific learning outcomes**

Learners should be able to:

- explain what marriage is (9.8.1.1)
- discuss the differences between modern and traditional marriages or wedding ceremonies (9.8.2.1)
- discuss the advantages and disadvantages of modern and traditional marriage (9.8.3.1)
- investigate the advantages and disadvantages of marrying within their clan, between islands and other islands or countries (intermarriage) (9.8.4.1)
- describe factors that influence the choice of who to marry (9.8.5.1)
- discuss what to look for when choosing a future wife or husband (9.8.5.2)
- explain the importance of communication in arranging marriages and in the family (9.8.6.1)
- share experiences on the importance of communication (9.9.7.1)
- discuss barriers to and skills for effective communication (9.8.8.1)
- role-play barriers to and effective communication in arranging marriages and solving conflicts in the family (9.8.8.2)
- analyse a case study of barriers to effective communication (9.8.8.3)
- describe the qualities of a person you would like to marry (9.9.1.1)
- discuss advantages and disadvantages to make a decision in a marriage partner (9.9.1.2)
- define 'social issues' (9.9.2.1)
- identify and describe social issues (barren families, domestic violence, property ownership, teenage pregnancy, STI, divorce, separation, wantok system) (9.9.2.2)
- explain some causes, effects and ways of coping with these issues (9.9.3.1).

## SUB-STRAND 9.8 Marriage

### Suggested class time: 14 periods

This sub-strand focuses on marriage arrangements and ceremonies and the importance of communication in Solomon Island families.

### Suggested assessments in the syllabus

Learners should be assessed on questions such as the following:

- 1 Learners write a paragraph on how one of the factors has influenced their family.
- 2 Learners analyse case studies on modern and traditional weddings to come to a conclusion, and make a plan about modern or traditional weddings.

### Teacher preparation

Display copies/samples/case studies of traditional marriage arrangements in any of the provinces of Solomon Islands.

### Teacher instructions

Have the learners present their reports to the class orally and hand in the written part.

### Possible answers for the suggested assessment events

- 1 Answers will vary. A sample answer about how religion can influence the choice of whom a boy or girl wants to marry is that there may be conflict between parents and people wanting to get married. If parents are very committed to different worships because of different doctrines, for example Sabbath worshippers and Sunday worshippers, there can be conflict.
- 2 A marriage ceremony is an event where parents of both the bride and groom exchange shell money and modern money with foods and other items accepted as part of the bride price. In a modern ceremony the church pastor or minister conducts the wedding ceremony in church and the bride and the groom make promises to each other in front of the congregation. It is celebrated with food, dance and so on.

Features surrounding traditional marriage ceremony:

- Bride price (exchange of shell money and modern money with foods and other imported items between the bride and the groom's parents/relatives).
- Decision-making is mostly dominated by the elders of both parties, rather than the bride and groom.
- Open invitation – everyone is welcome to the ceremony.
- Some of the girl's relatives are invited to partake in the sharing of the bride price. These people have to make big contributions of food and other goods to the marriage during its planning and preparation.
- Much labour is involved in food preparation, collecting firewood, stones, leaves and transportation.
- It usually takes place in a rural setting, and open-air feasting is usually involved.

Features of a modern marriage ceremony:

- It does not involve much or any shell money.
- It usually takes place in an urban setting.
- In some cases, only invited guests and certain relatives may attend.
- Receptions usually take place in big buildings to accommodate the number of people.
- There are high standards of planning, decoration, food preparation, table arrangement and food presentation.
- The program usually has two parts: formal and informal.
- Decision-making in planning the wedding is shared between the elders, bride and the groom.
- In some cases, bride price is not considered.

Explanations of a marriage include: a special relationship/love between the husband and wife; a gift (the wife is a gift to the husband and in reverse the husband is the same to the wife); a person to share life's journey; friendship.

## **SUB-STRAND 9.9 Social issues**

### **Suggested class time: 6 periods**

This sub-strand discusses the importance of identifying social issues and how to cope with them.

### **Suggested assessments in the syllabus**

Learners write an essay on an ideal husband or wife.

### **Teacher preparation**

Prepare one example in a handout to distribute to the class.

### **Teacher instructions**

Give time for learners to write this essay in class or as homework.

### **Possible answers for assessment events**

Answers will vary but learners should include that an ideal husband or wife would have the following characteristics: be honest, loving and caring, respectful, humble, kind, have a good work ethic and be committed to living the best possible life.

## **Unit 4.1: Types of marriages activities**

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### **• Activity 1**

*Learner's Book pages 86 –87*

### **Teacher preparation**

Read the text before the class.

### **Teacher instructions**

Read the text. Display copies/samples of traditional marriage arrangements in any of the provinces of Solomon Islands. Reflect on the previous topic of traditional marriage arrangements to be followed by oral discussions of the term marriage.

Guide learners to write descriptions of traditional marriage arrangements or any traditional wedding that they have attended. Provide case studies and copies of traditional and modern marriage ceremonies to the learners. Assign learners to find out the differences from their parents, elderly people, reading from books and the internet. Divide learners into groups to research some selected areas in Solomon Islands. Have the learners present their work to the class orally and provide a handwritten account.

### **Possible answers**

- 1 Answers will vary.
- 2 Answers may include: a special relationship/love between the husband and wife; a person to share life's journey; a partnership; a friendship.
- 3 The wedding is the ceremony and the marriage is the state of sharing lives together after the wedding.

- 4 Answers may include: it usually takes place in an urban setting; decision-making in planning the wedding is shared between the elders, bride and the groom; there is a lot of planning; only invited guests and certain relatives may attend; receptions usually take place in big buildings to accommodate the number of people; the program usually has two parts: formal and informal; bride price is not always considered.

## Unit 4.2: Who can I marry? activities

### • Activity 2

*Learner's Book page 89*

#### Teacher preparation

Read the text before the class and prepare worksheets for discussion as well as the list of group names for discussion.

#### Teacher instructions

Allow learners to brainstorm in pairs which relatives they are not allowed to marry in their culture and why.

Have learners make oral presentations of their conclusions on who they can marry and why.

#### Possible answers

- 1 Marrying a cousin that is the son or daughter of an uncle or aunt is allowed in some cultures, but not in others. Cultural perspectives on marriage in Solomon Islands varies as each ethnic group or province is either patrilineal or matrilineal. You can copy this table onto the board and fill it out as a class to understand different ethnic groups in Solomon Islands.

Province	Cousin Son/daughter of your uncle	Why? Reasons	Cousin Brother/sister of your aunty	Why? Reasons
Malaita	No	Culture does not allow it		
Makira				
Central Islands				
Western				
Temotu				
Rennell & Bellona				
Choisuel				
Guadalcanal			Yes	To maintain and strengthen family and land ties
Isabel				

- 2 Marrying someone from the same clan is allowed in some cultures but not allowed in others. The consequence/s of doing this depend on those who practise it. You can copy this table onto the board and fill it out as a class to understand different cultures in Solomon Islands.

Province	Marriage permitted within the same clan			Consequences if you did
	Yes	No	Why? Reasons	
Malaita				
Makira				
Central Islands				
Western				
Temotu				
Rennell & Bellona				
Choisuel				
Guadalcanal				
Isabel				

- 3 Relatives are not allowed to marry, depending on each culture. You can copy this table onto the board and fill it out as a class to understand different ethnic groups in Solomon Islands.

Relatives allowed/ not allowed to marry	Malaita	Makira	Central Islands	Western	Temotu	Rennell & Bellona	Choisuel	Guadalcanal	Isabel
Aunty									
Uncle									
Uncle's son								Yes – matrilineal society. Strengthens land links	
Aunty's son									
Uncle's daughter	No – patrilineal society. 1 <sup>st</sup> to 3 <sup>rd</sup> cousins not allowed due to culture								
Aunty's daughter									
Niece									
Nephew									

## • Activity 3

*Learner's Book page 89*

### Teacher preparation

Provide chart paper and markers if you want learners to prepare tables to display in the class like the example table below.

### Teacher instructions

Divide learners into pairs and ask them to read and complete Activity 3. Have a class discussion.

### Possible answers

- 1 Six islands were involved: Guadalcanal, Vella Lavella, Kolombangara, Choiseul, Gizo, Kiribati.
- 2 Learners could use a table, like the one below, to help them work out their family connections.

Provinces/Islands	Uncle/s	Aunty/s	Cousin sister/s	Cousin brother/s	Niece/s	Nephew/s
Malaita					1	
Makira		2				
Central Islands						
Temotu						
Renbell & Bellona	3					
Choiseul						1
Western				4		
Guadalcanal			1			
Isabel						

## • Activity 4

*Learner's Book page 90*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Ask learners to read the text on pages 89–90 for five minutes. Divide learners into groups to do a role-play to illustrate answers to Activity 4. Have a class discussion and write answers given by learners on the board.

### Possible answers

- 1 Answers may include changes such as: urbanisation, modernisation, education, transport, common language (pijin English), a formal work force.
- 2 If learners agree, possible reasons include: education; increase in modern technology that enables easier communication; increased population; cheaper transport and easier travel between islands.
- 3 Reasons it's good to marry from different islands: it strengthens relationships between people of different islands; it strengthens land connections of the children, especially when parents come from both patrilineal and matrilineal societies; it's an advantage to know about the culture of people from other islands.

Disadvantages of marrying people from other islands: it is very demanding and expensive in terms of travelling and transportation; it weakens the first born's authority and leadership control (inheritance) of the land if the father is from a matrilineal and mother is from a patrilineal society; different cultures and population increases may sometimes cause conflict among families/people; there may be a loss of cultural norms, values and practices.

- 4 Possible advantages are: it can strengthen ties between clans or cultures; being exposed to different cultures can foster greater understanding and tolerance of people who are different to us; we learn more about the ways other people live; we learn about other ways of doing things, different foods, different jobs and skills.

Possible disadvantages: there may be language difficulties; customs are likely to be different and may be difficult to understand; it can be lonely for the person who comes from a different culture—they have no friends and family to offer support, and they have nothing familiar around them; the person joining the culture may not get on with the extended family of their husband/wife.

## • Activity 5

*Learner's Book page 90*

### Teacher preparation

Read the story on page 90 on Some Australian customs, then write a similar story from Solomon Islands and make enough copies for the class to use.

### Teacher instructions

Allow learners to read the story and discuss Activity 5 in pairs before having a class discussion.

### Possible answers

- 1 Advantages: it's easy to administer when it comes to decision-making since only the eldest son is given the right to control the land; it's a form of respect to the first-born son.  
Disadvantages: it's not fair for the other children in the family; it may cause conflict among family members.
- 2 Reasons in favour of marrying who one wants to: people have freedom of choice; it allows the man and the woman to know each other well before getting married.  
Reasons for following the parents' customs: it's a sign of respect to the elders and the culture they come from.

## Unit 4.3: Getting married activities

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## • Activity 6

*Learner's Book page 92*

### Teacher preparation

Read the text before the class.

### Teacher instructions

For Question 1, form learners into two groups. Learners brainstorm the advantages and disadvantages of modern marriages in one group and traditional marriages in the other group. They then have a group discussion and debate the advantages and disadvantages of modern and traditional marriage.

For Question 2, have learners form into four groups. Guide them to think of points within their allocated topic (for traditional weddings, against traditional weddings, for modern weddings and against modern weddings).

Have learners debate the advantages and disadvantages of traditional and modern wedding ceremonies in Solomon Islands.

### Possible answers

#### 1 Traditional marriage

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Live with extended family</li> <li>• Help each other</li> <li>• Respect for family members is required</li> </ul>	<ul style="list-style-type: none"> <li>• Must be hard working</li> <li>• Wife must bear children</li> <li>• Wife must leave parents to be with husband's family</li> <li>• Husband and wife might not have enough time alone because the house will be filled with relatives</li> <li>• Bringing up children may be difficult with so many people in the home</li> </ul>

#### Modern marriage

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Live in nuclear family</li> <li>• Husband, wife and children have more time together</li> </ul>	<ul style="list-style-type: none"> <li>• Outside influences may result in broken marriages</li> </ul>

#### 2 Answers will vary, but are likely to include some of the following.

Advantages of a traditional marriage ceremony: it's simple and has closer links to the culture (such as pan pipes being used); it's not very expensive; relatives contribute resources to it; most resources are taken from the garden and the nearby bush; the public and relatives are free to attend it; it shows respect to parents and elders.

Disadvantages of traditional marriage ceremony: food and decorations may not be as special as in a modern ceremony; parents may not consider the views of their son/daughter who is getting married; modern money can be a problem in a traditional marriage ceremony.

Advantages of a modern marriage ceremony: the bride and groom have a greater say in what will happen; planning and preparation are usually of a high standard; the newlyweds receive more presents, the ceremony is in a church.

Disadvantages of a modern marriage ceremony: it can be very expensive; it is not open to the general public.

# Unit 4.4: Social issues in Solomon Islands activities

## • Activity 7

*Learner's Book page 93*

### Teacher preparation

Read the text and activity questions before class.

### Teacher instructions

Learners do the activity in pairs.

### Possible answers

Responses here will depend on each learner. The answers should be used as a guide to discussion about how you can be supportive and fair in relationships and what to expect from good relationships. You could ask learners to present their reasons in a table like the one below.

Note that the underlined answers in the table represent a relationship that is healthy and shows mutual respect.

Questions	Possible answers (underline your choice)	Comments/why?
1 Do you see your spouse as a friend and work mate?	<ul style="list-style-type: none"> <li>• <u>Yes</u></li> <li>• No</li> <li>• Sometimes</li> </ul>	
2 How do you handle family problems	<ul style="list-style-type: none"> <li>• Leave unsolved</li> <li>• <u>Solve it immediately</u></li> <li>• Talk it over</li> </ul>	
3 Who makes the important decisions in the family?	<ul style="list-style-type: none"> <li>• Husband</li> <li>• Wife</li> <li>• Children</li> <li>• <u>Both husband and wife</u></li> <li>• Other relatives</li> <li>• Pastor/elders</li> </ul>	
4 Do you spend enough time discussing things with your wife and husband?	<ul style="list-style-type: none"> <li>• Seldom</li> <li>• Sometimes</li> <li>• <u>Always</u></li> <li>• Never</li> </ul>	
5 Why did you marry your spouse?	<ul style="list-style-type: none"> <li>• To get away from a destructive home environment</li> <li>• For social status and financial security</li> <li>• To give into family pressure to marry (arranged marriage)</li> <li>• <u>Seek stability of permanent partner</u></li> <li>• To have children</li> </ul>	
6 What do you expect of your spouse?	<ul style="list-style-type: none"> <li>• To be exactly like me</li> <li>• Do what I say without questions</li> <li>• Do things perfectly</li> <li>• <u>Accept him/her as he/she is</u></li> </ul>	

## • Activity 8

*Learner's Book page 95*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Have learners work in pairs or small groups for this activity. When they have finished, lead a class discussion on social problems that are particularly relevant to the learners.

### Possible answers

- 1** Domestic violence: Husbands abusing their wives, sometimes this means that they are violent.. The most important thing to note is to find out the root cause of why men are abusing their wives at the family level and address it quickly. Only then can this be solved.

Broken marriage and families: Results from dishonesty, unfaithfulness and lack of effective communication within the family; wives and children often become the victims of such action.

Separation and divorce: Results if a family fails and the couple separates.

Childless families: Married couples are not able to have children due to medical or other reasons which sometimes results in fights or broken families.

Disputes over properties: Children often have disputes over property owned by parents after the parents die. Parents should make a 'will' of all properties before they die to avoid such disputes among children.

Teenage pregnancy: If girls aged 10–19 get pregnant, this can lead to many problems for the mother and child such as low birth weight, etc.

STI and HIV, AIDs: Can pass from one person to another by sexual intercourse with an infected person. This can result in infertility, and other serious health problems. AIDs can result in death from medical complications.

Wantok system: This is helping relatives when they seek it. Solomon Islands families are obliged to share their wealth/belongings/money with relatives. At present it quite expensive to continue with such practice, especially in towns.

Other social health problems include: drug abuse, sexual abuse, low self-esteem, lack of contraceptives, lack of information, poor economic circumstances and unprotected sex.
- 2** Answers will vary. Example of a social problem: Family violence. Learners will then draw roots to indicate possible causes, and include areas such as alcohol, teenage pregnancy, betel nut, low self-esteem, unprotected sex. One of the branches will be: Children, to indicate how they are affected. The leaves off this branch have bullet points including: Poor parental support, no food, clothes and shelter, no money to support the children's education, family separation, no hope for the future.

## • Activity 9

*Learner's Book page 95*

### Teacher preparation

Read the text before class. Write a story that contains advantages and disadvantages of the wantok system in Solomon Islands. Print out enough copies for learners.

### Teacher instructions

Organise a group discussion.

### Possible answers

#### 1 Wantok system

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• More people to help when in need</li><li>• Work is done quickly and in less time</li><li>• Safe and secure when more people around</li></ul>	<ul style="list-style-type: none"><li>• Very expensive to keep and accommodate people</li><li>• No family privacy</li><li>• Very crowded in the home</li><li>• Drain on family resources</li><li>• Can contribute to family/domestic violence</li></ul>

- 2 Effective communication means that more people know about family genealogies, land areas and boundaries; links between tribes, clans and families are strengthened; communal activities in communities are maintained, enhanced and encouraged.

## • Activity 10

*Learner's Book page 96*

### Teacher preparation

Read the text before class.

### Teacher instructions

Have learners work in small groups to answer the questions, then come together and discuss the answers with the whole class.

### Possible answers

- 1 Laila's family doesn't have many family discussions. Nela's family has discussions every day, usually after the evening meal.
- 2 Answers will vary, but may include: Laila's family could spend more family time together, and could start having regular family talks when they can ask for and offer advice and suggestions to each other.
- 3 Learners will answer according to personal experience. Be careful not to break the confidence of any individual learners by asking them for their answers. Instead, ask for volunteers to share what they have written.

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# Chapter 5 • Pattern adaptation

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**Extension strand:** Clothing and textiles

## General learning outcomes

Learners should:

- understand how to make adaptations from basic skirt block to culottes and from basic trousers to shorts (u) (9.10.1)
- construct instructions to sew drafted garments—culottes and shorts (s) (9.10.2).

## Specific learning outcomes

Learners should be able to:

- use basic trouser block and basic skirt block pattern and make adaptations to culottes and shorts (9.10.1.1)
- write instructions to sew drafted culottes and trousers with zip (9.10.1.2).

## SUB-STRAND 9.10 Use basic pattern blocks for pattern adaptation

### Suggested class time: 18 periods

This sub-strand focuses in more detail on basic pattern drafting, pattern adaptation and construction.

### Suggested assessments in the syllabus

Learners should be assessed on questions such as the following:

- 1 Adapt the basic skirt or long trousers pattern to make a garment, for example culottes, track suit and so on.
- 2 Assess a complete shirt using the marking criteria.

### Teacher preparation

Prepare all drafting equipment before class.

### Teacher instructions

All learners must bring in their basic blocks from core lessons. Learners must also buy their own drafting equipment so that work can be done on time.

### Possible answers for suggested assessment events

- 1 See pages 97–105 of the Learner’s Book for sample trousers.
- 2 Teacher to develop marking criteria.

# Unit 5.1: Basic block pattern adaptation activities

## • Activity 1

*Learner's Book pages 97–98*

### Teacher preparation

All drafting and sewing equipment must be prepared for all the learners beforehand, and there must be sufficient for everyone.

### Teacher instructions

Make sure the learners have their skirt and trouser blocks with them before they start.

Learners must be monitored or checked at each step to see that they are doing their drafting correctly and that all the appropriate pattern markings are included. Mark the learners' work at each stage using the 'Marking Criteria' table provided below for each relevant activity. If some skills are not catered for in the 'Marking Criteria' table, you can add to the existing table.

### Possible answers

- Required body measurements to adapt a basic skirt block to culottes are in the table below. Learners need to fill in their measurements.

Body parts	Body measurements
Body rise (+1.5 cm)	
Finished length	
Hip measurement	

- Assess each stage of drafting using the marking criteria.

Marking criteria for drafting culottes		Marks
1 Draw around skirt patterns & mark hip line (centre front & centre back).	Placed correctly	/2
2 Darts	In correct position	/2
3 Finish length	As desired	/2
4 Hip measurement	Correct size	/2
5 Curve line	Accurate	/2
Total		/10

- Learners should use their tailored skirt block from their core lessons and follow instructions given in the Learner's Book to draft their culottes.

## • Activity 2

*Learner's Book pages 99–102*

### Teacher preparation

All drafting and sewing equipment must be prepared for all the learners beforehand, and there must be sufficient for everyone. Learners will also need to have fabric, matching thread and button(s).

### Teacher instructions

After learners have completed drafting their culottes they then follow the instructions given in the Learner's Book to adapt their culottes into pleated or flared culottes.

## Possible answers

Marking criteria for drafting pleated culottes		Marks
1 Trace around culottes pattern (CB & CF).	Traced correctly	/2
2 Separate inside leg sections from the skirt sections.	Accurate	/2
3 Trace around the skirt sections.	Traced accurately	/2
4 Add 2 × 8 cm vent pleats.	Accurate	/2
5 Place inside leg sections to the pleat and trace around.	Traced accurately	/2
6 Fold the pleats towards the inside seams and cut out the patterns.	Accurate	/2
Total		/12

Marking criteria for drafting flared culottes		Marks
1 Trace around culottes pattern (CB).	Traced correctly	/2
2 Drop vertical lines from the front dart and a point midway between dart and the centre front (CF).	Accurate	/2
3 Close dart to make flare at the hemline, open the other vertical line to make the same amount of flare.	Accurate	/2
4 Trace around pattern on a new piece of paper. Cut out.	Traced correctly	/2
5 Drop vertical lines from the base of darts to hem.	Accurate	/2
6 Cut out pattern and cut up the lines.	Accurate	/2
7 Close darts to make flare at the hemline.	Accurate	/2
8 Trace around pattern on a new piece of paper. Cut out.	Traced correctly	/2
Total		/16

Marking criteria for drafting waistband		Marks
1 Length	Correct for size	/2
2 Width 2.5–8 cm	Accurate	/2
3 Double width	Accurate	/2
4 Under wrap 4 cm	Accurate	/2
5 Mark position of button if required	Correct	/2
Total		/10

Marking criteria for pattern layout for culottes		Marks
1 Pattern layout centre front	Placed correctly	/2
2 Pattern centre back	Placed correctly	/2
3 Waistband	Placed correctly	/2
Total		/6

Marking criteria for sewing culottes		Marks
1 Pin darts, tack and machine.	Correct	/3
2 Pin crotch seams, placing back pieces together and front pieces together on right sides. Pin, tack and machine. Make flat seam.	Correct	/4
3 Pin, tack and machine side seams leaving space for zipper on right side.	Correct	/3
4 Pin, tack and machine zipper.	Correct	/3
5 Pin, tack and machine inner leg seam using flat seam.	Correct	/3
6 Pin, tack and machine the waistband.	Correct	/2
7 Pin, tack and machine the hem.	Correct	/2
Total		/20

## Trousers

Note: Cater for male learners by providing a trousers option.

### Teacher preparation

Learners must have their trouser block that was drafted in the Clothing and Textiles core lesson in Chapter 1, adjusted to the desired length ready for this lesson. All required drafting and sewing equipment, including fabric, thread, button and lining, needs to be available to learners.

### Teacher instructions

Instruct learners to use their trouser block drafted in the Clothing and Textiles core lesson, shortened to the desired length. Refer to Year 9 Learner's Book, pages 16–17, for instructions on cutting a waistband and side seam pockets. These will need to be drafted and adapted from the skirt pattern. The short trousers should have the following features:

- a fitted waist band
- patch pockets
- buttonhole
- two flap pockets on the sides and one at the back.
- front and back darts
- fly zip on the front
- button

Marking criteria for sewing short trousers		Marks
1 Desired length of shorts	Correctly measured	/2
2 A fitted waistband	Correctly cut	/2
3 Front and back darts	Correctly drafted	/2
4 Patch pockets	Correctly cut	/3
5 Fly zip on the front	Correctly cut pattern pieces	/5
6 Buttonhole	Correct position	/2
7 Button	Select appropriate one	/2
8 Two flap pockets on the sides and one at the back	Correctly drafted and cut	/5
Total		/23

## • Activity 3

*Learner's Book page 102*

### Teacher preparation

Make sure learners have their trouser blocks from the Core Clothing and Textile class ready for this activity.

### Teacher instructions

Instruct learners to use their trouser blocks from the Core Clothing and Textile section to make side slit, laced or tracksuit trouser patterns and sew it. The learners are to write their instructions on their adaption from the block pattern to create the one they have chosen to make. Learners must also write sewing instructions for the trousers they have selected.

### Possible answers

Use the Marking Criteria table that matches the trouser variations learners selected.

Marking criteria for drafting tracksuit trousers		Marks
1 Trace around the trouser block	Accurate	/2
2 Desired length	Correct	/2
3 Position of waistband on the waist	Accurate	/2
4 Position of elastic band above ankle	Accurate	/2
Total		/8

Marking criteria for drafting side slit trousers		Marks
1 Trace around the trouser block	Accurate	/2
2 Desired length	Correct	/2
3 Waistband on the waist	Accurate	/2
4 Position and length for side slit on the trousers above the ankle	Accurate	/2
Total		/8

Marking criteria for drafting laced trousers		Marks
1 Trace around the trouser block	Accurate	/2
2 Desired length	Correct	/2
3 Waistband on the waist	Accurate	/2
4 Position of lace on trousers	Accurate	/2
Total		/8

Marking criteria for sewing tracksuit trousers		Marks
1 Attachment of waistband	Correct	/2
2 Position of waistband on the waist	Accurately sewn	/2
3 Position of elastic band the above ankle	Accurately sewn	/2
Total		/6

<b>Marking criteria for sewing side slit trousers</b>		<b>Marks</b>
<b>1</b> Attachment of waistband	Correct	/2
<b>2</b> Position of waistband on the waist	Accurately sewn	/2
<b>3</b> Position and length for side slit on the trouser	Accurately sewn	/2
Total		/6

<b>Marking criteria for sewing laced trousers</b>		<b>Marks</b>
<b>1</b> Attachment of waistband	Correct	/2
<b>2</b> Position of waistband on the waist	Accurately sewn	/2
<b>3</b> Position of lace on trousers	Accurately sewn	/2
Total		/6

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# Chapter 6 • Floral art

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**Extension strand:** Home management

## General learning outcomes

Learners should:

- know suitable plants and flowers for floral arrangements (k) (9.11.1)
- select suitable plants and flowers and make a flower garden in the school (s) (9.11.2)
- know different ways to arrange flowers (k) (9.11.3)
- know different occasions (k) (9.11.4)
- use the management and decision-making process in floral arrangements for different occasions (s) (9.11.5)
- understand the importance of floral arrangements (u) (9.11.6).

## Specific learning outcomes

Learners should be able to:

- identify suitable plants and flowers for floral arrangements (9.11.1.1)
- choose suitable plants and flowers and make a flower garden in the school (9.11.2.1)
- identify different designs for simple and advanced flower arrangements (9.11.3.1)
- identify different occasions (9.11.4.1)
- apply the management and decision-making process in advanced floral arrangements for different occasions (wedding, party, birthday, church services, funeral, office setting, Christmas and graduation) (9.11.5.1)
- discuss the importance of floral arrangements (9.11.6.1).

## SUB-STRAND 9.11 Floral arrangement

### Suggested class time: 16 periods

This sub-strand focuses on applying the management and decision-making process in floral arrangements for selected occasions such as annual school events.

### Suggested assessment in the syllabus

Learners should be assessed on questions such as the following:

Apply the management and decision-making process in floral arrangements for a selected occasion (such as graduation).

### Teacher preparation

Prepare resources: vases, plants, flowers, paper, markers, etc.

### Teacher instructions

Divide learners into groups to prepare the hall and do other tasks required for the Year 9 graduation ceremony.

### Possible assessment answers

- a** Goal: to make floral arrangements for graduation
- b** Research: use skills learnt in English to survey possible items/resources to use in floral arrangement/business. Ask questions like:  
Which of these items/resources are available and which ones do you need to buy?
- |                                 |   |
|---------------------------------|---|
| <input type="checkbox"/> Plants | <input type="checkbox"/> Pot plants                         |
| <input type="checkbox"/> Foam   | <input type="checkbox"/> Containers for floral arrangements |
- c** Identify and select resources (before starting the project):  
Human resources – knowledge, skill, energy, creativity  
Non-human resources – time, money, plants, pot plants, foam blocks, scissors, venue
- d** Make a plan of action (plan must be realistic).  
Get capital to purchase the materials needed.  
Plan how many arrangements are to be done.  
Finalise styles of arrangements: colour/s of the background and arrangements, process
- e** Put plan into action.
- f** Evaluate your plan of action. Ask questions such as:  
Have I achieved my goal successfully?  
What problems have I encountered in doing the project?  
What are my weaknesses? How would I improve the project in the future?

## Unit 6.1: Selecting plant materials

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### • Activities 1 and 2

*Learner's Book pages 106–108*

#### Teacher preparation

Get permission for learners to pick flowers and foliage in the community. Get buckets and other containers or vases ready for flowers collected/picked to keep them alive.

#### Teacher instructions

Divide learners into groups and ask them to do the activities.

#### Possible answers

- a** Learners should use the examples for categories that are provided in the Learner's Book text.  
Colour (the colour wheel on page 107 is helpful); shape (spiky, rounded, filler); texture (prickly/smooth, hairy/velvety, dull/shiny)
- b** Answers will vary.

- c The floral arrangements could be any of those listed on pages 113–116 of the Learner's Book. See Marking Criteria tables below.

Marking criteria for pyramid floral arrangement	Marks
Has a triangular base and is very tall	/2
Presents as a table centrepiece	/2
Chooses flowers or greenery with long stems	/2
The base is made up of flowers with trailing flowers along the stem (orchid)	/2
Standard flowers with shortened stems used to fill out the base	/2
Overall presentation	/2
Total	/12

Marking criteria for crescent floral arrangement	Marks
The proportion is balanced from whichever angle you look at it	/2
The weight is balanced so the arrangement is stable	/2
Uses flowers and foliage with long stems that naturally bend and create crescent shape	/2
Arrangement is very curvy	/2
Materials with natural curvy lines are used	/2
Uses at the base large flowers and greenery or smaller flowers to fill in gaps	/2
Overall presentation	/2
Total	/14

Marking criteria for horizontal floral arrangement	Marks
Low and wide (twice as long as its height)	/2
Symmetrical (same length at both sides and the placement of flowers and foliage is even at both sides)	/2
Uses one type of flower to create the skeleton (basic shape)	/2
Leaves or other foliage such as fern stems fill in gap & form the overall shape	/2
Stems kept longer on the sides and bit by bit shorter as they reach the centre	/2
Produces long and flat arrangement	/2
Overall presentation	/2
Total	/14

Marking criteria for inverted T floral arrangement	Marks
Careful choice of flowers and foliage	/2
Creates a long, vertical, central arm and two long horizontal arms on sides of the central arm	/2
Central arm using flowers and foliage with a strong and straight stem so that they can stand up straight	/2
Uses strong and straight stems for two side arms to create an inverted T shape	/2
Shorter and smaller flowers and foliage are used to build around the base of the central arm	/2
Overall presentation	/2
Total	/12

Marking criteria for L-shaped floral arrangement	Marks
Basic L shape is created using flowers or foliage with strong and straight stems	/2
The arrangement is stable	/2
The arrangement has a strong base	/2
Excellent selection of flowers and foliage	/2
Overall presentation	/2
Total	/10

Marking criteria for fanned floral arrangement	Marks
Has a fan arrangement shape	/2
Uses flowers with long and strong stems	/2
The arrangement has a flat back	/2
Uses one/two types of flowers only	/2
Other flowers are added around the base and ranged in height	/2
Total	/10

Marking criteria for vertical floral arrangement	Marks
The arrangement is tall and narrow	/2
Long and strong stemmed flowers and foliage are used in the beginning of the arrangement	/2
More flowers and foliage of varying length are added to create long and narrow shape	/2
The flowers and foliage are packed tightly and close to the centre and maintain the shape	/2
Excellent selection of flowers and foliage	/2
Total	/10

## Unit 6.2: Preparing plant materials activities

### • Activity 3

*Learner's Book page 110*

#### Teacher preparation

Gather chart paper, markers, sticky tape, plants, range of vases, for learners to use in their presentation.

#### Teacher instructions

Learners work in groups to prepare short presentation.

#### Possible answers

Learners should include a brief introduction. They should use a chart for their points, and include pictures or photos. Where possible, they can use real flowers.

Most of the following points should be covered in the presentation:

- Cut flowers and foliage in the late afternoon when plants are at their healthiest, or early morning before the heat of the day.
- Cut most varieties of flowers when they are almost full bloom (or almost fully open) to ensure that they last longer.
- Avoid cutting flowers that are in full bloom or that are starting to show signs of wilting.
- Cut the stems with a sharp knife or scissors.
- Submerge the stems in water immediately.
- Cut the stems longer than you think you will need; the extra length will give you greater flexibility.

## Unit 6.3: Creating a school flower garden activities

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### • Activity 4

*Learner's Book page 112*

#### Teacher preparation

Before class, visit possible sites in the school compound to check which flowers are blooming so that you will know which sites students should visit.

#### Teacher instructions

Divide learners into groups. Allocate which sites are to be visited by each group. Explain the marking criteria, in the table below, that will be used to evaluate the project.

#### Possible answers

- 1 Learners should be able to decide on an appropriate area to make into a flower garden.
- 2 Learners should include a sketch/drawing of their flower garden with the types of flowers they have selected.
- 3 Answers will vary but should include the steps outlined in the activity in the Learner's Book. Resources are likely to include: manure, spades, shovels, forks for digging, etc. Learners bring tools and equipment, seedlings and cuttings to make the garden.

They should remember to allow plants plenty of room to grow, and choose plants that are suitable for the area.

As part of the plan, learners allocate group members to be responsible for watering the plants and weeding.

Evaluation of the plan involves asking questions such as: Have I achieved my goal successfully? What problems have I encountered in doing the project? What are my weaknesses? How would I improve the project in the future?

Marking criteria for planting a flower garden	Marks
Allow plenty of room for plants to develop	/2
Flowers and plants selected are of use for decorating	/2
Space is big enough so some plants are grown solely for garden decoration and others are in rows and used for cut decorations	/2
Plants are positioned using same principles as in flower arrangements	/2
Excellent selection of different shaped foliage and colours next to each other	/2
Plan was carried out very well by all members of the group	/2
Total	/12

## • Activity 5

*Learner's Book page 113*

### Teacher preparation

Draw up an example of a program to care for a garden.

### Teacher instruction

Divide learners into groups to organise how they will care for their flower garden.

Advise learners that while pruning may be necessary to keep the plants in good shape, be fair to the plant and do not over prune as this will spoil its natural habitat. Also, always cut (never tug) and do not leave snags of wood to die back.

### Possible answers

- 1 Share with learners the marking criteria you will use to assess their programs.

Below is an example of a monthly program to follow in caring for a garden bed.

Members responsible	Duties	Needs attention	Doesn't need attention
1	water		
2	weed		
3	prune		
5	cut		
6	overall		

Marking criteria on how to care for a flower garden	Marks
Water the plants as necessary	/3
Remove weeds from the flower gardens as soon as they appear	/3
Prune as necessary to keep the plants in good shape	/3
Program was carried out very well by all members of the group	/3
Total	/12

- 2 Other benefits might include: it keeps people busy, so they don't get into mischief; it helps to develop good habits (to commit to doing something, to plan out one's day, to be reliable).
- 3 Answers will vary, but learners may mention that it's a way to earn some money, to beautify home surroundings and to provide a healthy environment.

## Unit 6.4: Floral arrangement design activities

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### • Activity 6

*Learner's Book page 116*

#### Teacher preparation

Draw or find a picture of an example of a floral arrangement to show the class. If possible, supply materials and equipment so that learners can create their floral arrangement.

#### Teacher instructions

Learners are to make individual plans of their floral arrangements that they have selected.

#### Possible answers

- 1 & 2 Learners' sketches and creations will vary, but should adhere to the principles covered in the Learner's Book.

## Unit 6.5: Floral designs for different occasions activity

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### • Activity 7

*Learner's Book page 118*

#### Teacher preparation

Draw or find a picture of an example of a floral arrangement to show the class, or prepare one floral arrangement and bring it to class.

#### Teacher instructions

Divide learners into groups. They are to practise making the floral arrangements that they have selected.

#### Possible answers

- 1 Provide feedback on floral arrangements. Ask learners what worked well and what didn't work. Encourage them to reflect on how they could do it differently.
- 2 A graduation or wedding is likely to be in a large venue that can accommodate a lot of people. Planning floral arrangements for large places requires decisions to be made: Where will the flowers sit? (e.g. on the stage, on side posts) Will stands be needed? Which flowers and foliage will look best? Which shape of arrangement should be used? How many arrangements are needed?

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# Chapter 7 • Food preservation

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**Extension strand:** Food and nutrition

## General learning outcomes

Learners should

- understand the different food preservation methods from the provinces (u) (9.12.1)
- appreciate traditional methods of preservation from different communities (a) (9.12.2)
- understand advantages and disadvantages of traditional methods of preserving foods (u) (9.12.3)
- know foods that can be preserved traditionally (k) (9.12.4)
- understand the importance of not wasting food (u) (9.12.5)
- preserve food using a traditional method (s) (9.12.6)
- know modern food preservation methods (k) (9.13.1)
- understand modern food preservation methods in Solomon Islands (u) (9.13.2)
- know how to use modern food preservation in the home (k) (9.13.3)
- understand why it is important to know and apply the preparation and presentation skills for modern preservation methods competently (u and s) (9.13.4).

## Specific learning outcomes

Learners should be able to:

- describe traditional methods of food preservation (smoking, sun-drying foods such as nabo, clam shell, cassava) (9.12.1.1)
- express opinions on traditional methods of preservation from different communities (kakake, taro, cassava) (9.12.2.1)
- discuss advantages and disadvantages of the selected traditional methods of preservation (9.12.3.1)
- state foods that can be preserved traditionally (9.12.4.1)
- explain ways to avoid wasting food (9.12.5.1)
- demonstrate one traditional food preservation method (9.12.6.1)
- identify modern preservation methods (9.13.1.1)
- explain modern preservation methods (9.13.2.1)
- state how to prepare modern food using the preservation method in the home (9.13.3.1)
- demonstrate modern preservation methods in their practical lesson (9.13.3.2)
- demonstrate preparation and presentation skills competently in modern preservation methods (9.13.4.1)
- demonstrate a nutritious dish using modern preserved food (9.13.4.2).

## SUB-STRAND 9.12 Traditional food preservation

## SUB-STRAND 9.13 Modern food preservation

### Suggested class time: 6 periods

This sub-strand discusses traditional and modern knowledge on methods of food preservation and uses of preserved foods to make a nutritious meal and show ways for not wasting food.

### Suggested assessments in the syllabus

Learners should be assessed on questions such as the following:

- 1 Demonstrate different methods of traditional food preservation.
- 2 Demonstrate ways of not wasting food in the traditional preservation method.
- 3 Demonstrate different methods of modern food preservation.
- 4 Demonstrate ways of not wasting food in modern food preservation method.

### Teacher preparation

Prepare resources for carrying out methods of traditional food preservation depending on what is being selected: bake and smoke, or bake and store.

### Teacher instructions

Divide learners into groups and allocate one traditional preservation method: bake and smoke; or bake and store in a food safe/container.

### Possible answers for the suggested assessment events

Learners should be assessed on the steps they took to bake and preserve the food. Note that traditional methods of preserving food include: smoking food in bamboo, baking and reheating and storing in baskets. Modern methods of food preservation: keeping it in a freezer or bottling.

## Unit 7.1: Traditional food preservation methods activities

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### • Activity 1

*Learner's Book page 120*

#### Teacher preparation

Look ahead to Activity 2, Question 3. Start the experiment with learners, so that when you come to do Activity 2 in class, learners can write about what they have observed. You will need to have a bowl (or bowls if you want several examples), some flour and some water, a spoon to mix them into a paste. Have learners draw up a table, like the example shown in the answers for Activity 2, and fill it in for each of the four days.

Prepare cards for learners to use in a group activity on methods for traditional food preservation. The cards contain the traditional preservation method with instructions or questions to be answered by each learner.

#### Teacher instructions

Divide learners into groups and allocate cards that contain the traditional preservation method with instructions or questions to be answered by each learner.

#### Possible answers

- 1 Traditional methods of food preservation include: drying, smoking, salting.
- 2 Example answers: Drying: slice fruit/vegetables thinly, place slices on wire netting or split bamboo and lay in the sun or over a low heat from a fire. Smoking: clean fish/shellfish or meat and lay high over a fire and cover with banana leaves. Salting: clean fish well and rub salt into the flesh; lay it on racks to dry in the sun.
- 3 Reasons for using traditional methods of food preservation include: it maintains the culture; it allows for food to last longer; it kills bacteria and fungi; it can slow down the activity of disease-causing bacteria; it makes foods available when they are no longer in season (especially fruit); it provides a greater variety in the diet as foods do not only have to be eaten in the season in which they have been grown.

## • Activity 2

Learner's Book pages 126–27

### Teacher preparation

Complete the experiment before class. Then ensure that the experiment in Question 3 is underway so that learners can write their observations.

Provide chart paper, marker pens, erasers, etc. for Question 2.

### Teacher instructions

Have a class discussion on advantages/disadvantages of traditional methods of food preservation. Learners then do the activity in groups. For Question 3, ensure that learners have been observing the flour and water paste and filling in the table as shown in the answers. Note that for Question 4, group learners in their island groups if feasible; if learners are mostly from one island, allocate different preservation methods to each group.

### Possible answers

1	Advantages	Disadvantages
	<ul style="list-style-type: none"> <li>• Food lasts longer</li> <li>• It can be kept for later use</li> <li>• Avoids wastage of food</li> <li>• Cheap to use (no expensive machines are needed)</li> <li>• Uses traditional skills and knowledge</li> <li>• Most food nutrients are retained</li> <li>• Reduces weight of the food product substantially so it's more portable</li> <li>• Uses more natural ways to preserve food which makes food safer to consume</li> <li>• Food is available even if not in season</li> </ul>	<ul style="list-style-type: none"> <li>• It's time consuming</li> <li>• People don't know how to do it</li> <li>• People need right equipment to do it</li> <li>• It changes the taste of food</li> <li>• Certain foods (some fruits and vegetables) cannot be preserved</li> <li>• Food loses colour, flavour and some vitamins</li> </ul>

### 2 Some examples

Food supply available	Most suitable method of preservation	When it is used
Nabo	Baking & drying	Everyday consumption
Clam shell	Boiling & sun drying	Occasionally
Bananas	Deep frying	Sometimes

### 3 Learners copy and complete the tables below, noting their observations.

a	Day	Observations on flour and water paste
	Day 1	
	Day 2	
	Day 3	
	Day 4	
	Comments:	

b	Day	Observations on bruised and fresh fruit
	Day 1	
	Day 2	
	Comments	

c	Time	Observations on green vegetables
	The next day	
	Comments:	

d	Time	Observations on yeast
	At the beginning	
	After 1 hour	

- 4 Learners should be organised into groups to do a demonstration of a traditional food preservation method from their provinces. Examples of traditional preservation methods can be identified by filling out this table as a class after the demonstrations.

Province	Traditional method
Malaita	drying
Guadalcanal	
Western	
Makira Ulawa	
Temotu	
Isabel	
Central islands	
Choisuel	
Shortlands	
Rennell & Bellona	

### • Activity 3

*Learner's Book page 127*

#### Teacher preparation

Prepare some food and any other resources needed to conduct a lesson in smoking or sun drying as forms of food preservation.

#### Teacher instructions

Have learners work in groups to determine the steps they need to take to dry or smoke the food before they actually do it. Ensure they have included every step that is needed, then allow them to do the activity.

### Possible answers

- 1 Teacher needs to assess how the practical activity was undertaken.
- 2 Provide suggestions on how learners record and evaluate their practical activity.

## Unit 7.2: Modern methods of preserving foods activities

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### • Activity 4

*Learner's Book page 129*

#### Teacher preparation

Collect examples of canned and bottled foods and bring to class.

#### Teacher instructions

Learners identify which type of preservation is used in the examples provided and also come up with their own examples.

### Possible answers

- 1 Examples are provided in the table.

Examples of canned foods	Examples of bottled foods
Taiyo (all types)	Jam
Corned beef	Tomato sauce
Curry chicken	Soy sauce
Spaghetti	Chilli tomato sauce
Baked beans	Fish sauce
Mariko tinned fish	
Colorado tinned fish	
Luncheon meat	
Braised steak & onion	

- 2 Modern preservation methods may be expensive because equipment is needed: bottles, cans, freezers, machinery, etc.
- 3 High temperature and vacuum packing
- 4 Foods last in well-sealed cans or bottles for a year or more.

### • Activity 5

*Learner's Book page 132*

#### Teacher preparation

If the school has a freezer, ensure that learners can gain access to see what is stored in it. If there is no freezer, and learners do not have one at home, prepare a diagram of a freezer similar to the one showing a refrigerator on page 131 of the Learner's Book, so that learners can complete the activity question.

## Teacher instructions

Instruct learners to read the text in their books on pages 130–32, and to fill in the following table on storing food in a refrigerator.

Name of compartment	Features	Temperature	Types of foods suitable for storing	Duration of stored foods

Ask learners to identify factors to consider when storing food in the crisper compartment.

Ask learners to explain the refrigeration guide on page 131 with examples, in their own words.

Have learners check the school or home fridge to see if foods are being stored correctly and report back on any changes that should be made.

## Possible answers

This table applies to all the sections of a refrigerator, and provides the answers for the class activity above. For Activity 5, just the freezer section is relevant.

Name of compartments	Features	Temperature	Types of foods suitable for storing	Duration of stored foods
Freezer	Freezing part of refrigerator	Ranges from 4°C to minus 18°C	Meat, poultry, fish, shellfish, blanched vegetables	Refer to p. 130 in Learner's Book
Middle	Most spacious storage area of refrigerator	Generally ranges from 4°C to 10°C (cold to coldest as you move up the storage area)	Both raw and cooked foods are stored here	Refer to p. 130 in Learner's Book
Crisper	Usually a plastic box which is at the bottom of the refrigerator part	Ranges from 4°C to 11°C	Fresh fruits and vegetables	5 – 7 days

## General refrigerator and food safety notes

- Identify the Refrigeration Guides that can help you use your refrigerator to best advantage.
- Warm food should always be cooled to about room temperature before being refrigerated.
- The refrigerator door should not be left open for longer than needed, to prevent warm air going into the fridge.
- Perishable foods such as meat, fish and shellfish should be wrapped separately and stored in the freezer compartment if you want to store them for more than a day.
- Throw out food that is going off because putting it in the coldest part of the refrigerator will not stop it deteriorating further.
- Cover cooked foods that are not likely to be reheated before serving and store them on a shelf above uncooked foods. This prevents the transfer of bacteria and food poisoning organisms from uncooked food to cooked foods.
- Do not store foods with a strong smell, like seafood and some cheese, near milk and fresh eggs. It is best to wrap foods with a strong smell.
- Fruits and vegetables should preferably be enclosed in boxes or polythene plastic bags and placed in the crisper compartment.
- Transfer acidic and salted foods into glass or plastic containers before refrigerating.
- Foods are best wrapped in plastics for protection from drying and contamination from other foods.

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# Chapter 8 • How to best present yourself

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**Extension strand:** Family studies

## General learning outcomes

Learners should:

- know the meaning of ‘posture’ and ‘grooming’ (k) (9.14.1)
- understand the importance of posture and grooming in relation to health and physical appearance (u) (9.14.2)
- understand qualities that are considered as attractive (u) (9.14.3)
- know the meanings of greetings (k) (9.14.4)
- apply appropriate skills in greeting and entertaining people in a formal or an informal setting (u) (9.14.5)
- differentiate between attractive and unattractive appearance (s) (9.14.6)
- understand case studies on personal posture, grooming or entertaining (u) (9.14.7).

## Specific learning outcomes

Learners should be able to:

- state the meanings of posture and grooming (9.14.1.1)
- discuss the importance of good and bad posture in relation to health (9.14.2.1)
- describe how to improve grooming or appearance (9.14.3.1)
- explain the meaning of greetings (9.14.4.1)
- demonstrate appropriate skills in greeting and entertaining people (9.14.5.1)
- role-play appropriate ways to approach people (9.14.5.2)
- demonstrate an attractive and unattractive appearance in class (9.14.6.1)
- analyse case studies on personal posture, grooming or entertaining (9.14.7.1).

## SUB-STRAND 9.14 Personal posture, grooming and entertaining guests

### Suggested class time: 10 periods

This sub-strand discusses and describes appropriate posture, grooming and skills in entertaining guests.

### Suggested assessment events in the syllabus

Learners should be assessed on questions such as the following:

- 1 Demonstrate how to sit, stand and walk in a good postured manner.
- 2 Role-play appropriate skills in entertaining guests in a given situation (eating, answering the telephone, welcoming people, etc.).

### Teacher preparation

Prepare charts with pictures showing how to sit, stand and walk with good posture.

Prepare role-play cards stating these activities: entertaining guests who come for a meal, answering the telephone, welcoming people, and others that are relevant to your learners.

**Teacher instructions**

Divide learners into groups with the posture charts and let them practise their posture according to the pictures, and present to the class.

Have learners act out the role-plays, showing appropriate behaviour.

**Possible answers**

- 1 Assess learners on how they sit, stand and walk showing good posture.
- 2 Assess learners on using appropriate language and welcoming behaviour during their role-plays.

**Unit 8.1: Personal posture activities****• Activity 1**

*Learner's Book page 134*

**Teacher preparation**

Read the text before the class.

**Teacher instructions**

Have learners work in pairs or groups and discuss the importance of good posture. Practise how to sit, stand, walk and bend correctly. Role-play good posture in class and follow this up with a class discussion, awarding groups marks out of 10 for their role-plays.

**Possible answers**

- 1 Use the 'Marking criteria' tables below for learners to mark each other on their posture.

Marking criteria: posture sitting on a chair	Marks
Puts bottom firmly into the base of the chair	/2
Backbone fits into the shape of the chair	/2
Pulls head and shoulders up and back	/2
Pulls stomach muscles in, relaxes slightly but does not slump	/2
Puts knees together and rests feet together and evenly on the floor	/2
Rests hands in lap	/2
Overall presentation	/2
Total	/14

Marking criteria: posture standing	Marks
Lifts head up	/2
Tucks in chin and smiles	/2
Lifts shoulders up and back	/2
Tightens muscles and then relaxes slightly	/2
Pulls in stomach muscles and breathes deeply and evenly	/2
Places feet a little way apart and rests weight evenly on both feet	/2
Feels comfortable and relaxed	/2
Overall presentation	/2
Total	/16

Marking criteria: posture walking	Marks
Starts with a good standing posture	/2
Lifts shoulders up and back and relaxes arms, letting them swing gently when walking	/2
Shoes or slippers are not dragged or shuffled	/2
Walks with steady head	/2
Overall presentation	/2
Total	/10

- Answers will vary, but encourage learners to try this, especially when they need to feel confident, for example, when doing a test.
- Answers will vary, but are likely to include: feeling more confident, others will have a better impression of me, others will respect me more.

## • Activity 2

*Learner's Book page 135*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Have learners practise how to bend and board vehicles correctly. Role-play in class and award groups marks out of ten.

Explain to learners the marking criteria for each posture in the activity, and have learners practise the postures in pairs or groups.

### Possible answers

1	Marking criteria: posture sitting and listening	Marks
	Puts bottom firmly into the base of the chair	/2
	Backbone fits into the shape of the chair	/2
	Pulls head and shoulders up and back	/2
	Pulls stomach muscles in, relaxes slightly but does not slump	/2
	Puts knees together and rests feet together and evenly on the floor	/2
	Rests hands in lap	/2
	Faces the speaker with great interest	/2
	Overall presentation	/2
	Total	/16

2	Marking criteria: posture standing at assembly	Marks
	Lifts head up	/2
	Tucks in chin and smiles	/2
	Lifts shoulders up and back	/2
	Tightens muscles and then relaxes slightly	/2
	Pulls in stomach muscles and breathes deeply and evenly	/2
	Places feet a little way apart from each other and rests weight evenly on both	/2
	Feels comfortable and relaxed	/2
	Faces the crowd/learners and teachers in the assembly	/2
	Overall presentation	/2
	Total	/18

3	Marking criteria: posture walking in the market	Marks
	Starts with a good standing posture	/2
	Lifts shoulders up and back and relaxes arms letting them swing gently while walking	/2
	Shoes or slippers are not dragged or shuffled	/2
	Walks with steady head	/2
	When stopping to buy something, is sure to face stall holder in a friendly position	/2
	Overall presentation	/2
	Total	/12

4	Marking criteria: posture bending and weeding	Marks
	Bends at the knees	/2
	Gets close to weeds to remove them	/2
	Stands up again using strength in legs, not back	/2
	Overall presentation	/2
	Total	/8

5	Marking criteria: posture boarding a vehicle	Marks
	Holds on to the vehicle firmly (truck)	/2
	Swings legs to the edge of the tray (truck)	/2
	Sits bottom first in a taxi or car	/2
	Swings legs and rest of the body	/2
	Sits in good posture position	/2
	Overall presentation	/2
	Total	/12

## Unit 8.2: Personal grooming activities

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### • Activity 3

*Learner's Book page 136*

#### **Teacher preparation**

Read the text before the class. Have chart paper and marker pens available for group work.

#### **Teacher instructions**

In pairs or groups learners discuss the importance of grooming. Groups could use chart paper and marker pens to write down their views, and present their material to the class.

#### **Possible answers**

**1** Answers are likely to include: Grooming can affect your health and well-being because it relates to appearance and how you take care of yourself and how you look, including your hygiene practices, how you dress and wear your hair. In addition, your approach to grooming also reflects your personality, upbringing, family and cultural background.

If you take pride or give attention to your appearance it will help to build high self-esteem, maintain your health and well-being. In other words, if you feel good about yourself and how you look, you are likely to feel confident and have a healthier and a more positive outlook which others can see in you.

**2** Grooming can improve your health and well-being if you wash your hair regularly with soap, keep hair tidy, brush teeth twice a day, wash and change your clothes regularly, seek medical attention for any health problems, eat a nutritionally balanced diet.

Grooming can reflect how you feel good about yourself if you wear clothes that fit your body shape and size.

Grooming can influence how you feel about yourself and your mood if you get enough rest and exercise regularly.

Grooming can influence how others see you if you wear clothes that fit your body shape and size, display a healthier and more positive look.

### • Activity 4

*Learner's Book page 137*

#### **Teacher preparation**

Prepare resources such as soap, water, towel, ointment, scissors, nail file and water for a practical lesson. Make sure there is enough for all groups.

#### **Teacher instructions**

In pairs or groups learners read and follow the instructions to complete this practical lesson. Role-play the activities in class and follow with a class discussion.

**Possible answers**

1–3	Marking criteria for grooming hands	Marks
	Applies soap appropriately to the hands	/2
	Washes hands thoroughly in water	/2
	Dries hands properly with towel	/2
	Applies ointment to any sores	/2
	Uses scissors or nail file appropriately to trim and clean fingernails	/2
	Overall presentation	/2
	Total	/12

**• Activity 5**

*Learner's Book page 137*

**Teacher preparation**

Prepare resources such as soap, water, towel, toothpaste, handkerchief or tissue, mirror and toothbrush for this practical class. Make sure there is enough for all groups.

**Teacher instructions**

In pairs or groups learners read and follow the instructions to complete this practical lesson. Role-play the activities in class and follow with a class discussion.

**Possible answers**

1–5	Marking criteria for washing (face, body, teeth, nose and eyes)	Marks
	Demonstrates/explains applying soap on the face	/2
	Demonstrates/explains rinsing with clean water	/2
	Demonstrates/explains drying face with clean towel	/2
	Explains that pimples not to be squeezed but to wash face often to keep pimples clean; avoid eating fatty food	/2
	Explains proper brushing and cleaning of teeth, and rinsing with clean water	/2
	Explains appropriate use of tissue or handkerchief to blow out loose mucus	/2
	Explains how to check eyes in the mirror to see if they are red or sore	/2
	Overall presentation	/2
	Total	/16

**• Activity 6**

*Learner's Book page 138*

**Teacher preparation**

Prepare resources such as soap, water, towels, liquid for killing head lice (this can simply be conditioner, which smothers the lice), shampoo, combs and mirror for a practical class. Make sure there is enough for all groups.

**Teacher instructions**

In pairs or groups learners read and follow instructions to complete this practical lesson. Role-play the activities in class and follow with a class discussion.

## Possible answers

1–4

Marking criteria for caring for hair	Marks
Demonstrates/explains applying liquid to kill head lice	/2
Demonstrates/explains washing hair in warm water and shampoo	/2
Demonstrates/explains drying hair in the sun or with clean towel	/2
Demonstrates/explains washing comb before using it	/2
Experiments with different hairstyles using mirror	/2
Overall presentation	/2
Total	/12

## • Activity 7

*Learner's Book page 138*

### Teacher preparation

Read the text before the class. Prepare an example of the topic in handouts or on a chart.

### Teacher instructions

Instruct learners to write on the topic.

### Possible answer

Answers will vary, but should focus on their experiences, emotions, preferences, thought processes and beliefs.

## • Activity 8

*Learner's Book page 139*

### Teacher preparation

Read the text before the class.

### Teacher instructions

Divide learners into pairs and instruct them to discuss and write their answers to the given statements.

### Possible answers

- Answers are likely to include: it's fine to follow fashion so long as girls do not develop an eating disorder. Solomon Islanders should only follow fashion that is appropriate for their culture and lifestyle.
  - Answers will vary, but it's unlikely to have changed.
  - Answers will vary, but learners are likely to have noticed changes and to think that some teenagers look more attractive than others.
- Learners might mention: weight in proportion to height; attention to muscles (in boys); attention to skin, hair, teeth; posture.

## • Activity 9

*Learner's Book page 141*

### Teacher preparation

Read the text before the class. Prepare a short drama for learners to role-play on meeting others: one where a person makes a good impression and one who makes a bad impression.

### Teacher instructions

Do Question 1 individually. Learners answer Questions 2–3 in pairs and share responses in a class discussion. Discuss in groups which role-play provides a good impression and which one makes a bad impression.

### Possible answers

- 1 It is important to make a good first impression because people use visual cues such as facial expressions and gestures to make an initial assessment of someone they meet.
- 2 Answers might include: facial expression; general appearance, including hygiene and hairstyle; posture and body movement; tone of voice; eye contact.
- 3 Encourage role-plays to explore different settings, such as at school, in a shop, at the market, in your home village.

## Unit 8.3: Entertaining and greeting guests activity

## • Activity 10

*Learner's Book page 142*

### Teacher preparation

Prepare cards with different situations of meeting people and making a good or bad impression.

### Teacher instructions

Learners discuss in groups which cards provide a good impression and which ones make a bad impression when meeting other people. Then each group presents their reasons to the class.

### Possible answers

- 1 Learners might include some of the following.

Good points	Bad points
<ul style="list-style-type: none"> <li>• Healthy appearance</li> <li>• Good skin colour</li> <li>• No sores on the skin</li> <li>• Clothing styles suit my body shape</li> <li>• Clothes are clean and ironed</li> <li>• Wear footwear</li> <li>• Voice loud enough to be heard</li> <li>• Look people in the eye</li> </ul>	<ul style="list-style-type: none"> <li>• Weight and height not in proportion</li> <li>• Untidy hair, does not give a nice frame to my face</li> <li>• Displeasing combination of colours and patterns in my clothing</li> <li>• Standing and sitting in slouched position</li> <li>• Sitting with legs apart</li> <li>• Shuffling when walking</li> <li>• Spitting</li> <li>• Biting nails</li> <li>• Unattractive movements</li> <li>• Shrill or harsh yelling, unpleasant laughter</li> <li>• Voice is too soft or too loud</li> </ul>

Sample answer: I could improve myself by working on my bad points: eat a balanced diet; bathe daily; brush teeth after meals; style my hair; wear clean clothes that suit my body shape; move my body gracefully and attractively; vary my voice tone and conversation so that I'm interesting and pleasing to listen to; be bright and alert; be honest, kind, loyal and respect others.

- 2** Answers are likely to match the items in the answer for Question 1.
- 3** Learners might role-play eating a balanced diet and exercising well; moving gracefully; smiling and shaking hands firmly and looking into the other person's eyes; using tissue/handkerchief for nose; speaking at an appropriate volume and using words of greeting.

## Appendix A • Cooking food at the right temperature

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Meat type	Safe cooking temperature
Fish	63°C (145° Fahrenheit)
Minced meat, sausages	71°C (160° Fahrenheit)
Beef, veal, lamb, pork: medium rare medium well done	63°C (145° Fahrenheit) allow at least 3 minutes for the meat to rest 71°C (160° Fahrenheit) 77°C (171° Fahrenheit)
Ham: fresh (raw) pre-cooked (to reheat)	71°C (160° Fahrenheit) 60°C (140° Fahrenheit)
Pork fresh (raw)	63°C (145° Fahrenheit) allow at least 3 minutes for the meat to rest
Chicken & turkey (whole), thighs, wings, legs, breasts	74°C (165° Fahrenheit)
Leftovers	75°C (167° Fahrenheit)

## Appendix 1 • Suggested teaching methods

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A range of strategies for helping learners to achieve the overall learning outcomes are shown here.



## Appendix 2 • 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 6 • Sample learner's remedial work form

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Learner's name:		Class:		Term/Semester:	Year:	
Strand:		Sub-strand:				
Assessment event	Specific Learning Outcomes and benchmarks (use appropriate code)		PA	NA	Remedial work required	Results after remedial work
	Code	Description of outcomes assessed	4, 3, 2, 1	0		
	A	5				
Class teacher:				Signature:	Date:	



## Appendix 8 • Sample learner's classroom report form

<b>Learner's name:</b>	<b>Class:</b>	<b>Semester:</b>	<b>Year level:</b>
<b>Results for formative assessment: The progressive achievement level for formative assessment is _____</b>			
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Achievement level and award</b> Achieved (A), Partially Achieved (PA) or Not Achieved (NA)	
<b>Code</b>	<b>Specific Learning Outcome and benchmark</b> (use appropriate code)	<b>A</b>	<b>PA</b> <b>NA</b>
<b>Descriptive remarks:</b> (must include results after remedial work has been completed by the learner)			
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Achievement award</b> Achieved (A), Partially Achieved (PA) or Not Achieved (NA)	
<b>Code</b>	<b>Specific Learning Outcome and benchmark</b> (use appropriate code)	<b>A</b>	<b>PA</b> <b>NA</b>
<b>Descriptive remarks:</b> (must include results after remedial work has been completed by the learner)			



## Appendix 9 • Sample learner's school report form

<h1>TAKWA COMMUNITY HIGH SCHOOL</h1>				
Name: _____ Year level: _____				
Reporting period: _____				
Subjects	Score (100%)	Overall achievement level, award and certification	Grade	Comments
English	95%	5, AWE, Gold	A	Well done
Mathematics				
Science				
Social Studies	90%	4, AWM, Silver	B	Good work
Health Education				
Christian Education	60%	3, A, Bronze	C	Satisfactory work
Creative Arts and Culture				
Physical Education	21%	2, NA	D	Needs to attend practical sessions in PE
ICT	0%	0, NA	E	Needs to put more effort in ICT
<b>Class teacher comments on learner's attitude, behaviour and character:</b>				
<b>Head teacher/Principal comments:</b>				
<b>Key</b> 95%–100%: Achieved With Excellence (AWE), Gold 80%–94%: Achieved With Merit (AWM), Silver 50%–79%: Achieved (A), Bronze 20%–49%: Not Achieved (NA) 1%–19%: Not Achieved (NA) 0%: Not Achieved (NA)				

# Solomon Islands Home Economics

Year **9**

## Teacher's Guide

The *Solomon Islands Home Economics Year 9 Teacher's Guide* has been written to accompany the *Solomon Islands Home Economics Year 9 Learner's Book*. This series has been developed as part of the Solomon Islands curriculum reform of 2005–2012.

This guide provides overall instructions to teachers about the use of the Learner's Book and brief explanations on the content of the book. The Teacher's Guide breaks each unit down, making it easier for teachers to plan individual lessons. Each section or lesson in the Teacher's Guide uses the following structure:

- title
- aims
- methods and answers.

Answers and sample answers to questions in the Learner's Book are also provided in the Teacher's Guide.

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