

Solomon Islands Home Economics Year 8

Teacher's Guide





Solomon Islands
Home Economics
Year **8**

Teacher's Guide



Solomon Islands Curriculum Development Division

This book was written, compiled, and edited by the following members of the Curriculum Development Division and the Home Economics Subject Working Group.

Curriculum Development Division Team

- Patrick Daudau, Director
- Edwin Ha'arohaa, Chief Principal Curriculum Development Officer
- Rose Paia, Principal Curriculum Development Officer for Home Economics
- Susan Maezama, Technical Advisor—Home Economics

Home Economics Subject Working Group

- Seni Lala, former Home Economics teacher
- Emily Meke, Bishop Epelle Community High School
- Nerrelle Popot, former Home Economics teacher
- Ida Asihono, Panatina Community High School
- Alice Walani, former Home Economics teacher
- Selina Tahi Mana, former Home Economics teacher

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Introduction to *Teacher's Guide*

This Teacher's Guide supports the *Solomon Islands Home Economics Year 8 Learner's Book*. It can help Year 8 teachers use the Learner's Book during lessons.

It is based on the newly revised syllabus and is set out as:

- Approach to Teaching and Learning
- Yearly programme planner
- Assessment
- Strand
- Sub-strand
- Number of periods for each sub-strand
- Teacher preparation
- Teacher instruction
- Possible answers.

The syllabus contains a total of five strands and 28 sub-strands that form the basis for Home Economics learning and teaching of knowledge, understanding, skills, values and attitudes. The aim is to enable Home Economics learners to use this learning for problem-solving, decision-making and planning. They should also develop an awareness of health and personal development issues, learn practical life skills, and become effective contributors to family and community life of Solomon Islands. In doing this they will be able to use traditional and global techniques with their available resources while also respecting cultural diversity.

Each strand is allocated a number of weeks, as shown in the yearly programme planner, while each sub-strand is given the number of periods shown in the syllabus and Teacher's Guide. The time allocation might not always be enough to accomplish certain areas, as learners in schools do not all work at the same speed.

Teachers are therefore advised to familiarise themselves with sub-strands and to plan lessons in advance with all required resources for practical lessons. Teachers must also take time to try the practical lessons themselves before the actual class time.

Approach to teaching and learning

The outcomes-based approach

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

The new curriculum is learner-centred rather than subject-centred. The idea is that learners should gain knowledge, understanding, skills, values and attitudes that will be useful to them later in life. The approach is based on the learner's needs rather than the subject's needs. The emphasis is on choosing those elements of the subject that will be useful and valuable to learners.

This learner-centred approach also contrasts with the teacher-centred approach, which has been common in 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 find out things 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, text books and teachers guides refer to class members as ‘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 students as empty vessels that should be filled with knowledge. The students are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the student listening to the teacher, copying notes from the board, learning them and reproducing them later. This can even be done successfully without the student fully understanding what they are writing and reading.

The new approach can be called ‘problem-posing education’. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems that make learners think about their own ideas and experiences, as well as adding new knowledge and skills to it. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves.

Learners are also exposed to experiences by observing reality outside the classroom, looking at pictures or diagrams, examining statistics and reading passages, which helps them find out knowledge and ideas for themselves. They are then expected to express these in their own words, not the teacher’s words, to show that they have really understood what they have learnt. The outcomes-based approach makes learning a cooperative effort between the learner and the teacher.

In addition, education is seen not just as a way of passing knowledge and skills but a way of forming the kinds of values and attitudes that will make learners good and responsible citizens in the future.

The general 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, and learners are no longer just expected to read the book. Activities also form an essential part of the learning process.

In the past, activities were often only included at the end of chapters, and students and teachers often ignored these and moved on to the next section. With these books, the activities are part of the text and must be done to fully learn from the book. Some sections or chapters start with an activity that helps learners to find out information or practise skills for themselves.

There are also many activities based on discussions, which encourage learners to form their own ideas and attitudes. Many of the activities should be done in groups to encourage interaction amongst the learners, because they can often learn as much from each other as they can from the text book or the teacher.

The Teacher’s Guide gives possible answers to the questions in the Learner’s Book, but answers will vary widely depending on the skills and experience of the learners.

The page numbers of the activities refer to where the activities can be found in the Learner’s Book.

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, and the order of the chapters follows the order of the sub-strands of the syllabus.

Each sub-strand of the syllabus outlines the general outcomes of knowledge, understanding, skills and attitudes we want learners to achieve. The Learner’s Book gives guidance about how the learners might best achieve those outcomes, and doesn’t always follow the exact order of the syllabus. In teaching, you should usually follow the order in the Learner’s Book rather than following the order of general outcomes and specific 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, pictures, maps, diagrams and statistics. These are not just included for decoration. They should be used as an important part of your teaching and are often just as important as the words of the book.

Yearly programme planner

This section shows the entire learning programme for Year 8 Secondary Home Economics course. It suggests teaching times based on 17 teaching weeks per semester and 34 teaching weeks per year.

Semester One

	Weeks 2 to 10	Weeks 11 to 18	Weeks 19 to 20
Strand	Food and nutrition	Home management	Revision and exams
Length of time	9 weeks	8 weeks	2 weeks
Sub-strands	<ul style="list-style-type: none"> • Food Nutrients • Food For Children • Things to consider when buying food • Food Availability • Junk and Convenience foods • Advertising 	<ul style="list-style-type: none"> • Consumer and Finance • Budgeting • Methods of buying goods • Wise shopping • Advertising 	

Semester Two

	Weeks 2 to 10	Weeks 11 to 18	Weeks 19 to 20
Strand	Clothing and textiles	Family studies: Family relationships	Revision and exams
Length of time	9 weeks	8 weeks	2 weeks
Sub-strands	<ul style="list-style-type: none"> • Textile, fibres and fabrics • Fabric Construction • Wearing Garments • Garment Construction And assessment	<ul style="list-style-type: none"> • Family Needs and roles and responsibilities • Family Relationships • Parenting • Self Esteem 	

Assessment

Type of Assessment	Strategy	
Practical	<ul style="list-style-type: none"> • cooking practical • practical sewing projects • practical in first aid/sanitation 	<ul style="list-style-type: none"> • setting and organizing of kitchen • arranging flowers • demonstration • research
Verbal	<ul style="list-style-type: none"> • answer single questions • ask questions • present a verbal report 	<ul style="list-style-type: none"> • explain procedure or event (recipe, first aid, etc.) • lead a discussion • role play
Draw and/or label	<ul style="list-style-type: none"> • picture • diagram • graph/chart 	
Written	<ul style="list-style-type: none"> • provide a written report • written recipe • written instruction in sewing garments • write short answer in response to questions 	<ul style="list-style-type: none"> • fill in tables • perform calculation on data provided • write work plan

Assessment is a continuing process that involves using activities to judge how well the learner's performances (outcomes) match expectations. The table below shows a range of ways of doing this.

Reporting

Reporting gives information to learners about how well they have achieved the expected learning outcomes. Reporting also gives feedback to teachers and parents. For each sub-strand, the learning/teaching situation will have at least one assessment task. These tasks will be used to build a report on a learner's achievement over time.

A simple way of reporting learner's progress on learning outcomes is to complete a table for the learning year. See the example below for Year 8.

Report Record: Year 8

Semester 1				Semester 2		
Strand	Food and nutrition	Home management		Clothing and textiles	Family studies	
Assessment event	• Demonstrate skills in planning, preparing and presenting a nutritious snacks for children	• Explain the importance of making a budget		• Take body measurements accurately	• write a story on how their own families perform physical, social, biological and economical functions	
Name			Test (out of 20)			Test (out of 20)
Mary	C	C	14	C	NC	20
Alex	C	NC	15	C	C	15

Key: C = Competent
NC = Not competent

1 Food and nutrition

1.1 Food and nutrients

Suggested class time: 16 periods

Activity 1

Teacher preparation

Read the text before the class.

Teacher instructions

Check that learners copy the table on page 2 of the Learner's Book in their exercise books and complete it. Collect learners' exercise books and check their work.

Possible answers

Nutrients/content	Function	Food sources (any of these foods)
Carbohydrates	For body energy and warmth	kumara, yam, pana, cooking banana, cassava
Fats	For body energy and warmth	coconut cream, peanuts, Ngali nuts
Protein	For growth and repair of body tissue	red meat, fish, chicken, eggs
Vitamins	For protection against diseases and regulation of body processes	pawpaw, ripe banana, watermelon, mango, pineapple, five corner fruit
Minerals	For protection against diseases and regulation of body processes	pawpaw, mango, ripe banana, watermelon, pineapple, tomatoes, slippery cabbage, shallots, cabbage, pumpkin fruit and tops

Activity 2

Teacher preparation

Keep a diary of protective foods you eat for a week as an example.

Teacher instructions

Instruct learners to keep a diary of protective foods for a week. Collect their exercise books and check their work.

Possible answers

1 Record of protective foods:

Days	Protective foods that I ate each day for 1 week
Monday	bananas, guava
Tuesday	pineapple, inikori
Wednesday	melon, cucumber
Thursday	pawpaw, young coconut
Friday	rockmelon, guava
Saturday	pineapples, bananas
Sunday	watermelon, cucumber

2 Yes / No.

Village learners

Yes, we have many fruit trees growing around our house or village. Or

No, we have little access to protective foods, only the protective foods that grow well in our food gardens and are brought home for the family.

Town learners

Yes, we have fruit trees around our home and we buy fruits at the market when they are plentiful and prices are low. Or

No, because fruits and vegetables are usually very expensive at the market.

3 Yes / No.

4 Summary of notes on protective foods:

Summary of protective foods

Foods can protect us from diseases such as anaemia, blindness and goitre. It is important that children eat the right foods to protect them from unnecessary sicknesses and diseases.

Nutrients in protective foods

The nutrients in protective foods are called vitamins, minerals, water and dietary fibre. There are many different types of protective nutrients, but the important ones are listed on page 2 of the Learner's Book.

Note: The foods rich in vitamins and minerals are all the coloured fruits and vegetables. The human body only needs small amounts of vitamins and minerals each day for good health.

Urban families sometimes have problems obtaining fresh, cheap supplies of coloured fruits and vegetables. They need to grow many coloured fruits and vegetables on their limited area of land.

Rural families have many different types of edible green leaves. Common types of greens are ferns, slippery cabbage, pumpkin tops, taro leaves, cabbage, kangkong and Chinese cabbage.

Other greens are beans, peas, lettuce, capsicum and spring onions. Red, yellow and orange fruits and vegetables include strawberries, watermelon, mangoes, guavas, tomatoes, pineapples, pawpaw, passionfruit, bananas, oranges, lemons, pomelo, soursop, corn, pumpkin, carrots, avocado and eggplant. These are only some of the many coloured fruits and vegetables grown in the Solomon Islands.

Activity 3

Teacher preparation

Bring in to class some coloured food to cook. You will need to prepare ingredients and equipment.

Teacher instructions

Cook the coloured food following the rules on page 3 of the Learner's Book and ask learners to say whether the rules were followed, or give this activity as homework for learners to do over a week.

Possible answers

- 1 Check that learners have copied the guidelines on page 3 of the Learner's Book in their exercise books.
- 2 Learners observe whether the rules have been followed at home or in the school kitchen.
- 3 If rules are not followed, learners suggest the rules.
- 4 The food composition table on page 3 of the Learner's Book shows the vitamin C content of some fruit and leafy greens found in the Solomon Islands. How regularly individual learners eat fruits and vegetables will vary. Most will eat guava, pawpaw and tomato regularly.

Learners may not eat other fruits and vegetables regularly because:

- They are expensive at the market.
- It is hard to get them where we live.
- It is not grown in our village.

Activity 4

Teacher preparation

Read the text before the class and make a list of your favourite foods from the chart as an example.

Teacher instructions

Ask learners to study the Solomon's Plant Protein chart on page 4 of the Learner's Book.

Possible answers

- 1 Answers will depend on learners' likes and/or dislikes.
- 2 Taro, pana, yam, cassava, rice, cooking bananas, etc.

Activity 5

Teacher preparation

Read through the activity and possible answers before class. If possible, bring in to class samples of plain flour, self-raising flour, wheatmeal and pasta.

Prepare cooking equipment and ingredients before class.

Teacher instructions

Make sure learners do the practical and submit a written report.

Possible answers

- 1
 - a **Plain flour** is made by milling and crushing wheat. The outer bran is removed from the wheat grain.
 - b **Wheatmeal** is made by the milling and crushing of the whole wheat grain. It is more nutritious than plain flour because it contains calcium, iron and B vitamins from the bran.
 - c **Self-raising flour** is flour to which a raising agent has been added. In Solomon Islands people prefer to use plain flour and add baking powder when necessary.
 - d **Pasta**, such as noodles, macaroni and spaghetti, are available in some Solomon Islands shops. Pasta is made from the middle part of the wheat, mixed to a paste with water and sometimes egg, and made into shapes, which are dried and partly baked. Pasta is a flour product.
- 2 Wheatmeal flour is more nutritious than self-raising flour.

Nutritional information for types of flour

- **Wheatmeal** and rolled oats are made from the whole cereal grain (bran, endosperm and germ) and are very nutritious.
 - **Flour** (plain and self-raising) and pasta are made from the endosperm of the cereal grain; the milling process removes the bran and germ and lowers the nutritional value.
- 3 Do the cassava-starch dumplings recipe on page 5 of the Learner's Book at home or during class as a practical.

Activity 6

Teacher preparation

Make the fruit drink before class to test the recipe.

Ask learners to bring fruit and sugar to class for the practical, or ask students to do the activity at home and write their recipe in their exercise books.

Teacher instructions

If you give this activity as homework, ask learners to hand in their exercise books for checking.

Possible answers

1 Uses of fruits and vegetables:

Fruits	Uses
Pawpaw	Use as vegetable when green Use when ripe in tropical fruit salad Use as a drink and eat raw when ripe
Banana	Peel and eat raw when ripe Cover with batter (flour and water) and fry Use green bananas as a vegetable in stews Can be frozen when ripe and used as a snack
Guavas	Wash and eat fresh Cook in a little water with sugar to sweeten Use to make guava jam
Mango	Use in drinks Eat fresh when ripe Stew to make a dessert
Coconuts	Cream, remove flesh and eat raw Grate flesh and add to soups, stews or sweets Grate flesh and squeeze to make cream Can be used with fruit, meat, fish, nuts and vegetables Use in jam making
Lemon	Use the juice to make a drink and sweeten with sugar Sprinkle the juice on seafood for flavour Use to make lemon butter, a sweet spread for cakes and bread

Vegetables	Uses
Taro	Boil, bake and roast Cut into slices and fry Use in soups and stews Use slices of cooked taro with savoury toppings as a snack
Breadfruit	Boil or bake Cook/grill in charcoal Cut into slices and fry
Cabbage	Boil in salted water or coconut cream for a few minutes Use sliced, raw in salad Use in soups and stews
Carrots	Slice and eat raw Use in soups and stews Boil or bake
Cassava	Boil, bake or grill Cut into slices and fry Grate and use in soups and stews as a thickener Grate, add coloured vegetables and cook in a bamboo tube
Corn	Boil in water and salt or in coconut cream Grill on hot charcoal/open fire Remove corn kernels and add to pancakes or dumplings Use in soups and stews
Eggplant	Slice and fry or cook on hot barbecue plate Stuff with savoury filling and bake Use in soups, stews and casseroles
Kumara	Boil, bake, roast Cut into slices and fry Use mashed cooked kumara for fish cakes, and in scones and biscuits Use in soups and stews
Pumpkin	Boil or roast Stuff and bake Use in soups, stews or scones

- 2 Learners make their own recipes using coloured fruits and vegetables.
- 3 Prepare the fruit drink on page 5 of the Learner's Book in class or assign as homework.

Analysis

The recipe turned out well—it was sweet and refreshing. Or

The recipe did not turn out well:

- It was too sweet.
- There was too much / too little fruit in drink.
- It was not sweet enough.

Activity 7

Teacher preparation

Prepare flash cards for instructions on cleaning and washing up. Have extra blank sheets, scissors and coloured markers so learners can make their own flash cards and posters.

Teacher instructions

Guide learners to make their own flash cards for cleaning and washing up.

Possible answers

Cleaning and washing up

- 1 Flash cards must be the same size and shape.

1 To discourage pests such as cockroaches, ants, flies and rats, clean up as soon as possible after a meal.

2 Clear the table. Carry the dishes to the sink or bowl. Scrape them clean.

3 Food scraps can be given to animals. Food peelings can be placed on the compost heap. Papers can be burnt. Bottles and tins can be placed in the rubbish hole and covered with soil.

4 If possible, use hot soapy water to wash dirty dishes or wash under a tap, river or stream. Wash dishes from the cleanest to the dirtiest, for example, glassware, cutlery, plates, bowls, saucepans and frying pans. Change the water when it gets very dirty.

5 Rinse the dishes in clean water and dry them with a tea towel. Store in the correct place.

6 Wipe the sink area, stove and table clean when finished. Sweep the floor and empty the rubbish bin.

- 2 Learners make posters of cleaning and washing up procedures to use during practical activities or at home.

1.2 Food for children

Activity 8

Teacher preparation

List some adjectives (describing words) on the chalkboard and go over them with learners to help describe the pictures.

Teacher instructions

Look at the pictures and describe one as an example.

Divide learners into groups and give each group a picture to discuss and describe, then present to the class.

Possible answers

Picture 1

The girl looks healthy but a little bit nervous or worried. She has short blond curly hair.

Picture 2

There are two children in the picture. A girl of about 10 years old is carrying a baby. They both look healthy and happy. The girl is hiding a smile with her right hand. Her hair is tied back.

Picture 3

A little girl is sitting watching some activity in the distance. She looks healthy, but not active. Her black curly hair is tied back.

Picture 4

Five children are standing in a row on the beach. They are different ages. There are three girls and two boys.

Picture 5

Two girls are leaning on a pole. They have dark curly hair. They look happy and healthy.

Picture 6

There are three boys enjoying the cool of the water. They are healthy and happy.

Picture 7

There are two children playing on stilts in the sand. They look active, energetic, healthy and happy.

Activity 9

Teacher preparation

Read the text in advance. Prepare discussion envelopes: write the questions 2 to 4 on each envelope and put blank pieces of paper in the envelope.

Teacher instructions

Divide learners into groups. Give each group an envelope. Groups study the pictures and write down their answer to the question on the envelope. Each group is only allowed 3 minutes to write their answers. Then they pass the envelope to the next group. At the end of the activity discuss the answers as a class.

Possible answers

- 1 Learners study the picture at the bottom of page 8 of the Learner's Book.
- 2 Signs and symptoms of malnutrition:
 - The child looks underweight and thin for his or her age.
 - The child looks unhealthy.
 - The child looks sick.
 - The child is not active, he or she is weak.
 - The child's eyes look sunken and his or her ribs can be seen under the skin.
 - The child's arms and legs are thin.
 - The child's head is big compared to his or her body.
- 3 Malnutrition occurs in the Solomon Islands for these reasons:
 - Parents do not know how the body uses different foods so they don't give their children nutritionally balanced meals. They don't know that children need a balance of growth, energy and protective foods each day to be healthy.
 - Children are not given enough food to eat. Children have small stomachs. They need to eat often to get enough food for their bodies to be strong and healthy. Children need five meals a day: breakfast, morning tea, lunch, afternoon tea, and dinner/evening meal.
 - Often a mother will put the food for all her children on one plate. The older children often take the best and most, and the younger children don't get enough. Each child should have his or her own plate.
 - Many children in the Solomon Islands get sicknesses such as malaria, pneumonia, hookworm and diarrhoea. Their bodies are unable to use the nutrients in the food they are eating. Also, if a child is sick, he or she may not feel like eating.
 - Sometimes there is simply not enough food available for a family's needs. It's difficult to make good food gardens in swampy areas. Food gardens get destroyed during droughts, strong winds and floods. An urban family may have difficulty in earning money to buy enough food. Sometimes, a family's income is not spent wisely. A supply of fresh animal foods is not available in some areas.
- 4 Suggestions for treating malnutrition:

Mothers should:

 - be educated on how to feed children with balanced meals every day
 - serve meals at regular times each day
 - serve attractive children's meals, including green, yellow, white and coloured foods to encourage children to eat
 - serve small amounts of food, and offer second helpings, rather than serving large quantities of food

- serve interesting meals by using a variety of foods and cooking methods
- plan, prepare and serve meals daily that contain some growth, energy and protective foods
- serve each child's balanced meal on his or her plate to see if the child is eating enough food
- keep the kitchen clean and take care that food is prepared with clean hands on a clean surface, cooked in clean pots with clean water, served on clean plates and eaten with clean hands or spoons
- avoid foods that are difficult for children to chew or have strong flavours that children may not like
- make meal times enjoyable and relaxed so children can have a good appetite
- feed children fresh fruits and vegetables in between meals
- educate parents to give children nutritionally balanced meals every day
- budget so there is enough money to buy enough good food to last from one pay day to the next and grow as much food as they can, especially coloured fruits and vegetables
- introduce children to other good food at four months.

Activity 10

Teacher preparation

You will need chalk, a chalkboard and samples of foods to eat using good food habits.

Teacher instructions

Guide learners as they do the activity in groups. Collect their exercise books and check their work.

Possible answers

- 1 Children need special foods because they are:
 - growing quickly so they need growth foods
 - very active, so they need energy foods
 - likely to get many sicknesses because they cannot fight infections, so they need protective foods.
- 2 Having healthy food habits means eating the right kinds of foods prepared in a healthy way and in the right amount. Having unhealthy food habits means eating the wrong kinds of food and eating more than the body needs.

Healthy food habits:

 - eating boiled kumara with fish and cabbage in coconut cream
 - eating pawpaw in between meals.

Unhealthy food habits:

 - eating rice with taiyo
 - eating noodles between meals.
- 3 We can help children to develop healthy food habits by:
 - preparing balanced meals or meals that contain food from three food groups
 - giving children fruits from the market instead of fried snacks, biscuits, fizzy drinks, lollies from the shops
 - preparing nutritious foods for children to take to school
 - feeding children with healthy clean food
 - teaching children to wash their hands after going to the toilet and before and after eating food
 - praising children when they eat vegetables and fruits
 - showing pictures and telling stories of malnourished or sick children as a result of practising unhealthy food habits.

Activity 11

Teacher preparation

Try the activity yourself and confirm the results before doing the activity in class. Prepare food samples for cooking. Bring in to class the ingredients you need.

Teacher instructions

Divide learners into groups. Allocate one food for each group to cook and ask learners to observe the changes that take place.

Make sure learners copy and complete the table on page 9 of their Learner's Book in their exercise books. Collect exercise books for marking. Tell learners to bring food from home for the recipe they prepare for either a 6-month-old baby or for a school-age child. Check learners' recipes.

Note: Use different types of meat such as fish, chicken, pork, beef.

Possible answers

1 Learners do the practical and complete the table.

Type of food cooked	Colour changes	Texture	Length of time to cook	Taste: good or bad?
		To make it softer and easier to digest		
		To improve its flavour		
		To improve its appearance		
		To kill harmful bacteria		
		To vary ways of serving it		

2 Some food takes longer to cook because of its texture and chemical make-up.

3 Good and bad cooking habits:

- good—washing hands before cooking, clearing up afterwards, etc.
- bad—spilling food on the floor, wasting food, etc.

Note: Remind learners about safety and hygiene rules.

4 Learners make the soup according to the recipe on page 9 of the Learner's Book.

5 Recipe for baby who is six months to one year old:

Pawpaw drink

Ingredients

½ medium ripe pawpaw (not too soft) 1 cup water

Method

- 1 Peel pawpaw, remove seeds and cut into cubes.
- 2 Put in pot of water.
- 3 Boil until pawpaw is tender and cooked.
- 4 Remove pawpaw and extract juice using a strainer and spoon.
- 5 Add cooking water to the strained liquid and leave to cool.
- 6 Put drink in a baby cup and give to baby.

Note: Pawpaw is boiled to kill bacteria that may be present in it or in the water.

Recipe for a school-age child:

Milked egg

Ingredients

2 to 3 eggs

1 shallot (bottom part)

½ cup coconut milk

Pinch of salt

Method

- 1 Break eggs onto a plate.
- 2 Chop shallots very finely.
- 3 Add shallots to egg and beat with a fork.
- 4 Put coconut cream in a frying pan and heat until boiling.
- 5 Pour egg mixture into coconut cream.
- 6 Add a pinch of salt.
- 7 Stir until coconut cream is dry.
- 8 Remove from frying pan and serve with rice/root crop.

Activity 12

Teacher preparation

Prepare a list of good table manners before the class.

Teacher instructions

Divide learners into groups to discuss and role-play good eating practices and table manners. Discuss answers as a class. Stress important points.

Possible answers

- 1 Learners list their individual habits and compare habits with others.

	Eating practices	Table manners
Food is served and all sit in a circle and eat		
Food served from communal source		
Only eat food in front of you, do not pick food in front of others		
Do not leave until everyone has finished		
Wash hands before and after eating		
Fold legs so not pointing towards food		

- 2 Improve by adapting and practising only good table manners. Get rid of table manners that you think are not good; for example, talking with a full mouth, eating as if some enemies are at your back or using bad language during conversation.

Activity 13

Teacher preparation

Read the text in advance and go through the possible answers.

Teacher instructions

Divide learners into pairs.

Possible answers

- 1 Motti didn't say thank you at the end of the meal, he didn't excuse himself before he left the table, he left his plate on the table and he left the table while the others were still eating.
- 2 Yes / No. Learners write a few sentences.

	Yes	No
Talking while mouth is full		
Reaching for food without excusing or asking		
No talking while eating		
Ask before taking food		

- 3 In the villages, many Solomon Islanders have their meals from a plate, sitting on a mat, on the floor. Some sit around the pot or bowl of food and eat from the pot.
- 4 No, it is not wrong or bad manners in Solomon Islands' culture because it is acceptable and practical to eat with fingers.
- 5 European table manners:
 - Be polite and friendly. Talk about topics of interest.
 - Don't talk with food in your mouth.
 - Ask for food which you cannot reach to be passed to you.
 - Never put a knife in your mouth.
 - Never rock on your chair.
 - Say thank you at the end of a meal.
 - When everyone has finished help clear the table and wash up.

Activity 14

Teacher preparation

You will need chalk and a chalkboard, chart paper and coloured pens and pencils.

Teacher instructions

Divide learners into pairs. Collect their exercise books at the end of the activity for marking.

Possible answers

- 1 Learners discuss and make observations. Their answers will vary.
- 2 Five changes seen in the body of a baby from birth to 1 year old:
 - increase/decrease in weight
 - can grasp objects and put in mouth
 - can eat semi-solid foods
 - can sit by him/herself
 - recognizes known people like mother/father.
- 3 Reasons a baby is healthy:
 - breastfed
 - well cared for
 - immunized
 - given healthy supplementary foods
 - rarely sick.

Reasons a baby is not healthy:

 - is not well cared for
 - is bottle-fed
 - has been taken off the breast or has stopped breastfeeding too early.
 - is sickly
 - is not given healthy supplementary food

Activity 15

Teacher preparation

You need chalk and chalkboard, and weight charts from page 12 of the Learner's Book.

Teacher instructions

Help learners to compare weight charts.

Possible answers

1 Learners compare the weight charts of Farhan, Delia and Malini (differences in their growth curves).

	Farhan	Delia	Malini
Normal weight for age	Growth normal till 10 weeks then a sudden drop (illness); started to recover weight one week later and by 14 weeks nearly back to normal weight.	Delia's growth was below normal till she was about 3 years old, then she has good growth and by 4 years she was above average in growth	Malini's growth was below normal till about 10 months, then above normal till 16 months when it dropped below normal again.

2 Three factors that could have affected their growth curves:

- childhood illness (diarrhoea, malaria)
- not eating healthily or properly
- weaned early (taken off from breast).

Activity 16

Teacher preparation

Prepare sets of cards of signs and cure for kwashiorkor to use in a card game.

Teacher instructions

Divide learners into groups. They put the cards in a pile—“signs of kwashiorkor” and “cure for kwashiorkor” as quickly as possible. The first group to finish wins the game.

Possible answers

1 Signs of kwashiorkor:

- The child is weak.
- The child is sickly.
- The child has a big belly or pot belly.
- The child's eyes are sunken.
- The child has thin arms, and thin legs that are not strong enough for walking.

2 Yes / No.

3 Cure for kwashiorkor:

Children with kwashiorkor must be given meals rich in growth foods, for example all meat such as (beef, lamb, pork, opossum, chicken, crocodile, iguana), all seafood (fish, eels, clams, shellfish, prawns, turtle, crabs, crayfish), animal products (eggs, milk, cheese), nuts and legumes (wing beans, soya beans, peas).

Activity 17

Teacher preparation

Bring in ingredients and cooking equipment for the rice pudding recipe on page 14 of the Learner's Book, or ask learners to bring food from home.

Teacher instructions

Divide learners into groups.

Possible answers

- 1 Supervise learners as they prepare the rice pudding.
- 2 The recipe turned out well because it was sweet and creamy. Or
It did not turn out well because it was too sweet/it was too milky/it burnt.
- 3 Recipe on Cassava — starch dumplings on page 5 of Learner's Book.
- 4 Responses will vary (Yes/No)

Activity 18

Teacher preparation

Prepare a chart of foods under the three categories.

Teacher instructions

Divide learners into pairs. Hold a class discussion on learners' answers.

Possible answers

Starchy foods		Sweet foods		Fatty (oily) foods	
kumara	taro	sugarcane	milk shakes	fish and chips	cooking oil
pana	wild yam	ripe banana	ice cream	ring cakes	meatballs
yam	wild taro	pineapple	rambutan	take-away foods	dry coconut
cassava	rice	sugar	mangoes	fish cakes	chicken and
cooking banana	flour	sweet cakes	soursop	coated fried	chips
yam	sago	all sweet drinks	five corner fruit	foods	coconut cream
		all sweet snacks		butter	

Activity 19

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Divide learners into groups to discuss the questions. Tell them to look at the pictures on page 15 of the Learner's Book and present their answers to the class.

Possible answers

- 1 Signs of marasmus:
 - The child is skinny (very thin).
 - The child is weak and not active.
 - The child has the look of an old man/woman.
 - You can see the shape of the bones on the ribs, hands, legs, thighs.
 - The child is sickly.
- 2 Cure for marasmus: Children with marasmus must be given meals that contain energy foods every day. Sometimes it is good to add coconut cream to cooked vegetables. Give them milk to drink. Snacks like peanuts or other nuts are good. Feed small children often as their stomachs are small. If a child has another disease such as hookworm, malaria or diarrhoea, seek medical help.

Activity 20

Teacher preparation

Read the text before class. Bring in to class chart paper and coloured pens and pencils for learners to make posters of good and bad snacking habits to display in the classroom.

Teacher instructions

Ask learners to monitor the types of snacks sold in the school and write a report.

Possible answers

1 My snacking habits are good/bad.

Good snacking habits:

- I make sure I eat a piece of fruit every day.
- I avoid fizzy and sweet drinks.
- I avoid oily snacks.
- I drink at least six glasses of water each day.
- I avoid eating salty snacks.

Bad snacking habits:

- I drink a sweet drink every day.
- I eat fried snacks or sweet biscuits every day.
- I eat oily and salty snacks every day.
- I rarely eat fruits/vegetables.

2 Yes / No.

Pass the message of improvement through your prefect or teacher to the school administration.

Divide learners into groups to make posters on nutritious snacks and display them in the classroom.

Activity 21

Teacher preparation

Prepare a chalkboard or chart with a list of foods, or if possible bring in to class real examples of foods for learners to see food for different occasions.

Teacher instructions

Divide learners into groups to discuss and list foods for a child/children's birthday party.

Possible answers

1 Nutritious snack foods for a birthday party for children or a church saint's day:

- bowl of fruits, for example, pawpaw, mango, watermelon, mandarin oranges or berries, with pieces of fruit arranged attractively
- slices of hard-boiled eggs on buttered slices of root vegetables
- bowl of nuts such as peanuts and Ngali nuts, or pieces of coconut, nabo with alite nuts
- fruit drink made from fruit pulp with water and a little sugar added
- pieces of cooked chicken, sausages, fish or meat
- carrot sticks or beans deep-fried in batter
- small sausage rolls or meat and vegetable pasties
- a birthday cake
- savoury biscuits topped with tomato and cheese
- flavoured milk drinks, for example, milk with banana or pawpaw added and a little sugar.

2 Why food items might be difficult to get:

- not enough money to spend on these nutritious snacks
- fruits not in season
- limited availability of foods from own garden or market or shops.

3 Check which foods learners listed are not nutritious and how they can be replaced with a nutritious food. Choose and make a recipe, or learners can make the root vegetable slices following the recipe on page 19 of the Learner's Book.

Activity 22

Teacher preparation

On the chalkboard, write up the list of healthy snacking habits on page 17 of the Learner's Book.

Teacher instructions

Ask learners to copy the table on page 19 in their exercise books, leaving enough space to write in the food that they eat for a week. They write whether they have eaten the right kinds of foods. Ask them to hand in their exercise books for marking.

Possible answers

- Points to remember when planning meals for children:
 - meals should contain food from the three food groups
 - consider age of children
 - children need a good meal in the morning for them to be alert and learn well at school
 - include varieties of food
 - make children's meals attractive, tasty and nutritious
 - children's likes and dislikes with food
 - consider cooking methods
 - avoid sweets or sugary foods
 - use less salt, sugar and fats in food preparation for children
 - consider health status of children
 - children's meals should be appetizing.
- Learners fill in the table of food intake for one week and see if they are eating the right kinds of foods. Help learners analyze food intake using the list. Draw conclusions and make improvement to food intake.

Day	Breakfast	Morning tea	Lunch	Afternoon tea	Dinner
Monday	<i>bread, tea and banana</i>	<i>ice block</i>	<i>rice, noodle and taiyo, water for drink</i>	<i>inikori</i>	<i>kumara, cabbage and fish</i>
Tuesday	<i>cooked banana and tea</i>	<i>kabarai</i>	<i>kumara, corned beef, lime juice</i>	<i>ice block</i>	<i>rice, cabbage, taiyo</i>
Wednesday	<i>biscuit and tea</i>	<i>ripe banana</i>	<i>rice, taiyo, noodles</i>	<i>ice cream</i>	<i>cassava, fish, fern</i>
Thursday	<i>milk rice and tea</i>	<i>donut</i>	<i>yam, taiyo and noodles</i>	<i>biscuit</i>	<i>pana, cabbage and fish</i>
Friday	<i>bread and tea</i>	<i>banana</i>	<i>lime juice</i>	<i>rice, noodle and taiyo, water for drink</i>	<i>pawpaw, kumara, cabbage and fish</i>
Saturday	<i>biscuit and tea</i>	<i>kabarai</i>	<i>kumara, corned beef, lime juice</i>	<i>sugarcane</i>	<i>rice, cabbage, taiyo</i>
Sunday	<i>cooked banana and tea</i>	<i>ice block</i>	<i>rice, taiyo, noodles</i>	<i>ripe banana</i>	<i>cassava, fish, fern</i>

Activity 23

Teacher preparation

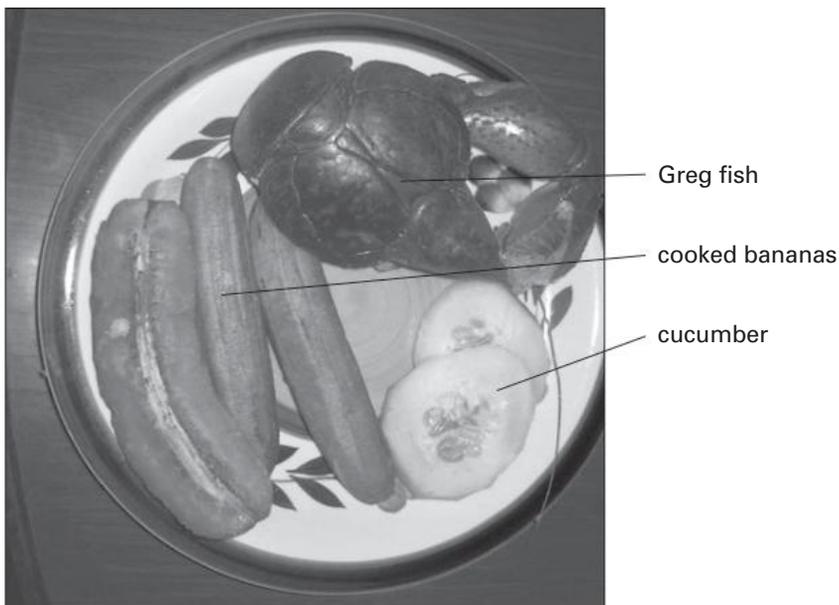
Bring in to class ingredients and equipment for the recipe. You will need chalk and a chalkboard or paper to write up learners' answers.

Teacher instructions

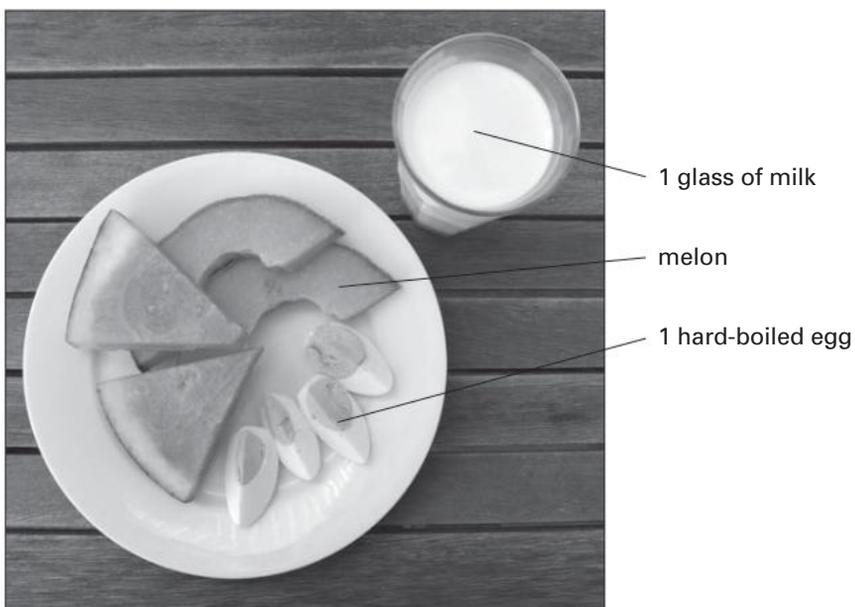
Ask learners to provide examples of breakfast for village and town children.

Possible answers

- 1 Yes / No.
- 2 Here is an example of a village breakfast for a child:



Here is an example of a town breakfast for a child:



- 3 Find and make an egg recipe or make an omlette, following the recipe on page 21 of the Learner's Book.

Activity 24

Teacher preparation

You need chalk and a chalkboard.

Teacher instructions

Divide learners into groups to do the activity.

Possible answers

- 1 Yes / No.
- 2 Yes / No.
- 3 Here is an example:

Day	Lunch money	Foods bought	Amount
Monday	\$7.00	1 plate of rice and soup and 1 cup of lemon drink	Rice and soup \$6.00 Drink \$1.00
Tuesday	\$7.00	1 plate of rice and soup and 1 ice bula	Rice and soup \$6.00 Ice bula \$1.00
Wednesday	\$7.00	2 balls of rice and 1 cup of lemon drink and crisps	Rice \$4.00 Drink \$1.00 Crisps \$2.00
Thursday	\$7.00	1 plate of rice and soup and 1 cup of cordial	Rice and soup \$6.00 Drink \$1.00
Friday	\$7.00	1 plate of rice and soup and 1 cup of lemon drink	Rice and soup \$6.00 Drink \$1.00

Activity 25

Teacher preparation

Prepare all the ingredients and equipment needed for a suitable lunch or the tuna sandwich recipe on page 22 of the Learner's Book.

Teacher instructions

Assist learners to make a suitable lunch for a child or help them make the recipe provided below.

Possible answers

Choose and make a suitable lunch for a child or make the tuna sandwich. Serve with a piece of fruit, a glass of milk or a glass of water.

Activity 26

Teacher preparation

Bring in to class the ingredients and equipment for the practical. Prepare a plate of food that is served attractively to show to learners. Ask learners why it is important to serve food attractively.

Teacher instructions

Guide learners in their discussion of the importance of serving food attractively. Practise serving food attractively.

Possible answers

- 1 I would like my meals prepared hygienically, attractively and nutritiously. When I have my meal I like to sit at the table/on the mat with good company in a relaxing atmosphere.
- 2 Check learners' drawings.



Here is one example of how food can be served attractively.

Activity 27

Teacher preparation

Bring in to class the ingredients and equipment for the recipe for mashed yam, banana and fish in coconut cream.

Teacher instructions

Help learners to follow the recipe on page 24 of the Learner's Book or the one below, or they can make their own recipe.

Possible answers

- 1 Find and make a recipe for a child's dinner or use the recipe for mashed yam, banana and fish in coconut cream in the Learner's Book.
- 2 The recipe turned out well. The food was cooked properly. It was attractive and tasty.

Steamed chicken drumstick

Ingredients

1 chicken drumstick

1 small onion

1 clove garlic

1 teaspoon oil

1 teaspoon mushroom sauce

1/3 cup water

Method

1 Defrost drumstick.

2 Chop onion into cubes.

3 Crush garlic.

4 Combine onion, garlic, oil, mushroom sauce and water in a bowl and mix.

5 Put drumstick in a small pot and pour mixture over it.

6 Cook over medium heat until tender and soft.

Note: Serve with kumara and fruits.

Activity 28

Teacher preparation

Read the text on parties and invitations before the class. Prepare an example of a birthday party invitation card. You will need card for students to write invitations, coloured pens and pencils.

Teacher instructions

Guide learners to plan a birthday party and carry it out as a class practical.

Possible answers

1 and 2 Birthday party for a friend:

Village birthday party

- Invitations with date, time, place and RSVP details
- Decorations.

Make the party area attractive by decorating it with leaves and flowers: coconut palm fronds and hibiscus flowers. Small flowers such as frangapani can be placed on threads to make flower coronets (as party hats) for children.

Choose a clean, colourful cloth to cover the table where food is to be served. If food is to be served on the ground, choose large green undamaged banana leaves to cover the area.

Use flowers to decorate the serving area.

- Suitable entertainment

Town birthday party

- Invitations with date, time, place and RSVP details.



Here is an example of an invitation card.

- Decorations
 - balloons
 - ribbons
 - Happy Birthday banner at the entrance of the venue
 - floral arrangement
 - colourful streamers may be bought and hung around the room
- Suitable entertainment
 - soft DJ music
 - live band (optional)
 - island dances such as tamure, entertainment groups.

The entertainment provided will depend on the ages of the children. Arrange some simple games, competitions or races with useful prizes such as bars of soap, combs, crayons, a mirror, pens or pencils. Carefully chosen music adds to an enjoyable party atmosphere.

- 3 See the recipe for porcupine nibbles on page 26 of the Learner's Book. Learners could make the kebabs. See the recipe below.

Kebabs

Ingredients

Thick fish cubes

Small whole tomatoes

Capsicum chunks

Onion pieces

Marinade

1 teaspoon brown sugar

2 tablespoons vinegar

2 tablespoons oil

2 tablespoons tomato sauce

Combine all ingredients and mix well

Method

1 Fillet fish and cut into cubes of 2 or 3 cm cubes.

2 Thread alternative pieces of food onto skewers, bamboo sticks or coconut midribs.

3 Brush with marinade.

4 Grill 3 to 4 minutes on each side.

5 Brush with marinade after turning.

Note: Kebabs can also be cooked on the barbecue.

1.3 Things to consider when buying food

Activity 29

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Divide learners into groups.

Possible answers

Foods available in my home area:

Root crops	Kumara	Banana	Cassava	Taro	Pana	Yam
Instructions						
Tick food you buy fortnightly						
Amount you spend on food						
Vegetables and fruits	Cabbages	Shallots	Kabarai	Mango	Pineapple	Peanuts
Tick food you buy fortnightly						
Amount you spend on food						
Protein	Fish	Crabs	Shellfish	Prawns	Chicken	Eggs
Tick food you buy fortnightly						
Amount you spend on food						

Activity 30

Teacher preparation

Write a shopping list for a fortnight on the chalkboard.

Teacher instructions

Brainstorm with learners good habits when buying foods.

Possible answers

1 Good food buying habits:

- Make a shopping list.
- Buy cheap nutritious foods.
- Compare prices of food items.
- Buy vegetables that do not look old, limp and withered.
- Buy fruits that are not bruised and infested by insects.
- Buy fish that has fresh shiny eyes, firm flesh, red gills, that has fresh blood where the intestines has been removed and does not have a foul smell.
- Buy meat that does not look brownish and does not have a foul smell.
- Buy tinned foods without dents or rust.

2 Sample budget:

Income			Expenditure		
	\$	C	Expenses	\$	C
Allowance from mother	300	00	Needs		
			Bus fare (3 days)	24	00
			Lunch money	36	00
			Food	80	00
			Others	20	00
			Wants		
			Top up card	20	00
			Savings		
			Emergency (in case mother does not return on time)	120	00
Total	300	00	Total	300	00

Activity 31

Teacher preparation

Read the text before the class.

Teacher instructions

Divide learners into groups so they can role-play the conversation between Roarora and the nurse. Check learners' answers.

Possible answers

After the role-play, discuss and share similar experiences.

- 1 The foods that Roarora gave to her first three children are fresh and more nutritious than the ones that she fed Aduru with.
- 2 Reasons Roarora fed Aduru different foods:
 - because they moved to town
 - they have more money now and she bought foods like rice, flour, noodles and soup bones
 - because she did not know that home-grown foods such as fruits and vegetables are healthy compared to those she bought from the shops like sweet biscuits, crisps, lollies and other snacks that she gave Aduru.

1.4 Food availability

Activity 32

Teacher preparation

Read Pamela's story before the class.

Teacher instructions

Divide learners into groups and ask them to discuss factors that affect food availability and apply to family situations. Then have a class discussion.

Possible answers

1 Factors affecting food availability:

	Factors	Explanations
1	Soil fertility	How rich a soil is in plant nutrients will determine which foods to grow and influence the type of foods that people will plant in their food gardens or on the land. If the soil is not rich in nutrients, then only certain foods can be grown, which means less available food. In some areas, people have to travel long distances or climb high mountains to get to fertile land and make gardens.
2	Climate	Some countries are cold while some countries are hot. The Solomon Islands has a hot, wet climate because it is situated near the equator. Countries that are situated further away from the equator are much, much colder than the Solomon Islands. Because of our climate, a lot of foods grow easily and food can be grown in abundance in food gardens. However, a lot of foods are also not grown in our country. The type of climate a country has will influence the types of food available for consumption. Foods like apples and pears that can be bought in the supermarket do not grow in hot climates. They are available in the country because they are imported.
3	Location / site	The location or place where a person lives determines the food choices that are available. There will be differences in the food available to people living in rural and urban areas, coastal and inland, fertile and infertile areas. A family's location also limits their food choices, as well as their ability to store foods, to market foods and grow foods.
4	Transportation	Nowadays transport to and from islands is very important. Foods from food factories need to get to consumers. Also local farmers need to get their produce to the market so people can buy them. Thus transportation is a factor that needs to be considered if food products are to be distributed to consumers. Lack of transport means that certain foods won't be available for consumption.
5	Finance	The introduction of money has brought about a lot of changes in our society today. Finance is a factor that affects most family diets, especially families living in the urban centres where land for making gardens is scarce. Families with low incomes tend to eat "convenience" foods or foods that are processed by food factories, rather than foods sold in the market. This is because it is sold at affordable prices and a small amount can feed the whole family. Families with high incomes also may be not eating a balanced diet as they are tempted to eat out at food outlets where the foods are usually high in salt and fat. It is important for families to use their money wisely so they have enough nutritious foods for each family member each day.
6	Natural disasters	Natural disasters are situations that we cannot plan for because they occur at any time in the year, often when least expected. For families living inland, on the coast, beside rivers or in areas where it is mountainous, disasters such as cyclones, tidal waves or very high rough seas, landslides and flooding or droughts can destroy their food gardens, leaving them homeless and hungry for months.
7	Food seasons	Some fruits and vegetables are plentiful at certain times of the year. These are called "seasonal foods" because they are only available at that time of the year for people to eat. It is important to be able to preserve seasonal foods so that when they are out of season we can still eat them. Some fruits and vegetables are plentiful all year round. This means that there is not a time of the year when they are not available for eating. Seasonal foods include breadfruit, pineapples, ngali nuts, kabarai and mangoes. Mango trees bear fruit in June and December, therefore mangoes are cheap in these months.

2 Answers will depend on learners' circumstances, for example:

Location/site: "My family lives inland far away from the sea. It is difficult to eat fish or shellfish every day. We have to travel long distances to go fishing. My family only goes fishing on Saturdays. We usually have fish or shellfish on Saturdays for dinner and sometimes on Sundays."

Activity 33

Teacher preparation

You will need chalk and a chalkboard, chart paper and pens, and pictures of foods.

Teacher instructions

Divide learners into pairs. Hold a class discussion after learners have finished the activity.

Possible answers

1 Write the list of foods on chart paper or a chalkboard. For example:

Foods that can be grown in my area	Foods that are grown/found in other parts of Solomon Islands	Foods that are grown in other countries and can be bought in my area
banana	avocado	apple
bean	carrots	asparagus
beef	garlic	broccoli
capsicum	onion	cauliflower
cassava	rice	celery
cucumber	rockmelon	English potatoes
fish	seaweed	grapes
kumara		kiwi fruit
melon		leeks
pana		oranges
peanuts		pears
pineapple		peas
pork		spinach
shallots		strawberries
slippery cabbage		
sugarcane		
tomatoes		
yam		

2 Seaweed, crocodile, flying fox, octopus, coconut crab, iguana, clamshell, turtle, pollolo worm may be taboo. Foods are taboo because of ancestral beliefs.

3 Yes / No. We have/haven't got good transport to send crops to sell in markets.

4 Discussion and responses will depend on natural disasters that learners have experienced.

5 Group discussion on question 4. Some ways in which to go about trying to find food for the family:

- Gather wild yams and taro from the bush.
- Gather dry coconut fruits.
- Write letter to ask a relative in town to send food.
- Pay for food with money saved for emergencies.
- Get food from the National Disaster Council.

6 Learners' answers will vary; for example, breadfruit, kabarai, yam, pana, mango, pineapple, Ngali nuts.

- 7 We should preserve them in order to continue eating them when they are out of season. Here is an example:

Seasonal food: Breadfruit (nabo)

Method of preservation: Grilled and dried

- 1 Grill breadfruit on hot charcoal.
- 2 Scrape off the charred part of the skin with a shell.
- 3 Peel off the hard skin with a knife and remove the hard core of the breadfruit.
- 4 Cut breadfruit into cubes. Remove seeds.
- 6 Put on a wire rack over hot charcoal until all the moisture is removed. Make sure the breadfruit is not burnt.
- 7 Pack in a coconut leaf basket with the insides covered with dried breadfruit leaves.
- 8 Store on the shelf above the fireplace so that heat and smoke from cooking every day will remove the moisture and keep the breadfruit crunchy and fresh. When dried, store in an airtight container.

Activity 34

Teacher preparation

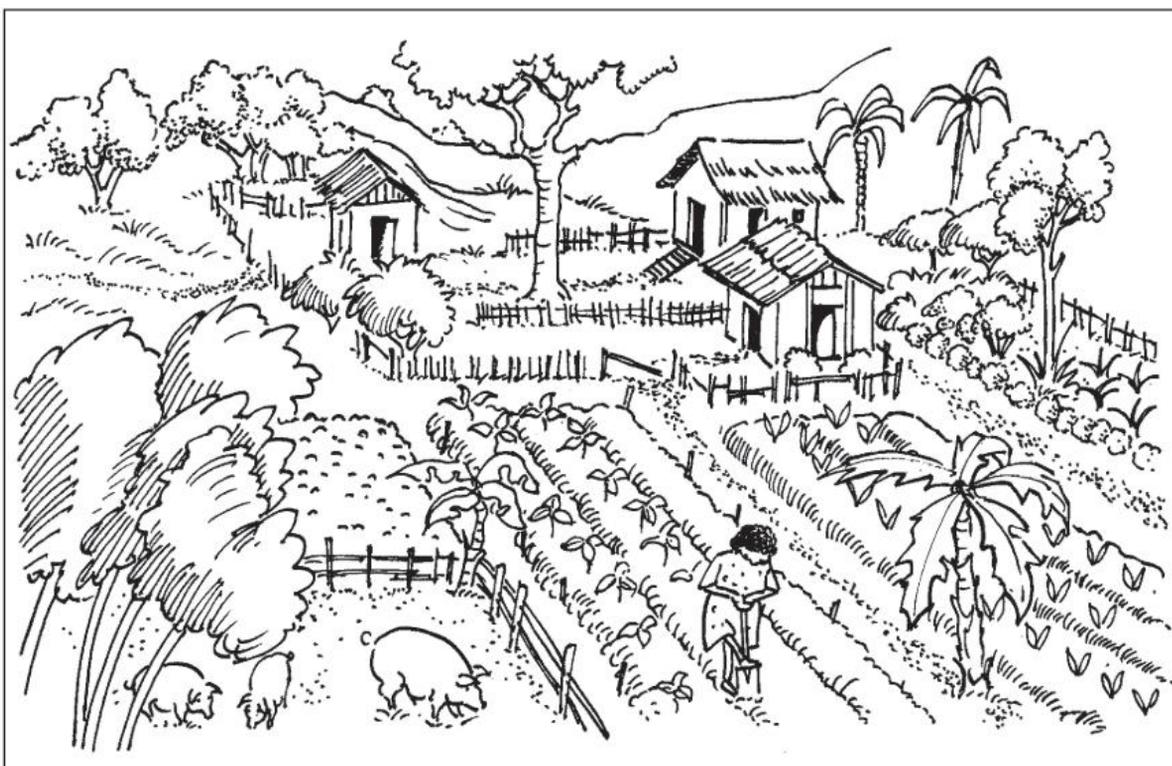
Identify plots of land for each group.

Teacher instructions

Divide learners into groups to do the practical activity.

Possible answers

- 1–2 Learners complete the supsup garden group activity.
- 3 Learners keep a logbook for their supsup garden.



1.5 Junk and convenience foods

Activity 35

Teacher preparation

Bring in to class junk food packaging. You will need chart paper, coloured pencils and pens and glue for students to make posters.

Teacher instructions

Ask learners to bring in samples or empty packets of junk foods to class. Make posters of junk foods.

Possible answers

1 Learners draw the table on chart paper and fill in the table. Here is an example:

Name of samples or empty packets of junk foods	Salty snack or sweet snack or sweet drink	Nutrient content
	sweet biscuits lollies ice cream	vitamin B group sugar and flavourings

2 Learners make posters with the packaging.



Activity 36

Teacher preparation

Read text in advance.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 Mandy always buys junk foods for her children because she doesn't have time to go to the market to buy nutritious foods for her children.
- 2 Mark. He couldn't go to sleep because his bad tooth was aching so much.
- 3 Healthy foods such as mangoes, guavas, melons, cucumbers, pawpaw, mandarins, pomelos, eggs, pineapples, five corners, kabarai, ripe bananas and sugarcane.
- 4 She should ask her house girl to go to the market to buy healthy foods instead of going to the shop to buy junk foods.

Activity 37

Teacher preparation

Read the text before the class.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 Emmy is suffering from obesity, constipation, diabetes and tooth decay.
- 2 Emmy must stop eating fatty and sugary foods and eat more fruits and vegetables. She should walk, swim and do other physical activities to reduce her weight and improve her health. The doctor also told Emmy's parents to stop giving her lunch money and to prepare a nutritious packed lunch for her to take to school instead.
- 3 Lessons learnt:
 - It is not good to be eating junk foods every day.
 - Nutritious snacks like fruits and vegetables are healthy to eat instead of eating junk foods.
 - Children should be given nutritious packed lunch to take to school instead of money to buy lunch at school because they will buy junk foods instead of good food.
- 4 Junk food intake for the last week:

Day	Junk foods eaten	Reasons for eating junk food
Monday	ice block	Was hot and thirsty
Tuesday	packet of noodles	Quick snack
Wednesday	none	
Thursday	donut	Was on sale
Friday	none	
Saturday	cake	Tina's birthday
Sunday	ice cream	Auntie gave it to me

Activity 38

Teacher preparation

Contact nearby supermarkets, stores or the school canteen to make them aware of the visit by learners.

Teacher instructions

Divide learners into groups to do the activity.

Possible answers

1 Convenience foods available in the nearby supermarket/store/school canteen:

Canned foods	Frozen foods	Bottled foods	Packaged foods	Partly cooked foods	Wholly cooked foods
canned fish corned beef curry chicken Solomon blue taiyo waioka tuna luncheon meat braised steak and onion baked beans curry beef corn kernels tinned goose sandwich tuna curry flakes corned beef tinned fish tinned tuna milk chocolate drinking powder	chicken wings mince soup sausages	tomato sauce fizzy drinks soft drinks cordials peanut butter jam mayonnaise	noodles coconut biscuits cream crackers butter biscuits bush biscuits chicken arrow biscuits beef arrow biscuits scotch fingers corn flakes wheatbix mee goreng peas mixed vegies milk dried mince spaghetti pasta twirls	meat pie frankfurter	

2 Learners' answers will vary.

3 Advantages and disadvantages of convenience foods:

Advantages	Disadvantages
Save time in preparing and cooking Sometimes not as expensive as fresh food, when buying food out of season, such as onions, tomatoes, garlic Save energy Effort needed for preparation Fuel energy for cooking Little or no wastage May be enriched with nutrients Labels give list of contents Provide variety in the diet—a wide selection is available all year round Good for emergencies—stored food is readily available Easy to store	They are not fresh and natural as fresh foods Usually more expensive than fresh foods Packaging has to be disposed of properly People can be more dependent on them and not bother to prepare fresh and nutritious meals May not be as satisfying May not be nutritious Cans are heavy to carry Contains additives, such as artificial colourings and flavourings Often contain more sugar, salt and oil/fat than the natural product

4 Factors to consider when buying convenience foods. Check that:

- there are no dents on the tin
- the food is not past the expiry date
- there is no swelling on the tin
- there is no rust on the tin
- the bottles do not have cracks
- the seal on the bottle top is intact and does not show signs of rusting
- the packaging is not torn
- there is no sign of insect or pest bites on the packaging
- plastic bags do not have holes.

Activity 39

Teacher preparation

Prepare sample of pumpkin soup. Bring in ingredients and equipment to make soup.

Teacher instructions

Divide learners into groups.

Possible answers

- 1** Convenience food—improve by using first-grade taiyo in place of second-grade taiyo.

Pumpkin soup

Ingredients

½ pumpkin	1 medium-sized kumara	2 shallots (bottom part)
1 tin first grade taiyo	1½ cups coconut cream	Water
Salt	Pepper	

Method

- 1** Wash vegetables.
- 2** Peel pumpkin and kumara and cut into 3-cm cubes.
- 3** Place in a pot and add enough water to fill the pot halfway.
- 4** Boil for a few minutes, then simmer until pumpkin and kumara are soft.
- 5** Scrape coconut and extract cream.
- 6** Chop up shallot finely.
- 7** Mash kumara and pumpkin.
- 8** Add taiyo, chopped shallots, coconut cream and salt and pepper to taste.
- 9** Simmer for a few minutes until the soup is heated through. Serve.

- 2** Learners cook pumpkin soup or they can choose their own recipe.
- 3** The link between junk foods and convenience foods is that both junk foods and convenience foods come in packages, tins and bottles. Nutritionally, junk foods are empty foods that have little or no food nutrients but are high in salt, sugar and fats. On the other hand, convenience foods have some nutrients in them, but they contain additives and preservatives, which are used to enhance the flavour, texture and shelf life of the food. These may be bad for you.

1.6 Advertising

Activity 40

Teacher preparation

Do the activity beforehand. Bring some advertisements to class.

Teacher instructions

Divide learners into groups for the discussion and class presentation.

Possible answers

- 1 Advertising is a form of communication between a producer and a consumer, or it is a way of giving information about the goods that are available in the market.

Purpose of advertising

- Companies want to let people know which goods are available.
- Companies want to sell more of their goods and services.
- Companies want to influence people to buy their products.
- Advertising is a form of competition between different producers so they can persuade more people to buy their goods.

Methods of advertising food

- radio
- television
- magazines
- posters
- newspapers
- leaflets between pages of newspapers
- pamphlets/brochures.

Advantages of advertising

- It makes you as a consumer aware of the products available on the market and where to get them.
- It allows you to decide whether the food is nutritious if correct information is given.
- It allows you to compare products and to choose the one that has the best value for money.

Disadvantages of advertising

- It can be misleading.
- People tend to go for food they see advertised because of the colourful advertisements, even if it is not the best or cheapest.
- It is not good if children are used in advertising junk foods and drinks on TV.
- People may be persuaded to buy what they do not plan to buy.

- 2 Examining an advertisement. For example:

- Food product: *Chicken*
- Is the advertisement clear or not clear? *Clear*
- Is the advertisement attractive? Why? *No. Presentation is not colourful and natural.*
- Is the information given about the product is sufficient? *No. State information you think should be included which is not in the advertisement. Nutrient content should be included.*
- Is the price given? *Yes. If not, do you think the price should be?*
- After examining the advertisement, would you be tempted to buy the product? *No Why? Meat does not look natural colour, it is pale.*

2 Home management

Suggested class time: 16 periods

2.1 Consumers and finance

Activity 1

Teacher preparation

You will need chart paper, coloured pens and pencils and sticky tape.

Teacher instructions

Divide learners into groups and give them time to discuss and present their answers to class. Learners can prepare answers as a poster.

Possible answers

- 1 Yes, I am a consumer, we are all consumers.
- 2 A wise consumer is someone who consumes/eats/uses up things wisely; those things should also be produced wisely.
- 3 Villagers traditionally use firewood, bush materials for clothing, baskets, canoes and housing, and consume available local foods. In modern society people consume foods such as rice and canned meat and use soap, cars, petrol, radios and trucks, to name just a few. These products are purchased with money.
- 4 Many Solomon Islanders don't use their money wisely because earning cash is something new in this country. Older people have no experience of living in a cash-based economy, so they have no knowledge and skills to pass on to their children about using money wisely. For many families, there is lack of planning and understanding of how to use money wisely. Another reason why planning is difficult is the obligations to meet the needs and wants of relatives (wantok system).

Activity 2

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Divide learners into groups and give them time to discuss and present their answers to class.

Possible answers

- 1 Money is usually described as anything that is generally accepted as payment for foods, services, debts and labour.
- 2 Traditional forms of money are used in different parts of the Solomon Islands.

Traditional forms of money	Modern forms of money
Feathers	Dollar (\$) in notes
Shell money	Cents (c) in coins
Spears	

- 3 Money is used daily for the following:
 - to obtain goods and services from shops, markets and other people
 - to pay wages/salary to those who worked for the government or other organisations.

- 4 The use of money has become more important now than in the past because we are living in a cash-based economy. Everything costs money.

Past	
Village life	Town life
<ul style="list-style-type: none"> • People depend more on home-grown foods collected from the bush and the sea, so less money is spent on store foods, soaps, kerosene and clothes and more money is spent on firewood 	<ul style="list-style-type: none"> • Foods from the market and store were cheap/cost less • Clothes cost less/clothes were cheap • Transport cost were cheap
Present	
Village life	Town life
<ul style="list-style-type: none"> • More people travel to towns especially Honiara in search of employment and to sell their market produce • People depend more on market foods and foods from the shop, and use more money than energy and labour • More families have permanent or semi-permanent houses • People are slowly moving away from a traditional lifestyle to a more modern lifestyle 	<ul style="list-style-type: none"> • More families live in town, whether employed or not • People depend more on cash for their survival and for other necessities • People consume more imported foods than traditional foods

Activity 3

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Ask learners to complete the activity and hand in their exercise books for marking.

Possible answers

- 1 Use of money by village people and town people:

Village life	Town life
<ul style="list-style-type: none"> • Food grown in the garden • Fish caught in the sea • Animals hunted in the bush for meat • Houses built from trees and vines from the bush • Less money used to buy a lamp, cooking pots, utensils, kerosene and soap • Water collected from the river/well 	<ul style="list-style-type: none"> • Food bought from markets/shops • Rent a house to live in • Houses built from important materials • Pay for water and electricity for daily use • Pay for transport

- 2 Explanation of terms:

- “Budget” is a plan to help us spend our money on things we want without wasting any.
- “Management” can be defined as the process of using what we have to get what we want or it is a practical plan to help you achieve your goals or aims.
- “Money management” is deciding how your money should be used without wasting any.

- 3 Difficulties in managing money:

- not making a budget and shopping list
- unexpected visitors
- giving money to relatives (wantok system)
- impulse buying.

2.2 Budgeting

Activity 4

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Divide learners into groups to discuss the questions. Then they write their own answers in their exercise books, which they hand in for marking.

Possible answers

- 1 Things to consider when preparing a budget:
 - Decide on your long-term and short-term goals.
 - Estimate your income.
 - Estimate your expenses.
 - Provide an emergency fund (put aside money for emergencies).
 - Set aside savings for long-term goals.
- 2 My goals:

My goals		
Now	Next year	In the future
Sports shoes \$300	Camera \$2000	Car \$50 000

- 3 My fortnightly income:

	Pocket money	Fortnightly wage from part-time job as a shopkeeper	Birthday	Occasional catering	TOTAL
January	\$50	\$150		\$450	\$650
February	\$50	\$150		\$400	\$600
March	\$50	\$150		\$400	\$600
April	\$50	\$150		\$400	\$600
May	\$50	\$150		\$400	\$600
June	\$50	\$150		\$400	\$600
July	\$50	\$150		\$450	\$650
August	\$50	\$150		\$400	\$600
September	\$50	\$150		\$400	\$600
October	\$50	\$150		\$450	\$650
November	\$50	\$150	\$200	\$400	\$800
December	\$50	\$150		\$400	\$600
				Total	\$7,550.00

Activity 5

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Ask learners to complete the activity and hand in their exercise books for marking.

Possible answers

My family budget for a fortnight = \$1,700.00

Group 1: fixed

Loan repayment	\$250.00 (if applicable)
Water bill	\$50.00
Rent	\$500.00 (if applicable)
Savings	\$50.00

Group 2: variables

SIEA (cash power)	\$120.00
Gas/kerosene	\$50.00
Food	\$400.00
Clothes	\$50.00
Household needs	\$50.00
Transport	\$20.00

Group 3: extras

Newspapers	\$10.00
Church	\$25.00
Soft drinks	\$10.00
Video rental	\$25.00
Parties	\$90.00 (if applicable)

Activity 6

Teacher preparation

You will need chart paper and coloured pens and pencils.

Teacher instructions

Divide learners into groups to carry out the survey and present their findings on a chart paper.

Possible answers

1 Family budget for the month of April (town family):

April

Week	Income		Expenditure										
	Salaries/ Wages	Other income	Rental	Food/ Toiletries	Clothing	Medical	Transport	SIWA	SIEA	Loan repayment	Children's lunches	Savings	Other
1	\$10,400	\$200						\$100	\$500	\$1,500			
2			\$1,500		\$100	\$200							
3													
4				\$1,800			\$200				\$820	\$300	\$3,580

Family budget for the month of April (village family):

April

Week	Income		Expenditure						
	Salaries/ Wages	Other income	Food/Toiletries	Clothing	Feasting	Kerosene	School pocket money	Church offering/tithe	Savings
1	\$500	\$40						\$20	
2				\$10		\$24			
3									
4			\$80		\$90		\$40		\$56

Activity 7

Teacher preparation

You will need chart paper, plain paper, sticky tape and coloured pens and pencils and a letter for carrying out the research.

Teacher instructions

Ask learners to discuss the questions, then write their answers in their exercise books and hand in for marking.

Possible answers

1 Different types of budgets:

- National government budget—a country's budget drawn up by the national government for its yearly income and expenditure
- Provincial government budget—a plan made/drawn by the provincial government for its income and spending for a year
- Business budget—the same as a business budget; it is the plan of income and expenditure of a business for a year
- Family budget—a plan for how a family spends its income whether fortnightly or monthly
- Personal budget—a plan of how a person spends their income whether fortnightly or monthly.

2 Budgeting at the national and provincial level helps control spending and allocate the revenue collected to the areas in need. It also helps governments manage funds, government money and aid donated by donors so that funds are used appropriately when requested and needed. Budgeting is important for families because it helps them resist pressures and set aside the money for the following essentials and avoid unnecessary spending:

- rent/loan repayment
- clothing
- fares to work and school
- medical attention
- telephone
- holiday fund
- personal allowance for each member of the family.
- food
- gas and electricity bill
- car, oil, petrol
- insurance
- school fees
- savings

If you learn to use your pocket money or allowance wisely, you will develop:

- self-reliance
- responsibility in handling money
- the appreciation of the value of money
- guidelines for managing allowance.

Activity 8

Teacher preparation

Read the text before the class.

Teacher instructions

Ask learners to copy the guidelines in their exercise books. They then make a budget and hand in their exercise books for checking.

Possible answers

- 1** Check learners copy the guidelines on pages 41 and 42 of the Learner's Book.
- 2** Budget for \$100—example:

Item	Amount
Stationery	\$20.00
Snacks/drinks	\$20.00
Toiletries	\$20.00
Transport	\$10.00
Top up (mobile)	\$10.00
Savings	\$10.00
Church offering	\$5.00
Others	\$5.00

- 3** In my area, a village person does not earn a regular income as a town person who is working and receives a salary either fortnightly or monthly. A village person can earn money from copra, timber or market produce at any time so it could be fortnightly, monthly, every three weeks, etc. A village person's cost of living is not as high as a town person's as they do not pay for water or electricity and they get most of their food, and some other needs, from their gardens.
- 4** If the school is not located near a bank, ask the bursar of the school or a business teacher to give the talk. People can use savings accounts fortnightly or monthly depending on their income for saving money. This money can be used in the future as the need arises, such as to pay school fees, medical bills, insurance, etc.

2.3 Methods of buying goods

Activity 9

Teacher preparation

Read the text before the class.

Teacher instructions

Ask learners to copy the questions in their exercise books and answer them. Go through the answers in class.

Possible answers

1 Cash payment.

2 The advantages of this method are:

- It is easier to follow a budget.
- You know exactly how much you have spent and how much you are left with.
- You don't have any debts and you don't have to worry about owing money.
- Both you and the seller are satisfied with this method.
- The seller gets the money without delay and you get the goods you have chosen.

A wise person makes a list before shopping, so that they can buy the things they need. They compare prices between stores before making a purchase. If you buy carefully, it will help you save money.

3 Monthly account—a monthly account is when you use the goods or services during the month and you get a bill for what you've used at the end of that month. The account usually has to be paid within a scheduled due date.

4 Monthly accounts are issued in the Solomon Islands for electricity, telephone, water and rubbish collection services. Unfortunately, many Solomon Islanders use more water, electricity and telephone services than they can afford to pay for. When the account is not paid, the service is discontinued and a reconnection fee has to be paid to get the service again. This is a waste of money. To help avoid this:

- A wise family keeps telephone calls short, doesn't leave taps running or let children play with water, turns lights and other switches off when the power is not needed. In this way they can afford to pay the monthly account and enjoy these services.
- Money to pay monthly accounts should be budgeted for in the fortnightly budget. In this way, you will have the money you need to pay your bills.

5 Loan.

6 **Disadvantages**—to get a loan, you must agree to repay the money, plus interest, regularly over a period of time. You must be able to convince the loans officer, that you can repay the money you want the bank to give you. If the loan is approved, you will sign a legal agreement. If you fail to repay the money as agreed, the bank can take your house or car away from you as a way of collecting the money you owe.

Many Solomon Islanders get bank loans and fail to repay them. This is because they don't manage their money properly. If you get a loan, you must be prepared to pay it back. This is the honest thing to do. A wise person includes his loan repayments in his fortnightly budget. The process of getting a loan approved takes a long time.

Advantages—loans enable you to source funds to purchase what you need or want. As long as you have the means to make the scheduled repayments, loans are a good way to fulfill your needs or wants without having to wait or save the money. Sometimes people or businesses take out loans to buy goods or equipment that enable them to build their businesses and make profits.

- 7 Mail order.
- 8 The advantage of mail order is that people can buy goods they want which are not available where they live. The disadvantage is that these goods are paid for in advance, before you actually see them. You might be disappointed with the quality of the goods when they arrive. Advertisements and catalogues are designed to make goods look very attractive so that people will want to buy them. A wise person thinks carefully before using mail order to buy goods. Remember, too, that freight costs have to be added to the actual cost of the goods.
- 9 He can continue to use his credit card but the interest starts to add up if he only pays the minimum amount and doesn't pay in full so it is an expensive way of paying for something if you can't pay it off in full at the end of the month.
- 10 Common money problems for Solomon Islander:
- do not plan spending
 - unable to stick to a budget because of wantok system practices and obligations
 - buy impulsively while out shopping or do not stick to shopping list.
- Discuss with learners how to avoid these problems.

2.4 Wise shopping

Activity 10

Teacher preparation

Bring samples of labels to class, and share your own experiences for question 4. You will need chart paper and coloured pens and pencil for posters.

Teacher instructions

Ask learners to bring labels to class. Divide learners into groups to discuss questions 1–3, then they can do a class presentation. Ask learners to write their answers to questions 4–7 in their exercise books.

- 1 Contents of different tinned meats:

<p>Mamei marling—pork</p> <p>Contents</p> <ul style="list-style-type: none"> • pork • starch • salt • spices • sodium nitrite <p>Serving suggestions</p> <ul style="list-style-type: none"> – eat straight after opening – tastes better after heating <p>Other information</p> <ul style="list-style-type: none"> – production date – 05/04/10 – expiry date – 04/04/13 – shelf life – 3 years – net weight – 340g 	<p>Marling chicken</p> <p>Contents</p> <ul style="list-style-type: none"> • chicken • salt • sodium nitrite • corn • spices <p>Nutrition information</p> <ul style="list-style-type: none"> • serving per 100g • energy 213 Cal • protein 9.5 g • fat 14.8g • carbohydrates 10.0g • sodium 1880 mg • per serving • calories 140 g • protein 6.3 g • fat 9.8 g • carbohydrates 6.8 g • sodium 1096 mg <p>Other information</p> <ul style="list-style-type: none"> – production date 17/08/09 – expiry date 16/08/13
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<p>Corned beef</p> <ul style="list-style-type: none"> • water • salt • sodium nitrite • other information: <ul style="list-style-type: none"> – nil – net weight 340g

<p>Luncheon meat (super)</p> <p>Contents</p> <ul style="list-style-type: none"> • pork • salt • water • spices • corn starch • sodium nitrite <p>Other information</p> <ul style="list-style-type: none"> – per 100g – energy 201 Cal – protein 11 g – total fat 13.5 g – saturated fat 4 g – cholesterol 44.2 g – carbohydrate 8.4 g – dietary fibre 0.9g – sodium 800 mg
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Other information not provided:

- The differences between the tins of meat are provided in the information above.
- They come from different animals: cattle and chicken.
- The corned beef label does not provide nutritional information that super luncheon and chicken provide.

2 Comparing prices to work out value for money:

Shops	Food items									
	Hard navy biscuit	Noodle		Solrice		Waioka			Marling (luncheon meat)	
		Mamee	Mamei	20 kg	10 kg	Baby small	Medium	Family	Big	Small
Funny enterprise	\$1.10	\$2.50	\$2.50	\$169.00	\$84.50	\$4.30	\$5.00	\$9.50	\$11.00	\$7.00
Price less	\$1.50	\$3.00	\$2.00	\$159.00	\$82.50	\$4.00	\$4.90	\$11.00	\$12.00	\$8.00
Good luck enterprise	\$2.00	\$2.50	\$2.00	\$173.00	\$84.00	\$3.90	\$5.00	\$9.00	\$11.00	\$7.50
Mapoo	\$1.50	\$2.50	\$2.00	\$173.00	\$78.00	\$3.80	\$4.50	\$10.50	\$10.50	\$7.00
Suma	\$1.90	\$2.00	\$2.80	\$170.00	\$86.00	\$3.40	\$4.40	\$11.80	\$11.80	\$6.90

3 Comparing weight–price relationship to work out value for money:

Food item	Weight	Price	Price/gram
Solomon blue	380g	\$13.00	\$0.03
Medium	180g	\$7.00	\$0.04
Small	100g	\$5.00	\$0.05
Solrice			Per kg
Big	20 kg	\$180.00	\$9.00
Small	10 kg	\$90.00	\$9.00
Sugar			Per gram
Big	1 kg	\$14.00	\$0.01
Small	500g	\$7.50	\$0.02

Food item	Weight	Price	Price/gram
Ox Palm			Per gram
Big	340 g	\$27.00	\$0.08
Small	200 g	\$18.00	\$0.09
Marling (Mamei)			Per gram
Big	340 g	\$13.00	\$0.04
Small	198 g	\$8.00	\$0.04
Waioka			Per gram
Big	425 g	\$11.00	\$0.03
Medium	180 g	\$5.50	\$0.03
Small	95 g	\$4.50	\$0.05

See the last column of the table for the answer to the second part of question 3.

- 4 Yes, I bought a mosquito net but did not ask for a demonstration. I took it home, opened it and I did not know how to close it. I tried and I broke it. I went to buy another one and this time I asked for demonstration.
- 5 Wise shopping procedures:
 - Visit shops regularly to know what kinds of goods are available and what their prices are.
 - Compare prices between different shops to get value for money.
 - Buy in bulk. It is cheaper.
 - Read labels to check the contents of a tin or a packet and to avoid buying foods that have expired or are low in nutrients.
 - Take time to shop. People who go shopping in a hurry often buy goods that they later wish they hadn't. Give yourself enough time to shop carefully.
 - Choose carefully, as some shops do not refund money if you decide you do not want an item after you have bought it.
 - Budget. Remember that shopping is spending. Do not overspend. You know how much money you can spend for items, if you make a budget.
 - Make a shopping list, writing down a list of things you really need, with estimated prices beside each item. It helps you spend your money wisely.
 - Ask for a demonstration of expensive equipment you are buying such as radio, cassette recorder, TV set, etc. A wise consumer makes sure the equipment/item is working before paying for it.
 - Look for quality. Choose the one that looks stronger and will last longer. Often it is necessary to pay a little more to get better quality.
- 6 Yes, I use my money wisely like Joanna. Or
No, I usually do not use my money wisely because I do not follow the guidelines on wise buying. I will follow wise shopping guidelines in future.
- 7 Learners make posters about wise shopping. Display these in the classroom.

Activity 11

Teacher preparation

Bring in to class samples of homemade goods.

Teacher instructions

Ask learners to construct an item that they know how to make. Write down the construction steps to make the custom umbrella.

1 Custom umbrella—example:

Selection of the leaves

Choose leaves that are not too mature or too young.

Processing

When the leaves are selected, cut them at the bottom. Remove the spikes or thorns on the spines and edges, without tearing or cutting through them. To soften the leaves, either pass them over fire or boil in a saucepan.

Preparing the leaves for boiling

Fill the pot or saucepan with water and bring to boil. Roll the pandanus leaves, one at a time onto one hand and tie with either a brush rope or small (top) of the leaves. Do this to every leaf to be used.

Boiling leaves

Put rolled leaves into the boiling water for about 6–10 minutes or until the colour changes from dark green to light green. Take them out of the boiling water with a long stick or a pair of bamboo tongs.

Whitening process

Leave to cool. Unroll the boiled pandanus leaves and spread them out in the sun on clean ground or the roof of the house. Put them in rows, close to each other, with the top part of the pandanus leaves facing upward. Leave to whiten in the sun for a day or two. When they are whitened, roll them up separately as before. They are now ready to be sewn together.

Sewing the umbrella

- 1 Take one pandanus leaf and unroll it. Soften it by running the blunt side of a small knife from the bottom of the leaf to the top. Do this several times until the pandanus leaf is soft and straight. Repeat this process with all the leaves.
- 2 Take the first two leaves. Hold with right sides facing each other and the bottom part of one leaf with the top part of the other. Sew them together using a hemming stitch. Continue until the desired length is obtained. The above process is carried out to obtain another layer of the umbrella.
- 3 Bring two layers together with the wrong sides facing each other. Match both edges.
- 4 Trim the edges outside the stitching line to the required length.
- 5 Fold the sewn pandanus leaves in the centre using a heavy stick or a piece of timber.
- 6 Roll the umbrella from both ends to meet in the centre. It is ready to be stored away.



2 Here are some questions you can ask yourself when buying a handmade article:

- Do I really need it?
- What is the cost of a similar article in a store?
- Will it look nice on me or in my home?
- What is the cost? Is it worth that price?
- Would a store-bought article be better value?
- Will I use it?
- Is it well made?
- Will it last as it should?
- Is it attractive?
- Can I afford it?

3 Choosing a wise buy:

Case 1: Mrs Tovue's basket was a wise buy. She planned the expenditure in her budget. She took time to look around. She examined the qualities of the baskets carefully. Even though, it was a little more than she wanted to pay, she had chosen carefully. It would probably last longer and she would be happier with it than if she had decided to buy a cheaper basket.

Case 2: Mrs Ak's cooking pot was an unwise purchase. She bought it in a hurry. She was tired and did not feel like wasting time looking around. Instead of examining how well it was made and thinking about how long it would last, she was attracted to its smart moulded designs, which are of no use when cooking food. When it broke, the food was spoiled. For the same price, she could have bought an aluminium pot from the store, which would have lasted her for years.

Case 3: Mrs Laka's artefact was a good buy. She discussed the purchase with her husband. She took time to look around. She examined the qualities of the artefacts carefully. She wasn't attracted to the 'smarter' artefacts that were probably intended for sale to tourists. She liked the traditional Papua New Guinean clay colouring. She was lucky that the man was willing to let her have it for half its marked price. She went home well satisfied with her purchase.

What handmade goods are for sale where you live? What qualities would you examine if you were buying them? What price would you be prepared to pay? Taking your time while shopping and choosing carefully will make you a more satisfied consumer.

Activity 12

Teacher preparation

Bring in to class examples of common kitchen equipment.

Teacher instructions

Make a list of prices for each item listed on page 48 of the Learner's Book, from a local shop.

Possible answers

1 Kitchen equipment:

Item	Price \$	Item	Price \$	Item	Price \$
6 knives		6 glasses		1 strainer	
6 forks		1 mixing bowl		1 vegetable peeler	
6 spoons		1 jug		1 tin opener	
6 teaspoons		3 saucepans		1 coconut scraper	
6 cups		1 frying pan		1 egg lifter	
6 saucers		1 chopping board		1 knife	
6 dinner plates		1 baking dish		1 large spoon	
6 soup bowls		1 cake tin		1 teapot	

2 Questions to ask when shopping for kitchen equipment:

Glass is often used for drinking glasses and jugs. It must be handled carefully. It breaks if it is dropped or knocked against something hard. It also breaks if boiling water is poured into it. A special kind of glass called 'Pyrex' can be put in the oven and it won't break. It is resistant to heat, but it is expensive.

China is used to make plates, cups, saucers and mixing bowls. If you eat at a hotel, your food will be served on china plates. Like glass, it will break if it is dropped or knocked against something hard. It must be handled carefully.

Plastic is used for knives, forks, spoons, plates, cups, jugs, bowls, buckets and garbage bins. Plastic cutlery (knives, forks and spoons) is not strong and breaks easily, but other plastic items are usually cheap, strong, colourful, and attractive. Plastic is not heatproof and would melt if you put it on the stove or in the oven.

Wood is used for chopping boards and serving bowls, and wooden spoons are used to stir food cooking on the stove. Wood is quite cheap, very strong and a poor conductor of heat, making wooden spoons safe to use for stirring food on the stove or fire.

Aluminium is a strong, light metal used to make saucepans, teapots, jugs and cutlery. It is cheap and many people have aluminium cooking pots in their homes. It won't break but, because it is so light, it will dent. Aluminium cutlery is better than plastic cutlery. It is more expensive, but will last much longer.

Enamel is popular in the Solomon Islands. It lasts a long time. It is used for plates, cups, and mixing and serving bowls. It often has attractive, colourful patterns on it. Enamel is strong and easy to clean. Papua New Guinea village families like enamelware because it is cheap and won't break. However, the enamel does chip off if knocked or dropped. Enamelware needs to be carefully looked after to avoid chipping, and to look nice for longer.

Stainless steel is the best and most expensive material for cutlery and saucepans. It is very strong, won't dent or chip, won't stain, and will remain in good condition for a very long time. If you can afford it, this is the best buy.

Other metals are used for buckets, garbage bins, cast iron saucepans and frying pans. Metal equipment is strong, won't break and is easy to clean.

You might find the following in a home:

- stainless steel cutlery
- glass drinking glasses
- aluminium saucepans
- a metal garbage bin
- china or enamel plates and cups
- plastic bowls, jugs and buckets
- a wooden chopping board.

3 Answers will vary. For example:

6 knives	1 strainer	1 mixing bowl	1 vegetable peeler	6 spoons
1 jug	1 tin opener	3 saucepans	1 coconut scraper	6 cups
1 frying pan	1 knife	6 dinner plates	1 baking dish	1 large spoon
6 soup bowls	1 teapot			

Activity 13

Teacher preparation

Bring in items that are made from each of the material listed. Prepare a list of equipment made from materials listed on page 49 of the Learner's Book that are available in the Home Economics classroom.

Teacher instructions

Guide learners to make a template for a stocktake of equipment from materials listed that are available in the Home Economics classroom and arrange them neatly.

Possible answers

Answers depend on the equipment available in the Home Economics classroom or home.

Name of kitchen equipment	Glass	China	Plastic	Wood	Aluminum	Enamel	Stainless steel	Other metals
Drinking glass/ cups	✓		✓					
Salad bowl		✓						
Wooden spoon				✓				
Saucepan/kettle					✓			
Dessertspoon							✓	

Activity 14

Teacher preparation

Prepare a chart with some helpful advice to consider when buying kitchen equipment.

Teacher instructions

Hold a class discussion on helpful advice when buying kitchen equipment. Learners can add to this list when they complete their tables in their exercise books.

What to look for when buying kitchen equipment

- 1 Cooking pots with heatproof handles that are firmly attached are best. Lids should fit well and have firmly attached knobs that are easy to hold.
- 2 Cutlery should be shiny, with no signs of rust. Knives with serrated edges cut food easily. Larger kitchen knives used for cutting pumpkin and kumara should be strong and sharp, with firmly attached handles.
- 3 Jugs and teapots should stand firm and pour well. Teapot lids should fit well and the design shape should be pleasing to the eye.
- 4 Buy plates and cups in a matching design. When choosing coloured plates, consider whether the food will look attractive on them. Put your fingers through cup handles—are they comfortable to hold?
- 5 Rubbish bins should have well-fitting lids and firmly attached handles for carrying. Plastic bins are popular because they are colourful, light, strong and cheap. Metal ones will last longer and don't break, but are heavier and more expensive.
- 6 Electrical appliances such as water jugs and toasters should be tried in the shop before you buy them. Ask for a demonstration.

Activity 15

Teacher preparation

Prepare a chart on questions below. Familiarize yourself with the possible answers provided.

Teacher instructions

Divide learners into pairs. Ask each pair to bring two or three items of clothing.

Possible answers

1 Questions to ask when shopping:

Clothes

- Where will I wear it?
- Do I really need it?
- Does the colour suit me?
- Is it comfortable to wear?
- Can I wear it with more than one outfit?
- Can I afford it?
- Will people admire me in it?
- Is the garment strongly sewn?
- Will it be easy to care for?

Sheets/pillowcases

- Is it the size I wanted?
- Is it the colour I like?
- Is it strongly sewn?
- Is it made from a strong material?

Shower curtain

- Is it waterproof?
- Is it the colour I like?
- Do I know how to care for it?
- It is affordable?

Tea towels

- Is it absorbent?
- Is it made from strong material (fibre)?
- Will it last long?
- Is it the colour I like?
- It is affordable?

Curtains

- Does it match the colour of my house?
- What material is it made of? (long-lasting)
- Do I like the design?
- It is affordable?

2 Learners' answers will vary. Look for quality, ideal fit and fair price.

3 Learners' answers will vary.

4 Learners' answers will vary.

5 Advice for buying clothes:

- Always buy the best that you can afford.
- Take your time when shopping.
- Examine items carefully before buying them.
- Compare prices to get the best value for money.
- Buy the size that is right for you and try them on in the shop.

6 Advice for buying thongs, slippers or sports shoes:

- Buy thongs, slippers or sports shoes that fit well.
- Buy only what you can afford.
- Buy the ones that are strong and will last long.

Activity 16

Teacher preparation

Bring in to class a basket of clothes for a high-school student.

Teacher instructions

Make sure learners understand what to do.

Possible answers

- 1 A high school student should have the following:
 - 2 pairs of school uniform
 - 3 to 4 bras (girls)
 - 2 pairs of pillowcases
 - 1 blanket
 - 4 ordinary shirts
 - 3 church outfits
 - 3 to 6 sets of underwear
 - a pair of shoes or thongs
 - 2 bed sheet covers
 - 2 bath towels
 - 4 blouses/shorts/T-shirts/skirts.
- 2 Learners' answers will vary.
- 3 Wise buying habits:
 - Buy fabrics that are strong and last long.
 - Tea towels must be absorbent.

Activity 17

Teacher preparation

You will need chart paper, coloured pens and pencils and sticky tape.

Teacher instructions

Divide learners into groups and ask them to prepare their own list of furniture or they can use the list provided.

Possible answers

- 1 Furniture for new house:
 - bed for both rooms
 - dressing table
 - cupboard for cutlery and crockery
 - small table
 - wardrobe for both rooms
 - dining table with chairs
 - lounge set
 - TV set.
- 2 Get a loan from the bank to purchase these items. Or
Save some money to purchase these items.

Activity 18

Teacher preparations

Prepare a list of major home purchases to prompt learners. Prepare a chart on wise shopping habits for household goods.

Teacher instructions

If possible, take learners on a field trip to supermarkets or provide pictures of home purchases.

Possible answers

- 1 Major home purchases:
 - refrigerator
 - stove (gas)
 - iron
 - table
 - dressing table
 - dining table/chairs
 - cane chairs for the veranda
 - TV
 - washing machine
 - sewing machines (electric)
 - wardrobe
 - bed
 - lounge.
- 2 Learners' answers will vary.
- 3 Check costs locally.
- 4 Wise shopping habits:
 - Think before you buy. Plan ahead and decide what will be the best use of your money before spending it.
 - Know how much you want to spend and save.
 - Compare prices before you buy so you can get value for money.
 - Do not keep borrowing to pay off your extravagance (things you want but cannot afford).
 - Learn from your mistakes.

2.5 Advertising

Activity 19

Teacher preparation

Bring some advertisements in to class.

Teacher instructions

Divide learners into groups to role-play radio or TV advertisements.

Advertising

- 1 "Advertising" is a form of communication between a producer and a consumer.
- 2 Companies advertise their products and services because they want to sell more of them.
- 3 Advertising persuades and informs. Advertisements try to persuade people to buy or use something. They also inform people about products and services. This is good for the consumer. Advertisements make consumers aware of what is available so that they can make a choice. The individual consumer must decide whether to buy the product or not.

A wise consumer needs to be able to judge whether an advertisement is good or bad.

An advertisement is good when:

- the things advertised are worth the money
- the things said in the advertisement are true
- people get to know about new and useful products and services
- the product advertised is of benefit to a family's health and happiness.

An advertisement is bad when:

- the things said in the advertisement are false
- people are persuaded to buy things they don't need
- the product advertised is not worth its cost
- people are persuaded to buy goods that are of no benefit to a family's health and happiness.

Many people feel that advertising of cigarettes and alcohol is bad. Some governments ban cigarette and alcohol advertising on the radio and in newspapers for this reason.

- 4** People must be able to judge advertisements for themselves:
- to be a responsible and wise consumer
 - to get value for money
 - to get satisfaction from what they buy
 - to be a happy consumer
 - to buy only what is budgeted for.

Activity 20

Teacher preparation

Bring in three or four different advertisements, good and bad.

Teacher instructions

Analyze the advertisements and put them under their correct headings before coming to class. Divide learners into pairs and ask them to analyze the advertisements.

Possible answers

- 1** Positive messages:
- “Everybody’s using ...”
 - “Win a ...”
 - “Big value ...”
 - “Sale”
 - “The best value in town”
- Negative messages:
- “Get lots of boyfriends!”
 - “Be loved”
- 2** Provide the advertisements and ask learners to decide which headings to put them under:
- positive and useful
 - negative and useless
 - misleading.
- 3** Tobacco advertising is banned because it is bad to advertise a product that damages consumers’ health.

3 Clothing and textiles

Suggested class time: 18 periods

3.1 Textiles, fibres and fabric

Activity 1

Teacher preparation

You will need chart paper, coloured pens and pencils, chalk, Blu-Tack and samples of textiles.

Teacher instructions

Divide learners into groups to discuss the activity.

Possible answers

- 1 Textiles are all around us.
- 2 People have been using textiles for thousands of years.
- 3 Cave dwellers wore dried animal skins as protection from wind and rain.
- 4 The term “textiles” come from the Latin word *textere*, meaning “to weave”. Originally the term only applied to woven fabrics. Today the definition is broader. Textiles are made from many different types of fibres, yarns and fabrics.
- 5 Uses of textiles:
 - clothing for people
 - saddle rugs for horses
 - carpets for floors
 - bandages for wounds
 - blankets for warmth
 - lining for car tyres
 - curtains for stage shows
 - seat covers for cars
 - tents for camping
 - padding for seats
 - cloths for cleaning
 - stuffing for balls or dolls or pillow cases.
- 6 Nowadays, there is a vast variety of textile products (both traditional and modern) that are used in our homes and sold in shops. This is because people obtain these textile products when they travel to different places and meet people from different cultures. It is very important that we have good knowledge about textiles, so that we know where they come from, what fibres they are made from, how to handle and care for them so that they last longer. Also, it will help us choose the best fabric, garments and textiles for our needs.

Activity 2

Teacher preparation

Collect and prepare samples of different types of traditional textiles in the Solomon Islands.

Teacher instructions

Divide learners in their Provincial groupings to do the activity.

Possible answers

1 Traditional fibres:

Province	Plant fibres	Type of traditional textile product and its uses	Animal fibres	Type of textile product and uses
Western	Pandanus	Baskets for carrying things Purse for holding money	Birds' feathers Shells Opossum	Decoration of fans Baskets and purses
Malaita	Bark of certain trees Shells	String bags for carrying food Armband for decoration Grass skirt as clothing Loi cance for baskets	Shells Dolphins' teeth	Necklaces, earrings and bangles for decoration Dolphins' teeth for bride price
Choiseul	Bark of tree Pandanus Coconut leaves, husk, fronds or midribs	String bags from bark of tree Spoons, cups, plates, hats, earrings, hair clip, spoon holder, brush, doormats, buttons, mattress, kabilato	Shells	For wall hangings and vases
Ysabel	Bark of tree Pandanus leaves	String bags for carrying food Mats for sleeping, grass skirts	Birds' feathers Shells	Decoration of dancing stick Armband
Renbell	Pandanus/coconut leaves, banana fibre	Purse, baskets, sleeping mats		
Temotu	Pandanus/coconut leaves, tapa, banana fibre	Mats, baskets	Birds' feathers	Feather money

2 For example, mat from plant:

Pandanus	
Can be woven into mats which are used in the bedroom for sleeping on or in the living room for sitting on or used as floor mat.	
Where it is collected	Bush/sea
How it is prepared	Cut, remove thorns from the leaves, heat over flame to make soft/flexible to roll, roll, tie and put in boiled water until brown, remove from pot of water, untie rope and spread in the sun to dry and to turn white.
How it is constructed	The leaves are stripped into required sizes, then woven into a mat.
How it is cared for and stored	The mat can be rolled or folded after use. After using it for two or three weeks, put out in the sun to air the mould and mildew.

For example, fan from animal:

Bird	
Feathers can be made into fan to cool the body or hat keep the heat of sun away	
Where it is collected	Bush / domestic birds / birds / chickens
How it is prepared	Remove feathers from birds, dry/clean, dye, dry again
How it is constructed	Weave onto the edge of the fan/hat
How it is cared for and stored	Put in the sun and store in a dry place

Activity 3

Teacher preparation

Bring in to class samples of different types of natural and man-made fibres.

Teacher instructions

Divide learners into groups and guide them on what to do.

Possible answers

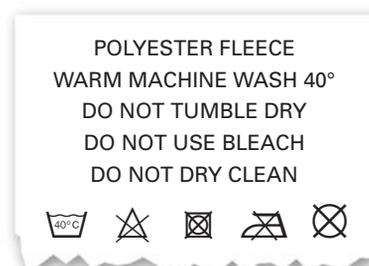
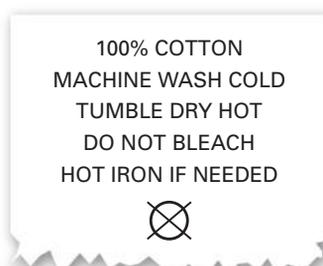
1

Natural fibres			
Name of fibre	Comes from or is made from	Production processes	Characteristics
Cotton	Cotton plant inside a pod	Picked and cleaned and sent to factory	Smooth, thin, keeps you cool
Linen	Stem of flax plant	Machine uproots plant. Left to dry before going through other processes in the factory	Stronger than cotton Fair conductor of heat Easily shrinks and stretches
Wool	Animal called sheep	Sheared from sheep. Sorted for quality. Packed into bales and sent to mills	Soft, fine and warm Weak, can be destroyed by insects. Absorbent
Silk	Silkworm cocoons	Spun or twisted together with other natural fibres	Fine. Shiny and slippery

Man-made fibres			
Name of fibre	Comes from or is made from	Production processes	Characteristics
Rayon	Wood pulp	Steep in caustic soda. Grounded and mixed with other chemicals	Soft, drapes (hangs) well, cool to wear
Nylon	Raw materials and chemicals	Synthetic fibres transformed by man-made process	Shiny (lustrous), very strong, elastic, easy to wash
Polyester	Raw materials and chemicals	Synthetic fibres transformed by man-made process	Light to weight, strong, does not crease, shrink and stretch easily, not damaged by sunlight

2 In groups look at the care labels and classify the samples of clothes you brought to class under:

- man-made
- natural fibres.



3 Unscramble letters of words:

Natural fibres

- cotton
- linen
- wool
- silk

Man-made fibres

- rayon
- nylon, polyester, nylon, polyester

Activity 4

Teacher preparation

You will need magnifying glasses, clean glass slides and samples of different fibres (see pages 60 and 61 of the Learner's Book for examples), matches, candles, small plates, tongs, pen, paper, rulers.

Teacher instructions

Divide learners into groups and guide them as they do two different fabric tests.

Possible answers

- 1 Help learners cut out fabric.
- 2 Help learners test fabrics.
- 3 Fibre identification:

If we know the characteristics of the fibres, we can identify the fibre or the fabric, so that it can be properly used and cared for. There are several methods to test and identify a type of fibre, but the two common ones are:

Microscopic identification:

Many fibres can be identified with the help of a microscope. Place a drop of water on a clean glass slide and place fibres on the drop of water. Cover the glass and sketch what you see under the microscope. If you are doing this test, you can cross-check with microscopic results of the fibres that are provided in the Learner's Book on pages 60–61.

Burning test:

Many fibres can be easily identified by the way they burn. The burning test involves observing what happens to a sample of fabric when it is held near or on the flame. It is also important to note what happens to the fabric when it is removed from the flame.

Results

Fibre	Test
1 Cotton	Burns with yellow flame Smells like burning paper Leaves soft grey ashes
2 Linen	Burns with yellow or orange flame Smells like burning grass Leaves grey ashes
3 Wool	Hard to ignite into flames at the start Smells like burning hair Leaves little black beads which can be crushed between the fingers
4 Nylon	Does not form very strong flames It melts and forms hard beads Smells like chemicals
5 Polyester	Hard to ignite into flames at the start It melts and forms hard beads Smells like celery

3.2 Fabric construction

Activity 5

Teacher preparation

You will need scissors, glue, ropes and hooks, and samples of crochet, macramé, felting, netting, knitted and woven items.

Teacher instructions

Divide learners into groups and guide them as they complete the activity.

Possible answers

1	Type of weave	Description	Care	Textile products
	Crochet	Crochet is a process of creating fabric from yarn, thread, or other textile strands using a crochet hook		Tablecloths, pillowcases, bags
	Macramé	Macramé or macrame is a form of textile making using knotting rather than weaving or knitting		Wall hangings
	Felted	Felting is pressing fibres to be matted and felted together using heat and moisture, for example wool fibres or animal hair is matted together by steam and pressure, without spinning, weaving or knitting		Carpets, car seats, doormats, floor rags, tents
	Netted	An open mesh material made by knotting together twine, rope or thread		Bags, curtains, room dividers
	Knitted	Knitting is interlocking of loops of yarns into fabric. Knitting needles are used to form the fabric. The length of the fabric is formed by many rows of interlocked loops. Knitted fabrics are able to stretch more than woven fabric		T-shirts, singlets, underwear, sportswear, socks, jumpers
	Woven	Weaving is a textile craft in which two distinct sets of yarns or threads are interlaced to form a fabric or cloth. The threads which run lengthways are called the warp and the threads which run across from side to side are the weft or filling.		Bed linen, dresses, skirts, blouse, shirt, trousers, shorts, towels

Special care needs to be taken for garments:

- Do not scrub, as scrubbing can tear the loops.
- Squeeze gently and rub stains gently.
- Wring water out carefully and hang garment in shape on flat surface.
- Hang clothes over the line and do not peg at the edge of the garment as it will cause the garment to stretch.

2 Summary of knitting and weaving:

Fibres are twisted together into long threads to make yarns, which are later constructed into fabric. The thickness of the yarns determines the thickness and weight of the fabric. There are different methods of fabric construction, such as crochet, macramé, felting, netting but the two most common methods are knitting and weaving.

Knitting

Knitting is interlocking of loops of yarns into fabric. Knitting needles are used to form the fabric. The length of the fabric is formed by many rows of interlocked loops. Knitted fabrics are able to stretch more than woven fabric.

Weaving

Weaving is very common in Solomon Islands, as every province has their own way of weaving mats and baskets; for example coconut leaves are interlaced to make traditional baskets and mats. Therefore, the woven fabric that is bought into the Solomon Islands to make clothing and household items is made in the same basic way as woven mats and baskets. One set of yarn (warp) runs the length of the fabric, while the other set of yarn (weft) is interlaced across the yarns lengthwise. There can be different ways to do the weaves so that they can look decorative on the fabric or the textile item.

- 3 Cut strips of paper, pandanus or coconut leaves and do plain, twill, sateen and satin weaves.

Diagram of the types of weave	Sample of the weaves	Description of how the weave is made
1 Plain		The plain weave is recognized by its chess board-like yarn interlacing. The weft and warp are interlaced at right angles, going over one and under another alternatively.
2 Twill		It is recognized by its diagonal line effect. The weft interlaces by going over two and under one across the fabric.
3 Sateen		The weft interlaces by going over four and under one warp yarn across the fabric.
4 Satin		The weft interlaces by going over one and under four warp yarns across the fabric. Note: Sateen and satin may be considered opposite to each other.

- 4 Learners paste, label and explain each weave in their exercise books.

Activity 6

Teacher preparation

Ask learners to do their research on reasons for wearing clothes.

Teacher instructions

Divide learners into groups to discuss and explain some of the reasons why people wear clothes.

Possible answers

- 1 Wearing garments is one of the most obvious expressions of habits. Nearly all humans wear clothes to cover their bodies. People will often judge you based on the clothes you wear. Here are reasons for wearing clothes:
 - for warmth and protection
 - to look attractive
 - to show status
 - for special occasions.
 - for identification
- 2 Learners share their answers in a discussion.

3.3 Wearing garments

Activity 7

Teacher preparation

Collect pictures of different styles of dress and clothes. You will need chart paper, coloured pens and pencils and rulers for learners to do their sketches.

Teacher instructions

Ask learners to research styles of dress worn in the Solomon Islands. Provide chart paper for the sketches.

Possible answers

1 Examples of different styles of dress worn in the Solomon Islands:

- beachwear
- Vanuatu dress
- Fijian Sulu (men)
- Papua New Guinea Meri blouse
- lavalava.

2 National dress for Solomon Islanders:



Solomon Islands national clothing for female



Solomon Islands national clothing for male



3 Reasons for choosing that design for the national dress:

- It is simple, with slits and short sleeves.
- It is easy to wear for travelling.
- Hibiscus design and coconut and “Solomon Islands” on the fabric identify the wearer as a Solomon Islander.
- It is easy to care for (laundry and iron).

4 Things to consider when choosing what to wear:

When people choose what to wear they choose clothes that are clean, clothes that are appropriate for the weather, clothes that they feel good in, and clothes that are appropriate for the occasion—people would not wear a sleeping dress or sportswear to church.

Activity 8

Teacher preparation

You will need magazines with pictures and photographs of garments people wear for different occasions.

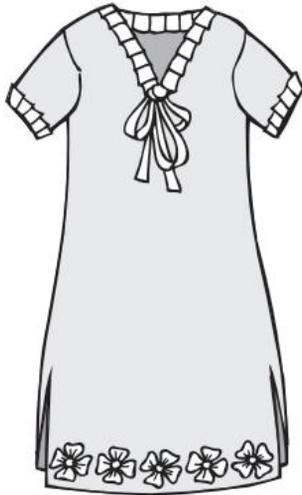
Teacher instructions

Ask learners to discuss the questions, then write their answers in their exercise books.

Possible answers

- 1
 - going on a picnic—T-shirts and beachwear
 - going to a garden—old shorts, T-shirts, skirt, blouse or top
 - going to church—best Sunday wear, blouse and skirt, shirt and long pants
 - visiting your aunts and uncles—respectable clothes
 - attending a dance or social night—best party clothes
- 2 People are dressed for playing soccer, for a traditional dance and for an athletics event.
- 3 Fashion changes in cycles. Learners discuss what older people think.

4 Outfit for a party or social gathering:



Activity 9

Teacher preparation

Read the text before the class.

Teacher instructions

Divide learners into groups and help them to complete the activity.

1-2 Summary of factors to look for when choosing clothes for each body and face shape:

Five basic face shapes	
1	Round or oval necklines suit people with square faces.
2	Square and V necklines, including pointed collars, front opening, lapels, rather than round necklines suit people with round faces.
3	All types of necklines suit people with oval faces.
4	Round oval, high and wide necklines suit people with diamond faces.
5	Round, oval, high and wide necklines suit people with heart-shaped faces.

Body shapes			
The short figure People with short figures often prefer to look tall.			
Line	Colour	Design	Fabric
Vertical lines, with centre-front interest (zip or button)	Single-colour garments	High waistlines and interest at the necklines draw the eye upwards	Choose simple, plain textures with medium- to small-scale prints, soft fabrics that can be draped
The tall figure			
Horizontal lines balance the tall figure	Use contrasting colours in separates	Defined waistlines or hiplines "cut" the body in half	Use bulky textures. Large checks. Medium to large prints. Soft and crisp fabric

Body shapes			
The slim figure			
Horizontal and curved lines, yokes, pockets, gathers, pleats, tucks	Select lighter, brighter colours with contrasting accents such as belt or scarfs	Loose turtle neck collars or soft scarves disguise thin necks	Use textured fabrics with check prints
The overweight figure			
Choose vertical and loose-fitting silhouettes, panels, vertical stripes, button-up or zipper fronts	Dark cool colours make the body size less dominant	Simple necklines, fabric belts, longer sleeve, straight-legged pants	Choose simple, plain textures
The top-heavy figure			
Choose all over vertical or horizontal lines on the hips	Use contrasting colours with dark duller and cooler colours on top	Choose uncluttered upper silhouette, easy-fitting jackets	Simple, lightweight, plain textures for tops
The hip-heavy figure			
Choose all over vertical or horizontal lines on the upper body	Use contrasting colours, with bright warm colours; prints can be used on the top	Increase neckline features such as low necklines	Simple, plain textures for skirts or pants, textured or fabrics that can be draped are only suitable for top

Activity 10

Teacher preparation

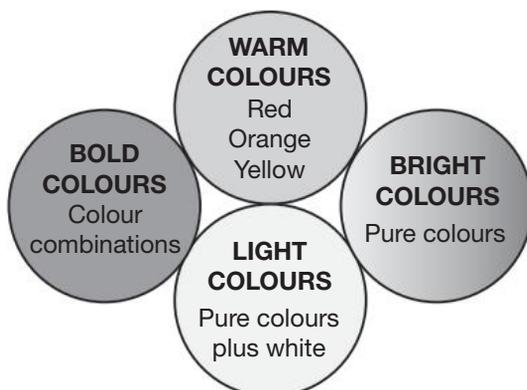
Bring in to class fabrics in different colours for students to place against their skin to see which colour suits them.

Teacher instructions

Read the text before the class.

Possible answers

- Learners' answers will vary.
- Check learners' colour wheels.



- Discuss learners' answers.
- Learners compare answers.

Activity 11

Teacher preparation

Read the text before the class.

Teacher instructions

Divide learners into groups and guide them as they complete the activity.

- 1 Check learners' summaries.
- 2 Learners decide which facial and figure type they are and list the criteria from the table.

For example:

Name	Figure check	Facial check	Colour check
Roselyn	Short plump	Round face	Dark skin

- 3 Personal criteria to select clothes, for example:

- cool colours
- vertical lines
- avoid skirts with gathers.

3.4 Garment construction and assessment

Activity 12

Teacher preparation

You will need some commercial patterns.

Teacher instructions

Divide learners into groups and give them commercial patterns to look at and analyze.

Possible answers

- type of garment—jumpsuit jumper with skirt
- brand—Simplicity®
- instruction sheets—at top of page
- amount of fabric needed to make a particular pattern—you will find this information at the back of the commercial pattern envelope

Activity 13

Teacher preparation

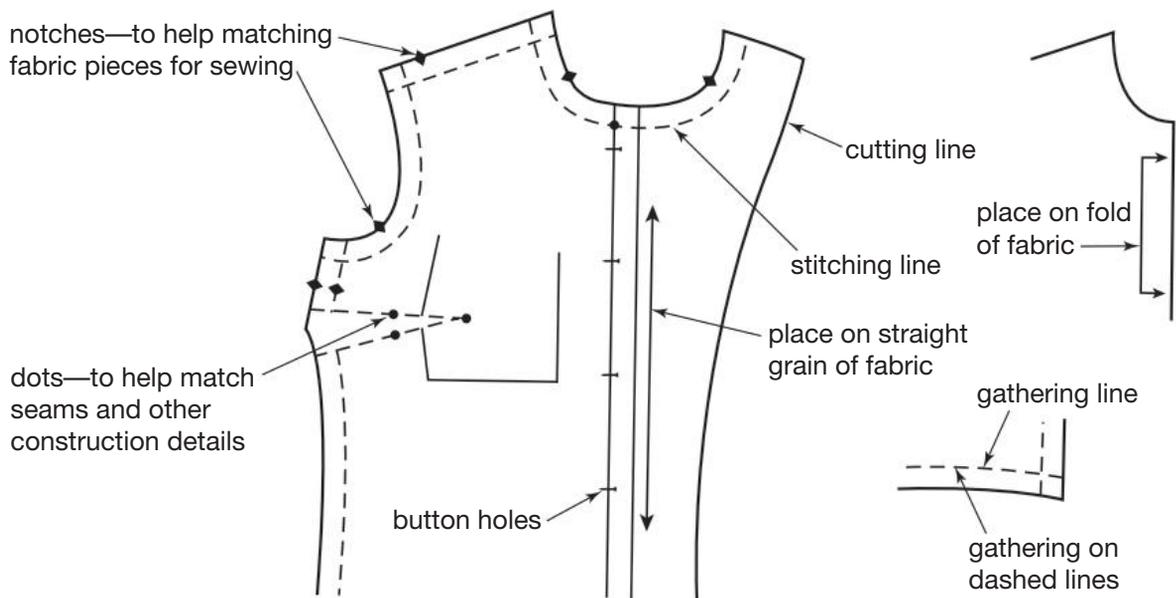
You will need a chart of symbols, fabric, scissors, pins and weights.

Teacher instructions

Divide learners into groups to discuss the purpose of different pattern symbols and markings and guide them as they do the activity.

Possible answers

1 Labels for pattern:



2 Purpose of symbols:

Pattern symbol		Purpose
1 cutting line		Guide where to cut after placing pattern pieces on the fabric
2 straight grain		Place this line on the straight grain of the fabric or parallel with the selvedge (edge of fabric)
3 stitching line or seam line		A guide that shows you where to sew, also shown by a pressure foot on the line
4 notches		Act as guidelines when pinning pieces of fabric together
5 dart		Indicate where to sew a dart
6 place on fold		Place this line on the fold of a fabric

Activity 14

Teacher preparation

You will need tape measures. Try out the activity before class.

Teacher instructions

Divide learners into pairs.

Possible answers

- 1 Check learners' exercise books.
- 2 Learners' measurements will vary.

Activity 15

Teacher preparation

You will need rulers, brown paper, scissors, tracing wheel and so on. Draft the block skirt and shorts before class.

Teacher instructions

Guide learners as they complete the block skirt and shorts.

Possible answers

Correct body measurements on blocks drafted.

Activity 16

Teacher preparation

Do the activity before the class.

Teacher instructions

Ask learners to discuss answers.

Possible answers

Different styles of collars	Collar description
	1 A <i>band</i> or <i>stand</i> collar is a narrow straight collar that stands up from the neck edge.
	2 By extending the band at the centre front, it can be changed into a <i>tie-collar</i> .
	3 <i>Flat</i> collars sit flat against the garment.
	4 <i>Roll</i> collars are like shirt collars that roll over at the back of the neck. Flat and roll collars may be rounded, pointed, scalloped, sailor-style, high at the neck or low at the neck.

Activity 17

Teacher preparation

You will need newspapers, magazines, chart paper, glue, scissors, brown paper.

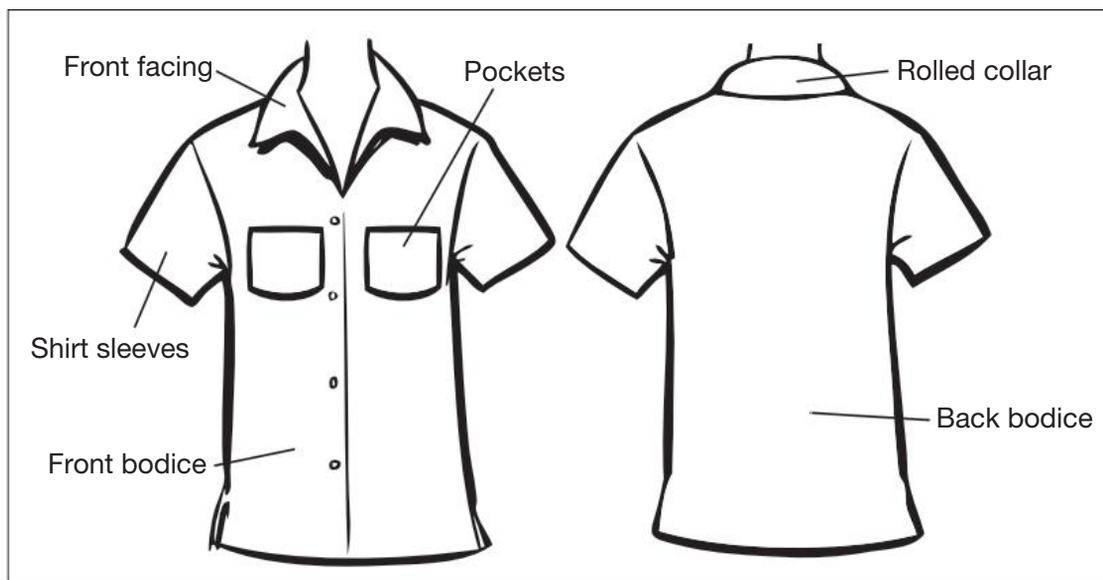
Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1** Learners cut out pictures from newspapers and magazines of garment styles with collars and sleeves and glue them onto a large sheet of paper. They name the different styles of collars and sleeves.

2 Check learners' labels.



A shirt pattern

Activity 18

Teacher preparation

You will need newspapers, marking pens, glue, square ruler, scissors, sharpener, eraser, brown paper (for making pattern envelope), fabric, tailor's chalk, tacking pins, tracing wheel.

Teacher instructions

Divide learners into groups, instruct and guide learners to complete the activity.

Possible answers

1-5 Learners' work will vary.

Activity 19

Teacher preparation

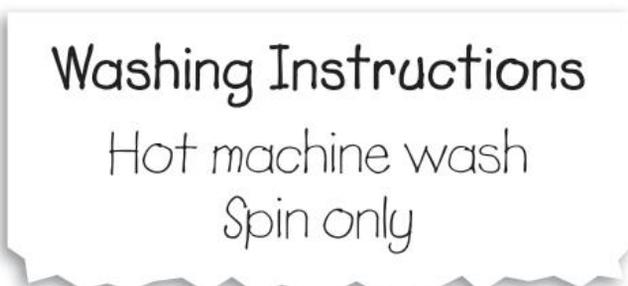
Prepare fabric, tailor's chalk, tacking pins, tracing wheel.

Teacher instructions

Divide learners into groups, instruct and guide learners to complete the activity.

Possible answers

- 1 Learners follow the instructions on pages 73-77 in the Learner's Book.
- 2 Learners prepare a care label. For example:



Activity 20

Teacher preparation

Bring in commercial patterns or ask learners to bring in commercial patterns from home.

Teacher instructions

Divide learners into groups so that each group has a pattern to work with. Instruct and guide learners as they complete the activity.

Possible answers

Learners' answers will vary depending on the pattern they use.

4 Family studies

4.1 Family needs, roles and responsibilities

Suggested class time: 16 periods

Activity 1

Teacher preparation

Prepare charts on primary and secondary needs, chalk and chalkboard.

Teacher instructions

Divide learners into groups to role-play how to meet their primary and secondary needs.

Possible answers

1 Primary and secondary needs:

Primary needs	Secondary needs
food	security
shelter	love and affection
sleep	acceptance
fresh air	achievement
sunshine	new experience
exercise	approval
clothing	
water	

2 The importance of primary and secondary needs in my family:

Primary needs are needs that we human beings cannot live without. In other words, no one can live without food, water, clothing, sleep, shelter, fresh air and sunshine and exercise.

Secondary needs make life easier and more enjoyable when they are fulfilled.

- security—feeling safe and protected, being free from anxiety and worry
- love and affection—the need to give and receive love; most people have feelings of concern, responsibility and respect for others
- acceptance and approval—feeling worthwhile and feeling accepted by people important to us; this is self-esteem
- achievement—needing to achieve, whether as an artist, engineer, sportsperson, teacher, parent or transport driver, and wanting to perform to the best of our ability
- new experiences—needing change and the stimulus of something different and challenging.

My roles—examples

Primary roles:

- help my parents cooking, shopping, marketing and gardening
- collect water for drinking and cooking
- help in building shelter
- collect firewood and leaves for cooking
- clean in and around the house
- sew and mend clothes.

Secondary roles:

- treat every member of the family equally, no favouritism
- accept every member of the family just as they are
- recognize everyone's achievements.

My responsibilities—examples

Primary responsibilities:

- helping my parents in providing foods, water and clothes for each family member
- teaching everyone how to sew clothes, prepare and cook nutritious food, make supsup garden, weaving
- providing games for family (both outside and indoor games)
- show my family, especially the young one, how to use money wisely.

Secondary responsibilities:

- making sure that I love everyone equally
- accepting each member of my family
- allowing each member to try out new experiences
- helping my parents when they need it.

How my family supports each other to meet my primary and secondary needs:

Primary needs	How needs are met	Secondary needs	How needs are met
Food	Growing/buying food	Security	Providing home
Water	From tanks	Love and affection	Establish good relationships with family
Shelter	Build house	Acceptance and approval	Support financially
Fresh air	Good ventilation in the home	Achievement	
Sunshine	Spend time outdoors	New experience	
Exercise	Run and play every day		
Clothing	Sewn at home and bought from clothes		

- 3 If my primary and secondary needs are not met I might feel angry, unhappy, sad, miserable, weak, depending on which needs are not met.

Activity 2

Teacher preparation

Read the text before the class.

Teacher instructions

Guide learners as they do the activity.

Possible answers

1 and 2 Needs that are/are not being met are:

Picture	1	2	3	4	5	6
Needs met	Love and affection	New experience	Food	Water	Achievement	Achievement
Needs not met				Security		

- 3 In picture 5 the needs that are being satisfied are fresh air, sunshine, exercise, approval/ acceptance, recognition.

Activity 3

Teacher preparation

Read the story and prepare answers before class.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 Education, employment, greater mobility, new technology, religion cause changes to roles.
- 2
 - Education—More Solomon Islanders are receiving formal education and have acquired knowledge and skills that enable them to be employed in urban centres. As a result, they no longer practise their traditional roles of hunting, fishing, gardening, weaving, etc.
 - Employment—Men and women are engaged in formal employment. A relative or house girl would take the role of the mother (looking after the children and doing other household chores). Men and women are now entering male or female dominated occupations. For example, we now have female pilots, electricians and mechanics. Similarly, we also have number of males teaching Home Economics in high schools.
 - Greater mobility—Due to regular air and sea transport between the Islands, people move freely from their homes to urban centres in search of jobs. As a result, lots of families have moved from their home village to live in town and are engaged in paid employment.
 - New technology—More Solomon Islands' families today (especially in urban centres) use electrical appliances like washing machines, microwave ovens, vacuum cleaners and electrical and gas stoves to assist them in their household chores. This means less time and energy spent in doing household chores and more time for mothers to become involved in sports and other activities outside the home. This also encourages the men to help with household chores because they use a vacuum cleaner and washing machine.
 - Religion—churches also require men and women to take up certain roles outside the home. Men usually take up the role of ministers, pastors, priests, elders and deacons. Now women are slowly taking on these roles in the church. A lot of women are also involved in church activities, which requires them to travel and engage in activities outside of their homes, leaving their traditional role at home.
- 3 Ways to cope with changing roles and responsibilities:
 - While children acquire knowledge and skills at school, their parents must teach them life skills such as fishing, hunting, gardening, weaving and other traditional skills.
 - Parents who work must organize themselves to have enough time with their children and each other instead of spending a lot of time on things such as sports, drinking and so on with friends.
 - Encourage wantoks to bring food and help out with paying bills while staying in town. People who are not formally employed should do other things, such as gardening, to earn money or food support.
 - Men and women who are involved in religious work must also spend enough time with their families especially the children, and discipline them.

4 The good and bad effects of factors contributing to changing roles and responsibilities:

Good effects of changing roles and responsibilities in a family	Bad effects of changing roles and responsibilities in a family
Education —Acquired knowledge and skills to find employment in urban centres.	Education —As a result they lose their traditional roles of hunting, fishing, gardening, weaving.
Employment —Men and women are engaged in formal employment. We now have female pilots, electricians and mechanics. Similarly, we have some males teaching Home Economics in high schools.	Employment —A relative or house girl would take the role of the mother (looking after the children and doing other household chores).
Greater mobility —Due to regular air and sea transport between the Islands, people move freely from their homes to urban centres to find work.	Greater mobility —Lots of families have moved from their home village to live in town.
New technology —More Solomon Islands families today (especially in urban centres) use electrical appliances like washing machines, microwave ovens, vacuum cleaners, and electrical and gas stoves to assist them in their household chores. This means less time and energy spent doing household chores and more time for mothers to be involved in sports and other activities outside the home. This also encourages the men to help with household chores because they use a vacuum cleaner or washing machine.	New technology —This means less time and energy spent doing household chores and if family do not use these for sports or other activities outside it would be bad for their health.
Religion —Churches also require men and women to take up certain roles outside the home. Women are now slowly taking on these roles in the church as well.	Religion —A lot of women are involved in many church activities, which requires them to travel and engage in activities outside their homes, leaving their traditional role at home.

Activity 4

Teacher preparation

Prepare possible answers to questions.

Teacher instructions

Organize a class discussion or role-play.

Possible answers

Roles are expected ways of behaving according to a particular position in the group. Because we belong to many different groups, and our position in the groups varies, each of us has many different roles to play.

Examples of role conflicts	Ways to cope with role conflicts
Mother playing sports when she or he should prepare dinner	Get a helper to cook dinner while mother goes for her sports trainings
Student playing sports when she or he should be completing assignments	Work extra hard to avoid late assignments

3 While Bunie is teaching Year 6 English and Year 7 Geography she is also the president of the mother’s union. Bunie has a conflict of roles.

4.2 Family and relationships

Activity 5

Teacher preparation

You will need chart paper and pictures of different types of relationships, chalk and a chalkboard.

Teacher instructions

Divide learners into groups to identify and discuss different types of relationships.

Possible answers

- 1 Family relationships are the way in which we interact (act or react) with people in our family.
- 2 Relationships within families:
 - parent and parent relationships
 - parent and child relationships.
 - sibling relationships (children in family)
- 3 This is how I usually act or react to my family members:
 - parent—respect, obey, help, love and appreciate them
 - big brothers and sisters—respect and obey them, expect them to help me, scared of them sometimes and love them
 - small brother—care for and love him, provide food and drinks, clothes and school needs
 - uncles—respect and obey them, listen to their advice
 - aunties—respect and obey them, listen to their advice
 - grandparents—respect and obey them, share time with them and make them happy
 - cousins—get along well with them, work together.
- 4 Some differences with my relationship in an extended family:
 - more respect given to uncles or aunties than to other members of the family
 - I do not feel free to ask for things from my extended family members
 - I seem to be more concerned with my nuclear family than my extended family.
- 5 Some ways to improve my relationship with my classmates and teachers:
 - greet them with a smile
 - be obedient to my teachers
 - tell stories with them
 - share my lunch
 - invite them to my birthday party
 - share ideas.

To maintain healthy relationship with my classmates and my teachers I must continue to:

 - be kind and tolerant
 - share with them
 - practise honesty
 - be obedient
 - show respect.

Activity 6

Teacher preparation

Read the text before the class.

Teacher instructions

Divide learners into pairs and ask them to discuss their answers.

Possible answers

- 1 Relationships could include: classmates, cousins, work mates, house mates, aunt, uncle, sister-in-law, church mates, uncles, nephews, sisters, brother-in-law.

2	Selected relationships	Good influences	Bad influences
	Classmates	Sharing learning, friendship	Use bad words
	Cousins	Sharing food, stationery, etc.	Talk to strangers
	Uncles	Kind with strangers	Swearing when accidentally hurt themselves
	Aunties	Learn to cook delicious dishes	Impatient

Activity 7

Teacher preparation

Read the story and prepare the answers before class. You will need chalk and a chalkboard.

Teacher instructions

Divide learners into pairs.

Possible answers

- 1 Alex first saw Jay when he was brought in for trialling for the position of midfielder for Kolale under-15 soccer team in 2008.
- 2 In their leisure time (after school) they do soccer training where their coach wanted them to learn to:
 - develop good relationships with each other
 - work hard to make a good life for themselves
 - be committed to whatever work or things they do
 - be good examples to those they work, play and stay with.
- 3 Alex liked his friend Jay since the day they met because Jay was:
 - an excellent soccer player
 - a very friendly and pleasant person
 - a person who is easy to get along with.
- 4 Learners will write their own stories.
- 5 A need for others is so important in the family, at work, sports and in all situations because individuals cannot enjoy life without others. For example, we need each other for support, comfort, protection, security.
- 6 The first encounter with others is very important because the first impression we give can tell others what kind of person we are. Based on our first encounters, we can be liked or disliked, but it is important not to judge someone on their looks alone.

Activity 8

Teacher preparation

Read through the story and prepare the answers before class.

Teacher instructions

Check and guide learners as they do the activity.

Possible answers

- 1 Lyrie was brought up at Batuna in Marovo.
- 2 There are twelve people in her family: Lyrie, her father, her mother, three sisters and six brothers.
- 3 Her two elder sisters took up their parents' responsibilities as they (parents) were both working in the clinic.

- 4 Lyrie took over responsibilities from her two elder sisters because they left to attend Kukudu Primary school and there was nobody to carry out their responsibilities while her parents were working in the clinic.
- 5 Lyrie acquired knowledge, skills, attitudes and values from her family by observation/watching, imitating and helping her parents and sisters.
- 6 The influence from her friends and teachers brought changes in Lyrie's life at Betikama.
- 7 Learners' stories will vary.

Activity 9

Teacher preparation

Read through the story and answer the questions before class.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 The father and the son were people who made decisions and gave orders in this family crisis. Culturally they have the power to do it.
 - 2 Moala did most of the searching because he saw his mother worrying about Ana, who is only four years old and cannot walk far.
 - 3 The Prime Minister, the Queen, Ministers, the President, pastors, etc.
 - 4 People who are respected:
 - parents
 - grandparents
 - uncles/aunts
 - principal
 - matron/dean
 - pastors.
 - group leader
 - sportsmaster
- We know these people because they are relatives, people we know through school and the community.
- 5 Yes / No.
 - 6 They were not angry with grandmother because:
 - She was old and they respected her.
 - They should have checked in the grandmother's house first.
 - 7 No, she was just four years old and wandered off without knowing that she got lost.
 - 8 Age affect authority and respect; the older a person gets the wiser he or she becomes. Older people have more experience in life compared with young people.

Activity 10

Teacher preparation

Read the story and the questions before class.

Teacher instructions

Divide learners into pairs to read questions and discuss answers. Hold a class discussion.

Possible answers

- 1 The sons show respect to their father by obeying without asking questions.
- 2 It looks like this Chinese family is rich.
- 3 Yes, usually the grandfather has authority or respect and makes decisions. The authority can pass onto elder sons when the grandfather dies.

Activity 11

Teacher preparation

Read the stories and answer the questions before the class.

Teacher instructions

Divide learners into groups and allocate a story to each group to read and discuss together.

Possible answers

1 Good relationships and bad relationships:

Relationship	Type of relationship	Explanation of each relationship
Jessica and her cousin Rosa	Good relationship	Jessica and her cousin Rosa like to do things together. They trust each other, share ideas and get along well. They like helping people.
Jane's father with his family	Bad relationship	As a result of alcohol, Jane's father does not have a good relationship with his family so Jane moved out.
Anne	Bad relationship	Anne is a boastful person, always thinks of herself, is self-centred, dishonest and lacks respect for others.

2 Qualities of a good and bad relationship:

Good relationship	Bad relationship
Friendly, respectful, co-operative, sharing, honest, listens well, talks less, is helpful and thoughtful	Unfriendly, disrespectful, selfish, boastful, dishonest, talkative

3 Learners' answers will vary. Check that they have identified what makes a good relationship and a bad relationship.

Activity 12

Teacher preparation

Read the story and answer the questions before the class.

Teacher instructions

Divide learners into groups to discuss the questions, then hold a class discussion emphasizing making wise decisions.

Possible answers

1 Randy found it hard to tell Tetu about Seli because:

- He loved Tetu more than Seli.
- He could not make up his mind between Tetu and Seli. Although he loved Tetu, he felt an obligation to marry Seli who had been chosen as his bride.
- I think Randy chose Tetu since he loved her more than Seli, but he kept his obligation until he found out that Seli was with another man.

2 If I were Tetu:

- I would leave Randy because he is not the only boy in the world.
- I would do the same thing as Tetu.
- If I had a boyfriend or girlfriend like Randy and Tetu, I would not stay with him or her because it is not accepted by Christianity and also by culture.

3 No, according to the Bible, and culturally people should not live with their boyfriends or girlfriends before marriage to avoid sleeping together and having sex before marriage.

4 "Westernized" in this story means Tetu became like a European or American person with their lifestyle, not a Solomon Islands lifestyle.

Activity 13

Teacher preparation

Read the story and answer the questions before the class.

Teacher instructions

Groups hold a discussion and then hold a class discussion emphasizing making wise decisions.

Possible answers

- 1 Summary of Anita's life from village to town:
 - Anita was the fifth child in the family.
 - She dreamt of becoming a nurse.
 - Her parents supported her to become a nurse.
 - During school holidays she cared for sick people, old men and women in her village.
 - She was loved and praised by her village community.
 - She dated her boyfriend who studied in New Zealand in her final year party celebration.
 - Two weeks after the final party celebration she went to town.
 - She was interviewed for nursing but told that she might be considered the following year.
 - A few days later she got work at a local firm while she stayed with her uncle Taba.
 - She met Fote her schoolmate who offered her room to stay so she lied to her uncle to stay with Fote.
 - Fote took Anita to the cinema and introduced her to smoking and Andrew a Peace Corps soldier from America.
 - Beto came to town looking for Anita but could not find her.
 - Anita called Beto to tell him that their friendship had come to an end. This broke Beto's heart.
- 2 The decision Anita made to live with Fote was the wrong thing to do. She would have been better off staying with her uncle who would take good care of her and would not allow her to smoke, drink alcohol and go to night clubs, which her friend Fote liked doing.
- 3 If I were Beto, I would try to forget her and look for someone who is honest and caring.
- 4 Anita could have achieved her dream of becoming a nurse if she had self-respect. She could have been strong and said "no" to her girlfriend Fote. I learnt that to obey is better than sacrifice. It is always good to listen and follow the advice of elders.

4.3 Parenting

Activity 14

Teacher preparation

Read the story before the class. You will need chalk and a chalkboard.

Teacher instructions

Hold a class discussion on styles of parenting.

Possible answers

- 1 Yes / No.
- 2 Here is an example of a response:

My parents looked after me very well. They:

 - loved and cared for me and set rules and guidelines for me to follow
 - fed and clothed me
 - educated me formally and informally.

- 3** Both my parents spend adequate time with me and my brothers and sisters. Or
Both my parents hardly spent time with me and my brothers and sisters. Or
My mother spends a lot more time with me than my father.
- 4** Parenting is caring for children from birth to when they leave home. It is caring for and helping children to learn and progress in their growth and development.
- 5** Everyone parents differently, therefore all three types of parenting can be found in the Solomon Islands: authoritarian, authoritative and permissive.
- 6** I prefer an authoritative parenting style as it set limits, standard and goals based on my abilities and stages of development. Or
I prefer permissive parenting because ...
- 7**
- Anna’s family story illustrates the authoritative parenting style.
 - John’s family illustrates the permissive parenting style.
 - Joseph’s family illustrates the authoritative parenting style.

4.4 Self-esteem

Activity 15

Teacher preparation

Read the text before the class. You will need chalk and a chalkboard.

Teacher instructions

Hold a class discussion and do one example, then ask learners to write about their own self-esteem and hand in their exercise books for marking.

Possible answers

- 1** Self-esteem is how well someone feels about his/her abilities. Some of the things that help people have high self-esteem are:
- feeling well loved and cared for
 - positive comments
 - a feeling of belonging
 - feel worth of love and respect
 - accepting self as a unique individual, with strengths and weaknesses
 - being praised on their achievement
 - encouragement
 - feel secure (safe).
- 2** Some of the things that cause low self-esteem are:
- neglect (not feeling well loved and looked after)
 - dwelling too much on negatives
 - criticism or always pointing out mistakes
 - negative labels such as “good for nothing” or “lazybones”, “useless”.
- 3** Here are some ways of building self-esteem:
- You don’t have to settle with low self-esteem. You can make improvements. A high level of self-esteem can be achieved by meeting these basic needs: identity, belonging or acceptance, security, purpose and self-worth.
 - Your identity is who you are. It is accepting yourself as a unique individual, both strengths and weaknesses. You allow yourself to have feelings and express them.
 - Belonging or acceptance is a feeling of being part of the whole family or group. It is a feeling of a connection to others. You get a sense of belonging through your family, friends, classes and other groups.

- The need for security is the need to feel safe. You feel safe when you know you are accepted for yourself and respected even if you are not perfect.
- Having a sense of purpose means that you know what you want to be or what you want to achieve. You set goals and work toward achieving those goals.
- A good sense of self-worth means you feel worthy of love and respect. You have confidence in your ability to achieve what you set out to do. You feel that who you are and what you do is important.

Activity 16

Teacher preparation

Read text before the class. You will need chalk and a chalkboard.

Teacher instructions

Hold a class discussion and do one example, then ask individuals to write about their own self-esteem and hand in their exercise books for marking.

Possible answers

1 Rose has high self-esteem.

2

Low self-esteem	Reasons
Charlie	He thinks no one likes him so he ends up with wrong group He dropped out of school He became depressed and turned to drugs—alcohol, etc.
Nazie	Her aunty was too hard on her Her aunty called her all sorts of names such as “useless”, “empty brain” As a result she left school and ended up taking drugs—kwaso, alcohol, betel nut, marijuana, etc.

3

High self-esteem	Reasons
Jamie and Rapeal	Accept themselves as unique and special Accept others as individuals Set goals, take risks and challenges Proud of their achievements Accept responsibilities for their actions Strive for the best in whatever they do
Tania	Loved by her family Accepts herself as special and unique Did her best in her studies Takes risks/challenges

Activity 17

Teacher preparation

Prepare a story or song to read/sing to class on low self-esteem.

Teacher instructions

Read the story or song in class and ask some questions based on it.

Possible answers

- 1 The song means means the boy does not have a sense of belonging and has low self-esteem.
- 2 If a boy or girl sang this song, they would be feeling lonely, rejected, out of place and unloved.
- 3 Yes / No. Sometimes I feel like this person.

Activity 18

Teacher preparation

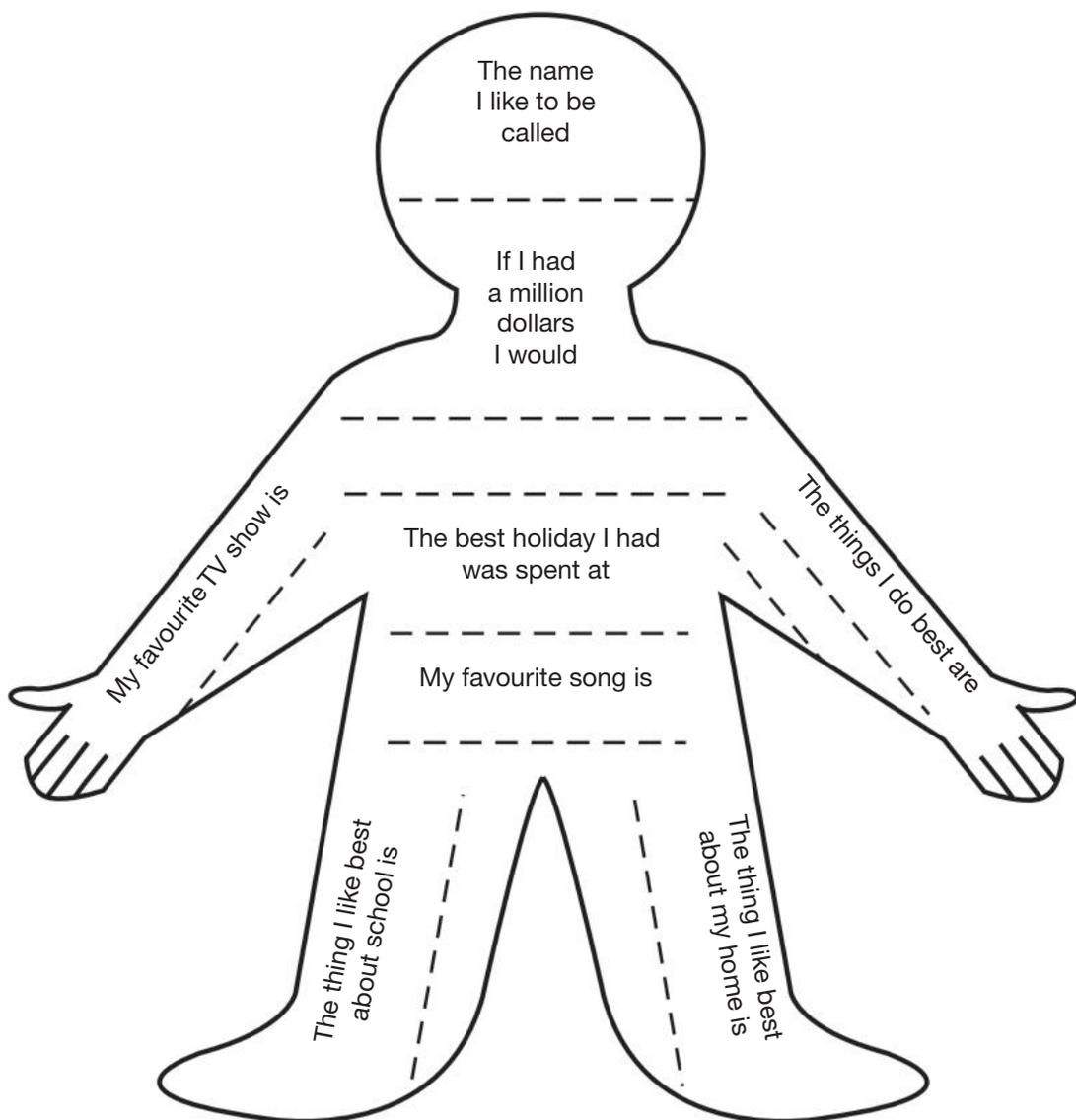
Prepare a sample of a person tag on chart paper. You will need chart paper, and coloured pens and pencils.

Teacher instructions

Hold a class discussion on filling the person tag as an example before learners do their own person tag.

Possible answers

1 and 2



- 3 I learnt about other people's skills, attitudes, homes, what they like best and where they like to spend their holidays. I learnt that I do not have some skills that they have. I need to develop them.

Activity 19

Teacher preparation

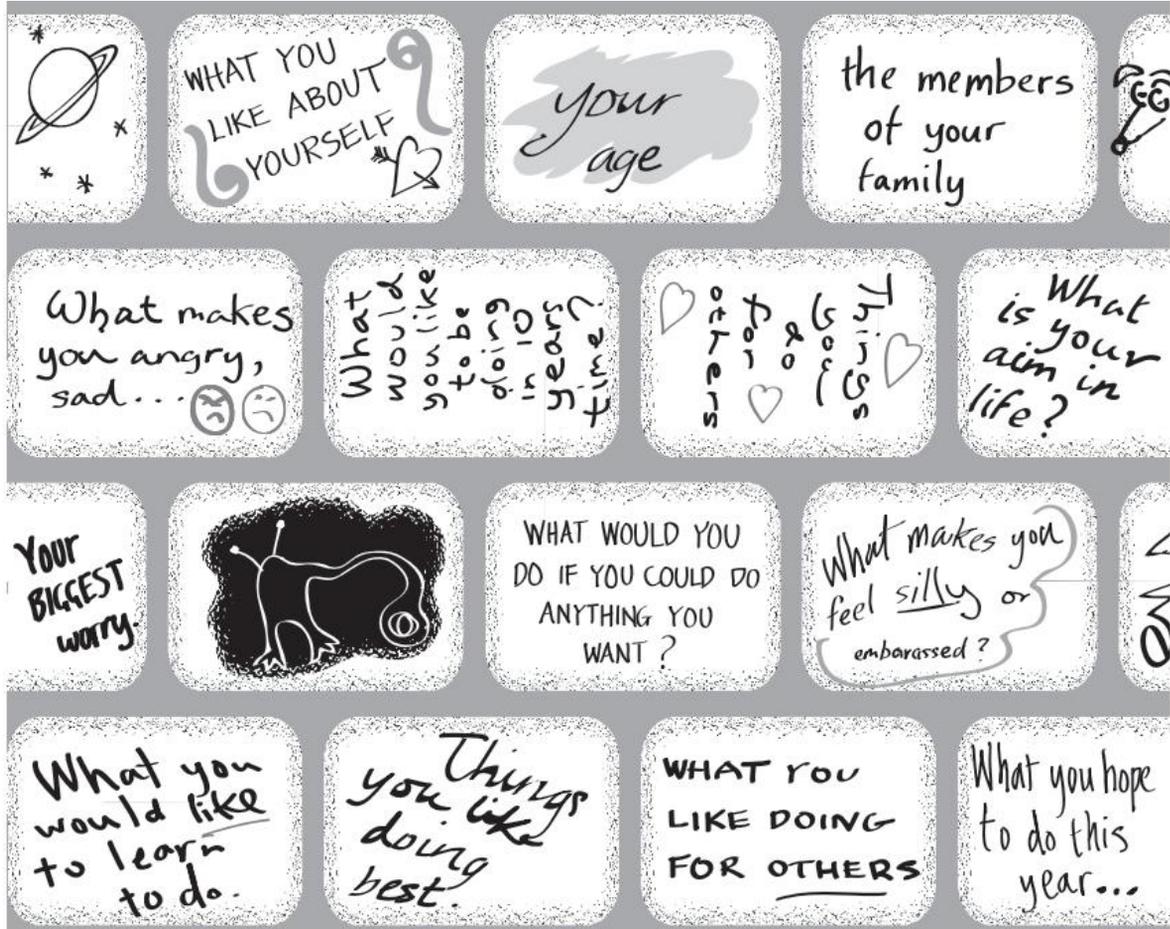
Prepare a sample graffiti wall.

Teacher instructions

Allow learners to complete their graffiti walls before they compare them with their friends' walls.

Possible answers

1 Graffiti wall:



2 Learners' answers will vary. Here is an example:

I am tall and slim with straight hair. This year I am going to be twelve years old. I have a small sister Collie who is going to be ten years old. My father is from Kiribati and my mother is from the Solomon Islands. They are both qualified doctors, which means most nights my sister and I are alone. This makes me so angry and sad.

In ten years time I would like to graduate as a dentist so that I can help people look after their teeth. This year I'll try my best to pass my exams.

Activity 20

Teacher preparation

You will need chart paper, chalks, van cards.

Teacher instructions

Divide learners into groups and discuss the importance of giving and receiving.

Possible answers

- 1 Record of help I gave to others and help I received from others within a week:

Day	Help given to others	Help received from others
Sunday	Cooked evening meals with parents	Mum helped with Maths and English assignment
Monday	Taught my best friend how to write an essay	Was given food and money for babysitting
Tuesday	Babysitting my teacher's children	My friend bought me a set of pens
Wednesday	Washed dirty dishes for mum	Dad gave me \$10 for school stationery
Thursday	Raked leaves around my auntie's house	My sister lent me her book
Friday	Did laundry for my sick friend	My friend gave me some perfume
Saturday	Carried my teacher's bag	Had evening meal with my aunty

- 2 Analyzing my weekly record of what help I give others and help I receive from others, I realized that I need to improve on the following:
 - keeping things in the correct places
 - respecting my classmates and teachers
 - being reliable
 - do my best to help people in need.
- 3 Learners could write up the classroom commitments as a poster, for example:
“A clean and tidy classroom, creates a spirit eager to learn.”
“I learn better in a happy clean and tidy environment.”
- 4 Learners write their own commitments in their exercise books, for example: “I will respect my classmates, and be friendly and kind to them”.

5 Food and nutrition—Extension

Suggested class time: 18 periods

- See Syllabus for Year 8 Programme Planner (Extension Strands)

5.1 Nutritious snacks and drinks

Activity 1

Teacher preparation

Bring in to class packaging or real examples of nutritious and non-nutritious snacks.

Teacher instructions

Divide learners into groups. Give instructions on how to carry out the research and allocate the foods.

Possible answers

- 1 Snacks and drinks consumed over the last two days. Example:

Day	Snacks	Drinks
Day 1	pawpaw, crisps, cake, ball of rice, donut, bananas, sweet biscuit	soft drink, coconut juice, lime juice, mango juice
Day 2	inikori, lolly, guava, ice cream, melon	water, soft drink, ice block

- 2 Nutritious and non-nutritious snacks and drinks. Using example above:

Day	Nutritious snacks	Nutritious drinks	Non-nutritious snacks	Non-nutritious drinks
Day 1	pawpaw, bananas,	coconut juice, lime juice, mango juice	crisps, cakes, ice cream, sweet biscuit	soft drink
Day 2	inikori, guava, melon	water	ice cream, lolly	soft drink, ice block

- 3 Reasons for deciding whether foods and drinks are nutritious and non-nutritious:

- Soft drinks are high in sugar.
- Most fruits and vegetables are rich in nutrients.
- Biscuits are high in sugar and salt.
- Fruits and vegetables are grown locally and can be eaten raw.
- Fruits and vegetables are fresh.
- Biscuits are manufactured in food factories and contain additives.
- Crisps contain a lot of oil and fat, which is not good for us.

- 4 Learners carry out research and complete the table in their exercise books.

Examples of healthy snacks or drinks	Contribution in keeping the body healthy
Mango	Provides the body with vitamins C and A, important for healthy gums and teeth, and eyes; also helps in the healing of wounds
Pineapple	Rich in vitamin C; provides glucose and helps in the healing of wounds; important for healthy skin and protects against scurvy
Watermelon	Contains vitamins A and C, which help keep the eyes and skin healthy

Examples of healthy snacks or drinks	Contribution in keeping the body healthy
Ngali nuts	Rich in fats, which give the body energy, and contain some protein for growth
Mandarin, pomelo, bush lime	Rich in vitamin C for healthy gums and teeth
Inikori	Rich in vitamin C for healthy gums and teeth
Ripe banana	Source of carbohydrate for energy
Pawpaw	Vitamin A, rich in carotene for healthy eyes; protects against night blindness
Megapode eggs, chicken eggs	Rich in protein, for growth and repair of worn-out tissues

5 Snacks and drinks that are available locally:

- watermelon/juice
- sugarcane
- Ngali nuts
- rambutan
- eggs
- inikori
- oranges/juice
- cucumber
- pineapple/juice
- cut nut
- green coconut
- ripe banana
- pomelo
- mango/juice
- peanuts
- kabarai
- pawpaw/juice
- five corner/juice
- mandarin/juice.

**Eat fruits every day!
They keep you alert in school!**

6 Learners create a poster for the classroom to promote snacks available locally.

Activity 2

Teacher preparation

You will need chalk and a chalkboard. Read the text in advance and prepare for the lesson.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1** Learners' answers will vary, for example, daily, twice a week, once a week, three times a week.
 - Locally grown snacks are sweet and tasty.
 - They are fresh and healthy.
 - They can be easily found in the bush and gardens.
- 2** Peter gets sick because he does not eat enough protective foods. His foods are high in salt and sugar. They are not high in nutrients.
- 3** Learners' answers will probably include pawpaw, pineapple, melon, cucumber, mangoes, green coconut, five corner fruit.

5.2 Nutrients and good health

Activity 3

Teacher preparation

You will need the food composition tables if available, food charts (see Chapter 1 of the Learner's Book).

Teacher instructions

Supervise and guide learners as they complete the activity.

Possible answers

Jessie's nutrient intake per day is shown in the table below.

Fruits	Protein (g)	Energy (Cal)	Vitamin C (mg)
1 slice of pawpaw (140 g)	0.6	48	102.2
100 g mango	0.9	55	41.0
100 g watermelon	0.4	23.0	12.3
100 g nuts	20	600	0
100 g banana	1.7	90	10.3
100 g cucumber	0.4	12.0	2.9
Total nutrient intake	24 g	828 Cal	168.7 mg

Jessie's total nutrient intake in a day's snacks is: protein is 24 g, energy is 828 Cal, and vitamin C is 168.7 mg.

Activity 4

Teacher preparation

Prepare a list of suitable snacks for villagers and display them on chart paper or on the chalkboard.

Teacher instructions

Give examples of activities that are a part of daily life for village people and list snacks that are suitable for people engaging in that activity. For example, a man making mounds or hoeing in the garden might have the following snacks: water, green coconut, sugarcane, pineapple, ripe banana, watermelon. Supervise and guide learners as they do the activity and help them analyze their results.

Possible answers

- Snacks to give to a gardener, a fisherman and a hunter.

Activity	Suitable snacks
Gardener—going to dig or harvest in the garden all day after a big breakfast but no other meal until evening, a common pattern	Pineapple, watermelon, cucumber, ripe banana, peanuts, Ngali nuts, plenty of water
Fisherman—sitting all day in his canoe catching fish for the evening meal	Water, ripe banana, cucumber, green coconut
Hunter—going hunting for pigs, so may walk a long way	Pineapple, ripe banana, peanut, water, green coconut

2 Record of snacks for one week:

Day	Nutritious snacks	Non-nutritious snacks	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

3 Learners analyze the results of their snacks for a week and make recommendations based on their findings. For example:

According to our findings, the study group consumes more nutritious snacks than non-nutritious snacks. Or

The study group consumes more non-nutritious snacks than nutritious snacks.

Recommendation

The study group that consumes more non-nutritious snacks than nutritious snacks should cut down on non-nutritious and eat more nutritious snacks.

Activity 5

Teacher preparation

Prepare samples of drinks for learners to taste (see recipes on page 102–5 of the Learner’s Book), chart paper, pictures of drinks.

Teacher instructions

Hold a class discussion on learners’ favourite drinks.

Possible answers

- 1 Learners’ recipes will vary.
- 2 Learners try out their recipe in class or at home.
- 3 The drink is clean and safe to consume for any of these reasons:
 - I washed my hands and equipment before I prepared the drink.
 - I made sure the ingredients were covered to stop flies, dust and insects.
 - I used rainwater from the tank to make the juice.
 - I washed the pawpaw before I used it.
 - I tied my hair back before I made the drink.

Activity 6

Teacher preparation

Prepare charts of nutritious and non-nutritious snacks on chart paper or on a chalkboard. Bring in to class samples of real nutritious and non-nutritious snacks.

Teacher instructions

Divide learners into groups. Supervise and guide learners as they carry out the activity.

Possible answers

- 1 At birthdays, baptisms/christenings, weddings, entertaining guests, buffets, picnics.
- 2 Birthday — example:

<h1>Menu plan</h1>		
<h2>Snacks</h2>		<h2>Drinks</h2>
Bowl of fruits	Banana chips	Lime juice
Fish fingers	Cassava chips	Pineapple juice
Kebabs	Vegetable spring rolls	Cucumber juice
Sausage rolls	Peanuts	Pawpaw juice
Chicken fingers	Ripe banana	Fruit punch
Meatballs	Melon	
Potato chips		

- 3 Check learners have estimated the cost of all snacks and drinks and calculated the total.
- 4 Snacks that do not cost anything are those that use ingredients from the garden.
- 5 Check learners' guest lists. Have they included the Principal and staff members?
- 6 Check that learners' invitation cards contain all the necessary information (date, time, place, occasion and contact details). Check their spelling.

5.3 Serving food

Activity 7

Teacher preparation

You will need cutlery and crockery to show how to set a table.

Teacher instructions

Hold a class discussion on table setting and demonstrate how to set two-course meal.

Possible answers

- 1 Check learners' table setting for a two-course meal.
- 2 Items used in the table setting:

• plates	• knives	• spoons
• forks	• drinking glasses	• napkins/tissue
• tablecloth	• dessert plates	• dessert spoons.
• serving spoons		
- 3 Some ideas for a centrepiece for the table:

• a candle stand with a coloured candle	• a vase of flowers
• a floral arrangement	• a basket of fruits.

Activity 8

Teacher preparation

You will need pictures/illustrations of people enjoying food at special occasions, chart paper and coloured pens and pencils, glue, chalk and a chalkboard.

Teacher instructions

Divide learners into groups to discuss the questions, then present their answers to the class.

Possible answers

- 1 Different occasions where people usually get together with friends and food is served:



- 2 Learners could paste their pictures onto paper to make a poster.

- 3 Yes / No. For example, if yes:

Yes, I attended a birthday / wedding party recently.

- a Foods served: rice, chicken, fish, pudding, mince balls, melon, cucumber, shallots, watercress, pork, etc.
- b Buffet style/self-service/food was served by a waitress.
- c It took more than eight hours to prepare the food.
- d The tables were arranged in a long line or in an L shape.
- e A plain light green table cover was used.
- f Table knives and forks were used.
- g Glasses, plates, disposable plates were used.
- h The decoration was light green balloons with white ribbons and different flower arrangements.
- i The entertainment was singing from a group of young children and light music.
- j Yes / No.

Activity 9

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Ask learners to do the activity.

Possible answers

Ask learners to copy the guidelines using the corrected words.

- Avoid (crooverwding) **overcrowding** when setting the table.
- Do not place items such as coffee cups, tea cups or dessert plates on the table if it crowds your (tsgues) **guests**. It is appropriate to bring those items to the table after the main course has been cleared and dessert is served.
- If a (ortagesh) **shortage** of place setting is a (melbpro) **problem**, mix in pieces that do not match. Mix and match setting has become a (larpupo) **popular** trend.
- When deciding on a (bleta) **table** centerpiece (focus), keep it (wol) **low**. Large, tall centrepieces obstruct the view of your guests.
- Choose an (erehatmosp) **atmosphere** that is appropriate for the gathering, an atmosphere that compliments your meal and (couragesen) **encourages** conversation.

Activity 10

Teacher preparation

You will need chalk and a chalkboard, or chart paper and pens.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 In a formal or modern way of setting the table, the table is usually set in a strict order and the meal is usually served in a strict order.
In a traditional or Solomon Islands way of setting the table for meals, the table is not set in such a strict order. Usually food is shared and eaten in a more relaxed atmosphere and people are allowed to mix around and talk while eating.
- 2 The types of cutlery needed for different types of meals will vary for different occasions.
- 3 Formal meals / informal meals (depending on learners' preferences—ask them to give reasons for their answer).
- 4 Some reasons the type of meal setting contributes to your enjoyment of food.
 - Food is eaten in a relaxing atmosphere.
 - We can mix around and catch up with friends.
 - You don't have to use fork and knife.
 - We can use knife and fork.
- 5 Encourage learners to practise serving in a modern or formal setting.

Activity 11

Teacher preparation

You will need chalk and a chalkboard. Prepare in advance a chart on management process for the lesson.

Teacher instructions

Divide learners into groups. Guide them as they do the practical. Take special note on the application of the management process and skills learnt in class.

Possible answers

- 1 Learners use the management process with the information given to plan, prepare and present a buffet meal setting or island group function.
- 2 Learners must apply all that they have learnt about table setting in class practical.

6 Home management—Extension

- See Syllabus for Year 8 Programme Planner (Extension Strands)

6.1 Homes and home maintenance

Suggested class time: 16 periods

Activity 1

Teacher preparation

You will need pictures of different types of houses.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 Houses can be welcoming because they are:
 - They are clean and tidy.
 - They have beautiful plants and flowers in and around them.
 - The people who live there are friendly and welcoming and can make you feel at home.
 - There is always a smile on the faces of the people living there when they greet you.
- 2 Poor housing affects family life in many ways:
 - Bad housing conditions encourage mosquitoes to breed, thus the spread of malaria.
 - Poor toilet facilities cause the spread of diarrhoea and bad smells in and around the house.
 - If there is no proper security, the family and their belongings are at risk of theft.
 - Overcrowding encourages the spread of airborne disease such as tuberculosis.
 - Overcrowding means no privacy for family members and learners will find it hard to study.
 - Large family groups make it difficult to provide nutritious foods.
 - Houses that are not kept clean encourage pests such as cockroaches, rats and flies.
- 3 Money is not the most important thing in building a happy family life, but it does help to meet the needs of the family.

Activity 2

Teacher preparation

You will need chalk and a chalkboard. Make an inspection of the classroom or school grounds for jobs to be done.

Teacher instructions

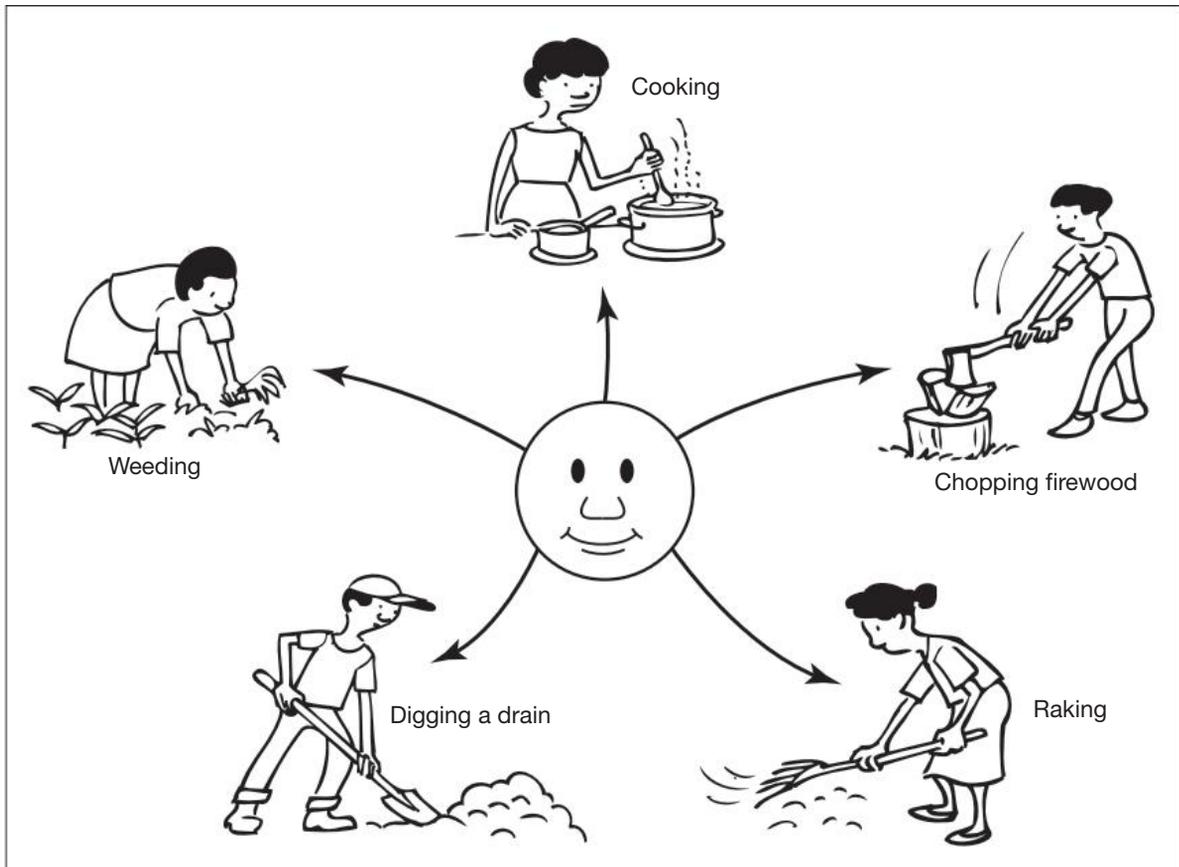
Check learners' lists of jobs around the house.

Possible answers

- 1 Some jobs that might need to be done around the house:
 - weeding
 - watering flowers and supsup garden
 - sweeping the house
 - raking
 - pruning hedges
 - mopping
 - dusting louvers
 - making flowerbeds
 - brushing tall grass
 - fetching rainwater for drinking
 - digging drains
 - cooking
 - chopping firewood
 - washing clothes

- ironing and folding clothes
- tidying the house.

2 Learners compare their lists. Which is the most common job?



3 Weeding is one of the jobs to be done around my home.

4 Learners' complete the sentences. For example:

- For my project I plan to (goal) weed around the home.
- The decisions I have to make (how, when, where and why) are:
 - How? Allocate certain areas around the home to different family members.
 - When? As soon as possible.
 - Where? Home.
 - Why? Needs weeding and clearing the compound.
- I plan to carry out my project in the following way (steps necessary).
 - I will draw up a plan.
 - I will collect any tools I need.
 - etc.
- I will need the following resources: knives, rack, bags, brooms, fork.
- My attitude to this task: I am happy doing the project because it helps clean around my home.

Activity 3

Teacher preparation

Prepare sample questionnaire.

Teacher instructions

Assist learners as they prepare the questionnaire.

Possible answers

- 1 A report on the home or classroom experience.
 - The things that I accomplished by doing this project are:
 - It is clean and tidy around the home.
 - I made a timetable for a weekly clean around the home.
 - I bought tools and equipment which I can use in the future.
 - Family members worked together.
 - The things I learnt by doing this project:
 - Make sure everyone has something to do.
 - Produce a schedule for future work.
 - Working together makes work lighter.
 - I could have improved my management of the project by:
 - planning
 - providing clear guidelines
 - giving a prize to those who did outstanding work.
- 2 Questionnaire completed by a parent or guardian or teacher after the home or classroom experience is finished. Comment on the home experience by ticking the appropriate column.

Criteria	Excellent	Fair	Poor
Planning of the task		✓	
Decisions made	✓		
Systematically carried out duties each day		✓	✓
Resources used	✓		
Completion of the job		✓	
Attitude to the task			

Please make any additional comment about the task completed:

It is a very good project. Around the home it is clean. The project has improved everyone's attitude.

They all appreciate the clean environment.

Signature (parent or guardian)

Activity 4

Teacher preparation

Bring in to class pictures of different villages for learners to see different settings.

Teacher instructions

Hold a class discussion on the types of village.

Possible answers

- 1 Good or attractive features of the village:
 - It is clean.
 - The houses are arranged in an orderly way.
 - Areas have been beautified, with flowers and plants planted in an organized way.
 - It is situated on a white sandy beach in a cove away from strong winds and rough seas.
 - Houses are built properly and of the standard set down by the village planners.
 - It has good sanitation.

- It has rubbish disposal sites.
- It has a church.
- It has playing grounds.
- It has fruit trees in and around it.
- It has a community hall.
- Hedges are planted along footpaths.

I like to live in a clean, beautiful and orderly village where everything is well organized.

2 Possible health and environmental problems:

- diarrhoea
- skin disease, because they use open stream and river for bathing.

Some ways to improve these problems:

- Build proper toilets/pits/latrines.
- Seek village development funds for proper sanitation or water supply.
- Put animals, such as pigs and chickens, in pens/fenced areas.
- Dig pits for rubbish disposal.
- Build fences around drinking sites on river/streams.
- Use tanks to collect rainwater for drinking and cooking.

3 Check learners' sketches of plans for improvement of Tautau and Kaka villages.

Improvements needed in Tautau village:

There is a need for the community to work together to address areas below that need improvement:

- Plant more flowers and hedges along footpaths.
- Make flowerbeds.
- Repair homes.
- Organize clean-up days.
- Build pit toilets for both males and females.
- Install water supply or borehole.
- Do landscaping on the hillside so easy to walk to, and for beautification.
- Build village homes in the same style, arranged for good ventilation and space.
- Allocate separate areas for composting, burning and burying of rubbish.
- Rotate crops to improve fertility.

Improvements needed in Kaukau village:

- The buildings need to be built in a more organized manner.
- More flowerbeds and hedges are needed to separate homes or as boundaries from other families' homes for easy management and cleaning.
- Toilet slabs or pits should be introduced or installed, probably one for two families.
- Water supply should be installed for toilets and household uses.
- A rubbish dump or disposal area should be built.
- More landscaping is needed around each home.
- Ornamental plants could be planted as the forest has many varieties.
- Fruit trees could be planted to provide shade and at the same time provide food.

4 Learners' answers will vary

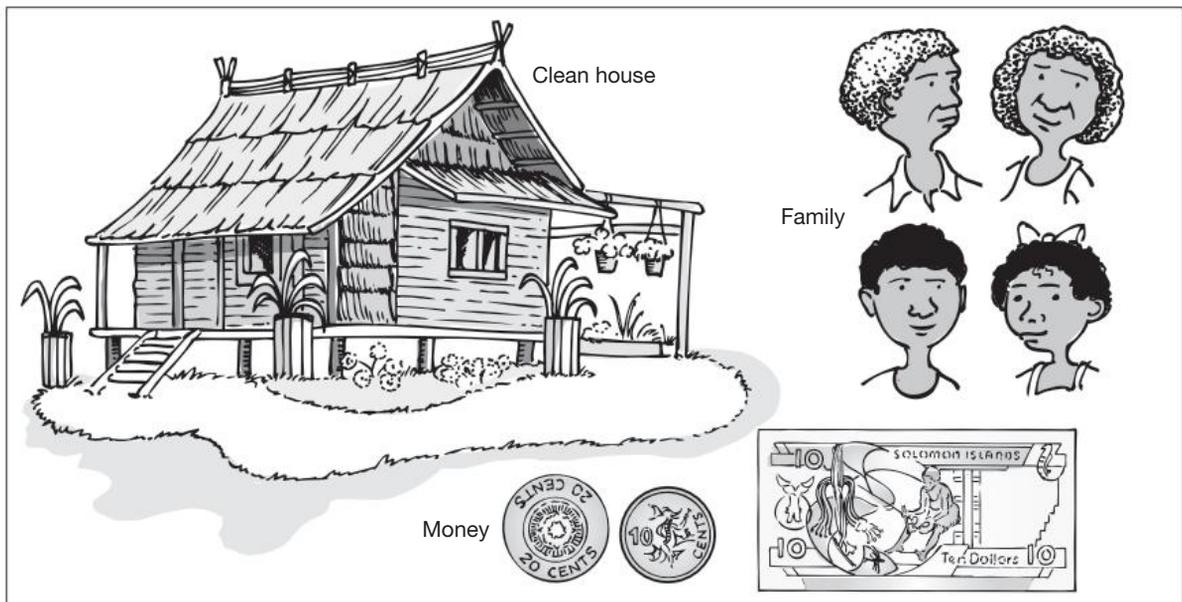


These are things that need to be done to beautify my village.

5 Plan for monthly cleaning at the weekend.

Week	Where to work	What to do
1	School	Men repair houses/classrooms and women weed and plant flowers
2	Church	Men repair houses/classrooms and women weed and plant flowers
3	Home	Men repair houses/classrooms and women weed and plant flowers
4	Village	Men repair houses/classrooms and women weed and plant flowers

6 Learners describe their village environment—good and bad things about the layout, appearances of types of houses etc.



Activity 5

Teacher preparation

You will need chart paper, coloured pens and pencils or chalk and a chalkboard.

Teacher instructions

Divide learners into groups and discuss the answers as a class.

Possible answers

- 1 I live in a rented / bought / built home.
- 2 Yes / No.
- 3 Learners' answers will depend on the environment they live in.
- 4 Improvements to be made, for example:
 - Mosquito netting to be put on windows.
 - Some broken louvers need to be replaced.
 - Ladder needs fixing.
 - Tap needs to be fixed.
 - Doors need to be replaced so they can be locked from outside.
- 5 Yes / No. Stay with family members living in town.
- 6 Yes / No.
- 7 Some food crops / dry coconuts / firewood or only my basket.
- 8 The family you are visiting will need to spend more money on food and they may have to take time off work to look after you. Also the family will not have as much space in their home if they have visitors.
- 9 Overcrowding in house, extra mouths to feed and everything in town costs money, for example water, light, food, transport.

Activity 6

Teacher preparation

Bring in to class pictures of squatter settlements, if available.

Teacher instructions

Hold a class discussion on squatter settlements.

Possible answers

- 1 Yes / No.
- 2 Learners could fill in a table like the one below.

Access to	Yes	No
Water	✓	
Roads	✓	
Schools		✓
Clinic		✓

- 3 Yes / No. For example:
 - drainage
 - roads
 - water supply.

Activity 7

Teacher preparation

Read through the activity and possible answers before the class.

Teacher instructions

Divide learners into pairs or groups to do the activity.

Possible answers

- 1 Main problems of living in Gilbert Camp or any settlement are:
 - overcrowding
 - poor water supply
 - poor sanitation.
- 2 Some of these problems could be overcome by:
 - responsible authorities controlling the number of houses built
 - health authorities working together with people and politicians responsible to build proper water supply
 - families getting tanks
 - health authorities building standard toilets.
- 3 Improving and beautifying a settlement camp:
 - Build proper toilets.
 - Build proper footpaths and plant hedges to direct walkers and plant flowers around it.
 - Put mosquito screens on windows.
 - Buy water tank for drinking water.
- 4 Problems:
 - finance
 - lack of space.
- 5 Family clean-up program (weekly)—example:

Day	Mornings	Afternoons
Monday	6–7 a.m. morning maintenance Water flowers/supsup garden	Make flowerbeds and plant flower Water flowers/supsup garden
Tuesday	Water flowers/supsup garden	Prune hedges
Wednesday	Water flowers/supsup garden	Clean and organize foot paths/road
Thursday	Water flowers/supsup garden	Work in supsup garden Water flower
Friday	Water flowers/supsup garden	Clean and dig drains
Saturday	Water flowers Work in the supsup garden	Gather food for Sunday Sweep around the house Water flowers
Sunday	Water flowers/supsup garden Rest	Water flower and supsup gardens

Activity 8

Teacher preparation

Bring in to class some pictures of “high-class” houses in Honiara and Provinces, if available.

Teacher instructions

Distribute pictures to learners to look at and comment on.

Possible answers

Tasahe, Lengakiki, Tehamurina, Ngosi ridge, Kola ridge and Western Province have good views of the ocean and the islands like Ngella, Savo and others.

Reasons for building “high-class” houses in these places:

- They are on high ground overlooking Honiara town.
- They have a good breeze.
- They are further away from the noise of the central business part of town.
- People who live there own vehicles so they can commute to and from the town without problem.
- The areas are more private and quiet.
- Land is owned by those who built the houses.

6.2 House planning

Activity 9

Teacher preparation

Bring in to class some pictures of interior and exterior plans of homes and gardens around different houses, if available, to use in group work.

Teacher instructions

Divide learners into groups. Distribute pictures and ask learners to discuss them in their groups.

Possible answers

1 Definitions/explanation:

- **family needs and finance (money)** refers to the essentials or the most important things, things the family cannot live without—it is important that families always meet these needs first. Usually the type of house the family builds will depend on the money they have put aside for it.
- **the interior (inside) layout plan** refers to the inside of the house, how the rooms are arranged, the number of rooms and how much space each room takes up. Usually the number of rooms and their sizes will depend on:
 - the family size
 - the type of activities that are to be carried out in the house
 - the purpose of the house
 - the furniture that will fit into it.
- **the exterior (outside) plan** refers to the overall outlook of the house from the outside: the doors, windows, roof, ladder, walls, paint colour and posts.
- **the garden plan** refers to how the physical surroundings of your house will look:
 - the type of plants and flowers you will plant
 - the type of fruit trees and how many of each you will plant
 - where the flowerbeds will go and how many of them you will plant
 - where the footpaths will be so that they don't go across lawns and flowerbeds
 - the arrangements of different plants and the general look of the garden.

2 The four main areas are important because together they contribute to the final look of your house and whether you are happy and satisfied with it.

Activity 10

Teacher preparation

You will need chalk and a chalkboard, or chart paper and coloured pens and pencils.

Teacher instructions

Hold a class discussion on basic features of housing.

Possible answers

It is important to know the two main kinds of basic housing because it saves the family from encountering future problems such as transport difficulties, natural disasters such as flooding and landslides. Also, it will help the family avoid spending money making changes that could have been made when first done. Here are two examples:

a Kris's family lives in a family house at Tuvuru since they returned from overseas in 2009. Kris was in Class 6 and his little sister was in Class 2. They attended Tamalan Primary School which is situated at Tandai Highway. They have to take two buses in order to get to school every day and travel back home on two buses as well. Because they are new in Honiara, an adult must accompany them to school and pick them up from school afterwards for the first two months until Kris is familiar with the traffic and his parents can trust him enough to look after his sister when crossing the road. A lot of accidents have previously happened on that highway so his parents were being very cautious. The family has to spend a lot of money on bus fares and when there is heavy rain, they have to travel by taxi. Nothing can change that because housing was a problem in Honiara and his family is not paying rent. They cannot move house.

b Over the weekend, Len bought a tin of grey paint to paint the posts at his family home. The exterior of his home was painted with forest green paint. When he painted the posts he realized that the colour did not match the floor. The paint was expensive and to change the colour would mean buying more paint, which is expensive. Len will have to wait until he can afford a new tin of different colour paint. It would have saved him the trouble and money if he had decided carefully the first time. This cannot be helped and it will have to wait.

Activity 11

Teacher preparation

You will need chalk and a chalkboard, chart paper and coloured pens and pencils. Bring in to class designs of different kinds of houses, if available, or make up some plans of your own on chart paper.

Teacher instructions

Instruct learners to design their own home.

Possible answers

- 1 Learners' home designs could have/be:
 - 2 bedrooms and 1 master bedroom
 - a 2-storey building
 - 2 bedrooms downstairs
 - a master bedroom plus two other rooms upstairs
 - laundry downstairs
 - 1 toilet downstairs and 1 toilet upstairs plus a shower
 - a kitchen downstairs
 - one large living room downstairs and a smaller one upstairs
 - a verandah and/or balconies for three rooms
 - iron roofing
 - mosquito netting and burglar bars on windows
 - a hot water system
 - fluorescent bulbs and energy saving bulbs
 - an electricity meter
 - a septic tank
 - a water supply and water tank
 - a separate kitchen for traditional cooking.
- 2 Learners draw a plan and discuss it with a classmate.

6.3 Interior and exterior decoration

Activity 12

Teacher preparation

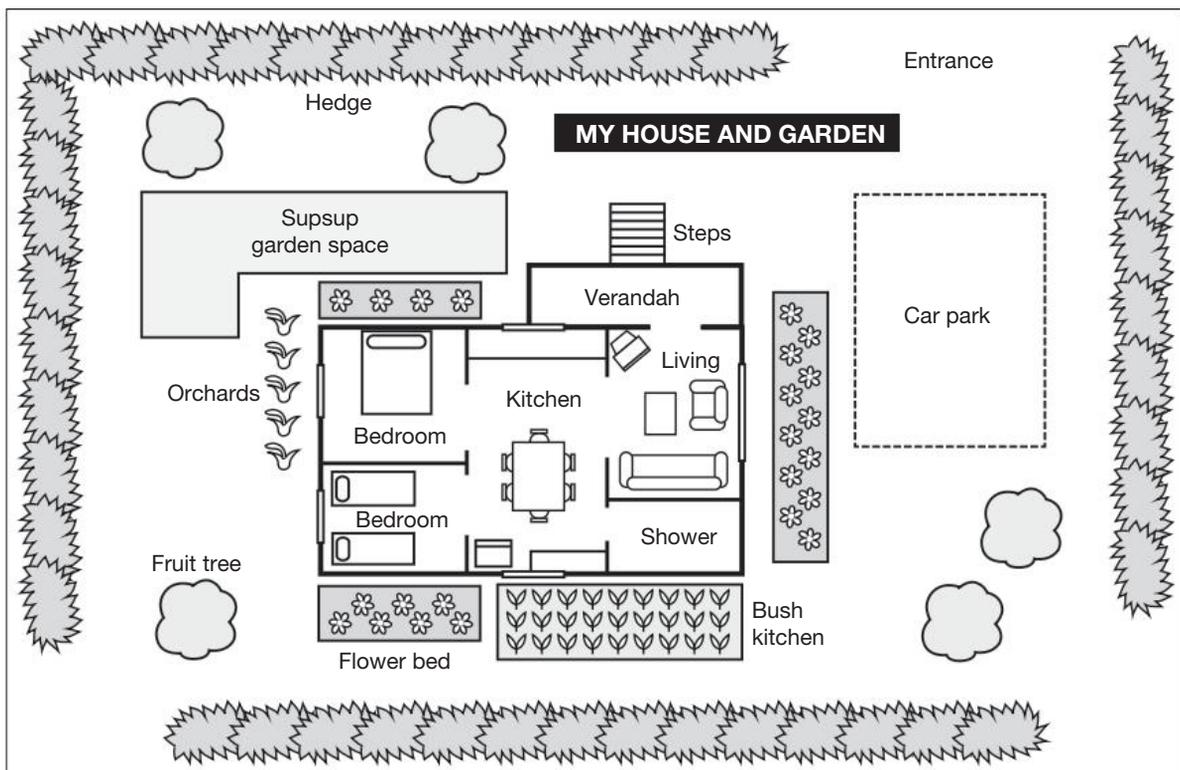
Bring in to class pictures of the interior and exterior of different homes.

Teacher instructions

Hold a class discussion on the pictures and the personal analysis of learners' homes.

Possible answers

- 1 Plan of interior and exterior of my home:
 - Ways to improve my home
 - Interior
 - arrange furniture so that the home will have a cosy feeling
 - get rid of or repair old and damaged furniture.
 - Exterior
 - prune big branches of fruit trees
 - do landscaping
 - plant flowers and shrubs that suit the surroundings.



2 Difficulties: not enough money for materials, such as sand, pebbles, cement, plants, flowerpots, string for macramé, carpet for floor, wall hangings and other ornaments.

3 Yes / No.

Yes, my immediate family showed interest and helped in beautifying our home and cleaning the environment.

Activity 13

Teacher preparation

Bring in to class pictures of different furniture and provide chart paper, glue and scissors.

Teacher instructions

Ask learners to cut pictures and arrange and paste them on to chart paper, or arrange furniture in the classroom or staff room to give comfort and order.

Possible answers

- 1** Learners' lists might include coffee tables, cushions, chairs, couches, bookshelves, TV rack, CD rack, drawers, flower pot stand, lamp stand, magazine rack, dining room table, dining chairs.
- 2** Learners' answers will vary. Learners could practise arranging classroom furniture.

Activity 14

Teacher preparation

Do a stock take of furniture in the classroom as an example and identify what is needed. Then prepare different arrangements using existing furniture in the classroom on paper.

Teacher instructions

Learners write down in their exercise books different ways they can arrange furniture in their homes or classrooms.

Possible answers

1 Learners' answers will vary — example, dormitory room:

Good points	Bad points
<ul style="list-style-type: none"> • Beds and furniture are arranged by senior housemistress • Not much furniture • Tables/chairs not allowed in rooms so no overcrowding 	<ul style="list-style-type: none"> • Overcrowding (too many living in one room) • No space for everyone to sit around and relax • Belongings of all room occupants are everywhere, not enough storage space • Different members have different ways of arranging the room (arrangement conflict)

2 List of furniture needed:

- 1 single bed
- 2 cane chairs
- 1 dining table

3 In a circle.

4 I would put a TV or video in a room on its own.

Activity 15

Teacher preparation

Analyze the outside of your home or classroom and note what is needed for improvement as an example. Make an example of a plan to carry out.

Teacher instructions

Divide learners into groups and allocate specific areas for them to plan how to improve each school area.

Possible answers

1 Learners' answers will vary.

2

Outside the house	
What to improve	Ways to improve
Flower gardens	Make a plan
Cut grass	Make flowerbeds
Food gardens	Collect variety of flowers to plant
	Cut grass using grass cutter
	Weed the garden and replant
	Get some manure

3 The outside of your home is important for health and safety. For example, if you get rid of stagnant water you will prevent mosquitoes breeding and if you keep paths clear people will not trip and fall. It also makes your home a nicer place to be and a place that you can enjoy and be proud of.

6.4 Beautification and landscaping

Activity 16

Teacher preparation

Read Rita's story and the questions and prepare possible answers before the class.

Teacher instructions

Read Rita's story in class and discuss the questions as a class.

Possible answers

- 1 Rita thought of improving her home after she saw people doing landscaping and planting flowers and palm trees along the streets of Honiara town.
- 2 List of things Rita has in mind to do in her home:
 - redecorating both the interior and exterior of her home
 - proper waste disposal
 - build a compost with biodegradable rubbish, such as dead leaves, vegetable peelings, cut grass
 - recycling to minimize waste
 - landscaping, beautification of the exterior of her home.
- 3 Learners' lists will vary.
- 4 Lessons learnt:
A clean and beautiful home is more welcoming and relaxing.

Activity 17

Teacher preparation

Identify possible improvements in the school for learners to use as a practical for landscaping.

Teacher instructions

Organize and accompany learners on a tour of the school. Organize learners to plan and do landscaping on areas identified. Collect exercise books for checking and marking.

Possible answers

- 1 Learners' answers will vary.
- 2 Reasons:
 - My house is on a slope so steps are useful.
 - I like flowerbeds to plant flowers.
 - Large bushes look attractive and make a house quieter.
- 3 Tour around the school:

Area 1 (around classrooms)	Area 2 (around the dormitory)	Area 3 (around the dining hall)	Area 4 (around the school administration)
Flower beds	Hedges	Hedges	Flower beds

Activity 18

Teacher preparation

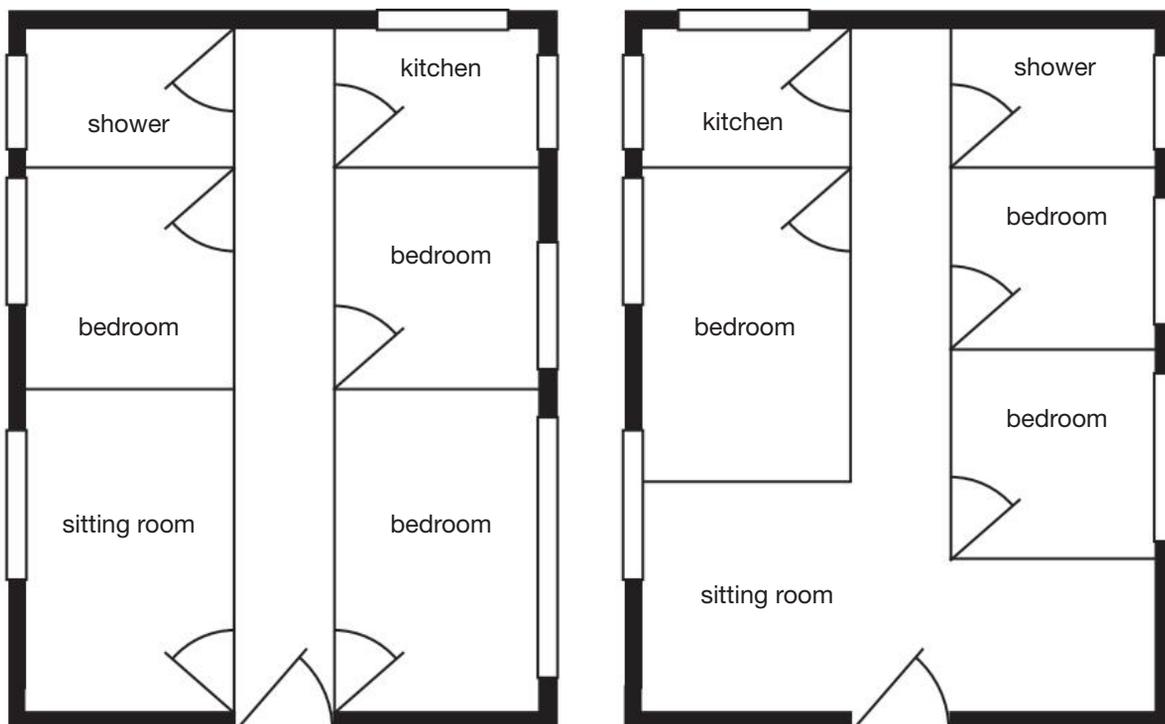
Read Olivia's story in class and discuss the questions as a class.

Teacher instructions

Ask learners to read the story and answer the questions in their exercise books, then collect their books for marking.

Possible answers

1 Learners sketch a plan of Olivia's house. Two examples are given below.



- 2 To look after her mother and to help her husband with his business.
- 3 Olivia is successful in her business because she works hard, her place is clean, safe, quiet and friendly, and she has a good reputation.
- 4 Yes / No.

7 Clothing and textiles—Extension

Suggested class time: 18 periods

- See Syllabus for Year 8 Programme Planner (Extension Strands)

7.1 Drafting an A-line skirt

Activity 1

Teacher preparation

You will need chart paper and coloured pens and pencils for each group.

Teacher instructions

Divide learners into groups. Guide them in their discussions.

Possible answers

- 1 The differences between drafting, construction and adaptation:

Drafting	Construction	Adaptation
Making patterns according to measurements	Making or sewing the item following instructions to complete the item or garment	Making adjustments or modifying a pattern to a style you want/ wish to make

- 2 Three advantages of knowing how to draft:

- Following your own measurements gives you knowledge to draft any pattern for yourself as well as for selling.
- You can choose the style or design and make sure the pattern fits well.
- You will gain confidence and become competent in drafting as you continue.
- It is a cheaper to buy a pattern and draft and sew than buying ready-made clothes.

Activity 2

Teacher preparation

You will need brown paper, marking pens, eraser, square ruler, 1-metre ruler, tape measure, scissors, A-line patterns, fabric pins/weights, tailor's chalk, scissors.

Prepare a demonstration for fabric layout, pattern layout, and tacking pin or use weights on fabric.

Teacher instructions

Guide learners to adapt an A-line skirt from their block skirt in groups. See Learner's Book pages 129–134.

Recap pattern symbols

- Note amount of fabric required for your size (one way design/chunks).
- Fold fabric lengthwise with right sides together or facing evenly.
- Use weights/tacking pins to hold the pattern on the fabric before cutting.
- Ask your teacher to check before cutting.

Cutting

- Hold scissors with the bottom edge of the blade against the cutting table.
- Cut with long even strokes exactly along the cutting line of the pattern. Do not cut with the tip or the point of the scissors as this can cause a jagged or uneven edge.

- Cut notches outwards from the seam allowances.
- Place free hand on the pattern to keep it flat and steady while cutting.
- Make sure you cut through all layers of fabric.

Sewing the A-line skirt

- Attach side seam pockets.
- Attach zips.
- Attach waistband.

Assess learners as follows:

Assessment criteria		
Skirt	Marking criteria	Marks allocated
Seams	All seams are plain	2
	Have the same width throughout	2
	Stitching is straight	2
	Correct stitch tension (is balanced)	2
	Begin with four back tacks	1
	End with four back tacks	1
Neatening	Correct stitch length	2
	Evenly turned under/zigzag	2
	Edge stitched	2
	Even stitch length	2
	Pressed flat	2
Lapped zip	Neaten raw edges	2
	Zip teeth hidden	1
	Flap on left-hand side	1
	Even fold right through	1
	Pivot corner correctly	1
	Stitches are parallel to edges	2
	Zip attached correctly and balanced	2
	Correct stitch tension (balance)	2
Darts (two darts)	Even length	2
	Tie a reef knot at the point (not curved)	2
	Darts pressed towards centre	2
	Even distance from dart to centre	2
	Correct stitch tension	2
Pockets (two pockets) (hip/waist)	Curved, nicely shaped	2
	Seams rolled back	2
	Top stitch parallel to edge	2
	Raw edges neat (blanket stitch)	2
	Correct stitch tension	2
Waistband	Width even all around, turned over to right side and stitched	2
	Stitching is straight and parallel to edge	2
	Lay flat throughout strain	2
	Stitched parallel to edge	2
	Waistband ends are correctly pivoted (four corners)	4
	Waistband ends are neatly done	2
	Correct stitch tension	2
Button hole (hand sewn)	Correct buttonhole stitch	1
	Neatly done	1
	Even stitching right around	2
	Buttonhole horizontal	1
	Correct buttonhole size	1

Button	Correctly positioned—hole left	1
	Button right	1
	Securely sewn	1
	Correctly stitched neatened on the reverse side	1
Hem (machine)	Even width all around	2
	Stitching even distance from the edge	2
	Correct stitch tension	1
	Without strain	2
Total marks		85

7.2 Drafting leisure shorts

Teacher preparation

You will need fabric, pins, tailor's chalk, scissors and short patterns.

Teacher instructions

Divide learners into pairs to take measurements.

Guide learners to draft shorts patterns following pages 134–137 of the Learner's Book.

Assess learners as follows:

Assessment criteria		
Shorts	Marking criteria	Marks allocated
Seams	All seams are plain	3
	Has the same width throughout	3
	Stitching is straight	3
	Begin with four back tacks and end with four back tacks	3
Neatening	Correct stitch length	2
	Evenly turned under	2
	Edge stitched	2
	Even stitch length	2
	Pressed flat	2
Crotch	Seams match	2
	Even stitch length	2
	Pressed flat	2
Casing	Even stitch length	2
	Correct stitch length	2
	Elastic not twisted	1
	Elastic joined first	1
	Opening neatly unpicked	2
Pockets	Correct position	1
	Good even shape	1
	Correct beginning and ending	1
Hem	Even right around leg	1
	Length of both legs same	2
Total marks		42

7.3 Drafting a classic shirt block

Teacher preparation

Prepare all equipment for drafting a shirt block.

Teacher instructions

Divide learners into pairs to take measurements.

Learners will draft shirt patterns following pages 138–142 of the Learner's Book. Assess learners as follows:

Assessment criteria		
Shirt	Marking criteria	Marks allocated
Collar	Reverse	2
	Same distance centre front	2
	Length is same from point to edge of collar	2
	Points (therefore not bulky)	2
	Shape is correctly positioned overall	2
	Positioning stands well	2
Sleeve	Sits well	2
	Under arm seams met	2
	Both sleeve are the same length	2
	Hem width even	2
	Extra raw of stitching or zigzag	2
Seams	Correct seam width	2
	Neat and tidy	2
	Correct machine stitch used (not too loose or too tight)	2
	Straight stitching throughout	2
Hem	Evenly right around	2
	Flat	2
	Neatly done right through out	2
Buttonhole (hand sewn)	All button holes same length	2
	Neatly done	2
	Not bulky	2
	Correct stitches	8
	Equal distance apart (three stitches)	3
Button	Each one is correctly positioned	4
	Three spaces are evenly distance apart	3
	Four buttons are securely sewn	4
	Total marks	64

8 Family studies—Extension

Suggested class time: 16 periods

- See Syllabus for Year 8 Programme Planner (Extension Strands)

8.1 Family needs

Activity 1

Teacher preparation

Read the text before the class.

Teacher instructions

Hold a class discussion of the answers.

Possible answers

- 1 “Community” means a group of people living in a common location/site, who share common values, resources, beliefs, needs, risks and preferences.
- 2 Some examples of a community:
 - boarding school
 - youth group
 - neighbourhood watch
 - village community / settlement
 - soccer club
 - women’s club.
- 3 Learners’ describe the type of community they live in.

Activity 2

Teacher preparation

Prepare some questions for learners that prompt them to consider their own experience of the way their community has affected their family in positive and negative ways.

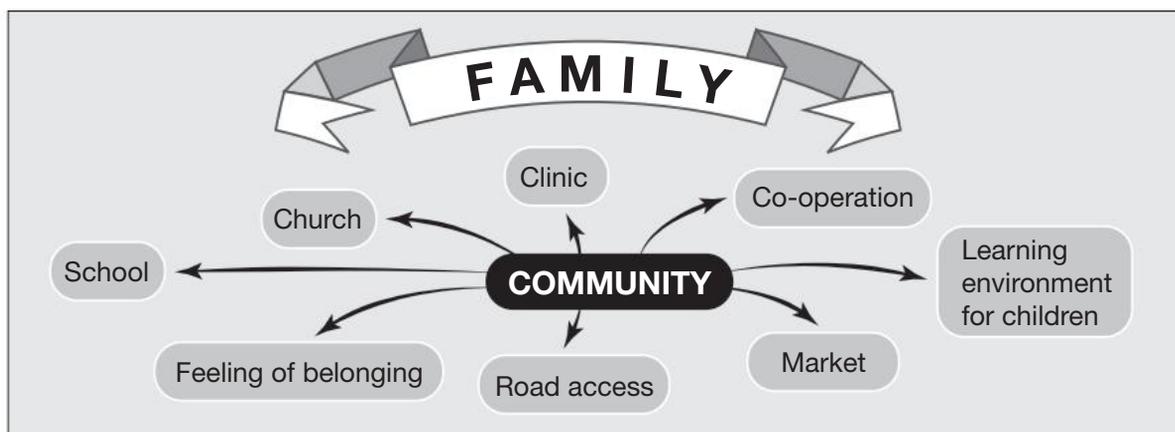
Teacher instructions

Ask students to discuss the questions you have prepared and then answer the questions in the Learner’s Book.

Consider asking learners to devise a role-play to demonstrate their answers to questions 1 and 2.

Possible answers

- 1 The community can help the development of families by providing support facilities such as free medical care, education, technical skills, knowledge on family planning and grooming of children as good human beings and protection from violence.
- 2 Community—its contributions to the family:



- 3 Learners' answers will vary. For example:
Yes, the road needs to be repaired and upgraded, potholes need to be filled and tar sealed.

Activity 3

Teacher preparation

Prepare cards for a role-play on primary health care.

Teacher instructions

Divide learners into groups and guide them in a role-play on primary health care as they answer questions on primary health care.

Possible answers

- 1 Yes, in some communities it still exists. Or
No, some communities no longer practise it as people move out from bigger communities to live on their family land.
- 2 Yes / No.
- 3 Awareness can be raised through programs from responsible authorities, on the radio or in the villages and community leaders.
- 4 By telling and showing them the importance of primary health care and its benefits.
- 5 The Chinese sayings on the fish and best leader:
 - Teach a man to fish, don't just give him fish. If you teach him to catch fish himself, he will not ask for fish; he will go and find it himself whenever he needs it.
 - Live by example or do what you want others to learn and do rather than depending on others.

Activity 4

Teacher preparation

You will need chalk and a chalkboard.

Teacher instructions

Divide learners into groups to read the case study from the Solomon Islands in class and answer the questions.

Possible answers

- 1 Malaria.
- 2 Many Anopheles mosquito-breeding places.
- 3 The villagers should get rid of and destroy all the mosquito breeding places, then his malaria team will come and test villagers for malaria and treat those who have malaria.
- 4 No, only 14 families worked hard to get rid of the malaria breeding places.
- 5 Some suggestions to motivate people to work together to get rid of mosquitoes:
 - Call for a meeting, plan together (project).
 - Run a competition for a clean, beautiful and healthy household with prizes.

Activity 5

Teacher preparation

Read the text on primary health care before the class.

Teacher instructions

Supervise and guide learners as they do the activity.

Possible answers

- 1 Summary:
 - People in various groups, such as youth groups, women's groups and others, do work and mix together so they get to know each other and become friends, then work can be done quickly in a friendly atmosphere.
 - When many people know how to resolve health problems, work will be easier as everyone will know what to do and when to do it.
 - Make use of the resources and aid.
 - When everyone in the community is encouraged to help plan and do a job, everyone will be happy to help so that their community will be better, happier and healthier.
- 2 Yes / No.
- 3 Yes, the village chairman draws up a program so everyone knows where the work will be and the nature of the work. A day is always set aside for everyone to work in the school or the church. Also, everyone has a duty to attend awareness programs and church activities, for example feeding a singing band from another community who come to sing in the community at Christmas time. Or
No, people are very uncooperative since logging came into our community.

Activity 6

Teacher preparation

Prepare an example of a survey before the class.

Teacher instructions

Read the case study from Fiji and ask learners to discuss the questions in pairs, then hold a class discussion.

Possible answers

- 1 Answer will depend on what learners know from their communities.

Types of health care	Is it available in your community?	Who provides it? Do people cooperate to provide?
Education	Yes / No	Ministry of Education and the community
Clinic (Health Post)	Yes / No	The community with the help of health authorities from our provinces Yes they work together to build the clinic and the house for the nurse who is going to work in this health post

- 2 Learners make a plan using a management process for their community to improve types of health care not available in their communities and to organize and carry it out with the help of community leaders.
- 3 Lessons learnt:
 - It is everyone's duty to work together to make their community a better place to live in.
 - Outside help won't always be readily available throughout the year.
- 4 Learners' answers will depend on what learners know from their communities.
- 5 Discuss learners' answers.

Activity 7

Teacher preparation

Prepare some questions on family health.

Teacher instructions

Discuss the importance of health check-ups for a family.

Possible answers

- 1 Learners' answers will vary.
- 2 Some possible improvements:
 - Boil drinking water if unsure that the water is safe to drink.
 - Grow a supsup garden around your house.
 - Plant varieties of good food in family gardens.
 - Buy healthy foods in the market.
 - Mix convenience foods with vegetables to improve food value.
 - Ensure that every child is fully immunized.
 - Arrange for dental check-ups.
 - Introduce ante-natal care as early as possible.

Activity 8

Teacher preparation

Prepare individual questions for personal check-ups.

Teacher instructions

Ask learners to fill in the table honestly for improvement on personal health. This table could be used daily for individual health.

Possible answers

- 1 Answers will depend on learners' personal hygiene habits.
- 2 Some possible ways to improve personal health:
 - Bathe frequently (three times a day).
 - Wash hair with shampoo/soap once or twice a week.
 - Brush teeth after every meal.
 - Wash clothes regularly, if possible every day.
 - Avoid smoking / stop smoking.
 - Eat healthy food.
 - Avoid alcohol / Reduce or stop alcohol intake.
 - Reduce or stop betel nut chewing.

Activity 9

Teacher preparation

Prepare a sample plan for a family to use and a sample essay.

Teacher instructions

Discuss the sample plan before learners write their own.

Possible answers

1

Family member	Work allocation
Dad	Work in the garden
Mum	Dig drain
Ricky	Weed garden
Sheila	

- 2 Learners' answers will vary.

Activity 10

Teacher preparation

You will need chalk and a chalkboard, and paper.

Teacher instructions

Guide learners as they do the activity.

Possible answers

- 1 Learners write an account of life in their communities and suggest improvements to be made.

For example:

In my community all families are still into subsistence farming and live off land, the bush and the sea. They clear the bush, plant crops, harvest and cook their family meals. Surplus can be sold for money to pay for family needs such as school fees, salt, kerosene and so on.

When they want to eat fish, the father or son or uncle go fishing for the family. Women also fish using dried bamboo tube, fishing line and hooks. Fathers, sons and uncles sometimes go hunting for wild pigs in the bush.

During the year, some families do not allow fishing in the part of the sea that belongs to them and do not allow fishing using nets. Eating crayfish and collecting trochus shells is usually prohibited as they can be sold for large amount of money. Fishermen who catch more than their families need to share with other families, widows or old men who are not able to go fishing.

2 Improvements that can be made:

- Families could make separate gardens for family consumption and for produce for selling.
- Families could build poultry and piggery houses to raise chicken and pigs.
- Community leaders could organize everyone to raise funds for two or three water tanks.
- They should put aside a day or two every month and set up a market for the town so families can sell their produce for money.

Activity 11

Teacher preparation

Find definitions of terms, answers to questions and write some questions for discussion on terms.

Teacher instructions

Ask learners to define the terms in their own words

Possible answers

1 Family needs

- primary needs (basic needs)—things that a family needs to stay alive; for example, food, water, shelter, warmth, water, love
- secondary needs—things that a family needs but can sometimes live without, such as a new radio or an electric fan.

2 “Wantok” means a group of people who come from the same area whether it be country, province, island or village, in other words “one talk”, meaning they can speak and understand the same language.

“Wantok system” sometimes refers to people living in the provinces or in the village coming to urban centres for short visits and staying with relatives who live and work in town. Some people came to town for no good reasons, just to live off their relatives causing them problems of space in the house and food.

3 Yes / No.

4 Not often / Very often.

5 Possible problems arising as a result of wantoks staying in your home:

- overcrowding in the home
- shortage of food (extra mouths to feed)
- affects the family budget
- disturbance to family programs
- increase in water and electricity bills
- untidy home
- spread infections (fast), such as TB, flu, scabies
- causes arguments between husband, wife, parents and children.

8.2 Gender issues

Activity 12

Teacher preparation

Prepare a role-play to illustrate the way gender often defines the role and opportunities of individuals in a community.

Teacher instructions

Divide learners into groups and do role-play on gender roles. For example, boys could role-play being a female and girls could role-play being males. Discuss how learners felt playing a different gender afterwards.

Possible answers

- 1 “Sex” was previously used to identify which gender you fall into, but also means sexual intercourse.
“Gender” refers to the state of being a boy or girl or your identity, whether you are male or female.
- 2 Gender roles affect males and females in jobs, in decision making and hinder female’s empowerment in society.
- 3 Advantages and disadvantages of male and female roles:

Males	
Advantages	Disadvantages
<ul style="list-style-type: none">• Know how to behave in society or in the home.• Know which roles they play at home or in society and can manipulate them to make life in the home happy.	<ul style="list-style-type: none">• Males look down on women and think that their place in society is in the home.• Some males abuse women because they think that women must always listen to them.• Wife beating is common as men think they own their wives and that women must do as they are told.• No shared decision making in the home equals unhappy wives.

Females	
Advantages	Disadvantages
<ul style="list-style-type: none">• Know how to behave in society or in the home.• Know which roles they play at home or in society and can manipulate them to make life in the home happy.	<ul style="list-style-type: none">• Are usually looked on as inferior.• Males look down on women and think that their place in society is in the home.• Some are deprived of their right to education and employment.• Some males abuse women because they think that women must always listen to them.• Wife beating is common as men think they own their wives and that women must do as they are told.• No shared decision making in the home equals unhappy wives.

- 4 Collect learners’ poems or short accounts of being a male or female in Solomon Islands’ society for marking. Here is an example:

Being me

As I pass by, skirts are gathered around the legs
And head bowed low
I sit with legs over each other on the floor
when you are in the house I enter and leave through the back door
food is placed in front of you but not a word of appreciation is uttered
your clothes must be washed and pressed before you will be needing them again
I break my bones planting and weeding in the garden
while you are in school or out playing soccer
I cook, clean, wash and sew
You enjoyed your freedom.

Activity 13

Teacher preparation

Read Jully's poem before the class.

Teacher instructions

Give learners time to read Jully's poem and answer the questions in their exercise books. Ask them to hand in their exercise books for marking.

Possible answers

- 1 The main theme or idea of the poem is to say "thank you" to her mother and to show appreciation for the part she plays in Jully's life.
- 2 Jully's mother is a hard-working, self-reliant and caring woman who values kindness and friendship. She also values helping other people to be happy.
- 3 Learners write a short poem about their father or mother similar to Jully's poem.
- 4 Lessons learnt:
 - We must always appreciate our mothers for who they are to us.
 - We must always appreciate our mothers for giving us the life we have now.
 - We must value the things they taught us and learn as much as possible from the good things they do.
 - No matter what their shortfalls, whether they can read or write, it does not matter a single bit as long as she is your mother and you treasure her.

Activity 14

Teacher preparation

Prepare a questionnaire and try it out before the class.

Teacher instructions

Hold a class discussion on gender roles and divide learners into pairs to develop questionnaire.

Possible answers

- 1 Sample questionnaire:

Gender roles in the workplace

Name:

Place of work:

Position:

Date:

1 How long have been working?
.....

2 Do you enjoy working?
.....

3 How do you feel about working with men?
.....

4 Do you get along well with men at work?
.....

5 Have you ever been mistreated by men?
.....

- 2** Learners carry out their interviews and compare findings with their classmates. Possible findings:
- Some women are not treated with respect in their workplace.
 - Some are abused.
 - Some are well respected by men.

Activity 15

Teacher preparation

Read Nollie's story before the class.

Teacher instructions

Ask learners to read Nollie's story and answer questions individually and hand in for checking by the teacher.

Possible answers

- 1** Learners' answers will depend on how learners feel about Nollie's story, for example:
- sad
 - angry
 - sorry
 - mixed feelings (sad but happy for Nollie)
 - helpless (because it is our way of life).
- 2** Yes, it is like this in my society. Or
No, everyone in my society is treated the same although men are usually treated with more respect.
- 3** Yes, because that is the way of life in most Solomon Islands societies. Or
No, because women are also human beings and should be treated equally.
Learners who answer "yes" may not have grasped the concepts in this chapter and teachers may need to revisit the key points.

Solomon Islands Home Economics Year 8

Teacher's Guide

The *Solomon Islands Home Economics Year 8 Teacher's Guide* has been written to accompany the *Solomon Islands Home Economics Year 8 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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