

Solomon Islands Home Economics

Year **7**

Teacher's Guide



PEARSON

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Solomon Islands Curriculum Development Division

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Introduction to *Teacher's Guide*

This Teacher's Guide supports the *Solomon Islands Home Economics Year 7 Learner's Book*. It can help Year 7 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.

It 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 practice 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, therefore, 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 7 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 12	Weeks 13 to 18	Weeks 19 to 20
Strand	Food and nutrition: Food	Management process	Home management	Revision and exams
Length of time	9 weeks	2 weeks	6 weeks	2 weeks
Sub-strands	<ul style="list-style-type: none"> cooking basics food groups kitchen safety, hygiene and cooking methods 	<ul style="list-style-type: none"> goal-setting activities applying management processes 	<ul style="list-style-type: none"> a home and a house home structure reasons for cleaning the home kitchen care care and cleaning of walls, windows, bathroom and toilet organising housework safety in the home 	

Semester Two

	Weeks 2 to 10	Weeks 11 to 18	Weeks 19 to 20
Strand	Clothing and textiles: Basic sewing	Family Studies: Family relationships	Revision and exams
Length of time	9 weeks	8 weeks	2 weeks
Sub-strands	<ul style="list-style-type: none"> sewing equipment general care of sewing basic stitches seams fastenings sewing bag pants or shorts a simple dress 	<ul style="list-style-type: none"> the family family trees family roles and responsibilities family values and goals lines and inheritance family history duties, sharing and cooperation 	

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 7.

Report Record: Year 7

Semester 1			Semester 2			
Strand	Food and nutrition	Home management		Clothing and textiles	Family studies	
Assessment event	<ul style="list-style-type: none"> • demonstrate skills in correct care of stove, sink and refrigerator 	<ul style="list-style-type: none"> • draw a plan of a home by setting and arranging the home furniture and equipment to enhance safety 		<ul style="list-style-type: none"> • demonstrate correct use, care and storage of basic sewing equipment 	<ul style="list-style-type: none"> • 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

Suggested class time: 18 periods

1.1 Cooking basics

Foods your family eats (page 1) (1 period)

Teacher preparation

Prepare charts and markers

Teacher instructions

Collect and check learners' books

Possible answers

Village: Gegema

Province: Malaita

Number of people in your house: 10

Year: 2009

Age: 15 years

Male/Female: Female

Your religion: SSEC

- 1 Foods I like eating are rice, chicken, melon and ripe bananas.
- 2 Rice gives me energy. Chicken makes me grow. Melon and ripe bananas are good for my health.
- 3 I get my food from the market, shops and garden.
- 4 I usually wash the foods before chopping vegetables, marinate (to soak food in a mixture such as oil, vinegar, soy sauce and seasoning to add flavour) chicken before cooking, and wash and rinse rice before cooking as well.
- 5 Meal times are breakfast in the morning and dinner in the evening.
- 6 Different foods I eat each day are potato, slippery cabbage, noodles, taiyo or waioka.
- 7 My family spend equally on local and introduced foods.
- 8 Money/finance, location of our gardens, food preference of family members, what is in season
- 9 The main difference between foods eaten in the past and the present is that local foods are mainly eaten in the past, while at present more introduced foods are eaten.
- 10 No, insecticides are not used.

Cooking food (page 1)

Teacher preparation

Resources needed:

- foods such as kumara, meat and vegetables
- pots
- fork
- peeler
- stove
- firewood
- knife
- spoon
- chopping board
- saucepan.

Teacher instructions

Use the boiling method—that is, cooking food in boiling water over the heat source. Take care not to over-boil the vegetables.

Possible answers

Changes that take place when food is boiled

Name of food	Observation	Equipment	Use
kumara	<ul style="list-style-type: none"> • colour changed • texture became soft and edible 	<ul style="list-style-type: none"> • pot • fork • plate • peeler • knife • stove • spoon • chopping board • saucepan 	to cook food in poke kumara to see if it is cooked serve food on peel kumara skin cut kumara and vegetables use to cook serve and eat with cutting/chopping food on cook food in

5 Reasons for cooking food rather than eating it raw:

- | | |
|---|---|
| a Soft, easier to chew and more digestible | c Improves flavor and appearance |
| b Kills harmful bacteria | d Cooking gives variety to diet |

Basic rules on safety and hygiene when cooking (page 2) (homework)

Teacher preparation

Use this activity to find out learners' prior knowledge of basic rules and hygiene when cooking.

Teacher instructions

Observe whether basic rules on safety and hygiene are followed in the kitchen. Learners will evaluate their own cooking practical.

Possible answers

Basic rules on safety and hygiene when cooking

1 Safety rules for keeping your kitchen safe and clean

- a** Dress neatly and put on an apron
- b** Wash hands before food handling
- c** Hair neatly cut or pinned off the face or tied up or tied back
- d** Cover sores or scabies
- e** Cover cuts and wounds
- f** Cover your mouth when sneezing or coughing while cooking
- g** Wear non-slippery shoes
- h** Avoid licking fingers and spoons while cooking
- i** Have all ingredients and utensils ready before you begin to cook
- j** Use clean equipment, food and a clean preparation surface
- k** Handle sharp knives with care, cut foods on a chopping board
- l** Plan your work well and do not hurry unnecessarily
- m** Prevent accidents by doing the following:
 - mopping up spilt liquid
 - turning saucepan handles towards the stove
 - picking up broken glass
 - not using electrical equipment with bare wires.
- n** Check that the kitchen is clean, equipment has been put away and all electrical or gas knobs are switched or turned off or fire put out

2 Write learners' answers on the blackboard.

- a** The kitchen is clean/not clean.
- b** The space is big enough/not big enough.

- c The main tasks are chopping, boiling and washing up.
- d Yes, it was interesting/No, it was not interesting.

Work areas in the kitchen (page 3) (1 period)

Teacher preparation

Prepare chart on work triangle

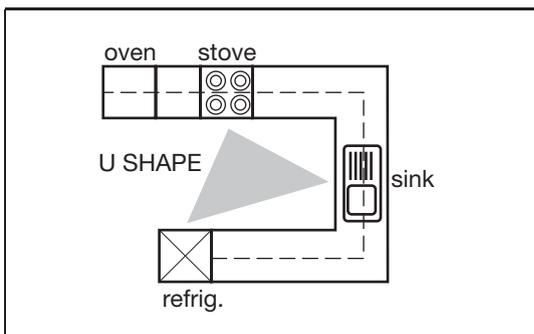
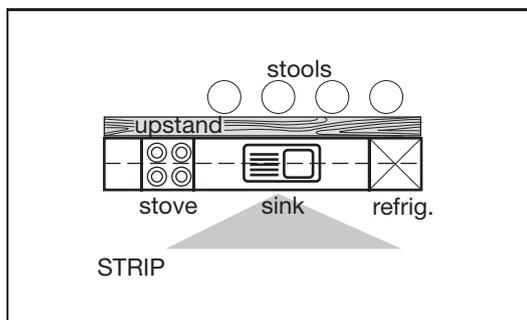
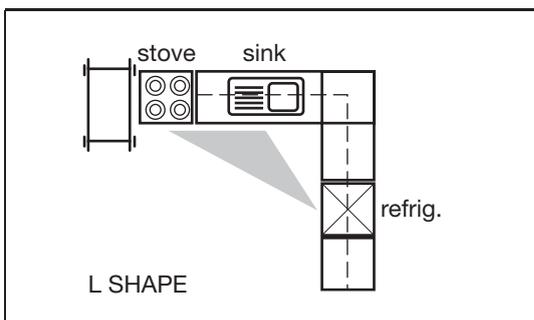
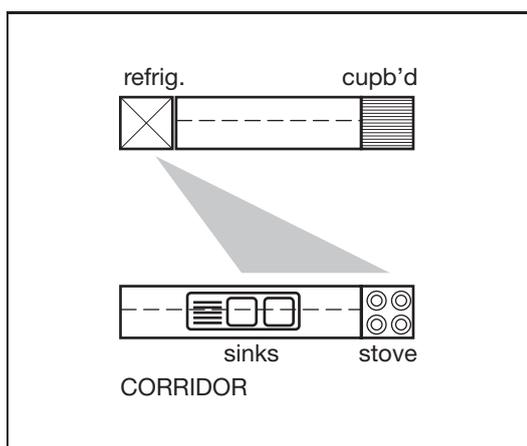
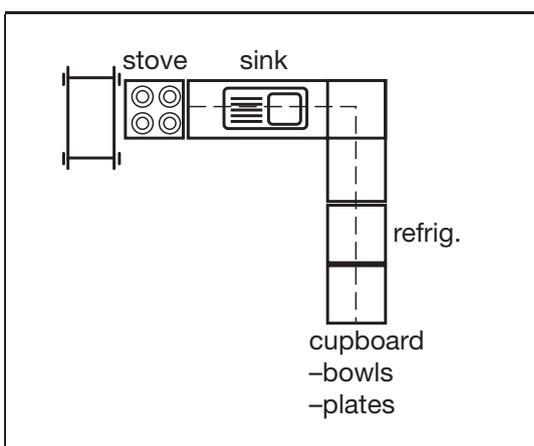
Teacher instructions

Tell learners to exchange their exercise books and mark each other's work.

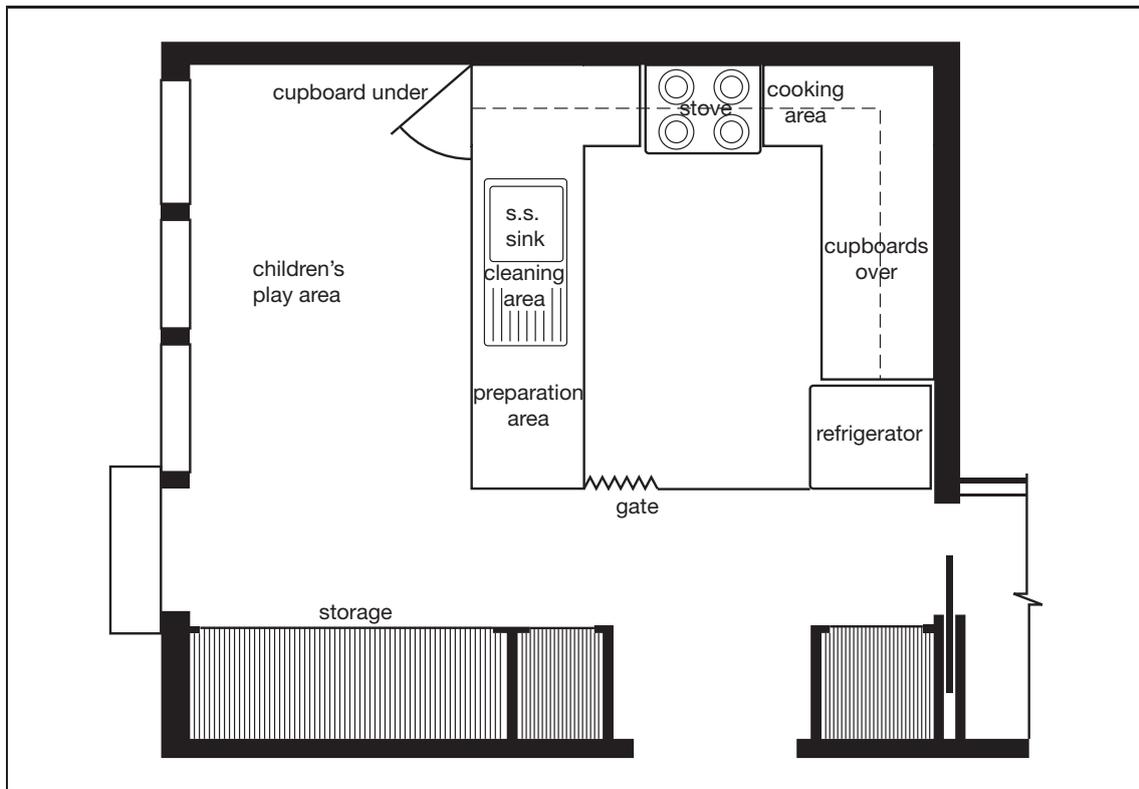
Organize a class discussion on the learners' plans of their school and home kitchen, and their advantages and disadvantages.

Possible answers

- 1 Correct words from the pair in bold are: well-organized, in order, three main areas, nourishing, efficiently, necessary
- 2 Learners draw their school kitchen.



3



- 4 Display illustrations of different kinds of kitchens based on different plans.
- 5 Discuss in groups the advantages and disadvantages of their designs.

Different types of food (page 3) (half period)

Teacher preparation

Charts, pens/markers, chalk board

Teacher instructions

In advance ask learners to bring food items to class. Divide the class into groups. Allocate a food type to each group. Learners copy the table and fill it in, and do number 2 as homework.

Possible answers

Type of food	Name of food	Main use of food in our bodies
root crops	kumara, yam, cassava	energy production
animals	beef, pork, lamb	growth and repair of body tissue
vegetables	cabbage, fern, slippery cabbage	protection against diseases and regulation of body processes
fruit	watermelon, pawpaw, pineapple	protection against diseases and regulation of body processes

- 3 Cabbage, taiyo, kumara, rice, noodles, fish. Reasons for choice of food are money available, food available, time, weather.
- 4 Food is something that we eat to keep the body healthy. See answers to question 2 on page 10.

Good nutrition

Food for growth (page 4) (1 period)

Teacher preparation

Read through notes before class

Teacher instruction

Divide learners into groups. Tell them to compare pictures A and B. List descriptions that best describe each picture.

Possible answers

- a** Picture A: bright eyes, happy face, smooth skin, free of sores, firm muscles, active body
Picture B: thin body, thin arms and legs, dull eyes, a miserable, unhappy face, no energy to play or run around, too little weight for his age
b The child in Picture A
- Answers: (1) nutrients (2) six (3) three (4) nutrient (5) life (6) cell (7) temperature (8) food
- A class discussion on the comparison of types of foods they normally eat with pictures of food. Analyze whether the foods they eat are balanced or not.

Cooking nutritious meals (page 6) (2 periods)

Teacher preparation

Make sure the ingredients are available in the correct amount as stated in the recipe. If some of the ingredients aren't available, teachers can improvise with other foods and also equipment. Prepare a chart or give a handout to the learners on kitchen equipment and their uses for question number 8.

Teacher instruction

Make sure learners copy the recipe for vegetable soup in their exercise book. Check if they have identified the parts correctly. Be careful not to overcook edible green leaves and the beans.

Possible answers

- Name of recipe: Vegetable soup
Ingredients: List of foods that will be used in the recipe with the required amounts
Method: Step by step instructions of how to cook the recipes
- Teacher writes learners' comparison of what they eat with the given recipe.
- The method used is boiling, which means cooking things in water over a high heat. Advantages are that food can be boiled in clay/metal pots over any heat source, and it is easy, quick and efficient. Disadvantages are that nutrients can be lost in the cooking water and thrown away if not used as soup, and it can affect the taste of the food.

4 Cooking techniques or skills

Cooking technique/skill	Meaning
chop	to cut food into small pieces with a knife, food chopper or scissors
simmer	to bring the liquid to boil and then lower the heat so the bubbles rise slowly but do not break the surface
shred	to grate food coarsely by rubbing it on a grater or to tear it into long, thin pieces
squeeze	to extract juice from lime or orange using a lime squeezer or fingers
strain	to separate liquids from solids using a sieve or strainer
peel	to thinly remove skins of vegetables and fruits

5

Equipment to use in soup recipe	How the equipment was used	How the equipment was cleaned
vegetable peeler	peel kumara/taro/root vegetables	use sponge with soap/detergent in warm water
cup	drinking	use sponge and wash in soapy water
chopping board	chop vegetables on	use sponge and wash in soapy water
soup bowl	serve vegetable soup in	use sponge and wash in soapy water
scraper	scrape coconut	use sponge and wash in soapy water
strainer	separate coconut cream from flesh	use sponge and wash in soapy water
bush knife	crack coconut with	wipe with cloth
saucepan	for cooking the food	use sponge, wash in warm water and steel wool where necessary
small knife	for chopping vegetables and other foods	use sponge and wash in soapy water

6 Two pieces of equipment that are dangerous to use are a knife and a vegetable peeler. These dangers can be avoided by always cutting away from you when using the knife and taking care when using the vegetable peeler.

7

A Equipment used	B Use
soup bowl	to serve food in for eating
spoon	to eat with
strainer	to separate and remove lumps from food
scraper	to scrape flesh of dry coconut for milk
saucepan	to cook food in
knife	to cut/chop/peel food with

8 Make sure learners do the exercise before you give the chart or handout to learners on kitchen equipment and their uses.



Basic kitchen equipment

Name	Use
Baking dish	To cook food in the oven
Bamboo tubes	To cook food in, over hot coals
Bowl or dish	To mix ingredients, serve food or wash up
Broom	To sweep the floor
Bucket	To collect or hold water
Chopping board	To cut food on
Clay pot	To cook food in, over an open fire
Colander	To separate liquid from food
Cup	To measure and to hold drinks
Dish cloth	To wipe sinks, tables and work benches

Drinking glasses	To hold cold drinks
Egg lifter or slice	To turn or lift food cooking in a frying pan
Fork	To eat food with
Frying pan	To shallow fry food
Grater	To shred food finely
Jug	To measure, mix or serve liquids
Kettle	To boil water in
Knives	To cut food
Opener	To open cans, tins or bottles
Plate	To place food on, to serve or eat
Rubbish bin	To collect household waste in. It should have a close fitting lid to keep vermin out
Saucepan	To cook food in
Saucer	To place under a cup, to catch drips
Spoon	To measure, mix or eat with
Steel wool	To remove marks or hard dirt
Strainer	To separate and remove lumps from food
Teapot	To make tea in
Tea towel	To dry equipment after it's been washed
Vegetable peeler	To peel vegetables thinly
Wooden spoon	To stir food cooking over a fire

1.2 Growth foods

Animal and plant protein foods (page 7) (1 period)

Teacher preparation

Charts and pentals

Teacher instruction

Go through the answers with learners in class

Possible answers

Animal and plant protein foods

Animal protein foods				Plant protein foods
tinned meat	milk	eel	cray fish	peas
egg	fresh meat	octopus	cheese	beans
sausages	cray fish	fish	tinned fish	nuts
				peanuts

Who needs protein? (page 7)

1

People	Needs
Growing children	for growth and repair of tissue
Sick people	for repair of tissue damaged by sickness
Women who are breastfeeding babies	for good breast milk to meet the baby's rapid growth needs
Pregnant women	for growth of new baby's tissue

- 2 List of signs that can be seen from the picture of the child who has protein deficiency disease are: miserable, underweight, colour loss in the hair and skin, swollen, fat moon face, doesn't want to play, swollen hands and feet, thin upper arms, sores and peeling skin.

Growth foods cooking (page 9) (2 periods)

Teacher preparation

Sample chart of work plan on roasted peanuts and self-evaluation sheets for learners

Teacher instruction

Guide learners to do a work plan for roasted peanuts, corn and bean stew or an omelette

Possible answers

An 80-minute work plan for roasted peanuts

Order of work	Time spent on each task
1 Collect all ingredients and all equipment needed	5 minutes
2 Wash ingredients and equipment	5 minutes
3 Shell peanuts and place in pan	5 minutes
4 Cook peanuts until cooked	40 minutes
5 Put peanuts on a plate to cool	10 minutes
6 Wash, clean up and store equipment in right place	15 minutes
Total	80 minutes

An 80-minute work plan for corn and bean stew

Order of work	Time spend on each task
1 Collect all ingredients and all equipment needed	5 minutes
2 Wipe working surfaces, wash equipment and ingredients	5 minutes
3 Measure amount of ingredients required and place in saucepan	10 minutes
4 Simmer until vegetables are almost tender	20 minutes
5 Add shredded green leaves, salt and pepper to taste	5 minutes
6 Serve hot with boiled rice or root crops and eat	15 minutes
7 Collect dirty plates and wash, wipe table and store equipment away	20 minutes
Total	80 minutes

An 80-minute work plan for an omelette

Order of work	Time spent on each task
1 Collect all ingredients and all equipment needed	5 minutes
2 Wipe working surfaces, wash equipment and ingredients	5 minutes
3 Measure amount of ingredients required	10 minutes
4 Combine yolks, milk and salt and pepper. Beat well	10 minutes
5 Melt the margarine in small frying pan and pour in the egg mixture. When the omelette begins to set, fold in half or turn it over using egg lifter	15 minutes
6 Cook until set, slide omelette from pan onto a plate and serve, decorate with small green leaves and eat	15 minutes
7 Collect dirty plates and wash, wipe table and store equipment away	20 minutes
Total	80 minutes

Self-evaluation (page 9) (homework)

Self evaluation questions	Yes	No
Use of time and energy		
1 Were all tasks completed in the suggested time?		
2 Did you keep the kitchen clean & tidy while working?		
Quality of food		
3 Did you serve food attractively?		
4 Was the food overcooked or undercooked?		
5 Did the taste suit the purpose of the dish?		
Clean-up		
6 Were all dishes cleaned and put away in correct places?		
7 Were all bench tops, stove and sink wiped?		
8 Was the stove turned off or fire put out?		
9 Was the room swept?		
10 Were tea-towels and dishcloths washed?		
11 Was the rubbish wrapped up and correctly disposed of?		
12 Was safety demonstrated in the kitchen while working?		
Mark out of 12		

1.3 Energy foods

Teacher preparation

Read through passage on energy foods before class

Teacher instruction

Tell learners to read instructions for activities and do them in their exercise book

Possible answers

Fuel for bodies (page 10) (1 period)

- 1 Both people and cars need energy to make them move. Food for people is like fuel for cars.
- 2
- | | | | |
|------------|---------------|-------------------|---------------|
| (1) energy | (4) play | (7) fats | (10) starch |
| (2) move | (5) eat | (8) carbohydrates | (11) staple |
| (3) work | (6) nutrients | (9) sugar | (12) everyday |

High-energy foods (page 11)

1 Sources of energy food

Fats	Carbohydrates	
	Sugar	Starch
all greasy food	all sweet food	all starchy food
oil	sugar	coconut
margarine	sugar cane	taro
dripping	lollies	sago
butter	jam	bread fruit
coconut oil	sweet fruits	cassava
pork fat	biscuits	kumara
		rice
		cooking bananas
		yam
		flour

2 Answers: high-energy, a lot of, very little, small children, helps.

Who needs energy foods? (page 11)

1 Correct words: needs, gives, more, the same, need, extra.

2 Signs that a child is not getting enough energy foods:

- dull eyes
- no energy
- very thin
- thin muscles
- always tired
- doesn't want to play
- not hungry.

Energy foods cooking (page 13)

Learners cook recipes in groups.

1.4 Protective foods

Sources of protective foods (page 14) (2 periods)

Teacher preparation

Charts/real foods

Teacher instruction

Guide learners to complete the tables.

Possible answers

1 Learners copy out the protective foods person.

Coloured fruits			Coloured vegetables		
pawpaw	pineapple	banana	slippery cabbage	spring onions	cucumber
lemon	watermelon	orange	pumpkin tips	pumpkin tips	eggplant
pomelo	young coconut	passion-fruit	cabbage	seaweed	tomato
mango	berries		carrot	taro leaves	cabbage

What vitamins and minerals do (page 15) (half period)

Teacher preparation

Class discussion on learners' responses to questions 1–4. Responses will vary among learners.

Teacher instruction

Charts, real foods

Possible answers

- 1 Learner responses will vary
- 2 Learner responses will vary
- 3 Learner responses will vary
- 4 Learner responses will vary

Cooking protective foods (page 17) (2 periods)

Teacher preparation

Gather equipment, lab, utensils, food, firewood, fireplace. Organize learners in groups and finalize which recipe each group is going to prepare and present.

Teacher instruction

Make sure all recipes are copied by learners. If some foods are not available you could improvise (eg swap pineapple for pawpaw). Tell the learners to complete a table like the one below after cooking each recipe. Evaluate learners' cooking practices.

Possible answers

- 1 Foods eaten often: pawpaw, pineapple, fish, nuts, eggs, etc.
- 2 Foods never eaten: liver, milk, cereals, flouridated water, carrots.
- 3 Vitamins lacking: B
Minerals missing: iron.
- 4 Improve my diet by eating foods that are lacking.

Cooking activity

Cooking methods	Advantages	Disadvantages
Boiling Baking	<ul style="list-style-type: none">- No special equipment needed, it is easy, quick and efficient- Adds variety to the diet	<ul style="list-style-type: none">- Water soluble vitamins lost in cooking if water thrown away- slow, you must have an oven, takes quite a lot of fuel to heat an oven until the food is cooked
Cooking skills Chop Sprinkle Mash Slice Scoop Peel Dissolve Stir Mix	Application <ul style="list-style-type: none">- cut spring onion, beans and nuts into small pieces with a knife- to scatter chopped nuts on fruit salad- smash banana with sugar using fork/spoon- cut top of tomatoes with a knife- dig out tomato pulp- remove skin of pineapple, pawpaw and banana- melt sugar in warm water- beat sugar and juice- combine milk or coconut cream with banana, tomato pulp with chopped onion and canned meat or fish, etc.	

Equipment used and how to clean

- Knife: Use to chop vegetables. Wash in soapy water
- Chopping board: Chop vegetables on. Wash in soapy water
- Cooking pot: Use to cook food in. Wash with sponge or steel wool
- Stove: Use to cook the food on. Use soapy water, sponge or cloth to wipe the stove with
- Bowl: Place fruit salad in. Wash in soapy water
- Jug and cups: Put juice in. Wash in soapy water
- Fork/spoon/masher: Mash banana. Wash in soapy water. Could use scrubbing brush on masher
- Tin opener: Open canned meat/fish. Wash in soapy water
- Scraper: Use to grate flesh of dry coconut. Use sponge and wash in soapy water
- Baking dish: Use to bake food in oven. Wash in soapy water

Any dangerous equipment and how to avoid dangers

- Knife – always cut away from you when using the knife
Vegetable peeler – Take care when using

1.5 Balanced meals

What is a balanced meal? (page 18)

Teacher preparation

Bring a serve of a balanced meal to class

Teacher instruction

Pair discussion on the meaning of what a balanced meal is. Write up responses on chalkboard

Possible answers

Diagram A: A balanced meal is one that includes some food from each of the three food groups.

Diagram B: Each person must eat balanced meals from three food groups to stay healthy.

Three main meals a day (page 18) (1 period)

Teacher instruction

Class discussion on correct answers and possible answers for planning balanced meals

Correct words from the pairs in bold:

- breakfast
- lunch
- lunch
- lunch
- lunch
- lunch
- lunch box
- evening
- balanced
- snack
- snacks
- expensive snacks
- low
- between

Planning balanced meals

Possible answers

1

	A village person's meals	A town person's meals
Breakfast	cooked kumara/hard boiled egg/fish, piece of pawpaw	bread, scramble eggs, slice of tomato
Morning tea	ripe bananas, peanut, mango	piece of cake, milk, fruit juice
Lunch	cassava, fish, pumpkin tips	sandwiches (bread butter, taiyo, tomatoes, lettuce)
Afternoon tea	sugar cane, ngali nut, pineapple	biscuit, milk, orange
Dinner	motu kokorako, taro and slippery cabbage	cassava, rice, mince meat and coloured vegetables

2 Village meals mostly contain local foods while town meals contain introduced foods.

Five things that influence the type of foods eaten

A village person	A town person
Location of settlement area, coast/inland	Money available to buy food
Time to catch fish or hunt for wild animals	Time they have to prepare meals
Types of food that can be grown in the soil	Lifestyle/preferences
Land available for growing food on	Number of people in the household
Seasons	Seasonal foods/foods available only some times of the year

3 Examples of balanced meals

	A village person's meals	A town person's meals
Breakfast	kakake soup, fish, piece of pawpaw	bread, scrambled eggs, piece of pawpaw
Morning tea	pineapple, cut nut	fruit juice, biscuits, bananas, peanuts
Lunch	supsup banana, fish, green coconut	sandwiches (bread, butter, taiyo, tomatoes, lettuce)
Afternoon tea	sugar cane, bush apple, inikori	biscuits, milk, orange
Dinner	bread fruit, slippery cabbage, trohcus flesh	rice, kokorako and coloured vegetables

4 These are just some examples of the kinds of meals you might prepare and cook for a village person:

Bread fruit soup

Ingredients

- 2 large bread fruits
- 2 dry coconuts
- 1 parcel slippery cabbage
- 10 cooked trohcus flesh

Equipment

Pot, scraper, dish, strainer, fork, knife, chopping board , tongs, bowls

Method

- 1 Peel bread fruit, cut into small sizes, wash and put into a pot.
- 2 Light the fire and put the pot in the fire.
- 3 Scrape the coconut and squeeze the cream out. Strain the coconut cream into a clean bowl and cover.
- 4 Wash the slippery cabbage and tear into required sizes.
- 5 Cut the 10 cooked trohcus flesh into small pieces.
- 6 When the bread fruit is cooked, remove from the water, then pour the coconut cream into the pot of bread fruit and put back in the fire.
- 7 When it starts to boil, throw the slippery cabbage and trohcus flesh into the pot.
- 8 Stir till the cabbage is cooked, remove from the pot and serve.

Rice with kokorako in coloured vegetables for town person

Ingredients

- 1 kg of rice
- 2 tomatoes
- 2 tbs soy sauce
- 2 carrots
- 1 large kokorako
- garlic powder
- 1 onion
- 1 parcel Chinese cabbage
- 1 tsp salt

Equipment

Pot, scraper, dish, strainer, fork, bowls, knife, chopping board, tongs

Method

- 1 Put rice into a pot and wash until clean.
- 2 Light the fire and put the pot of rice in the fire. Keep checking until it is cooked.
- 3 Cut kokorako into small sizes. Marinate in soy sauce, garlic powder, 1 tsp salt in a clean bowl and cover.
- 4 Put 2 tbs of oil in a pot put on the fire and when it is hot put the kokorako in.
- 5 Wash the vegetables; cut onions and carrots and put into the pot of kokorako. When it is almost cooked, just before serving, add Chinese cabbage and tomatoes.
- 6 Simmer for 2 minutes then remove the pot and serve.



Above: Formal table setting for a person living in a town
 Right: Plate for a person living in a village



Recipes for balanced meals (page 19) (1 period)

Teacher preparation

Chart on analysis of recipes for this activity

Teacher instruction

Make sure learners analyze recipes correctly

Possible answer

Recipe	Food groups	Recipe	Food groups
Dinner in a nutshell fish coconut and taro spring onion green leaves	growth energy protective protective	Barbecued sausages sausages dripping	growth energy not protective
Fresh fish casserole flour fish tomatoes spring onion	energy growth protective protective	Motu kokorako, kumara and greens kumara kokorako edible greens	energy growth protective

Recipe	Food groups	Recipe	Food groups
Fresh meat stew root vegetable meat onion carrot edible greens	energy growth protective protective protective	Salad Teacher to complete	

1.6 Food gardening

Advantages of a home food garden (page 22) (1 period)

Teacher preparation

If there are problems in choosing and preparing land in the school for food gardening, there are other alternatives such as using boxes or cartons filled with soil, or improving the soil using food scraps for compost.

Teacher instruction

Select a few learners to present what they have discussed about the advantages of home food gardens and the foods that can be grown in their area.

Possible answers

1 Advantages:

- Fresh supply of food for the family
- Cuts down family expenses on food
- Nutritious
- Available for use when needed
- Enables families to be self-reliant

2 Correct words: cheaper, more, is, more.

Collecting and planting (page 23) (1 period)

Teacher preparation

Organize seedlings, cuttings, shoots, stalks of healthy fruits and vegetables

Teacher instruction

Make sure learners collect seeds from good healthy plants and spread them on a tray or net in the sun to dry. Store in an airtight container until needed. Refer students to their learning in agriculture for more information.

Possible answers

1 Possible plants to collect include tomato cuttings, dry bean seeds, sugar cane cuttings, pawpaw seeds, peanut seeds and slippery cabbage cuttings.

- 2
- a Always use good seeds. If drying your own for future use, take them from your healthiest, strongest plants. If you use seeds and cuttings from weak, diseased plants, you cannot grow good crops.
 - b Some plants need to be planted in seed boxes first, and transplanted later. These are plants such as tomatoes, onions, cabbages and capsicums.
 - c Plants that can be placed directly into the soil include taro, yam, kumara, cassava, corn, beans, peas, pumpkin, cucumber and slippery cabbage.
 - d Place the seeds or cuttings in straight rows so that they will be easier to care for. Water the seeds lightly each day until they start growing.

- e Do not plant the same crops in the same soil all the time. If corn is planted in a piece of ground, the next time you could plant beans, the next time tomatoes and next time peanuts. This is called crop rotation. This is good because different plants have shallow and deep roots and take different nutrients from the soil.

Starting a compost heap, a home food garden and/or planting fruit trees (pages 24–25)

Teacher preparation

Choose a suitable or available site for compost, or you could make wooden grow boxes and fill them with soil for home gardens and for planting fruit-bearing trees. Prepare an evaluation form for each group. Collect resources such as kitchen waste, organic materials/manure, soil, dead leaves, water, etc and tools such as spades, hoe, knife, etc. If there are not enough tools, improvise using local tools such as sticks.

Teacher instruction

Divide learners into groups. Instruct learners in their groups to make compost using the instructions on pages 24–25 of the Learner's Book. Make sure learners do an evaluation of their projects.

2 Management and the decision-making process

Suggested class time: 4 periods

2.1 Goals

Priscilla's story (page 26–27) (half period)

Teacher preparation

Prepare worksheet on examples of goals to give to learners

Teacher instruction

Ask learners to read Priscilla's story and answer the questions that follow

Possible answers

- 1 Five
- 2 Priscilla had to stay home and do all the household duties.
- 3 Her prayer was that God would make a way for her to attend school.
- 4 Priscilla's goals from classes 1–6 were:
 - to come first or second in class
 - to pass to a national secondary school
 - to obey/fulfill all the expectations of her aunty.
- 5 Priscilla succeeded in the end.
- 6 Learners share their similar experiences in class.

Discussion points (page 28) (half period)

- 1 **a** Personal goals might be to:
 - complete assignments
 - do homework on time
 - write letter to parents
 - do laundry
 - study for examinations
 - pass F5 exams and do F6
 - go to university.
- b** School goals might be to:
 - make flower gardens/beautification
 - clean shower rooms/toilets.
- c** Community goals might be to:
 - build a school/meeting hall/clinic
 - organize sports.
- 2 Possible shared values:
 - friendship
 - sharing
 - respect
 - love.

2.2 Application of the management process

Planning practical cooking (page 29) (1 period)

Teacher preparation

Prepare worksheet for follow-up activity

Teacher instruction

Help learners analyze recipes using the management process

Possible answer

1 Goal: to make a pineapple drink

2 Ingredients

pineapple skins and cores
water
sugar

Equipment

saucepan
dessertspoon
cup
strainer

3 Plan of action

Place pineapple skin and core in the saucepan. Cover with water and boil for half an hour, then strain. For every cup of juice add 1 dessertspoon of sugar. Stir and dissolve sugar. Leave to cool and serve.

4 I gathered together the ingredients and resources, measured out the ingredients and carried out the method above.

5 Pineapple juice turned out well or not so well. I evaluated by tasting it and looking at the colour.

Using the management process (page 30)

Teacher preparation

Worksheet on the management process

Teacher instruction

Guide learners to use the management process to write a recipe and carry it out.

Possible answer

1 Goal: to cook stuffed kongkong taro

2 Ingredients

6 kongkong taros	1 tin first-grade taiyo
3 capsicums	2 cups coconut cream
3 medium tomatoes	salt for taste
3 bottom shallots	

Equipment

vegetable knife	dessertspoon	strainer
wooden chopping board	coconut scraper	fork
bowl	Vanuatu pot	tin opener

3 Method

Peel and wash kongkong taro and cut in half. Scrape flesh into bowl until thin. Wash and finely chop vegetables. Add taiyo vegetables to scraped kongkong taro. Mix thoroughly. Fill one half of kongkong taro shell. Put the other half on top and hold down with coconut midrib. Put filled kongkong taro into a pot and add coconut cream. Add salt to taste. Cook until taro is soft. Serves 4 people.

4 Learners carry out recipe.

5 I achieved my goal. The taro was delicious and I cooked it long enough to make it soft/I did not achieve my goal. The taro was uncooked in the middle.

Leojayros' story (page 30) (2 periods)

Teacher preparation

Read through Leojayros' story before class

Teacher instruction

Read Leojayros' conversation with his parents and analyze what his goal should be and how he could achieve it.

Possible answer

- 1 Leojayros' goal should be to work hard for his parents so he can earn pocket money.
- 2 **a Goal:** To get pocket money from his parents
b Resources: brush knife, rake, soap, bush knife, sponge
c Plan: to do extra work/find ways to do work for his parents—e.g. cutting and raking the lawn, washing and cleaning dishes, weeding gardens
d Put plan into action: work hard, finish all tasks, show his parents what he has done.
e Yes, I think this plan will work because Leojayros has a good plan and he has a goal he wants to achieve.

- 3 **Goal:** Beach birthday picnic (beach setting)

Resources

Money needed for picnic from savings and how much parents can provide, food, drinks, snacks, fruits, eating utensils, equipment, BBQ plate, cooking oil, BBQ tongs, 3 kg sausages, 1 bottle cordial, ice cubes, 1 container ice-cream, 1 big pot of rice, 2 kg chicken wings, birthday cake, 1 large bonito, 1 beach umbrella, plates, cups, spoons, cooler, 1 bottle soy sauce, 1 bottle tomato sauce, matches, ball, fire wood, tomatoes, shallots, lettuce, cassava, portable system for music, transport

Plan of action

- total number of friends (8) + family (5) = 13
- go shopping
- make birthday cake
- confirm transport
- ask four friends to help take things to the beach
- cook and pack rice in tight lid container
- cut fish, marinate sausages, chicken and fish, and pack in separate containers with lids
- cook cassava, pack in container
- wash BBQ plate
- put ice cubes into cooler, add water
- wash tomatoes, shallots, and lettuce, and pack
- pack plates, cups, spoons, cordial, BBQ tongs, etc.
- check to make sure everything is packed
- load into the truck, canoe or carry down at 8:30 am
- arrive at the beach at 9:30 am, unload
- set up BBQ spot and put up beach umbrella
- time for swimming while others set fire for BBQ
- set up food and drinks at the table at 11:00 am
- eat lunch from 12:00 pm to 1:00 pm
- put away empty plates, dishes
- swimming time
- pack up at 3:30 pm
- return home at 4.00 pm

Put plan into action: follow plan of action step by step

Evaluate day's event: Did you enjoy yourselves? Did you have enough to eat?

Setting a goal: Birthday celebration (rural setting)

Resources:

- Foods from the garden, sea and shops such as kumara, cassava, shallots, beans, tomatoes, coconuts, fish, rice, local chicken, firewood, matches, cooking oil for BBQ
- Cooking and eating equipment such as BBQ plate, oven, tongs, spoons, cups, bush knives, small knife, pots
- Money for shop foods

Make a plan of action

- total number of family and friends = 16
- buy extra food from the shop
- harvest food from the gardens
- catch and kill the chicken
- prepare motu kumara and cassava pudding and pack in containers and baskets
- cook rice and pack in containers
- marinate chicken and cook
- get friends and family to help carry things to beach
- 10.00 am everyone should be at the beach
- get two males and two females to set up BBQ plate. Start fire and marinate the fish for BBQ
- get the others to cut some coconut leaves and make table for food to be served on
- arrange the food on the table
- 12.00–2.00 pm lunch time
- 2.00–4.00 pm swimming and games
- 4.00–5.00 pm pack up and return home

Put plan into action: follow plan of action step by step

Evaluate day's event: Did you enjoy yourselves? Did you have enough to eat? What improvement do you suggest to make the picnic better next time?

3 Home management

3.1 Houses and homes in the Solomon Islands

Suggested class time: 12 periods

Describing your home (page 32) (half period)

Teacher preparation

Chart on house in town/village

Teacher instruction

Guide learners to work individually and answer questions 1 to 10

Possible answers

- 1 My house is in Honiara town/in a village.
- 2 It is made of imported materials/local materials.
- 3 My house has two bedrooms, a toilet room, a bathroom, a kitchen and a living room/one room, over sea toilet/beach, river, a separate kitchen.
- 4 The windows have louvre glass/bush material shutters.
- 5 The toilet is part of the main house/separate from the main house.
- 6 It is a septic toilet/sea or beach.
- 7 Yes, there is enough fresh air coming through the windows as the windows occupy three-quarters of the walls/enough fresh wind.
No, there are only low shuttered windows.
- 8 All my family members have mattresses, with pillows, blankets and bedcovers/mats.
- 9 Each member of my family has a mosquito net/No, some do not have a mosquito net.
- 10 My kitchen is part of the main house/the bush kitchen is a separate small building.

What makes a home? (page 32) (half period)

Teacher preparation

Chart of two drawings

Teacher instruction

Help learners differentiate between two pictures

Possible answers

- 2 The differences between the two drawings are:

Top drawing	Bottom drawing
Noone is using or taking care of the house	People live in the house
The house is just a physical structure	People carry out activities inside and outside the house

- 3 Different activities carried out in the home:
 - playing games
 - telling stories
 - singing and dancing
 - praying
 - eating
 - cooking
 - sleeping.

4

Area	Activities		Equipment/furniture	
	Modern	Rural	Modern	Rural
1 Kitchen/ cooking area	<ul style="list-style-type: none"> preparing food cooking storing food items and utensils serving food washing eating and cooking equipment 	<ul style="list-style-type: none"> preparing, cooking, serving and storing food, utensils and cooking equipment 	<ul style="list-style-type: none"> cupboards tables food safe gas stove refrigerator sink, tap 	<ul style="list-style-type: none"> shelves made from sticks for storing utensils/equipment baskets for storing food fireplace stone oven
2 Living/ relaxing area	<ul style="list-style-type: none"> telling stories with visitors and family members discussing family matters and devotions watching television resting studying 	<ul style="list-style-type: none"> telling stories with visitors and family members discussing family matters and devotions 	<ul style="list-style-type: none"> lounge set television set cane chairs bookshelves coffee table curtains decorations dining table 	<ul style="list-style-type: none"> mats raised shelves for storing books local decorations macramés
3 Washing area/ laundry area	washing clothes only	use river for laundry	<ul style="list-style-type: none"> washing machine buckets/basins laundry brush sink, tap 	use hands to wash clothes in rivers/streams
4 Sleeping area/ bedroom	<ul style="list-style-type: none"> sleeping reading telling bedtime stories getting dressed combing 	<ul style="list-style-type: none"> sleeping reading telling bedtime stories getting dressed combing 	<ul style="list-style-type: none"> wooden beds mattresses pillows wardrobe dressing table/mirror suitcases decorations curtains carpet 	<ul style="list-style-type: none"> mats/beds suitcases mirror pillows mattresses mosquito nets curtains

My house (page 36) (half period)

Teacher preparation

Prepare own example of a house he/she would like to live in

Teacher instruction

Guide learners to do questions 1 and 2

Possible answers

1 a Apartment block. Reasons:

- It is strong.
- It is easy to clean.
- It is comfortable.
- There is an easy access to areas such as the toilet, the kitchen, the laundry and the shower as they are under one roof.
- It does not need repairing often.

b House on stilts. Reasons:

- It is cool.
- It is easy to repair.
- It is comfortable.

2 Reasons for keeping our homes clean and tidy:

- to remove germs in dust and dirt
- to prevent pests such as cockroaches, rats, lice, and bedbugs from breeding
- to make them look attractive and enjoyable to live in
- to prevent unnecessary accidents from happening in the home
- to make them last longer.

3.2 Cleaning

Buying cleaning agents (page 37) (half period)

Teacher preparation

Charts of traditional and modern cleaning agents or real cleaning agents

Teacher instruction

Organize learners in groups to collect local cleaning agents

Possible answers

1 Liquid: Harpic

Solid: Sand soap, niu soap

Powder: Klin powder soap, niu washing powder or any similar powder

2

Local cleaning agents	Imported cleaning agents
ashes	niu powder
sand	bleach
sea sponge	soaps
lemon juice	ajax
charcoal	axion paste
sandpaper leaves	kuat paste
bamboo leaves (dry)	polish
	harpic (crystal or liquid)
	vim powder
	omo
	windex
	steel wool

Using cleaning agents (page 37) (half period)

Teacher preparation

Real cleaning agents and cleaning equipment

Teacher instruction

Tell learners to read information on guidelines for using cleaning agents and cleaning equipment, then answer questions. Display some real cleaning agents and cleaning equipment and allow learners to read information on them in groups. Class discussion.

Possible answers

Reasons why it is important to follow guidelines when using cleaning agents:

- to prevent getting poisoned, as some of them are poisonous and can be damaging to the lungs if they are inhaled
- to avoid causing damage to the surface that is to be cleaned
- to achieve the best cleaning results.

Using cleaning equipment (page 38) (half period)

Possible answers

- Cleaning equipment are tools that are used along with cleaning agents to achieve the best cleaning results.
- Examples of local cleaning equipment are:
 - coconut husk brush
 - coconut broom.
 Examples of imported cleaning equipment:
 - dish mop
 - dust pan
 - cotton floor mop
 - hard straw broom
 - scrubbing brush
 - soft straw broom.
- Reasons why it is important to follow guidelines when using cleaning equipment:
 - to prevent them from causing damage to the surfaces
 - to use only for their intended purposes.
 - to prevent damage to the equipment.
- Factors to consider when selecting and buying cleaning equipment:
 - Which equipment will do the best job?
 - What type of surface do you need the equipment for?
 - Is the type of equipment good quality that will last for a long time?
 - What does it cost?
- Using local cleaning equipment to clean new surfaces
e.g. coconut broom for sweeping tiled floor
Using new type of cleaning equipment to clean old type of surfaces.
e.g. nylon broom for sweeping concrete or beaten coral floor.

Cleaning walls (page 38) (1 period)

Teacher preparation

Identify walls around the school that need cleaning.

Teacher instruction

Supervise learners investigating walls in school buildings and suggest how to clean them. In this activity, learners could also investigate louvres, windows, bathrooms and toilets.

Possible answers

Room and position of wall	Type of material and treatment	Local/permanent untreated/treated	Cleaning equipment to use	Cleaning agent to use
Dining room (side walls)	timber painted	permanent treated	scrubbing brush	liquid soap
Living room (side walls)	masonite painted	permanent treated	soft damp cloth	liquid detergent
Kitchen (side walls)	tiled	permanent	soft damp cloth	abrasive detergent (jiff/ajax)
Bedroom (side walls)	masonite painted	permanent	soft damp cloth	liquid detergent
Toilet/shower (side walls)	tiled ceramic	permanent	scrubbing brush	abrasive detergent (jiff/ajax)

Making a broom (page 40)

Teacher preparation

Identify coconut trees or husk at school/outside of school for learners to use

Teacher instruction

Help learners apply the management process to make a broom and a brush from local materials.

Advise the learners that they should always use the management process to plan any activity.

Learners must follow the instructions and complete the project in their own time, with the teacher checking learners' work.

Possible answers

1 Goal: to make a broom from local materials

Resources

coconut midribs

a piece of rope or string

small knife/bush knife

Step by step plan of action

- Climb coconut tree and cut down required coconut leaves
- Tease out/remove coconut midrib from the coconut leaves and fronds
- Pile the midribs together
- Use a knife to clean the midribs, make sure to remove all the left over parts of the leaves so that the midribs are clean and smooth.
- Collect the clean midribs and tie with a piece of string
- Put in the sun to dry and store

Put the plan into action: Follow the steps to make the broom

Evaluate your plan of action: Did you achieve your goal? Yes/No

2 Types of surface the broom will be useful for:

- wooden floor
- brick/cement floor/wall
- gravel/ground
- remove cobwebs from walls/ceilings.

Making a brush (page 41)

Learners must follow the instructions and complete the project in their own time, with the teacher checking learners' work.

1 Goal: to make a brush from local materials

Resources

piece of wood

piece of wire or nail

scissors

super glue

hand drill

coconut fibres

Step-by-step plan of action

- Make holes on one side of the piece of wood in straight lines. Use the hand drill or heat piece of wire to make the holes.
- Tease out/remove tougher coconut fibres from coconut husk.
- Pick out four to five fibres.
- Fold fibres into half.
- Apply super glue to folded end of fibres.
- Use nail to push the fibres into the holes.
- Allow super glue to dry.

- Use scissors to trim fibres to the required height.
- Clean and store.

Put the plan into action: Follow the steps above

Evaluate your plan of action: Did you achieve your goal?

- 2 Types of surfaces the brush will be useful for are wooden floor/steps, cement floors and the seats of toilets.

Cleaning a wall made from local materials (page 42)

Teacher preparation

Before class, identify walls made of local materials that need cleaning. Then arrange learners in groups for the activity. Make sure all cleaning equipment is ready.

Teacher instruction

Evaluate whether learners have successfully cleaned the walls made from local materials. Collect their books for checking.

Possible answers

Building made from	Type of wall	Type of dirt	Cleaning materials used	Comments on success of cleaning and any problems
local materials	sago palm leaves bamboo tubes	dust, cobwebs	broom (coconut) broom strong brush	
semi-permanent materials	timber masonite	dust, moulds stains, biro stains	brush, broom soft damp cloth soapy water	
permanent materials	concrete titled walls	dust, mould mould, dust	scrubbing brush, abrasive cleaning agents, soft cloth, liquid detergent, e.g. jiff	

Cleaning different types of walls (page 43) (2 periods)

Teacher preparation

Identify possible local and permanent houses for this activity. Write to the occupants of the homes, or meet them before the actual practical. Make sure all necessary cleaning agents and equipment are ready for this activity. In this activity, learners could also investigate louvres, windows, bathrooms and toilets.

Teacher instruction

Guide learners to do questions 1 to 4 on cleaning different types of walls

Possible answers

Type of wall	Type of dirt	How to clean/repair	Cleaning equipment and agents
local material walls e.g. bamboo sago palm leaves	betel nut/food stain dust cobwebs, spider webs	<ul style="list-style-type: none"> • wash and scrub when it is fresh • dust to clean • remove cobwebs/spider webs when necessary 	scrubbing brush coconut husk brush water coconut broom

Type of wall	Type of dirt	How to clean/repair	Cleaning equipment and agents
untreated permanent walls	mould betel nut/ food stain soil	<ul style="list-style-type: none"> remove using a piece of rag with water and ajax wash and scrub when it is fresh remove with ajax and scrubbing brush if it is hard remove with water and a piece of rag 	water ajax/vim scrubbing brush ajax/vim scrubbing brush
treated permanent walls	betel nut/food stain mould dust	<ul style="list-style-type: none"> remove using a piece of rag with water and ajax or with any abrasive cleaner it is best to remove when it is fresh remove using a piece of rag with ajax or bleach dust weekly 	rag water ajax/vim bleach feather duster

Cleaning louvres (page 45)

Teacher preparation

Make sure all cleaning equipment for cleaning louvres is ready

Teacher instruction

Supervise learners cleaning louvres. This can be completed while learners are cleaning walls

Possible answers

1 a The main types of dirt on louvres are dust, stains of all sorts and cobwebs.

b

Cleaning instrument	Result: clean/not clean?	What type of dirt comes off?	What type of dirt stays on?
soft brush	not clean	dust, some mould	some mould, stains
dry cloth	not clean	dust	mould, stains
wet cloth	clean	dust, mould	paint stains
dry then wet	very clean	dust, mould, stains	

2 The best way to clean glass windows:

- Use a feather duster, soft cloth, soapy water and abrasive powder.
- Remove loose dust with a feather duster/soft cloth. Start at top and work downwards.
- Wash each louvre, window or mirror with non-fluffy cloth and soapy water. Always begin working at the top.
- Use a soft cloth and abrasive powder to remove hard dirt.
- Rinse each window, louvre or mirror by wiping over with a cloth dipped in clean water.
- Dry and polish glass surfaces by using newspaper or a soft, dry, non-fluffy cloth.

Cleaning windows (page 47)

Teacher preparation

All equipment and cleaning agents must be ready for practical

Teacher instruction

Do a demonstration on cleaning windows and mirrors. This can be completed while learners are cleaning walls

Possible answers

- 1 List of equipment to clean windows and mirror: water, coconut broom, dry brush, newspaper, soft, dry, non-fluffy cloth, feather duster, abrasive powder.
- 2 How to clean a glass surface:
 - Remove loose dust with a feather duster/soft cloth. Start work from the top and work downwards. Wash each louvre, window or mirror with non-fluffy cloth and soapy water.
 - Use a soft cloth and abrasive powder to remove hard dirt.
 - Rinse each window, louvre or mirror by wiping over with a cloth dipped in clean water.
 - Dry and polish glass surfaces by using newspaper or a soft, dry, non-fluffy cloth.
- 3 How to clean screen wire:
 - Use a strong broom and a dry brush. Remove loose dust, dirt and spiders' webs from one side of the window. Work from the top downwards.
 - Move to the other side of the window and repeat the process. Take care not to press too hard on the window as this may pull the wire screen or bush material from its frame.
 - Wash cleaning rags in soapy water and hang in the sun to dry, then store in cupboard/storage shelf.

Making bathroom items (page 48) (1 period)

Teacher preparation

Identify some resourceful people such as the Technology teacher to help in making the bathroom items. Encourage learners to use available resources.

Teacher instruction

Guide learners to complete questions 1 to 5 in their exercise books.

Possible answers

1 Importance of having bathroom items in the bathroom.

Bathroom item	Reasons
soap holder	to hold bath soap
toothbrush holder	to hold tooth brush and toothpaste
shower curtains	to prevent water from splashing on the floor
floor rag	to dry feet on after having a shower
towel holder	to hang towels on while having bath or shower

2 Mirror, cupboard, shelf

3 Coconut shell soap holder

Materials

1/2 coconut shell, cut lengthwise	1 tube glue-araldite
1 sheet sandpaper	1/4 L clear gloss varnish
1/3 coconut shell, cut crosswise	half round file
1 set of watercolour paints	

Equipment

pencil	disc sander
tenon saw	nail or drill
rasp file	ruler
workbench	

Instructions

- Make a work plan.
- Prepare the materials needed.
- Select the shape and size of coconut.
- Lay out a mark for the opening of the coconut shell.
- Cut on the line.
- Cut another coconut shell for the base.
- Scrape the outer and inner parts of the shell.
- Fit the holder to the base.
- Check the straightness of the holder.
- Apply glue on the joint.
- Drill four holes in the base, equal distance apart. This is to allow excess water to drain.
- Check straightness and set aside to dry for at least six hours.
- Smooth the holder using sandpaper.
- Apply decorative design on the holder.
- Paint the design with watercolour paint.
- Apply a coat of clear varnish.
- Place in the shower room for holding soap.

Floor rag/door mat

Materials

pieces of fabric

sharp stick

empty rice bag

needle made from umbrella wire

scissors

Instructions

- Measure size of floor rag and cut the rice bag to required size.
- Stitch around the edges of the rice bag to neaten.
- Cut fabric into strips.
- Use shape stick or needle made from umbrella wire to make hole in the rice bag.
- Push strips of fabric through the holes in the rice bag until they are the required size.
- Ready for use as door mat/floor rag.

5 Ways of saving soap:

- Always keep soap dry.
- Always measure soap powder. Use desert spoon for measuring.
- Make soap jelly from leftover soap pieces. Do not throw them away but keep to make soap jelly.
- Use a soap holder.

Cleaning the bathroom (page 49)

Teacher preparation

Identify bathrooms for cleaning

Teacher instruction

Take learners to shower rooms needing investigation. Supervise them carrying out the activity. This can be completed while learners are cleaning walls

Using cleaning equipment (page 50)

Teacher preparation

Sample local mop made of fabric strips

Teacher instruction

Use the management process to make a low-cost mop using fabric strips

Possible answers

1 Goal: To make a low-cost mop using fabric strips

Resources

strips of fabric	knife
stick	drill
piece of wire or nail	wire
scissors	

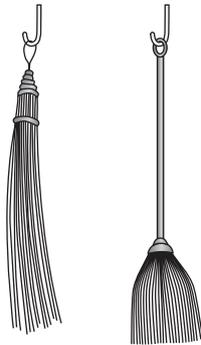
Step-by-step plan of action

- Cut fabric into desired length of strips. Use the hand drill or heat piece of wire to make the hole on one end of the stick.
- Push fabric strips through the hole and fold fibres in half. Continue until the hole is filled.
- Tie wire around end of the stick or the fabric strips to hold it firmly together.
- Clean and store, ready for use.

Put the plan into action: Follow the steps above.

Evaluate your plan of action: Did you achieve your goal?

2



3 Other possible cleaning materials available are a mop bucket, hose pipe, rake and ceiling sponge.

4 Answers will depend on learners' findings.

Rating toilets (page 51) (1 period)

Teacher preparation

Identify toilet for learners to visit beforehand

Teacher instruction

Take learners to visit a nearby toilet with the table to complete this exercise. In rural schools, they can rate whatever type of toilet they use, whether it's beach, bush, etc. This can be completed while learners are cleaning walls

Bathroom activities (page 51)

Teacher preparation

Collect materials and equipment for practical

Teacher instruction

Divide learners into groups and allow learners to be creative in this activity. They can come up with any shape or size of brush. This also applies to question 2. One example of making a brush from coconut husk has been done for you.

1 Make a brush from coconut husk

Materials

coconut husk

Equipment

wire

knife

nail

Steps

- Select coconut husk.
- Cut into desired length and clean.
- At the end to be used for scraping, use knife to make strips.
- At the end for the holding tie, nail a 1-metre stick to it and make a hole for hanging.
- Clean and store.

2 Make a toothbrush stand from bamboo

Materials

1 tube of bamboo (closed end) 1/4 L clear gloss varnish

1 sheet sandpaper

Equipment

tenon saw

knife/wire

pencil

Instructions

- Select size of bamboo tube required.
- Mark the place to saw on the open end of the tube.
- Use the tenon saw to saw/cut off rough open end of the tube to make it smooth.
- Use sandpaper to smooth the edge of the tube and to clean inside.
- Saw/cut off the bottom closed end of the bamboo tube to make it smooth so it can stand upright when not supported on a smooth surface.
- Use the sandpaper to sand off the bottom edge.
- Use a pencil to draw designs on the bamboo tube.
- Using a sharp pointed knife or a piece of wire, trace over the designs to make designs permanent.
- Wipe dust off the bamboo tube
- Apply varnish on the outside of the bamboo tube and leave to dry in the sun.

3 Instructions on how to clean the toilets correctly:

How to clean rural toilets

Refer to page 49 of the Learner's Book.

How to clean septic toilets

Refer to page 50 of the Learner's Book.

How to clean urban bathrooms

Refer to page 48 of the Learner's Book.

How to clean rural bathrooms

Refer to page 48 of the Learner's Book.

5 Equipment needed to clean the bathroom and toilets:

- harpic
- scrubbing brush
- cloth
- mop bucket
- toilet brush
- liquid detergent
- mop
- broom.

6 Learners can use the above information in their responses.

Thinking about kitchens (page 51) (1 period)

Teacher preparation

Prepare samples of kitchen floorplans on a chart. Arrange for learners to visit traditional and modern kitchens in a nearby community.

Teacher instructions

Supervise and guide learners. Take learners to visit a traditional and a modern kitchen and fill in a table for the required activity.

- 1
 - a Refer to page 10 of this book for examples.
 - b Description of the type of equipment could include eating utensils, sink, cooking equipment, water, gas stove, taps, refrigerator and hot water.
 - c Colour scheme will depend on learners' preferences.
 - d Floor could be made of tiles, linoleum, wood, concrete, etc.
 - e Colour of curtains will depend on learners' preferences.
- 2 a/b Answers will depend on the kitchens visited.

Preparing a class meal (page 56) (planning: homework; preparing meal: 2 periods)

Teacher preparation

Make sure all equipment and resources for practical are available

Teacher instruction

Use the management process to prepare a class meal

Possible answer

Set a goal: to prepare a formal meal

Identify resources:

- type of food items to buy depends on recipes and what is provided by school
- formal/buffet/informal meal
- table cloth
- eating cutlery and cooking equipment
- tables and chairs
- amount of money available to spend
- flowers for decoration.

Make a plan of action:

- total number of guests
- invitation letter
- date for meal to take place
- welcoming and entertaining guests
- allocate learners specific responsibilities
- who will do the shopping
- transport arrangements
- main course: see pages 19–21 of the Learner's Book for recipes
- dessert: see page 16 of the Learner's Book for fruit salad served plain with ice-cream/coconut cream/custard
- drinks (lime juice and pineapple drink or pure water)
- snacks (peanuts or nuts)
- biscuits
- who will serve the guests.

Put the plan into action:

- Follow above the steps above.

Evaluate your plan of action:

- Did you achieve your goal?

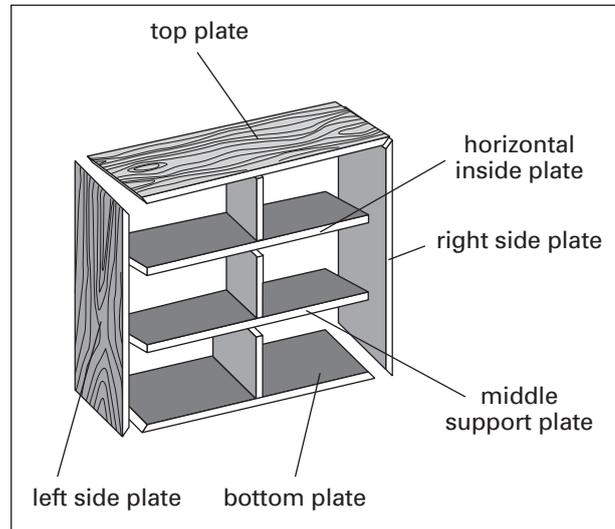
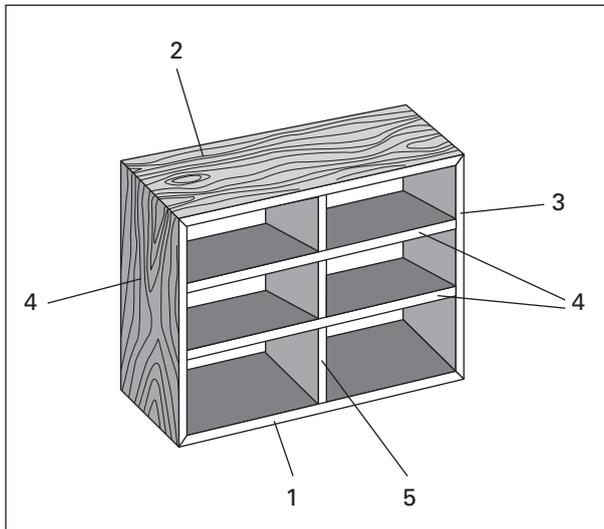
Storage areas (page 57)

Work closely with the technology department to complete this activity.

1 Using the management process to make a storage cupboard

Set a goal: to make a storage cupboard using wooden crate timber

Identify resources: wooden crate timber, timber, nails, paint, hammer

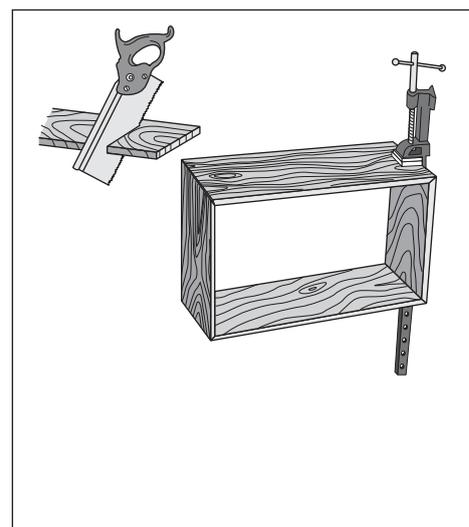


The table below shows the different parts as seen in the exploded view of the storage unit above.

Part No.	Material description	Timber size	Timber length	No. of pieces
1	bottom plate	6x1	130 cm	1
2	top plate	6x1	130 cm	1
3	right side plate	6x1	90 cm	1
4	left side plate	6x1	90 cm	1
5	horizontal inside plate	6x1	130 cm	2
6	middle support plate	6x1	30 cm	3

Make a step-by-step plan of action:

- Use the timber preparation skills learned in technology to prepare all the timbers to size. Ask the Technology teacher to help the learners with this process if necessary.
To join the timber together, learners could use timber joints and adhesive or nails, which are simpler. The size of nail depends on the type of timber. Use the diagrams below to nail the different parts together. Learners might need two clamps to hold the timber.
- Using a tenon saw, cut all the timbers to length.
- Clamp one side of both the top and bottom plate onto the two ends of the right side plate. The right



side plate should be placed between the top and bottom plate as shown below.

- Using a hammer, nail the right side plate onto the top and bottom plates. Try to avoid the nails cracking the timber. Check with the Technology teacher for details on this.
- Repeat the same process with the left side plate on the other ends of the top and bottom plates as shown below.
- Place the two horizontal inside plates at equal distances as shown below, then hammer through the nails, using a clamp to hold the inside plate in place. A number of nails might be necessary to provide more support.
- Place the three middle support plates at equal distances from the sides. Hold them in place with a clamp, then drive in nails.
- Apply appropriate finishing on the surfaces of the storage unit in order to improve its appearance

Put the plan into action: Follow the steps above.

Evaluate your plan of action: Did you achieve your goal?

- 2 Using the management process to make a rubbish bin

Set a goal: To make a rubbish bin

Identify resources: two empty drums, paint (red, yellow, green, blue), paintbrushes

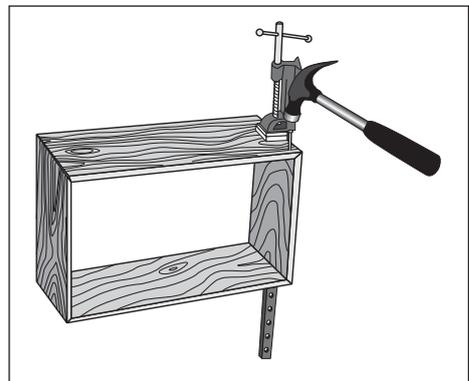
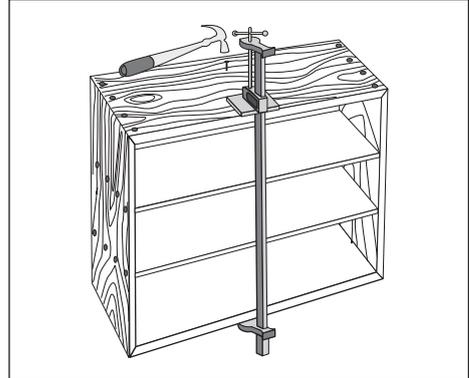
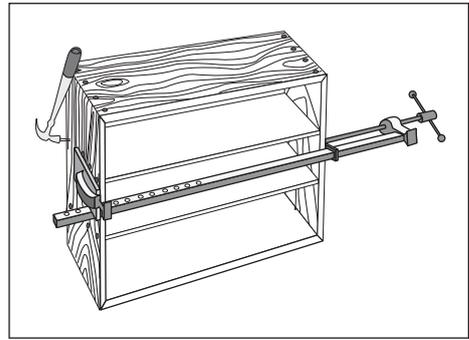
Make a step-by-step plan of action:

- Cut 2 empty drums in half
- Paint one half green for compost, one red for burnable rubbish, one blue for non-burnable rubbish, and one yellow for plastic bottles

Put the plan into action: Follow the steps above.

Evaluate your plan of action: Did you achieve your goal?

- 3 Cleaning storage areas: See page 52 of the Learner's Book
 Cleaning rubbish bins: See page 52 of the Learner's Book
 Cleaning stoves: See page 57 of the Learner's Book



3.3 Organizing the housework

Household jobs (page 59) (half period)

Teacher preparation

Prepare chart

Teacher instruction

Explain the activity to learners

Possible answers

Everyday		Every week	Less often
sweep floor	cook meals	wash bed linen, sheets, towels	scrub walls
tidy beds	feed pets	rake yard/lawn	scrub ceilings
tie back curtains	throw rubbish away	mend torn clothes	boil towels
dust louvres	clean toilets	weed gardens	boil linens
mop floor	go to the market	work in the gardens	replace coconut matting
wash dishes	work in the garden (rural)		
wash clothes			
put towels in the sun			

Making work plans (page 59)

Teacher preparation

Prepare chart

Teacher instruction

Emphasize to learners that work plans are very important and useful for us.

Possible answers

1 Work plan for an urban day student

Time	Events
6 am	Wake up, tidy the bed, have a shower, get dressed, comb hair, morning prayer
6:30 am	Make and eat breakfast, and wash up
7 am	Catch bus to school
8 am	Classes begin
9 am	Classes
10 am	Class recess. Have fruit, packed lunch sandwich and juice
11 am	Classes
1:30 pm	Classes end. Catch transport back home
2 pm	Arrive home, have lunch
3 pm	Wash school uniform and hang on the line
3:30 pm	Do homework
4 pm	Sports
5 pm	Sports
6 pm	Shower, help prepare dinner, cook, serve and eat. Clean up afterwards. Sit and talk with the rest of the family
7 pm	Family devotion
8–9 pm	Study
9:30 pm	Bed time

Work plan for a rural day student

Time	Events
6 am	Wake up, tidy the bed, cook and prepare breakfast
6:30 am	Community prayer

Time	Events
7 am	Breakfast
7:30 am	Shower/wash face, get dressed, comb hair
7:40 am	First class bell
8 am	Second bell, classes begin
9 am	Classes
10 am	Classes
10:40 am	Recess, have coconut for snack
11 am	Classes
12 pm	Classes
1 pm	Classes
1:40 pm	Classes end. Walk/travel by canoe home
2 pm	Sports/maintenance/free
4–5 pm	Free
5:30–6pm	Help prepare and cook dinner
7 pm	Serve and eat dinner. Clean up afterwards. Sit and talk with the rest of the family.
8–9pm	Study
9:30pm	Bed time

2 Work plan for an urban housewife

Time	Events
5:30 am	Wake up, tidy beds, wash face, dress up, prepare breakfast
6 am	Morning devotion with family members
6:30 am	Have breakfast
7 am	Wash dishes, dry and store away
8 am	Make beds, dust louvres, clean the toilet, sweep and mop the floor. Dispose of rubbish
9 am	Do family laundry
10 am	Laundry
11 am	Shop and go to market
12 pm	Prepare and eat lunch
1:30 pm	Wash up, dry and store away eating and cooking equipment
2 pm	Do light work such as mending, crocheting or sewing household items
3 pm	Take laundry off line, fold clothes and store
4 pm	Weed around the house, work in the garden and chop fire wood
5 pm	Have shower, prepare and cook dinner
6:30 pm	Serve and eat dinner
7 pm	Clean up dishes with help of family members
7:30 pm	Family devotion
8–9 pm	Family discussion
9:30 pm	Bed time

Work plan for a rural housewife

Time	Events
5:30 am	Wake up, tidy beds, wash face, prepare breakfast
6 am	Morning devotion with family members/community
6:30 am	Have breakfast
7 am	Wash dishes, dry and store away
8 am	Board a canoe or walk to the garden
9 am	Work in the garden
12 pm	Have a rest/swim in the river or have lunch with fruit
2 pm	Harvest food to take home
4 pm	Return home
5 pm	Swim in river, do laundry and wash dishes
6 pm	Prepare and cook dinner
7 pm	Community prayer service
8–9 pm	Serve dinner and family discussion
9:30 pm	Bed time

3 Work plan for a working mother to be completed by teachers.

4 Work plan for a boarding student

Time	Event
6 am	Rising bell, wake up, tidy the bed, have a shower, get dressed, and comb hair.
6:30 am	Have breakfast
6:45 am	Morning maintenance
7:20 am	First class bell
7:30 am	Second class bell and classes
8 am	Classes
9 am	Classes
10 am	Class recess
11 am	Classes
1:20 pm	Classes end
1:30 pm	Lunch
2 pm	Rest/wash own clothes
2:20 pm	Work session assembly
2:30 pm	Work session starts
4:30 pm	End of work session
5 pm	Have shower and dress up
6 pm	Church service
6:30 pm	Dinner
7:30 pm	study compulsory
9 pm	Study ends
9:20 pm	Bell for bed time

Differences of work plan between day and boarding student

Day student	Boarding student
Transport/catch bus Study timetable not compulsory Dinner with family Sleep in own room or with family Timing of events is flexible	Walk to class Study compulsory Have dinner with students Sleep with other students in dorms School have fixed schedule for events

5 Work plan for a woman living in a village should be done in class or for homework.

3.4 Safety in the home

Taking precautions in the home (page 61) (half period)

Teacher instructions

Learners discuss in groups before completing the activity

Possible answer

Precaution	Reason
Pick up small objects such as marbles and coins from floors	Children might swallow them
Mend loose edges on mats	Someone may trip over them
Keep the floor dry. Wipe up spills immediately	Someone may slip on the wet floor
Keep dangerous substances such as kerosene and anti-malarial tablets in a safe place	Children might think they are drinks or lollies and swallow them
Store matches carefully	Children may play with them and start a fire
Handle and store sharp things such as knives, axes and scissors carefully	To prevent unnecessary cuts and bleeding
Place a gate at the top of steps	To prevent children from falling
Have good lighting in the home	People can see where they are going and what they are doing
Turn handles of pots on stoves inwards	Children may grab the handle and spill the hot food on themselves
Check cords on electrical appliances. Do not use cords with bare wires	Electric shocks can cause death
Turn gas knobs off firmly after use	Gas leakages can cause death
Use short lengths of firewood in wood stoves	Protruding lengths of firewood can fall on the floor and set the house on fire
Keep children away from fire	To prevent burns and scalds
Keep candles and lamps away from curtains	A breeze blowing a curtain onto a candle flame may set the house on fire
Pick up broken glass, tins, rusty nails and old sharp pieces of metal	To prevent cuts and wounds
Keep a watchful eye on children swimming or climbing trees.	To prevent accidents such as drowning and falls.

Home safety (page 65)

Teacher preparation

Chart, drawing materials, first-aid materials. Organise visitor to demonstrate first-aid skills in class and all equipment needed

Teacher instructions

Revise/learn skills to demonstrate to the class

Possible answers

- 1 See table above for previous activity.
- 2 Guide learners to draw a safety poster like the one below.
- 3 Learners make first aid box (see page 62 of Learner's Book for materials)



- 4 Learners practise first-aid skills. Teacher/health worker/nurse to demonstrate each skill, then learners to do in groups or if DVD/CD access is available, these can be used.

4 Clothing and textiles

4.1 Sewing

Suggest class time: 18 periods

Discussion points (page 66) (1 period)

Teacher preparation

Divide learners into groups for discussion. Provide charts/chalks for groups to write answers to discussion questions

Teacher instruction

Guide learners in their discussion

Possible answers

- 1 Dresses, skirts, shirts, blouses, T-shirts, shorts, jeans/trousers, underwear, bra. Wash after worn or when dirty.
 - a I like wearing skirts or shorts with T-shirts.
 - b Most of my clothes are bought from second-hand shops or handed down to me from my elder sisters/brothers.
 - c No I haven't sewn any clothes before. I only mend torn clothes that I use or wear.
- 2
 - a Sewing is making stitches with needles and thread.
 - b Advantages of sewing own clothes:
 - It is cheaper than buying from shops.
 - You can make your own clothes according to your own tastes and interests.
 - Your clothes will fit you well.
 - c Lavalava or others
 - d
 - use machine to neaten raw edges on lava lava
 - first fold 1 cm then fold 2 cm hem or other examples
 - pin, tack and machine
- 3 Home umbrella (tacking stitch), basket (overcasting), mat (running stitch)

Sewing equipment (page 66) (homework)

Sewing equipment	Uses	Made from	How to care for
needles	sewing	stainless steel	Store in an airtight container
pins	holding pieces of fabric together	stainless steel	Store in an airtight container
thread	making stitches	mercerized polyester	Keep them dry
scissors	cutting fabric	metal/plastic	Store in a dry place/container
tape measure	taking measurements	fibreglass	Roll and keep dry
unpicker/unpick	cutter/remove stitches	metal cutter with plastic handle	Keep the lid on
tracing wheel	transferring stitch line or seam allowance	metal cutter with wooden handle	Store in a dry place
thimble	Protect finger from needle	metal/plastic	Store in drawers or container

- 4 Equipment used in the past; needles, ropes

4.2 Basic stitches

Hand and creative activities (page 72) (2 periods)

Teacher preparation

Display different types of stitches, threads, needles, scissors etc.

Teacher instruction

Guide learners to competently do the stitches individually. Learners will do a practical test to show they are competent in doing the hand stitches.

The marking criteria to assess the learner's practical work for basic hand and creative stitches

Type of stitch	Marking criteria	Mark
	Double stitch at the beginning and ending	1
	Even stitch length	1
	Correct stitch	1
	Neatness	1
	Overall presentation	1
TOTAL		5 marks

Note: Make sure learners have a folder or a book to paste all complete samples 15 cm × 15 cm of their basic and creative stitches plus other projects. Learners could use exercise books, hard cover or A4-size papers, and cut windows 10 cm × 10 cm which they can cue their samples into. The samples must be labelled correctly and neatly done.

4.3 Creative stitches

No activities for this section. Teacher to guide students through different types of stitches.

4.4 Sewing machines

Sewing machines (page 78) (2 periods)

Teacher preparation

Get the textile lab ready by arranging types of sewing machines on a table for the learners to see

Teacher instruction

Guide learners to look at the actual sewing machines and differentiate them. Distribute cards to learners and guide them in the activity

Possible answers

- Hand sewing machines: hand operated and available in most Chinese shops
 - Treadle sewing machines: operated by foot
 - Electric sewing machines: operated by electricity, controlled by foot

Types of sewing machines	Advantages	Disadvantages
Hand sewing machine	Cheaper and do not need electricity	Expensive to buy and maintain, and many people cannot buy
Treadle	Operated by foot, and does not need electricity	More expensive than hand sewing machine to buy and maintain. May be difficult to learn how to use.

Types of sewing machines	Advantages	Disadvantages
Electric	Have other stitches; for example, zigzag, button holes and buttons. Sews faster.	Very expensive to buy, operate and maintain compared to treadle and hand sewing machines. May be difficult to learn how to use.

- 3 Give cards to learners. Tell them to get in pairs or groups and copy the parts and functions of the sewing machine on page 78 of the Learner's Book onto the cards. Learners to practise matching the parts of the sewing machine to their function.
- 4 Same as number three.

Filling the bobbin and threading the bobbin case (page 79) (1 period)

Teacher preparation

Have the lab ready with sewing machines, bobbins, bobbin cases, threads, needles and scissors

Teacher instruction

Guide learners to look at illustrations on filling the bobbins and threading the bobbin case, then get them to practise. Supervise and check to make sure learners are filling the bobbin and threading the bobbin case correctly.

4.5 Seams

Talking about seams (page 81) (1 period)

Teacher preparation

Fabric pieces, glue, scissors, pictures or samples of seams

Teacher instruction

Provide some samples/pictures of seams for learners to look at and then copy notes on seams

Sewing seams (page 81) (2 periods)

Teacher preparation

Pieces of fabric, needles, scissors, sewing machines, tacking pins

Teacher instruction

Demonstrate different seams and then guide learners to follow instructions to do the seams individually. Paste samples in their sewing booklet for marking. Take note that learners will do a practical test on the seams. Help learners to make a string bag.

Making a small drawstring bag (page 83) (2 periods)

Teacher preparation

Collect fabric pieces and drawstrings

Teacher instruction

Demonstrate steps in the process of making a small drawstring bag, including flat and French seams, hems, buttonholes and threading the drawstring

4.6 Fastenings

About fastenings (page 84) (1 period)

Teacher preparation

Collect samples of fastenings and pictures for display.

Teacher instruction

Talk about fastenings. Show some examples of fastenings. Look at the clothes the learners are wearing then identify if there are fastenings. Copy the table on page 84 of the Learner's Book and fill in the information on the type of fastenings selected in groups.

Possible answer

Name	Where it is used on garment	Why it is used	What it is made from
Press stud	All types of clothes	On opening where there is too much strain	Silver, black clear plastic
Buttons and button holes	All types of articles and clothes	To fasten garments openings where there is fabric that overlaps	Shells, plastic thread Coconut shell/wood
Hooks and eyes	Clothing	Top of slit openings	Silver, black clear, plastic
Tape ties	Cushion covers, pillow cases and curtains	To fasten garments	Fabric (tape/ribbon)
Zippers	Clothing, household articles, e.g. cushion covers, sport bags, pencil case	To fasten garments	Nylon, metal, plastic

Investigating fastenings (page 87) (1 period)

Teacher preparation

Get lab ready with scissors and fabric. Investigate in the shops nearest to the school

Teacher instruction

Ask learners to look at all the clothes in the dormitory or take learners to the nearest shop and investigate the types of fastening that are available there. Teacher helps learners complete questions 2 and 3

Possible answers

- Fastenings that are available in the nearest store/on the clothes in the dormitory are:
 - zippers
 - hook and eye
 - buttons
 - press studs.
- Learners mend broken fasteners with teacher assistance.
- Learners follow instructions a–d to make a pillowcase with ties.

4.7 A sewing bag

Making a sewing bag (page 88) (2 periods)

Teacher preparation

Buy fabric ready for practical and paper for drafting. Get lab and sewing equipment ready.

Teacher instruction

Supervise learners to follow instructions 1 to 6 on page 88 to draft pattern pieces, sew and complete the sewing bag. Prepare marking criteria for assessing the sewing bag

4.8 Pants, shorts and a simple dress

Making pants or shorts/Making a simple dress (page 90–93) (2 periods)

Teacher preparation

Prepare lab and materials needed for pattern drafting, such as rulers, pencils, erasers, brown paper, tracing wheels, etc.

Teacher instruction

Guide learners to follow instructions on pages 90–93 to draft patterns for pants or shorts and a simple dress. Give time for learners to do the project with assistance from the teacher and hand in for assessment.

4.9 Repairing textile items

Mending (page 95)

Teacher preparation

Collect torn clothes, needles, threads and pins.

Teacher instruction

Demonstrate patching and darning to learners. Learners can then work in pairs/groups while the teacher checks their work. Ask learners to bring items for repair.

Investigating stains (page 95) (1 period)

Teacher preparation

Prepare materials such as lime, coconut cream and salt

Teacher instruction

Supervise learners doing the activity on page 95. Ask learners to bring in items to remove stains.

Possible answers**Traditional method of removing stains**

Type of stain	Removal method
Mildew	Lemon juice, or use bleach if suitable for fabric. Alternatively, soak in weak solution of permanganate (1–2 tsp to 1–2 pints of water) for 1 minute, rinse thoroughly and then soak in Hydrogen Peroxide. Finally, wash.
Ink	Wash while fresh in cold water/methylated spirits. Then apply Lux flakes, and wash immediately.
Blood	Wash while fresh in cold water.
Kumara/banana	Use coconut cream.
Betel nut	Apply lime on stain.
Banana sap	Apply lime and salt on stain.

5 Family studies

5.1 The family

Suggested class time: 18 periods

About the poem (page 97) (1 period)

Teacher preparation

Read the poem

Teacher instruction

Ask learners to read the poem titled 'Family' and answer questions 1 to 7 on page 97. Lead a discussion for learners to express themselves.

Possible answers (learners may have different attitudes)

- 1 The main idea of the poem is to show that we should respect our own children and be courteous with them, just as we are to strangers. Don't let the problems of everyday life make us angry with our own children. Everybody is special and they need our COURTESY and RESPECT.
- 2 Mother, stranger and son
- 3 The mother's attitude towards her son was harsh and cruel. She hurt him when she was busy cooking or she did not want anybody to disturb her while trying to get cooking done, but later changed her attitude. The son's heart was so hurt and he was very sorry for being around where his mother was cooking. To show how sorry he was he picked flowers for her as a surprise.
- 4 At the beginning the mother was not very happy with her son, and was cruel and harsh to him. At the end she really regretted being so mean to her son and she said sorry. The flowers from her son made her feel small and heartbroken. They were what produced the changes in the mother's heart.
- 5 The poem teaches me to treat everybody the same. Before we act or do something we must think whether it will help or hurt them. The poem also shows me how often mothers hurt their children without meaning to.
- 6 Whenever I was in her way she would spank me on my bottom, especially when she was cutting grass and fire wood. I thought she hated me but as I grew old I realized that she was doing it for my safety. My mum loves me so much.
- 7 If you are part of a family there will be somebody to love and look after you.

Benefits of my family (page 98) (1 period)

Teacher preparation

Read through Kweku's story

Teacher instruction

Divide learners into groups. Give them time to read Kweku's story on page 98 of the Learner's Book and answer questions 1 and 2. Then have a class discussion.

Possible answers

- At all stages: care/love, food, clothes, shelter, security, acceptance, belonging
- Small child: complete support
- At school: school fees

- Married: support and help when needed
- Old age: being looked after

Definitions of family (page 98) (homework)

Teacher preparation

Chart/handout

Teacher instruction

Guide learners to answer questions and discuss

Possible answers

- 1 • group of people
• people who live together
• relatives or people who are related in some way
- 2 Answers will depend on each learner.
- 3 No. Every family is different in one way or another, depending on the type of family, family size, the lifestyle they live.

My family (page 99) (homework)

Teacher preparation

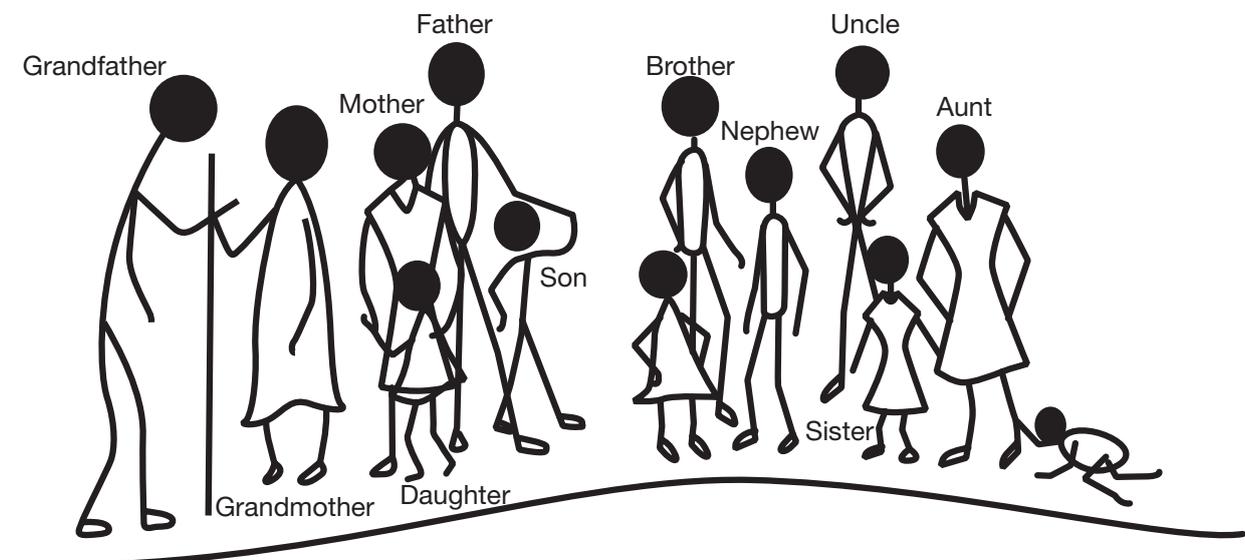
Chart on possible answers

Teacher instruction

Guide learners to answer questions 1 to 5 on page 99

Possible answers

- 1 The most common family structure in the Solomon Islands is extended family.



- 2 Please use stick/round faces to illustrate an extended family
- 3 Nuclear family/extended/single/blended, depending on learners' responses.

4

Family structure	Advantages	Disadvantages
Nuclear	<ul style="list-style-type: none"> • have privacy • afford to love, care, support, feed and clothe their children • children have an education • easy to discipline • have enough room for everyone 	<ul style="list-style-type: none"> • children become selfish • children won't know their extended relatives • children socialize less • if you are the only child you will be very lonely • less help with the house work, gardening, etc.
Extended	<ul style="list-style-type: none"> • more help to do jobs • know relatives • develop spirit of sharing • socialize well with other people • if you need help, wantoks will help. e.g. with school fees 	<ul style="list-style-type: none"> • too many mouths to feed • no privacy • too many people to make decisions • quarrels and fighting among relatives • too crowded or over-populated in the house
Single parent	<ul style="list-style-type: none"> • parents can make own decision • no quarrels with partners 	<ul style="list-style-type: none"> • children could become unstable and can become criminals • children may not know their father/mother • family might have financial difficulties • parents may have difficulty in disciplining their children
Blended	<ul style="list-style-type: none"> • have lots of brothers/sisters to play and work with • more help to do jobs • being socialized • have opportunities to travel places if step-parents are from different countries 	<ul style="list-style-type: none"> • sometimes step-parents show favoritism towards their own children • no privacy • jealousy between step-sisters and brothers • quarrel and fighting among step-sisters/brothers

- 5 Nuclear/extended/single/blended

Leonard's story (page 101) (1 period)

Teacher preparation

Prepare chart on needs

Teacher instructions

Guide students to answer questions

Possible answers

- 1 Leonard's parents loved him, cared for him, gave him enough to eat and drink, gave him a room to sleep in and took him to the doctor when he was sick
- 2 Love me, give me money, accept me, wash my clothes, care for me, cook my food, support me, teach me to read, write and sing, give me education, make my bed
- 3 Cook food, collect water and firewood, wash dishes, teach my small brothers to read/write, sweep the house/surroundings, go shopping/to the market, look after my small sisters/brothers, wash the shower room/toilet, weed in the flower garden, do laundry for my parents
- 4 Learners share answers with classmates.
- 5 I learned to do these things for my family by watching my parents doing them.

5.2 Family tree

Your family tree (page 101) (homework)

Teacher preparation

Chart of an example a family tree

Teacher instructions

Guide learners to do questions 1 to 3

Possible answers

- 1 \triangle means male = means married to
 \circ means female \ulcorner means the children of
- 2 Learners draw their own family trees.

3

You	Family member	Relationship
Nayie	Jillie	daughter
	Lyselle	daughter
	Kubau	uncle
	Lollie	niece
	Nazie	nephew

- 4 Nuclear family consists of a father, a mother, and their own children.
 Extended family consists of a father, mother, children and all their relatives (uncles, aunties, nephews, cousins, grandparents).

What goes on in a happy family? (page 102) (1 period)

Teacher preparation

On a chart, write an example of a short story of a happy time

Teacher instructions

Guide learners to write a short story about a happy time in their families. Ask for volunteers to share their stories

Possible answers

- 1 **a** The happiest time I have had with my family was when we spent our holidays in my father's village in December 2008. This was the first time we had our own house in the village. We had so much freedom to do whatever we wanted to do. I and my brother and sister learnt a lot of new things such as diving, fishing, swimming, gardening and catching turtles. I also learnt to eat a lot of our local food prepared using traditional cooking methods. Best of all, I got to know my relatives, our cultures and customs. We also taught our relatives some new songs and had church meetings in the village as well. The best parts of my holidays were swimming in the sea and eating fresh food from the sea and gardens. It was truly a happy time for me.
- 2 Learners perform a role-play.
- 3 I will ask my teacher to contact my parents to pick me up.
 I will get permission to go out with friends and to come home late after school.
 I will take my brother aside and attend to his needs.

The seven Cs for a happy family life (page 102) (half period)

Teacher preparation

Divide learners into groups

Teacher instructions

Guide learners to do the exercise and go through answers in class

Possible answers

- 2 Words in the word puzzle: Christ, communication, care, companionship, concern, commitment, cooperation

Cooperation (page 104) (half period)

Teacher preparation

Examples of cooperation on chart

Teacher instructions

Guide learners to read the story and answer questions

Answers

- 1 a A wedding
- b
- Ruddy and Becky married on 2nd February
 - Extended family members (sisters, brothers, uncles, aunties, grannies and relatives) worked together as team in the preparation of the wedding
 - Preparation and distribution of invitations
 - Picking of stones
 - Building of temporary kitchen
 - Shopping and menu making
 - Preparing and cooking of food
 - Hiring of transport
 - Cleaning and decorating the hall
 - The dressing of the bride and groom
 - The wedding service or ceremony, conducted by Pastor Joe
 - The wedding feast was straight after the wedding service
 - The food and drinks serving
 - Cleaning and washing up of dirty dishes
 - The couple shaking hands with everyone and thanking them
 - Everyone enjoyed the wedding feast and went home happily
- c The story tells us that cooperation among family members is an important value in any family in order for everyone to be happy.
- 2 Learners write their own stories.
- 3 Suggested titles: 'Working Together' or 'Sharing work'
Reason: These events require the cooperation of every family member.

4

Name	Jobs
Luisa and Melinda	Identifying and sorting out the guest list
Ezekiel and Jason	Organizing the collection of stones for the motu
Alice and Priscilla	Shopping for and organizing the menu

Name	Jobs
Isom	Cutting of the grass around the church and hall
Pastor Joe	Administering the wedding
Some women and men	Making the motu kumara and pudding at Alice's house

About caring (page 104) (half period)

Teacher preparation

Read the dialogue

Teacher instruction

Organize learners to read the dialogue and answer the questions

Answers

- 1 Roxley got food poisoning.
- 2 The signs of food poisoning are:
 - feeling very weak and unwell
 - itchy body
 - numb head
 - red, swollen eyes.
- 3 Everyone was concerned and quickly did whatever they could to save Roxley's life. They gave him some milk to drink, and called a taxi to take him to the hospital.
- 4 The values demonstrated here are love, concern, caring and helping.
- 5 Suggested title: Helping someone in need

About commitment (page 105) (half period)

Possible answers

- 1 Commitment is demonstrated in the family's daily roles and responsibilities. Each person living in the home has a turn at cooking, washing dishes and sweeping the house.
- 2 By having regular meetings at the end of each week in which they discuss and share information.
- 3 Learners write their own responses.
- 4 Learners write their own responses.

5.3 Extended families

Inheritance in Malaita (page 106) (2 periods)

Teacher preparation

Collect some examples such as articles/newspaper cuttings on inheritance in Malaita

Teacher instruction

Help learners to look at the diagrams.

Answers

- 1 Most of the Malaitan married men live on their own land in their own villages because that is where they have land rights.
- 2 The Malaitan women usually move to live with their husbands in their villages because they do not have land rights.
- 3 Men in Malaita have land rights while the women do not.

Inheritance in Ysabel (page 106)

- 1 Most of the married women in Ysabel live in their own villages.
- 2 Most of the married men in Ysabel move to live with their wives in their villages.
- 3 Married men in Ysabel move away, whereas in Malaita they stay in their own village.
- 4 The Ysabel women own/inherit land, not the men, which is what happens in Malaita.

Who inherits? (page 107) (half period)

Teacher preparation

Collect some examples of matrilineal system from articles/newspapers

Teacher instruction

Guide learners to read and answer questions

Answers

- 1 Marilyn, Ben, Eunice and Amos will inherit the land.
The matrilineal system is different from the patrilineal system because the children of the women have land rights in Ysabel.
- 2 The difference is those who inherit the land rights are the children of females or daughters and those who do not inherit the land rights are the children of the males or sons.

Inheritance in clans (page 107)

Teacher preparation

Study diagram of Lusuai and Rubaha's family

Teacher instruction

Supervise learners to study the diagram of Lusuai and Rubaha's family and answer questions

Possible answers

- 1 The people of Ysabel follow the clan of their mother.
- 2 The children and grandchildren of Lusuai and Rubaha.
The grandchildren who inherit land rights are Sima, Lona, Kamo, Brian, Ken, Tina and Lea.
These are the children of Lusuai's daughters i.e. they follow the female line.
The children who inherit land from their mother or grandmother belong to the crocodile clan.
- 3 If the children have a mother who belongs to a certain clan, they automatically belong to the clan and inherit the land.
- 4 Learners give the names of their own clan.

Thinking about Gabriel's story (page 110) (1 period)

Teacher preparation

Prepare timeline on a chalk board and do one or two examples with the class and let them complete the rest

Teacher instruction

Guide students to read Gabriel's story and draw a timeline in their book in the correct order showing Gabriel's life and the life of his father before.

Possible answers

Gabriel's timeline

- A ship's crew stole my father and his brother
- My father went to work in Queensland
- My father came back from Queensland
- My father went to see Mr Bell about a man who stole a pig
- My father became a Christian
- 1915 My father got married and I was born
- I went to Verana'aso school
- I went to Pawa school
- I got married for the first time
- I got a job in Agriculture in Auki
- I married my second wife
- I bought land near Aligegeo
- 1984 My wife's two brothers came to stay with us

Your family history (page 110)

Teacher preparation

Prepare a chart on a personal interview

Teacher instruction

Guide learners to develop interview questions for their grandparents or an elder member of their family, and then draw a timeline of the person they interviewed

Possible answer

My grandmother's timeline

- 1921 My grandmother was born
- 1951 She got married to my grandfather John
- 1952 She had her first child, a son named Willie
- 1955 She had her second child, my mother Janet
- 1958 She had her third child, another son
- 1960 She moved to a place called Hauroa
- 1970 She moved to Tawasi
- 1986 She died

2 Learners share their stories

3 Learners make their own timelines showing their year of birth, schooling, etc.

Roles (page 111)

Teacher preparation

Reading questions below

Teacher instruction

Facilitate discussion on roles

Possible answers

Roles are expected ways of behaving according to our position.

- 1 I learnt my roles as a boy/girl by how I was treated since birth, learning them as I grew up from those around me and choosing them for myself.
- 2 Examples of the roles I learnt as I grew up are:
 - washing dirty dishes
 - washing dirty clothes
 - weaving hats/baskets
 - cooking foods
 - sewing clothes
 - nursing my small brothers.
 - fishing
 - making gardens
- 3 Learner's own responses

Family roles and responsibilities (page 111) (2 periods)

Teacher preparation

Prepare an example

Teacher instruction

Instruct learners to draw a flower to represent their families, one petal for each member. In each petal write the roles and responsibilities of each family member.

Grandmother

- helping care for my brothers and sisters

Uncle

- fishing
- hunting

Mother

- sewing clothes
- cooking foods
- washing dirty clothes

Father

- fishing
- making gardens
- providing money

Brother

- making gardens

Sister

- helping with cooking
- sweeping house

Boys and girls (page 111)

Teacher preparation

Prepare charts, markers and tape

Teacher instruction

Divide learners into groups and ask them to discuss questions and write answers on a chart, and then present and display it in class

Possible answers

1	Girl's roles	Boy's roles
	preparing, cooking and serving food	fishing and hunting
	caring and nursing children	providing food, money and other needs such as school fees, etc.

- 2 Boy's answer:** I would find it hard to cook and babysit for a whole day as these activities are not part of my normal role unless I learn and choose to do them. I could learn to weed around the house if I needed to, though usually this would be a girl's role, not a boy's.
- 3 Girl's answer:** I would find it hard to build a house and make a canoe as I have never been taught and they are not part of my normal role. I think I would enjoy and find it easy to make a table or fix a leaking tap if I learnt to do them.
- 4** These jobs are done by boys or girls because it is part of our customs. It is possible for boys and girls to change roles for some jobs, they just have to learn how to do them.

Personal values (page 112)

Teacher preparation

Charts, markers, tape

Teacher instruction

Make sure learners read the paragraph on values and answer questions correctly

Possible answers

- Answers will depend on individual choices—e.g. I value faith and good friendship with God and my family.
- Learners' answers will vary.
- Answers will depend on the class's choices.

Customs (page 113) (1 period)

Teacher preparation

Card games or flash card game on values

Teacher instruction

Guide learners and stress values highlighted in Rose's story on duties, which are sharing and cooperation

Possible answers

- Rose's mother was teaching her sharing.
- Yes. She gave two of her necklaces to her cousins some time later.
- Yes. It has been carried down from generation to generation.
- Duties in the story are preparing school snacks, setting the table and washing dirty dishes.
- Reasons for being sent to school or expectation when leaving school (from parents):
 - to be educated, employed and able to help financially

- to learn new skills and be able to help in running a small business, building their house, looking after them when are in their old age, help with paying school fees for their small sisters/brothers.

What you will do for your husband/wife and children when you get married

Wife	Husband
doing the grocery shopping and marketing	growing food
cooking and washing dirty dishes after meals	grating coconut meat
laundrying for the family	buying clothes, dishes for the family
making a new garden, fishing	working to earn money
saving money in the bank	buying new clothes for wife and children

Sharing (page 113) (2 periods)

Teacher preparation

Chart, markers, tape

Teacher instruction

Learners compare answers

Possible answers

List A: Extended family	List B: Nuclear family
Food	Clothes
Coconuts	Slippers or shoes
Cattle	Food
Outboard motor	Money
Canoe	TV screen
Watch	CD player
Cassette tape recorder	
Cassette tapes	
Radio	
Bicycle	
Bush materials for building	
Plastic buckets	
Kerosene	
Soap	

My ideas on sharing (page 114)

Teacher preparation

Chart on other ideas of sharing

Teacher instruction

Discuss statements or allow learners to share their opinions on sharing

Possible answers

1	Good things about sharing	Bad things about sharing
	People think of others and become generous and kind	A person may work hard to get things and then they have to give them away, or someone else takes them
	It helps everyone to have equal amount of things	Some people may be lazy and rely on other people to give things to them
	It prevents one person from becoming very rich while others are very poor	Relatives expect a with a job person to give them things or help them financially
	Young, old, weak, sick and disabled people are looked after or cared for	
	If you share things with others they may share with you	
	It joins the members of a family together securely	

2	Ideas on Sharing	Right/Wrong	Reasons
	Fred gave 3/4 (\$300) of his salary to his father to meet the rest of the family's needs and only kept 1/4 (\$50) for himself.	Right	Fred is taking responsibility in helping his parents to meet the family's needs.
	Mary, a typist, earned \$400. Fortnightly, she spent \$200 on food. She told her father that she didn't have money to pay for her younger sisters/brothers.	Wrong	Mary did not need \$200 for food as she lived in a rural area. She should at least give some help to her brothers' and sisters' school fees.
	When Lency went home for the school holidays he kept all his school books and clothes locked in a box to stop his brothers/sisters from using them.	Wrong Right	Lency is selfish. He does not have the spirit of caring and sharing. He wants to take care of his school books and clothes.
	Lily always allowed her relatives at home and friends at school to use her clothes even though some of them got quickly worn out.	Right Wrong	Lily shares her clothes with her friends/relatives who might need clothes. Lily should not allow her relatives and friends to use her clothes as this encourages the spreading of skin diseases.
	When William's football boots broke he used his brother's boots without asking him.	Wrong Right	To respect others and their belonging, William should ask his brother before using his boots. People in the same family share with each other.
	Edith's teacher gave her a watch but when she got home her sister asked for it so she gave it to her.	Right	Edith's sister did the right thing. When she wanted the watch from Edith she asked rather than just taking it.

Cooperation diagram (page 115) (2 periods)

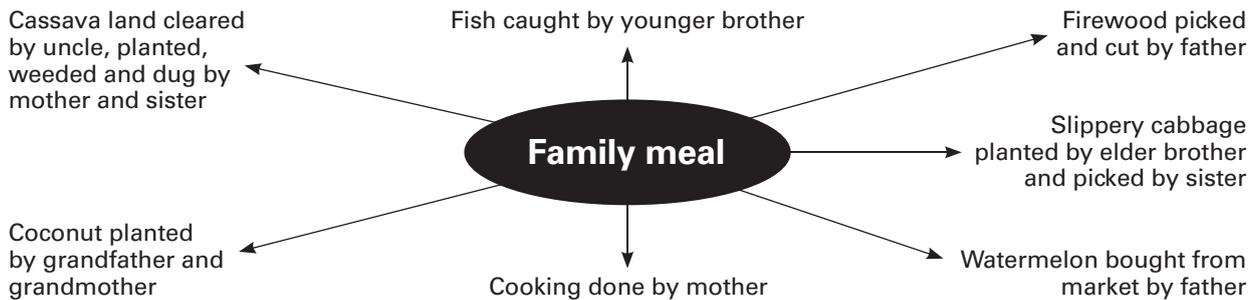
Teacher preparation

Flash cards on the explanation of cooperation

Teacher instruction

Allow learners to do the activity and compare their work. Class discussion on how they can cooperate.

Possible answer



Cooperation in my family (page 115) (half period)

Teacher preparation

Charts, markers, rulers, glue and tape

Teacher instruction

Discuss and make a list of all the ways in which members of your family cooperate

Possible answers

- 1
 - each member taking turn in taking family worship
 - help to prepare and cook meals
 - help to wash dirty dishes
 - cleaning inside and outside the house
 - clearing bushes for the garden
 - making mounds for planting crops
 - looking after small brothers/sisters
 - making copra
 - discussing issues that arise among the family
- 2
 - building school, clinic and church
 - when someone is making copra or building a house everyone helps
 - making garden for sick, widowed and disabled people
 - community clean-up day

Creative activities (page 117) (1 period)

Teacher preparation

Charts, flash cards, markers, cello tape, glue

Evaluation sheet for role play

Teacher instruction

Guide learners to practise a role play. Each group to do their role plays in class. Class evaluation.

- 1 Learners write their own story about cooperation.
- 2 Learners act out a story.

3

Family members	How they help me	How I help them
Father	Pay my school fees	Help him to make copra
Mother	Sew my dress	Cooking meals Washing and drying dishes Help her to hem my dress
Brother	Clearing the bush for my garden	Cooking food for him Washing his clothes
Sister	Helping me with my math assignment	Weeding around her house
Uncle	Giving me some pocket money	Sewing him a shirt
Aunt	Buying me a mattress	Looking after her new-born baby
Grandfather	Giving advices	Cooking food for him Making the bed for him Cleaning his bedroom Buying soaps, toothbrushes, towel, clothes, kerosene, etc.
Grandmother	Giving advice Showing me how to make traditional items e.g. hats, mats, etc. Giving me uncooked and cooked food	Giving clothes, towels, etc. Cooking food for her Collecting motu leaves and firewood for her Buying soaps, rice, and taiyo for her

Teacher instruction

Make sure learners are divided into groups. Table for the investigation activity must be copied before the practical. Learners must do the practical, observe changes that happen in food and fill in boxes by ticking them.

Possible answers

1

Results of cooking	Type of foods					
	Rice	Kumara	Chicken	Meat	Vegetables	Fruit
No change						
Becomes soft	√	√	√	√	√	√
Absorbs moisture	√	√	√		√	√
Expands or grows bigger	√					
Colour changes		√	√	√	√	√
Colour lost				√		√
Flavour lost						√
Flavour changes		√	√	√		√

- 1 b** We test to see if they are cooked by using a fork or a skewer to pierce the food. The food becomes soft when cooked.
- 2 a** Care needs to be taken when boiling coloured vegetables so that their colour is retained and they are not overcooked.
- b** The best way to boil coloured vegetables is by boiling the cooking water first before putting the vegetables in, and cooking for a short period of time.
- c** Cook coloured vegetables in a small amount of boiling water for a short period of time with the lid of the pot on so that nutrients are not lost.

3

Name of food	Cold water	Hot water	Changes that take place while food is cooking
Starch			Starch grains absorb moisture
Rice	√		Grains swell and burst
Kumara	√	√	Becomes soft, easier to chew and digest
Protein			Makes the protein thicker and changes its colour and texture. The collagen of the connective tissue of the fish (or meat) is changed to gelatin and the food becomes tender.
Chicken	√		Coagulates protein on the outside and keeps the juices in the tissues
Meat	√		Heat is lowered and meat cooks by long, low heat process in simmering water until meat is tender and moist.
Egg	√		Coagulates the protein and makes the egg easier and tastier to eat.
Vegetables		√	Use little water, cook short time to retain colour, texture, flavour and nutritive value.
Fruit		√	Use little water, cook for a short time to retain colour, texture, flavour and nutritive value.

- 4** Draw a piece of kumara, meat or chicken in a pot of boiling water.

Practical activity (page 121) (2 periods)

Teacher preparation

Read notes on steaming before class. Prepare equipment to use in steaming buns/cakes.

Teacher instruction

Guide learners to copy diagrams and explanation of steaming into their books.

Making a pudding (page 121)

Teacher preparation

Get learners or the school to buy ingredients. Cooking equipment and lab must be cleaned ready for practical.

Teacher instruction

Ask learners to copy recipe on steamed pudding. For the steamed vegetables, learners must write their own recipe. Make sure learners apply all personal hygiene and safety rules during practical.

Making buns (page 122)

Teacher preparation

Get learners or the school to buy ingredients. Cooking equipment and lab must be cleaned ready for practical.

Teacher instruction

- 1 Make steamed buns using the recipe in the Learner's Book.
- 2 Steam some coloured vegetables and serve with other food to make a balanced meal.
- 3 Written collection of recipes for steamed dishes by learners, depending on what learners collect.

Investigating stewing (page 123) (2 periods)

Teacher preparation

Collect some newspaper cuttings on recipes and cookery books for learners

Teacher instruction

Guide learners to copy the recipe for fish stew and cook the recipe in groups. Help learners to look at the suggestions, a, b and c. Choose one and write the recipe correctly (include title, ingredients and methods). Learners can cook the recipe they have written.

Possible answers

2 a Locally stewed fruits

Ingredients

2 medium tomatoes	1 tsp sugar
1 small pineapple	1 tsp cornflour
2 bananas	1 cup water

Equipment

peeler	spoon
knife	bowl
chopping board	pot

Method

- 1 Peel and cut fruits into smaller pieces.
- 2 Put cut fruits into a pot.
- 3 Simmer gently until soft.
- 4 Add 1 tsp sugar (or to your taste) to make it soft.
- 5 Cool and serve with custard, ice-cream or coconut cream.

2 b Tasty vegetable stew**Ingredients**

10 long beans	5 bunches of slippery cabbage
handful nuts	1 tsp salt
handful peanuts	2 cups of water
1/2 medium pumpkin	

Equipment

knife	chopping board
pot	dish

Method

- 1 Wash vegetables.
- 2 Peel pumpkin and cut into small pieces.
- 3 Shell peanuts and remove skin of nuts.
- 4 Remove slippery cabbage leaves from stalk and cut long beans into required sizes.
- 5 Fill pot with water put pumpkin, peanuts and nuts in and bring to boil, then simmer. When pumpkin is soft, add long beans and slippery cabbage.
- 6 Remove and serve with root crop or rice.

2 c Fish curry stew**Ingredients**

1 medium fish	1 large kumara
2 dry coconuts	1 tsp salt
1 medium onion	

Equipment

pot	chopping board
knife	scraper
strainer	

Method

- 1 Scale fish, remove bones of fish and cut into cubes.
 - 2 Peel kumara and cut into cubes. Clean and cut onion into small pieces.
 - 3 Scrape coconut and squeeze out coconut cream into a pot.
 - 4 Put kumara, onion, and fish into the pot of coconut cream, add salt and put on fire. Simmer until cooked.
 - 5 Serve with rice or locally available foods.
- 3 Advantages of steaming are on pages 122–123 of the Learner's Book. The disadvantages are that it takes a long time to cook and uses a lot of fuel.
- 4 **a** (1) stewed (2) fruit (3) vitamin C
 - b** (4) bite (5) flavours (6) liquid
 - c** (7) vegetarians

What is a casserole? (page 124) (1 period)

Teacher preparation

Collect pictures of different casserole dishes

Teacher instruction

Check learners' answers for incomplete sentences and questions 3 to 5. In towns you can arrange for learners to visit shops nearby and help write a recipe for fish casserole in coconut cream.

Possible answers

- 1 Correct words for the incomplete sentences are oven, lid, food, dish.
- 2 (1) cut (2) liquid (3) heat (4) casserole (5) oven
- 3 In urban areas, learners can visit shops to investigate the casserole dishes available. If not, help them to find pictures of casserole dishes from magazines and paste them in their books.
- 4 Learners cook fish curry.
- 5 Learners write out the advantages and disadvantages of casseroles.

Motu methods (page 125) (2 periods)

Teacher preparation

If possible, collect pictures of motu from other countries such as Fiji, Samoa and Tonga

Teacher instruction

Supervise and guide learners to complete questions and exercises on motu

Possible answers

- 1
 - a Make an oven on the ground with small stones. Put bigger stones around it to make a nice circle.
 - b Put strong, thick firewood around the edge of the oven
 - c Make a fire in the centre of the oven. Spread coconut shells around the fire.
 - d Put the first layer of firewood across the oven on the coconut shells, then the second layer across the first layer.



- e Fill the oven with stones, on the last layer of firewood. (Make sure that the stones are enough to completely cover the food that is to be baked.)



When the fire wood is burned up, remove the smoldering wood and the bigger charcoals. Leave the oven to cool down a little bit.

- f** Remove the hot stones from the oven. Turn the oven stones so that the small charcoals drop under the stones.
- g** Prepare the oven by putting two to three layers of leaves on the hot stones.



- h** Put the food or the parcels of food on the layers of leaves prepared. Cover with leaves.
- i** Put hot stones back on the food in the oven, and then cover with enough leaves to keep the hot air inside the oven to cook the food. This should take one to two hours to cook.



- 2 Foods that can be used in a *motu* are kumara, chicken, pudding, cabbage, pork, fish, taro leaves, taro, swamp taro and cassava.
Examples of *motu* meals are pot motu chicken, motu chicken and slippery cabbage.
- 3 A *motu* meal takes one to two hours, depending on the size of the fire. Yes, a *motu* meal could be cooked in an oven of a stove. The length of time for cooking *motu* food in an oven stove is two to three hours using gas/electricity fuel.

Advantages of *motu* cooking:

- i The long, low heat and gentle cooking process makes the meat tender and easily digestible.
- ii The moist heat causes the starch grains to swell and burst. Carbohydrate foods (like corn, sago and root vegetables) become soft and easy to chew and digest.
- iii It is a traditional cooking method. No stoves or pots are needed. It is economical for low-income rural families.
- iv It requires little attention once the food parcel is covered by hot stones.
- v Villagers find this an easy method to use to prepare food for a large number people.

Disadvantages of *motu* cooking:

- i It uses a lot of firewood to heat the stones.
 - ii As the food can't be checked during the cooking process, it is often over-cooked.
 - iii The long cooking process is not good for coloured vegetables. They lose nutritive value, colour, texture and their attractive appearance. Leafy green vegetables end up limp and grey.
 - iv A sudden heavy downpour of rain can spoil the *motu* if done in the open outside of the kitchen. The stones will quickly lose their heat and the *motu* becomes full of water.
 - v Takes a long time to prepare and cook food in a *motu*.
- 4 Class/group discussions on comparison of ways of doing the *motu* in different provinces in the Solomon Islands and also why *motu* is popular.
- 5 *Motu* is popular in the Solomon Islands because when preparing big feasts it is the easiest way to cook most of the food for the feast. The food is also tasty when prepared this way. The advantages of varying the cooking methods for the family meal are:
- meals are enjoyed instead of just eating to satisfy hunger
 - meals are nutritiously prepared
 - nutritive value of food is retained in some of the different cooking methods.

6.2 Dry heat cooking

Cooking without water (page 125) (1 period)

Teacher preparation

Flip charts/charts

Teacher instruction

Class discussion and write learners' answers on the black board

Possible answers

Bananas, kumara, fish and cassava can be cooked without water. The type of heat used to cook food without water is called radiated heat.

Investigating grilling (page 126)

Teacher preparation

Prepare firewood and fireplace for grilling.

Teacher instruction

Ask learners to bring to class cooking bananas, kumara, cassava, corns, clam shells/fish, sausages for practical activities on grilling. Make sure learners take care when using fire.

Possible answers

- 3 The type of heat used to cook the banana, sausages and meat that are grilled is radiated heat.
- 4 The time that it will take for food to be cooked when grilling will depend on the type of food you cook, how thick the food is and the heat of the charcoals/coals or stones.

Making bread (page 127) (1 period)

Teacher preparation

Additional recipes on bread

Teacher instruction

Ask learners to do questions 1 and 2. Make sure all ingredients are measured correctly so that the bread turns out well.

Possible answers

- 2 Foods that are sold in a bakery and can be made at home are scones, bread, buns, chocolate cakes, fruit loaves, lamingtons, cream buns.

Baking and roasting (page 128) (2 periods)

Teacher preparation

Bring pictures of roasting to class. Prepare earth oven/gas oven and cooking equipment to use

Teacher instruction

Ask 1/4 of the class to bring two medium-sized kumara each while the other 3/4 contribute to buying chicken or fish for practical cooking questions 1 and 2. If not, the school can buy the ingredients for this practical.

Possible answer

Baked kumara

Ingredients

Kumara as needed

Equipment

leaves	small knife
firewood	peeler
dish	tongs

Method

- 1 Peel kumara and wash.
- 2 Prepare leaves for wrapping food in and to cover the *motu*.
- 3 Remove stones, charcoal, place leaves on hot stones, put the kumara on the leaves, and cover with leaves again. Place hot stones on the covered food.
- 4 Cover the oven with enough leaves to keep the heat from escaping until the food is cooked.
- 5 Bake the food in the hot stone oven for one to two hours.

Bone bone kumara

(kumara roasted, grilled or buried in hot ash)

Ingredients

Kumara as needed

Method

- 1 Wash kumara
- 2 Make fire on earth oven stones.
- 3 Place the kumara on the hot stones with charcoals. Keep turning the kumara until cooked. If the kumara is burnt, scrape with shells/broken bottles

Roast chicken/fish

Ingredients

1 whole chicken

Method

- 1 Defrost chicken, marinate in soy sauce/rub chicken in salt.
- 2 Make fire and put a wire through the chicken and cook over the fire. Keep turning until cooked.

Frying (page 130) (2 periods)

Teacher preparation

Pineapples, cooking oil, cooking utensils required for practical

Teacher instruction

Ask learners to copy recipe for banana fritters into their cookery booklets. Guide them to make fritters using pineapples instead of bananas and help class to organize a barbecue with sausages or rissoles.

Note: Take care when using oil in cooking

Smoking fish (page 130) (2 periods)

Teacher preparation

Gather firewood and prepare a place for smoking fish

Teacher instruction

Divide learners into groups to do practical activities 1 and 2. Ask learners to write reports for the practical that they have done. Provide guidance on smoking.

Possible answers

- 3 I prefer to eat fresh fish because I can cook it using any cooking method that I like. However, I also like eating smoked fish but only sometimes.
- 4 Fish is smoked so that it is preserved and smoke adds a distinctive flavor to the fish.

Summarizing cooking methods (page 130) (homework)

Cooking methods	Foods that can be cooked using this method	Advantages	Disadvantages
Boiling	<ul style="list-style-type: none"> • root crops • vegetables • fish • chicken • meat • rice 	<ul style="list-style-type: none"> • food can be boiled in clay or metal pots over any source of heat • no special equipment is needed • an easy, quick and efficient cooking method 	<ul style="list-style-type: none"> • nutrients are lost in the cooking water and thrown away • food loses its natural taste
Steaming	<ul style="list-style-type: none"> • root crops • vegetables • fish • chicken • meat 	<ul style="list-style-type: none"> • flavour, texture and nutritive value and juices of food are more fully retained 	<ul style="list-style-type: none"> • not all foods are suitable for cooking in this method
Stewing	<ul style="list-style-type: none"> • pork • vegetables • fish • chicken • mince meat 	<ul style="list-style-type: none"> • long, slow, low heat is good for cheaper, tougher types of meat, as stewing makes the food very tender, tasty and digestible • needs little attention once the food is in the pot and simmering gently • can be cooked in a pot, which saves on washing up • a nutritious cooking method, as the nutrients pass into the liquid, which is served as part of the meal 	<ul style="list-style-type: none"> • takes a long time to cook • uses a lot of fuel
Casseroling	<ul style="list-style-type: none"> • fish • meat 	<ul style="list-style-type: none"> • long, slow, low heat is good for cheaper, tougher types of meat, as stewing makes the food very tender, tasty and digestible • needs little attention once the food is in the pot and simmering gently • can be cooked in a pot, which saves on washing up • a nutritious cooking method, as the nutrients pass into the liquid, which is served as part of the meal 	<ul style="list-style-type: none"> • most of the families in the Solomon Islands do not have an stove oven and it is expensive to get one from the shops

Cooking methods	Foods that can be cooked using this method	Advantages	Disadvantages
Motu	<ul style="list-style-type: none"> • root crops • cabbages • fish • chicken • meat 	<ul style="list-style-type: none"> • long, low heat and gentle cooking process makes the meat becomes tender and easily digestible • moist heat causes the starch grains to swell and burst so the carbohydrate food (like corn, sago and root vegetables) becomes soft and easy to chew and digest • it is a traditional cooking method • no stoves or pots are needed so it is economical for low-income rural families • requires little attention once the food parcel is covered by hot stones • villagers find this an easy method to use to prepare food for a large number of people 	<ul style="list-style-type: none"> • uses a lot of firewood to heat the stones • as the food can't be checked during the cooking process, it is often over-cooked • the long cooking process is not good for coloured vegetables as they lose nutritive value, colour, texture and their attractive appearance. Leafy green vegetables end up limp and grey • a sudden heavy downpour of rain can spoil the motu if done in the open outside of the kitchen. (The stones will quickly lose their heat and the motu becomes full of water.) • takes a long time to prepare and cook food in a motu
Grilling	<ul style="list-style-type: none"> • root crops • fish • chicken • meat • sausages • steak • lamb chops 	<ul style="list-style-type: none"> • quick and easy • food is not greasy and is easily digestible • little loss of nutritive value 	<ul style="list-style-type: none"> • expensive if it requires gas or a stove
Baking	<ul style="list-style-type: none"> • bread • cakes • scones • buns • lamingtons 	<ul style="list-style-type: none"> • adds variety and interest to the diet • types of food that can't be cooked over a heat source can be baked • stimulates the appetite 	<ul style="list-style-type: none"> • a slow method of cooking • requires a stove, which is expensive to get • food can be overcooked if not properly monitored
Roasting	<ul style="list-style-type: none"> • chicken • lamb chops • fish • pork chops • vegetables 	<ul style="list-style-type: none"> • fats used in roasting meat and vegetables add a nice taste and flavour to the food. • roast vegetables give variety and interest to meals. • leftovers can be used cold in sandwiches • fat gives added energy value 	<ul style="list-style-type: none"> • high in fat if using a baking tray • uses a lot of gas if done in an oven
Frying	<ul style="list-style-type: none"> • vegetables • cabbages • fish • meat 	<ul style="list-style-type: none"> • a quick and easy method of cooking over any source of heat • food is very tasty and adds a variety in the diet 	<ul style="list-style-type: none"> • if not closely watched or monitored, the food may blacken and burn • may catch fire if left unsupervised • fried food needs to be drained on absorbent paper • fried food is not easily digested and should not be eaten too often
Smoking	<ul style="list-style-type: none"> • fish • shellfish 	<ul style="list-style-type: none"> • adds flavour to the food and acts as a preservative 	<ul style="list-style-type: none"> • slow method of cooking and not suitable for use with most foods

7 Home management—Extension

7.1 Using local and modern materials for household equipment

Suggested class time: 16 periods

Work closely with the technology department to make these projects.

Thinking about local and modern materials (page 131) (1 period)

Teacher preparation

Gather real examples of local and modern materials, or pictures of them

Teacher instruction

Divide learners into groups and discuss, then write responses on charts/exercise books

Possible answers

1 Yes, there household equipment made from both local and modern materials in our kitchen.

Examples of local materials:

- wooden spoon
- wooden bowl
- bamboo tongs
- wooden trays
- wooden spatula
- wooden tray
- loia cane trays.

Examples of modern materials:

- stainless steel pots
- glassware
- plastic plates
- plastic cups
- measuring jar
- drinking jars
- coolers
- refrigerator
- cooking stove.

2 I prefer household equipment made from local materials because they are cheap to get and they show our local identity.

3 Household equipment made from modern materials is more expensive to buy compared to locally made equipment because they are made from expensive materials, are made using machines, or they are imported into our country. However, they are durable, easier to clean and don't have to be made.

4 Yes, I have made some household equipment from local materials.

5 I made a serving spoon using coconut shell.

How a coconut shell spoon is made

Materials/equipment

1 dry coconut	sandpaper	pencil
hack saw	a piece of broken bottle	small knife

Instructions

- 1** Choose a dry coconut the size you want your spoon to be.
- 2** Scrap out the rough fibres with a sharp piece of broken bottle.
- 3** Draw the shape of the spoon with a pencil.
- 4** With the hack saw, saw on the pencilled lines you have drawn until the shape of the spoon is separated from the other half of coconut.
- 5** Remove the coconut flesh from the spoon using a small knife

- 6 Use sandpaper to smooth out the inside and outer side of the spoon. Continue sanding until the spoon is shiny, smooth and a bit thin.
- 7 Use a damp cloth to wipe out the dust from the spoon.

Traditional or modern? (page 131) (homework)

Teacher preparation

Chart

Teacher instruction

Guide learners to complete the table

Possible answers

Household equipment	Local materials	Modern materials	Both local and modern materials
bamboo	√		
bamboo candle holder	√		
bark	√		
bush timber	√		
cane	√		
clay	√		
coconut broom	√		
coconut shell	√		
coconut shell soap holder	√		
drinking glass		√	
drum oven		√	
empty coffee jars and crates			√
empty fuel drums		√	
empty powdered milk tins		√	
enamel plates		√	
feather			√
kapok	√		
loia cane laundry basket	√		
numerous bush fibres	√		
old car tyres		√	
pandanas	√		
plastic bucket		√	
rice bag		√	
saw dust stove			√
sea shell	√		
seeds	√		
stove		√	
straw broom			√
tapa	√		
tree trunk	√		

Household equipment (page 132) (1 period)

Teacher preparation

Chart

Teacher instruction

In pairs, learners discuss advantages and disadvantages of household equipment made from local materials

Possible answers

1

Household equipment	Local materials	Advantages	Disadvantages
loia cane tray	loia cane vines	<ul style="list-style-type: none"> • cheap and looks attractive when completed 	<ul style="list-style-type: none"> • can rot quickly when frequently wet
wooden spoon	wood (fata)	<ul style="list-style-type: none"> • strong • does not leave marks on non-stick pots and pans 	<ul style="list-style-type: none"> • takes time to cut out the piece for the spoon • requires certain tools to make
wooden bowl	wood (fata)	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • not useful for pounding strong food eg. Pudding cassava
coconut shell spoon	coconut shell	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can be easily broken if not taken care of properly
bamboo tongs	bamboo tubes	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can easily burn if care is not taken
coconut leaf basket	coconut leaves	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can rot easily if stored when wet or damp
coconut leaf fan	coconut leaves	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can rot easily if stored when wet or damp
pandanas mat	pandanas leaves	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can rot easily if stored when wet or damp
coconut leaf mat	coconut leaves	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can rot easily if stored when wet or damp
bamboo tubes	bamboo	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can be attacked by insects if not properly stored
pandanas basket	pandanas leaves	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can rot easily if stored when wet or damp
string bag	sisal fibres / grass-skirt tree fibres	<ul style="list-style-type: none"> • cheap • very strong 	<ul style="list-style-type: none"> • can be attacked by rats and cockroaches if not cared for
sago palm mid rib broom	sago palm mid rib	<ul style="list-style-type: none"> • cheap • good for sweeping outside of houses/ lawns 	<ul style="list-style-type: none"> • not suitable for sweeping varnished floor or smooth surfaces
coconut mid rib broom	coconut mid rib	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can only be used on some surfaces
loofa	loofa bean plant	<ul style="list-style-type: none"> • cheap 	<ul style="list-style-type: none"> • can be sold for extra money if grown in your garden • mould can easily grow on it if not properly dried

Advantages and disadvantages of household materials made from modern materials

Type of material	Advantages	Disadvantages
stainless steel	<ul style="list-style-type: none"> strong, won't dent/chip/stain long-lasting and easy to clean 	<ul style="list-style-type: none"> most expensive
wire/iron rod	<ul style="list-style-type: none"> easy to make convenient and easy to use 	<ul style="list-style-type: none"> expensive
plastic	<ul style="list-style-type: none"> light, cheap and attractive 	<ul style="list-style-type: none"> not strong, breaks easily not heat-proof and can melt easily
glass	<ul style="list-style-type: none"> strong easy to clean 	<ul style="list-style-type: none"> expensive easy to break
wood	<ul style="list-style-type: none"> quite cheap very strong 	<ul style="list-style-type: none"> easy to break or burn in a fire
aluminium	<ul style="list-style-type: none"> strong light 	<ul style="list-style-type: none"> expensive
enamel	<ul style="list-style-type: none"> strong, won't break easy to clean cheap 	<ul style="list-style-type: none"> pieces chip off if it is dropped
metal	<ul style="list-style-type: none"> strong, won't break easy to clean 	<ul style="list-style-type: none"> expensive
china		

2 NB: For the advantages and disadvantages, see table above.

Household equipment	Type of modern material use	Advantages	Disadvantages
laundry basket	plastic midrib		
bowl	plastic glass stainless steel		
chair	timber plastic stainless steel		
serving bowls	plastic glass		
chopping board	wood		
wooden spoons	wood		
clothes line	iron post wire		
cooking vessel	metal stainless steel		
fire stove	metal iron		
drinking glass/jugs	glass enamel		
buckets, bins	metal plastic		

Household equipment	Type of modern material use	Advantages	Disadvantages
forks, knives, kitchen utensils	plastic metal		
plates, cups, saucers and mixing bowls	china plastic		
storage container	plastic		
stove	metal		
table	wood plastic metal		
tray	wood plastic metal		

Fireplaces and stoves (page 133) (2 periods)

Teacher preparation

Fireplaces

Teacher instructions

Help learners to make fireplaces with whatever is available so that they learn not to rely on the gas/kerosene stove to boil/grill/*motu* their food. Ask learners to copy pictures of different types of fireplaces and their correct description from pages 133 of the Learner's Book.

2 and 3

Fireplaces	Used indoors or outdoors	Advantages	Disadvantages
motu	indoors and outdoors	<ul style="list-style-type: none"> • can be used outdoors and indoors • can bake a variety of food in large quantities 	<ul style="list-style-type: none"> • time consuming
three stones	outdoors	<ul style="list-style-type: none"> • very easy to make and use 	<ul style="list-style-type: none"> • pots get very dirty easily
two iron bars and mesh wire	outdoors	<ul style="list-style-type: none"> • easy to make one and use 	<ul style="list-style-type: none"> • depends on availability of wire mesh and iron bars • pots get very dirty easily
half drum oven	indoors and outdoors	<ul style="list-style-type: none"> • pots won't get as dirty as using three stone/two iron bars/mesh wire • more than one pot of food can be cooked at the same time 	<ul style="list-style-type: none"> • holds smoke
fireless cooker	indoors	<ul style="list-style-type: none"> • uses no fuel 	<ul style="list-style-type: none"> • only used for certain foods that are half cooked/brought to boil, such as rice
drum oven	indoors and outdoors	<ul style="list-style-type: none"> • can cook a variety of food in it 	<ul style="list-style-type: none"> • uses a lot of fire wood

- 4 Divide learners into groups to build one of the different types of fireplaces illustrated in the diagrams on page 133. Use the different fireplaces and fill in the table below.

Stove or fireplaces	Time taken	Easy to make	Easy to use	A lot of smoke or no smoke	Useful for boiling, baking, frying, or others
motu	longer time	√	√	a lot of smoke	baking
three stones	length of time depends on the type of food cooked	√	√	not much smoke	boiling/stewing/steaming/frying
two iron bars/mesh wire	length of time depends on the type of food cooked	√	√	not much smoke	boiling/stewing/steaming/frying
half drum oven	length of time depends on the type of food cooked	√	√	not much smoke	boiling/stewing/steaming/frying
fireless cooker	longer	√	√	no smoke	boiling
drum oven	longer	difficult	√	not much smoke	baking

Making vessels (page 134) (2 periods)

Teacher preparation

Pictures or real examples of bowls/pots

Teacher instructions

Facilitate class discussion on list of local materials to make a pot/bowls. In provinces, describe the construction steps to make a pot/bowl. Instruct students about the following safety measures:

- Take care when using electrical/sharp equipment
- Do not play during practical lessons
- Ask if you do not know how to operate/use equipment
- Take care not to drop any equipment

Possible answers

Wooden bowl

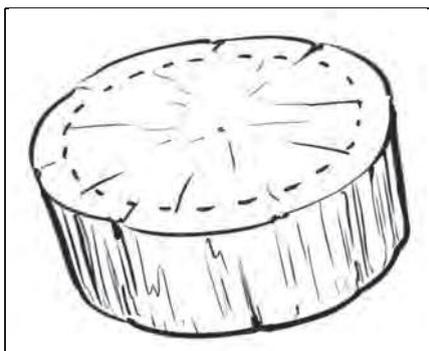
Wooden bowls can be used for preparing food, storing or serving

Materials

wood, chisel, adze, broken bottle, sandpaper

Construction steps

- 1 Cut wood to required size and mark outline of the wood.



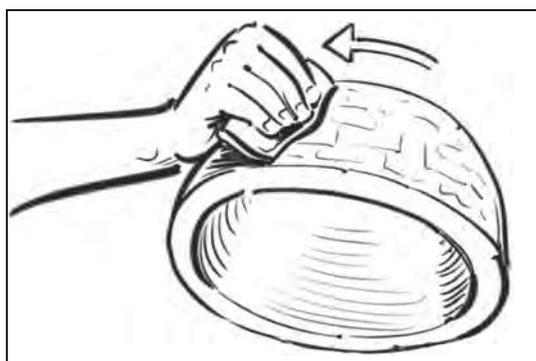
- 2 Hollow/dig from centre of wood to required depth using a chisel.



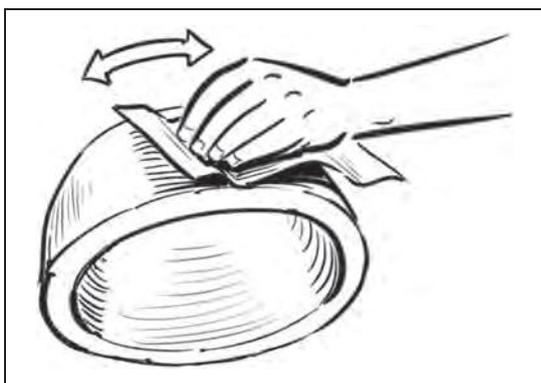
- 3 Cut to shape the outer part of the bowl using an adze.



- 4 Scrape outside of bowl using a piece of broken bottle.



- 5 Sandpaper the bowl to finish.



Making kitchen utensils (page 135) (2 periods)

Teacher preparation

Real example of ladle/coconut shell, bamboo/sticks

Teacher instructions

Divide learners into groups based on the provinces they are from and ask them to design, make and write a short description of a kitchen utensil made from local materials from their province. Make sure learners are also given responsibility to bring materials needed for practical to make the utensil. Learners can then display their finished work and do group evaluation.

Possible answers

1 Learners design a low-cost, useful and attractive kitchen utensil from local materials with a short description card for a class exhibition.

Kitchen utensil that can be made from local materials	Materials required	Drawings/pictures of items (learners to draw these)	Uses
cup	coconut shell or bamboo		for holding liquids and drinking with
fork	coconut shell, bamboo or bush timber		eating, beating, for mashing food
grater	tin (make nail holes in a piece of tin)		grating garlic, carrots and root crops
knives	bamboo, sea shells and bones		cutting food, peeling vegetables
peeler	animal bones such as pig bones		peeling vegetables thinly
racks	interweaving sticks		drying food
scrapers	sea shells, small piece of steel		scraping out flesh of coconut
spoons	bamboo, sea shells, bush timber and clay		eating
strainers	coconut shell or empty powdered milk tin with holes in the bottom		separating liquid food from solid food
tongs	bent strip of green bamboo		holding hot food or hot stones
plates	bush timber and clay		serving food on

Ladle

Materials

coconut shell (mature, not green coconut) rope or string (mature, not a green coconut)
 abrasive paper coconut oil
 bamboo stick (seasoned/dried)

Equipment

wooden or metal spike wood chisel
 bush knife flat file
 hack saw hand drill and bit
 gouge

Construction

1 Preparation and setting up

- Separate the shell from the husk fibre using a wooden or metal spike.
- Clean the coconut shell with a knife and abrasive paper.
- Measure and mark out an area on the coconut to be cut.
- Measure and mark out the required size of bamboo.
- Measure and mark out the positions of the holes for the handle to fit into.

2 Cutting, drilling and removing of kernel ('meat' inside the coconut)

- Cut the second shell with a hacksaw.
- Remove kernel using a gouge or chisel.
- File the edges of the shell for even and smooth surface.
- Using a hand drill and bit, drill holes on one surface of the selected shell.
- Cut bamboo to size and use a bush knife to split it in half.
- Using a wood chisel and file, shape the selected half of the bamboo to the required shape.
- Drill holes that will align to the holes on the coconut shell.

3 Assembling

- Fix the handle to the shell by tying it tightly with string or rope.

4 Finishing

- Sand and complete product.
- Apply coconut oil for good appearance and durability.

Using trays and chopping boards (page 135) (1 period)

Teacher preparation

Collect samples of trays/pictures

Teacher instruction

Bring real examples or pictures to class

Trays and chopping boards	Local materials required	Drawings of items (leave for learners to do)	Uses
wooden trays	wood		use for carrying food and drinks
bamboo trays	bamboo strips plywood		use for carrying food and drinks
cane tray	cane		use for carrying food and drinks
wooden chopping board	wood		use a vegetable cutting surface

Research activities (page 135) (homework)

Teacher preparation

Prepare handout of the table to use in research

Teacher instruction

Ask learners to use the same table to do questions 1 and 2

Chair or table type	Materials	Shop	Carpenter	Price (fill this column after research)
dining chair	wood/plastic	√	√	
deck chair	wood	√	√	
cushion chair	wood		√	
study table	wood, canvas, screw/nails	√	√	
dining table	wood/plastic	√	√	
coffee table	wood, canvas, screw/nails	√	√	

Constructing and costing (page 137) (6 periods for project chosen)

Teacher preparation

Materials for chosen table/chair to be made

Teacher instruction

Choose any of the tables depending on resources available at your school. Guide learners to make one of them. All the instructions are provided below. Help learners to do the costing for the item.

Bamboo table

(see illustration on page 136 of the Learner's Book)

Materials

bamboo sticks	string or rope
bush sticks	abrasive paper

Equipment

bush knife	tape measure
handsaw	scissors

Construction

1 Preparation and setting up

Measure and mark out the components of a table according to the required size. This includes the legs, rails and top.

2 Cutting

- From the bamboo sticks, cut the four legs to size, making sure that one end of each leg forms a fork-like shape.
- Cut two rails to size so that they can rest in the fork-like leg tops.
- Cut enough bamboo sticks to fit the size of the table top.

3 Assembling

- Partly assemble the sides of the table by tying them with string or rope.
- If the table is being made from a sheet of plywood and two trestles (also called a 'horse'), tie each bamboo stick on both ends to give the structure of a table.
- Tie the rest of the bamboo within the space created by the two ends.

4 Finishing

- Sand the completed product.
- Apply a finish to the product, if necessary.

Table made from plywood and two trestles

(see illustration on page 136 of the Learner's Book)

Materials

plywood	abrasive papers
timber	clear finish (or any other form of finish)
nails (50 mm long, jolt head)	

Equipment

tape measure	cross cut saw	hand plane
try square	sliding bevel	claw hammer

Construction

1 Preparation and setting up

- To make the trestles, measure and mark out the components according to the required size (see diagram below for various parts).

Note: A sheet of plywood does not require preparation; the whole sheet will be used as a top. Also note that your mark-out is for two trestles

2 Cutting

- Cut the components to size, using a try square and cross-cut saw.

Note: Apply this principle: mark twice, cut once.

- At an angle, cut both ends of the legs so that they will form an 'A' shape when assembled. Use a sliding bevel, cross-cut saw and hand plane.

3 Assembling

- Fix the side legs to the cross rail using a nail and claw hammer. Do the same to the other two legs.
- Nail the supporting rails just above the bottom end of each leg. Repeat the whole process for the other trestle.
- Position the trestles apart and place the sheet of plywood on them to form a table top.

4 Finishing

- With a rough abrasive paper, sand the completed table. Apply fine abrasive paper for smoothness.
- Apply a finish for good appearance and durability.

Outdoor table made from bricks and concrete slab

(see illustration on page 136 of the Learner's Book)

Materials

mesh wire	gravel (coarse aggregate)
bricks	reinforced wire
shovel/spade	sheet of galvanized iron
Portland cement sand (fine aggregate)	straight-edge timber for levelling

Equipment

tape measure	hacksaw
trowel	builder's level
bold cutter	ramming tool

Construction

1 Preparation and setting up

- Measure and mark out the positions of the two table stands on the ground.
- Prepare a mould. This is an open box that will be used for keeping the wet concrete in shape until it dries.
- Measure and mark out some mesh wire. It should be shorter than the size of the concrete slab (small enough to fit inside the mould without touching the sides).

2 Brick laying

Note: Carry out this process on one side of the stand first and repeat for the other stand.

- Prepare the foundation for the first layer of bricks in the trench, allowing spaces between each brick for mortar (a special glue made by mixing cement, sand and water together). Note that proper alignment of the bricks is very important, otherwise the stand will be crooked.
- Insert reinforced rods in a few bricks vertically to give strength to the stand.
- With prepared mortar, fill the spaces between each brick to keep them strong and firm. Also fill the hollows of each brick for strength and firmness.
- Level the top surfaces of the first line of bricks with a builder's square.
- Apply mortar (not too thick—just enough to hold the bricks) along the top edges of the first layer of bricks.

- Place the second layer of bricks on the mortar. Use a builder's level to produce even and level surfaces. You can use a small piece of timber to tap the brick for level adjustment, or use the palm of your hand. Apply vertical leveling to the side of the stand to get perfect straightness. Also note that the second layer of bricks must be positioned alternately, not aligned to the first layer.
- Repeat the process until the stand reaches the height required. Apply the same stages of construction to the other stand.

3 Mixing the concrete slab

- Mix the ingredients (cement, fine and coarse aggregate and water) on a sheet of galvanized iron, close to the mould for convenience. The mixing ratio for the concrete is 4:2:1 (4 parts coarse aggregate, 2 parts fine aggregate and 1 part cement). Use enough water for the mixture.

Note: To allow the dry and strong concrete to stick to the mould, apply a release agent, such as clean waste oil or engine oil, to the inner sides and base of the mould.

- Place a mesh wire in the mould, making sure it doesn't touch the bottom of the mould. Small and fine stones can be used to support the mesh wire above the bottom of the mould, or it can be placed on top of the first few scoops of wet concrete.
- Position the mesh wire in a way that it will not touch the inner sides of the mould.
- Pour prepared concrete into the mould. Thoroughly compact it with a ramming tool to fill all the space and get rid of air bubbles for durability and strength. Continue filling the mould until the concrete reaches the surface.
- Level the surface with a straight-edged piece of timber.
- Leave the mixture one day to gain maximum strength before it is used as a table top.

4 Assembling and finishing

- Remove the concrete by tapping the mould gently for easy removal.
- With someone's help, lift the concrete slab safely onto the top of the completed stands.
- Clean, dust off and put away any unused material that will make the surroundings untidy and unsafe. The product is now ready to use.

Wooden slat table

(see illustration on page 136 of the Learner's Book)

Materials

timber	abrasive papers
round bush sticks	nails
bolts and nuts	finish

Equipment

bush knife	shifting spanner
cross cut saw or hand saw	tape measure
claw hammer	hand plane
try square	hand drill and bit

Construction

1 Preparation and setting up

- Measure and mark out the components according to the required size.
- On one end of each leg, measure and mark out the position of a hole to accommodate the bolt and nut.

2 Cutting and drilling

- Cut the components according to the sizes marked. Use a hand saw and try square.
- With a hand drill and bit (size of a bolt), drill holes on one end of each leg.

3 Assembling

- Assemble the sides separately.
- Fix the sides with the rails (nail them onto the sides).
- Nail the narrow boards onto the table structure to form a table.

4 Finishing

- Sand.
- Dust off and clean the table with a rag or cloth.
- Apply a finish.

Tree trunk seat

(see illustration on page 136 of the Learner's Book)

Materials

strong and mature tree trunk (may be coconut or another tree species)

wood glue

abrasive papers

Equipment

tape measure

builder's square

bushman saw or bow saw

hand plane

axe

clear finish or any form of finish

wood chisel

Construction

1 Preparation and setting up

- Measure and mark out the components according to the required size. Use a tape measure.
- Mark out, on tree trunk, an area to be split in half.
- On the selected half of the tree trunk, and on the opposite side, measure and mark out the positions of the holes for the legs.

2 Cutting

- Cut the top and the two legs according to size using a bush saw or bow saw.
- Split the tree trunk with an axe according to the mark you made. Cut safely.
- Smooth surface of the selected half with a hand plane.
- Chisel off the position of the two legs.

3 Assembling

- Apply glue in the recess in the tree trunk. Fit in the legs tightly.

4 Finishing

- Sand the seat.
- Apply a finish.

Fuel drum seat

(see illustration on page 137 of the Learner's Book)

Materials

one empty fuel drum (20 litres)

cloth or thin cushion

strips of rubber for tying (tyre tube)

Teacher instruction

Ask learners to design and make a low-cost household item with a short description.

- 1 Other types of furniture that might be useful in a living room
 - corner shelf
 - TV rack
 - book shelf
 - CD/DVD rack
 - flower-pot stand
 - drawers
 - storage box
- 2 Organise learners to design and construct a low cost, attractive living room item from materials available in their provinces. Display item with a description card.

Making items for the bathroom (page 137)

Teacher preparation

Real examples of bathroom, laundry and toilet items

Teacher instruction

Choose one of the bathroom, laundry and toilet items depending on resources available and make one. All the constructions steps are provided for use in the activities.

Making your own laundry basket (page 138)

Teacher preparation

Bring in real examples of laundry baskets

Teacher instruction

Allow learners to design and improvised laundry basket or give them instruction sheets on how to make traditional baskets

Traditional baskets

(See illustration on page 137 of the Learner's Book)

Materials

loiacane strips or rope	tape measure
bamboo sticks	clear finish
cloth or those types extracted from tree bark	wire
	abrasive paper

Equipment

hand saw	bush knife
scissors	mould of a knife
utility knife	

Construction

- 1 Preparation and setting up
 - Measure and mark out the length of the weaving string.
 - Measure and mark out the sizes of bamboo strips.
 - Measure the length of the wires.
 - Measure and mark out the size of the cloth.
- 2 Cutting, weaving and assembling

For a basket made from loiacane rope:

 - Cut the components.
 - On a mould, weave to produce the shape of a basket.
 - Remove the mould and weave the base.

For a basket made from bamboo and cloth:

- Cut components to sizes.
- Split the bamboo to various lengths.
- Make two rings of wire—one big and another one smaller.
- Curve the ends of each bamboo stick.
- Tie wires to the top and bottom (on the curved part).
- Wrap around the completed shape with cloth. Tie cloth.

3 Finishing

- Sand.
- Apply a finish to the loyacane basket and to the bamboo parts of the other basket.

Towel rail

Materials

bush sticks

tying wire

Equipment

bush knife

pliers

Construction

1 Preparation and setting up

- Measure and mark out the lengths of the post and wire.
- Mark out the position of the posts.

2 Cutting

- Cut the components according to the required size.
- Remove the bark of the bush sticks.
- Cut wire to size.

3 Assembling

- Position the posts in even heights.
- On each end of the post, stretch a wire to the other post and back.

4 Finishing

- Trim off the excess wire.
- Apply any form of finish to the posts.

Clothesline and pegs

(see illustration on page 137 of the Learner's Book)

Materials

bush sticks (mature and seasoned bamboo)	rope or string
abrasive papers	finish, if needed

Equipment

bush knife	hack saw
cross cut saw	utility knife

Construction of clothesline

1 Preparation and setting up

- Measure and mark out the components according to the required size.
- Mark out the positions of the posts.
- Measure and mark out the lengths of the rope for hanging clothes, tying cross rails and supporting rope to pull apart the two posts for firmness.

2 Cutting and digging

- Cut components to size according to the required size.
- Dig holes for posts.
- Remove bark from posts and cross rails.

3 Assembling

- Attach the cross rails to the posts.
- Place posts in the holes. Fill around the posts with soil to hold posts strong and firm.
- Tie rope from one end of the post to the other to produce two or more lines for clothes.
- Tie rope on both posts and pull apart for strength and firmness. Hook both ends of the supporting ropes to the ground.

4 Finishing

- Trim off any excess ropes.
- Apply a finish, if needed.

Construction of pegs

1 Preparation and setting up

- Measure and mark out the bamboo to size.
- Mark out the shape of the cut that will be used for hooking clothes.

2 Cutting and shaping

- Cut the bamboo to length. Cut at each knot; the other end is open.
- Cut to shape open ends to allow for hooking clothes (see diagram).

3 Finishing

- Sand.
- Apply a finish, if needed.

Soak pit

(see illustration on page 137 of the Learner's Book)

Materials

stones (irregular shapes of medium size)

gravel (small size)

sheet of galvanized iron

Equipment

crow bar

spade or shovel

tin snip

Construction

1 Preparation and setting up

- Identify the site for the pit.
- Mark out the size required for the pit.
- Measure and mark out the position of the trench from the pit to the washing area.
- Stack the stones on the site.
- Measure and mark out the sizes of the lids for the pit and the trench to avoid foul smells.

2 Digging pit and trench for waste-water passage

- Dig the pit according to the required size. Use a crow bar and a spade or shovel. Dig to the depth required.
- Make a trench at an angle so that waste water can easily flow from the washing to the pit.

3 Filling holes with stones

- Throw stones in the prepared pit. Do not compact the stones or arrange them evenly as this will cause blockage to the pit. Spaces within the stones are needed to allow water to flow through them.
- Place gravel at the bottom of the trench to avoid ground erosion.

4 Finishing

- Cover the pit with the lid made from galvanized iron.
- Partly cover the bottom part of the trench. This is to prevent the ground from becoming loose and creating mud in the trench.
- Cover the trench with the prepared lid.
- Cover the pit and trench with soil.
- Clean the surroundings.

Thinking about storage units (page 139)

Teacher preparation

Bring in real examples of storage items from the list below

Teacher instruction

Ask learners to do questions 1 and 2 by going through examples below with the class. Divide in them into groups and tell them to choose one item to make.

Storage item	Materials used in making	Uses, care and storage.
laundry basket	coconut mid rib, loia cane or other bush canes	for holding dirty clothes for laundry so they are not thrown everywhere on the bathroom floor.
wall hanging	fabric or tapa cloth	for storing bills, receipts and letters
shopping bag	fabric or improvised rice bags	for holding things that you buy while going on a shopping trip
CD/DVD rack	plywood, pieces of bamboo or timber	for storing music and movie CDs and DVDs
vegetable rack	plywood	for storing vegetables such as green and red peppers, carrots, tomatoes, onions and garlic
fruit tray	loia cane, bush canes, bamboo or coconut mid rib	for holding fruits that is meant for eating through out the day
peg bag	a piece of fabric or coconut or pandanas leaves.	for storing pegs that are not in use so that they don't get misplaced
corner shelf	plywood	for standing photo frames, holding small things such as CD packs and other ornaments
book shelf	plywood or timber	for storing books and folders
packing case	plywood or timber	for storing utensils that are not used frequently

Wood sling

(See illustration on page 138 of the Learner's Book.)

Materials

bush sticks

plaited vine

rope or string

Equipment

tape measure

bushman saw/bow saw

spade/shovel

utility knife

crow bar

Construction

- 1 Preparation and setting up
 - Measure and mark out the sizes of the posts according to the required size.
 - Measure and mark out the lengths of the vine.
 - Identify the positions for the posts.
- 2 Digging holes and positioning posts
 - Dig holes according to sizes of posts. Use a spade and crow bar.
 - Place posts inside the holes, adjust for perfect straightness.
 - Cut off the top ends for even heights. You may use a level or just 'eye judgment'.
- 3 Fixing the sling
 - Hook and tie the sling some distance above the site. Make sure the bottom of the sling is not too close to the site.
- 4 Finishing
 - Since this task will be used in an environment which will involve cooking, it does not need any form of finish applied.

Storage shelf

(See illustration on page 138 of the Learner's Book.)

Materials

timber	rope or string	wood glue
sticks	screw	abrasive paper
nails	round bush	

Equipment

tape measure	claw hammer	cross-cut saw
try square	drill	wood chisel

Construction

- 1 Preparation and setting up
 - Measure and mark out the components according to the sizes required.
 - Mark out the position of the shelves on the two supporting rails.
- 2 Cutting
 - Cut the components using a crosscut saw.
 - Drill holes on the shelf stile, which will be used for fitting the brackets. Apply the same process on the other frame.
- 3 Assembling
 - Apply glue in the holes of the supporting rails.
 - Place in the bracket rail. Nail for strength.
 - Screw in the supporting bracket to hold the rail strong and firm.
 - Repeat the same process to the other side of the frame.
 - Fix the whole frame onto the wall.
 - Screw in the bottom rail to both sides of the frame.
 - Screw or tie with loiacane or string to the sticks on the shelf brackets for the top.
- 4 Finishing
 - Sand.
 - Apply a finish, if needed.

Vegetable rack

(See illustration on page 138 of the Learner's Book.)

Materials

timber	clear finish	dowel sticks
slings	wood glue	abrasive paper

Equipment

tape measure	hand plane	cross-cut saw
claw hammer	wood chisel	brace drill and bit

Construction

1 Preparation and setting up

- Measure and mark out the components of the car case (a box-like form without back and door) according to the size required.
- Measure and mark out the dowel sizes.

2 Cutting

- Cut the components of the car case according to the size required.
- Cut joints on the corners of the frame.
- Cut the dowel sticks.
- Drill holes for dowels.

3 Assembling

- Apply glue to the joints.
- Partly assemble the car case.
- Complete the assembly of the whole car case.
- Nail the components together for further strength.
- Hang the slings by tying for storing.

4 Finishing

- Sand if needed.
- Apply a finish if needed.

Hanging rack

(See illustration on page 138 of the Learner's Book.)

Materials

timber	abrasive paper	hardware hook
clear finish	screws	

Equipment

tape measure	screw driver	cross cut saw
try square	drill	hand plane

Construction

1 Preparation and setting up

- Measure and mark out the supporting base according to the size required.
- Measure and mark out the positions of the hooks on the supporting base.

2 Cutting and drilling

- Cut the supporting base to size.
- Drill holes on both ends of the supporting base for screws.

3 Assembling

- Screw in the hooks on the supporting base.
- Fix the unit onto the wall.

4 Finishing

- Sand.
- Apply a finish.

Hanging rack made from dowel

(See illustration on page 138 of the Learner's Book.)

Materials

timber cross	abrasive papers	dowel stick finish
wood glue	screw	

Equipment

cut saw	brace drill bit	tape measure
try square	hand drill	

Construction

1 Preparation and setting up

- Measure and mark out the size of the supporting base according to the required size.
- Measure and mark out the positions of the dowels on the supporting base.
- Measure and mark out the lengths of the dowels.

2 Cutting and drilling

- Cut the supporting base.
- Cut the dowels.
- Drill holes.

3 Assembling

- Apply glue in the holes.
- Fit the dowels in the holes.

4 Finishing

- Sand.
- Apply a finish.

Food safe

(See illustration on page 139 of the Learner's Book.)

Materials

timber	drawer handles	wood glue
insect screen netting	butt hinges	abrasive papers
nails	hardboard or masonite	wood putty
screws	plywood or chipboard for table top	finish

Equipment

tape measure	sash cramp	scissors
cross cut saw	screw driver	wood chisel
tenon saw	claw hammer	hand plane

Construction

1 Preparation and setting up

- Measure and mark out the components according to the required size. This is for the frame. Drawers are excluded.
- Measure and mark out the positions of the joints.
- Measure and mark out the components of the drawer. Components may be stored away, as you will construct the frame of the safe first.
- Measure and mark out the back of the safe, top of the shelves and insect screen nettings.
- Measure and mark out the components of the doors.

2 Cutting and digging

- Cut components to size.
- Cut joints on components.
- Dig trenches on components for joints.
- Cut components of drawers.
- Cut components of doors.

3 Assembling

- Trial-balance the components to form the structure of the food safe. Make adjustments if necessary.
- Partly assemble the ends. Assemble the ends separately and apply glue before assembling.
- Join the ends with long rails. Use sash cramps to hold the structure square and firm, and leave to dry for 24 hours.
- Fix the shelf covers.
- Fix the back of the structure.
- Fix the top on.
- Nail the nettings on the sides.
- Join the components of the doors, with the help of glue.
- Assemble the components of the drawers.
- Screw in the drawer handle to the drawer.
- Hang the doors using butt hinges.

4 Finishing

- Trim off the excess nettings.
- Apply edge-lipping to the edges of the food safe top.
- Apply wood putty.
- Sand.

7.2 Improvising household equipment

Improvising (page 140) (1 period)

You improvise when you make use of the materials that happen to be available at the time. For example, if you haven't got a hammer, you improvise by using a stone or piece of iron.

Teacher preparation

Real examples and materials and equipment for doing questions 1 to 4

- coconut shell soap holder
- bamboo candle holder
- drum oven.

Teacher instruction

Class discussion on improvisation. Write responses from learners on chalk board. Advise learners to take care when doing question 1.

1d Advantage of using a chopping board: Protects kitchen surfaces from knife scratches from knife.

2

Factory-made equipment	Improvised equipment	Materials used (local/modern/both)
clay	soup bowls, tea cups, plates	local
empty fuel drums	baking oven	modern
bamboo	CD/DVD rack	both
old car tyres	flowerbed, vegetable bed	modern
coconut husk	scrubbing brush, door mat	local
rice bags	wall hanging, shopping bags or door mats	modern
bush timber	bookshelf, chairs, stools, flowerpot stand	both
sea shells	macramé, wall hanging, door hanging, necklaces, earrings, bracelets	both
seeds	wall hanging, necklaces, earrings, bracelets	both
feathers	decorating fans or wall hanging	both
kapok	pillow, pin cushions	both
empty powdered milk tins	storing dried ngali nuts, sugar, salt and dried seeds for future use or matches during wet weather or when travelling on the sea	modern
pandanas	mats, baskets, fans, wall hanging	local
numerous bush fibres	wall hanging	local
empty coffee jars and wooden crates	for storing spices, crates can be used to store root crops in a corner of the kitchen	both
coconut shell	spoons, ladle, kava bowl, earrings, bracelet	both
cane	laundry basket, fruit trays, vegetable trays, shopping basket	local
tapa	wall hanging, kabilato, baskets	local
tree trunks	milled into timber	both
stones	stone ovens	both

3 Refer to the table above.

4 Improvised equipment is equipment that is made out of everyday items that have been slightly altered for a different purpose, or they are items that are made from materials that are available at the time.

Advantages of improvising (page 140)

Improvising is cheap, makes good use of items that are not useable anymore and is a quick way to substitute items that are needed at the time.

8 Clothing and textiles—Extension

Suggested class time: 18 periods

8.1 Sewing machines

Using a sewing machine (page 142) (4 periods)

Common faults (page 143) (4 periods)

Teacher preparation

All sewing machines are put on tables ready for learners to use along with other sewing equipment and materials needed

Teacher instruction

All sewing machines must be handled with care. Only use oil that is made for sewing machines, cover after use, put a piece of fabric between the feed dog and pressure foot down. Do not fiddle with stitch tension. Supervise learners checking the sewing machines by responding to numbers 1–4 below:

- 1 Ask learners to get into pairs. Assign them to a sewing machine so they can check the points on page 141 of the Learner’s Book.
- 2 Hand out pieces of fabric to learners.
- 3 Get them to sew a seam to see whether the machine is working well or needs adjustments. Supervise learners.
- 4 Divide learners in groups. Allow them to do samples together and if they identify any of the common machine problems or faults, they can fix them using pages 142–150 of the Learner’s Book.

Buttons and zippers (page 152) (6 periods)

Teacher preparation

Prepare materials such as buttons, tailor’s chalk, fabric, needles and sewing equipment

Teacher instruction

Supervise and help learners in the tasks below

How to sew a button hole

- i Mark a line for the buttonhole with a tailors chalk. It should be equal to the diameter of the button. It should be about 1 cm from the garment’s edge.
- ii Cut the fabric on the line drawn
- iii Sew closed blanket stitches around the opening. Buttonholes may have round or bar ends.

How to attach a button

- i Mark the position of the buttons and buttonholes on the fabric so that they are exactly opposite each other.
- ii Begin with a double stitch and pass the needle through the holes of the button and the fabric a few times. Finish with a doublestitch.
- iii Take note that if the thread is twisted around the base of a shank button a couple of times, it makes the button stand up more firmly.

- iv** The stitching on a four-holed button may look like a cross, a square, an arrow or an equal sign.

How to insert a zipper (4 periods)

- i** Pin and tack the zipper into position so that the right side of the garment is close to the right side of the zipper teeth, and the left side completely covers the teeth.
- ii** Use the special zipper foot that comes with the sewing machine. It only has one side so that you can sew close to the teeth. Machine sew the zipper into position.

9 Family Studies—Extension

Suggested class time: 16 periods

9.1 The Family

Learning from others (page 158–159) (1 period)

Teacher preparation

Charts and cello tape

Teacher instruction

Give time for discussion and make sure learners can see how the knowledge and skills in the story relate to their life experiences. Emphasize the importance of this knowledge and these skills. Spend some time with the learners to discuss learning from their own age group and how they can make wise decisions for their future.

Possible answers

- 2 a** Things that I have learnt at home in my family and the village are:
- to dress as a girl or boy should
 - to sit as a girl or boy should
 - not to drop things when cooking
 - to balance plates of food when giving them out to the people in the family
 - to light the fire with only one or two matches
 - to carry baskets of food, buckets of water or bundles of firewood on my head
 - to weave a mat or basket
 - to catch fish with a bamboo fishing rod
 - to swim in deep waters
 - to swim across flooded rivers
 - to walk properly in houses and not run
 - to plant root crops such as kumara, taro, yam and pana
 - to make a canoe or house.
- 2 b** People in my family and village who taught me to do things are my mother, father, aunty, uncle, elder sisters or brothers, grandmother or grandfather, and some elderly women or men in the village.

9.2 Families in Japan (Housing)

Life in Japan (page 162) (half period)

Solomon Islands customs (page 162) (half period)

Teacher preparation

Flip chart/chart and ball pen

Teacher instruction

Guide learners to read the account of Suzuki Tanaka's family and compare it with their own way of life.

Possible answers

1	How Tanaka's family live in Japan	How my family live in Solomon Islands
	They live on the 15th floor of a 20-storey building in a very small flat.	We live in a large, single house on the ground.
	Their grandmother lives in a home for old people and they have a small nuclear family.	Our grandmother lives in our village and comes to visit us in town often. WE have a large extended family.
	Children cannot play outside as their flat is far up from the ground	We play outside everyday.
	They have a lot of money	We don't have a lot of money.
	They buy all their food from the stores and the market.	We get our food from our home garden, and some from stores and the market.
	They rarely see trees in their area.	There are plenty of trees and green bush near our house.
	They go to worship at a traditional shrine.	We go to worship in a church building.
	Time is very important to them.	Time is not important to us.
	They live in a very big city.	We live in small village.
	Their father works for a big company.	Our father is a farmer.

- 1 Learners choose things from the table above that they do and do not like about Mr Tanaka's family, and write them in a table.

9.3 Family Structures

Family structures (page 163) (2 periods)

Possible answers

Features of my culture

- In the past, girls wore skirts made from grass or fibres from the grass-skirt trees but since Christianity came to our country, girls are expected to dress in skirts and dresses, and not shorts.
- Boys/men used to wear kabilato made from the bark of a tree but now wear clothes sold in shops.
- A woman's place used to be in the kitchen but this has also changed. Girls can now attend formal education and have jobs that earn money.
- We are instructed in our mother tongue.
- We learn survival skills through listening, watching and practising.
- Family is very important to us, so our extended family is equally important as our nuclear family.
- Girls are not allowed near taboo places.
- Girls are not allowed to sit in groups telling jokes and laughing out loud in public places.
- Children learn to make gardens at an early age.
- Everyone is expected to respect one another and one another's property.
- Men are not allowed to wear women's clothes.

Three customs of my community

- Girls are not allowed to shake hands with their brothers or call them by their name, and boys are not allowed to shake hands with their sisters or call them by their name.

- Girls are not allowed to enter a single boy's house. If they do then they will be asked to pay compensation or marry the boy who owns the house. This is the same for boys who enter a single girl's house.
- If my brother builds a house, I would not go into his house unless I pay some sort of compensation to him first, and vice versa. Only his wife and my mother can enter the house without paying compensation.

Types of relationships (page 164) (2 periods)

Teacher preparation

Observe and record advantages and disadvantages of different types of relationships that are seen in the community, or on a video/DVD.

Teacher instructions

Make sure learners understand the advantages and disadvantages of different types of relationships. Ask learners to dramatise to feel the advantages and disadvantages of the different types of relationships.

- **Monogamy:** The accepted form of marriage, whereby one man and one woman are married.
 - **De facto relationship:** When a man and a woman live together as husband and wife but without any legal binding.
 - **Extramarital relationships:** When people who are already married are having other sexual relationships outside of their marriage relation. Commonly known in the Solomon Islands as someone having an O2 or a second or third wife/husband without their partner's knowledge.
 - **Polygamy:** When a man has more than one wife living together with him as a family. Usually practised by chiefs in the Solomon Islands before Christianity.

2 Advantages and disadvantages of each type of relationship

Type of relationship	Advantages	Disadvantages
Monogamy	<ul style="list-style-type: none"> • Follows Christian teaching. • There is no argument over who will inherit the parents land and properties when they die. • Couples in this kind of relationship usually stay happily together until old age. • Risk of contracting STIs is low if partners stay faithful to each other 	<ul style="list-style-type: none"> • Couples may be sad if there are no children born out of their marriage.
De facto relationship	<ul style="list-style-type: none"> • Couples can move on when things don't work out well for them. • No payment of bride price needed. 	<ul style="list-style-type: none"> • Children may not have the right to inherit land. • Couples may be tempted to get separated thus affecting the children.
Extramarital relationship	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Family will be unhappy. • Fighting usually occurs among partners. • Family money is used on other things. • High risk of contracting and passing STIs if partners do not practise safe sex. • Increase in divorce rate. • Only benefits one partner, usually for a short period.
Polygamy	<ul style="list-style-type: none"> • From a traditional point of view, there are many wives and children to do work for the husband. • Husband's sexual needs are satisfied. 	<ul style="list-style-type: none"> • High risk of contracting and passing STIs. • Fighting among children over who is to inherit land. • Husband may favour only one or two wives. • Fighting among wives if there is some misunderstanding.

3 Cultural beliefs and customary practices

- **Monogamy:** This is the accepted form of marriage that most Solomon Islands cultures value. Children who are born from this kind of relationship are accepted in the community. Land is inherited by children from this kind of relationship.
- **De facto Relationship:** This kind of relationship is not accepted by most communities, although it is becoming common. Children from this kind of relationship are usually regarded as children borne out of wedlock, and are usually disadvantaged when land matters are decided upon.
- **Polygamy:** Usually practised in the past by chiefs because they needed more wives to do household chores, gardening, feeding pigs and bearing children.

4 Different cultural groups such as Malaita, Ysabel, Makira, etc.**5 Check learners' answers.****6 No, because I believe that the accepted form of marriage is one man and one woman. God created one woman for one man. Also, Sexually Transmitted Infections are becoming common; therefore, the risk is high.**

What happens in families? (page 166) (2 periods)

Teacher preparation

Prepare charts, markers

Teacher instruction

Divide learners into groups and ask them to discuss different poems and present them to the class

Possible answers

- 1 a** She doesn't have time to see her children because she leaves the house early in the morning for work and returns late in the evening after work. She barely has time for her children.
- b** Because she needs to work in order to get money to feed her children and pay for family needs
- c** Yes and no.
Yes, because she would still need to pay for her children's school fees and clothing.
No, because if she had a job in the village she would still be able to come home and see her children every day so they could get to know her more, and have time to play and have cuddles.
- 2 a** His main problem is that life in the urban setting is expensive, especially with only a small income to support his family.
- b** It makes him feel hopeless and that his only choice is to borrow money or steal in order to survive until the next pay day.
- c** Yes and no.
Yes, because he would still need to pay for his children's school fees and clothing.
No, because he would not have to pay for his food, electricity and other expenses that come with urban living.
- 3 a** She has been bashed or beaten by her husband.
- b**
- Her sister did not want to help her because she is afraid of the husband or she feels that the woman's husband will be angry at her for taking her in.
 - The brother probably did not want to be involved in their family problem so he made an excuse for his wife's sharp tongue.
 - The policeman thought that it is domestic violence and that he has no right to interfere.

- The pastor could not help because she had made her marriage vows, 'For better or for worse' and the Bible forbids divorce.
- c She goes back to her husband. She will probably get beaten again by her husband for seeking help from other people.
- d In a town.

9.4 A happy community

Developing happy communities (page 167) (2 periods)

Teacher preparation

Arrange for a guest speaker to share ideas on developing a happy community

Teacher instruction

Read the passage on a happy community and discuss in groups

Possible answers

- Because they live by the word of God, they respect each other in the community. They are guided by the word of God.
 - They do things together so everyone is happy.
 - Because they feel free to express what they want to say without being misunderstood or misinterpreted.
 - When people work together, work gets done quickly and everyone is happy.
 - Sharing strengthens relationships. When people share whatever they have with each other, they feel good and happy.
 - Respect for each other is maintained when people ask for something that does not belong to them from the person who owns it. It builds trust and happiness.
 - Helping those who are in need also strengthens relationships and creates a happy atmosphere in the community.
- Important ways in which your community cooperates with other communities:

 - Preparing food for feasting when there is a wedding/death/important visitor
 - Building a church or meeting house

Thinking about the future (page 167) (1 period)

Possible answers

Responsibilities when I am 25	Responsibilities when I am 45
<ul style="list-style-type: none"> • Help parents to pay for younger brothers' and sisters' school fees • Support parents with whatever they may need help with • Decide on what I want my future to be like • Look for paid job or find ways to get money if I'm in the village 	<ul style="list-style-type: none"> • Look after grandchildren • Save money for old age • Prepare a will for my children • Secure a house for my family

Changes in communities (page 168)

- Advantages: Changes that are good in the family bring joy, happiness, and hold the family together.
- Disadvantages: Bad changes break families apart because they create division among family members

Questionnaire about change in the family

Organise the learners to do the questionnaire in groups. Here are some possible questions for them to ask:

- 1 What are some changes that you see in families in your community?
- 2 What do you think of these changes? Are they good or bad?
- 3 What are ways to discourage bad changes in families?
- 4 What are ways to maintain the good changes?

Values, goals and standards (page 168)

Possible answers

Word definitions

Word	Meaning
Family	Father, mother and children living together; a group of people who are related by blood, marriage, and adoption
Community	People living together in the same area or a particular area
Society	Organised groups of people who live together in the same area
Happy	The feeling of happiness one has because he/she is satisfied with the way things are
Roles	The jobs or duties people have or are expected to have
Goals	Things that you hope to achieve in the future
Value	Your idea about what is right and wrong, or what is important in life
Standard	The level that is considered to be acceptable or the level that someone has achieved
Sharing	To use something with other people or to let someone have or use something that belongs to you

Your values (page 168) (1 periods)

Possible answers

- 1 I have learned from my parents to share with other people. Sharing is good.
- 2 Values that are encouraged at school are:
 - education
 - friendship
 - respect
 - sharing
 - obedience.

These values are emphasized by:

- encouraging students to attend all classes
- discouraging fighting and arguments among students
- encouraging sharing
- teaching students good manners and ensuring that good manners are practised every day.

Isaac's values (page 168) (1 period)

Possible answers

- 1 Isaac used to value play and traditional gatherings. Now he values reading the Bible and going to church gatherings.
- 2 Yes, because it makes him realize that learning more about God is the best that one can do.

- 3 I think this is because tradition and culture has always been there for him but religious activities have helped him to understand the word of God more.

Changing values (page 169) (2 periods)

Possible answers

- Some causes of change taking place in children's values are:
 - unemployment
 - modern technology, e.g. TV, mobile phones
 - family break-ups (divorce)
 - low self-esteem
 - social impact brought about by modernisation
 - peer pressure
 - education.
- They are very different because in the past, values that girls and boys had were determined by the discipline they received at home and the type of family setting they were raised in. The values that they have determine the way that they behave and relate to situations in life they come across.
- It is important to attend school so that people can be educated in order to get employment opportunities so they support their families.
- Rongo: A custom feast organized by the chiefs of a community.
Houraa: A custom feast that is organized by a specific clan or family to say thank you to another for a good deed done by them previously.
- Social problems brought about by change include:
 - prostitution
 - teenage pregnancy
 - marijuana
 - alcoholism
 - smoking
 - increase in STIs
 - rape
 - wife beating
 - child abuse
 - divorce
 - stealing
 - increase in criminal activities.

The Peokas' values (page 169) (1 period)

Possible answers

1 The Peokas' lifestyle today

Advantages	Disadvantages
<ul style="list-style-type: none"> have only two children so it is easy to finance and manage. easy to discipline children house is not over-crowded less work to do in the house 	<ul style="list-style-type: none"> expensive to live in the town children won't get to know their relatives no help from relatives

2 The Peokas' grandparents' lifestyle in the past

Advantages	Disadvantages
<ul style="list-style-type: none"> every relative knew each other well. a lot of relatives to share work among lived on food from the garden so it was less expensive 	<ul style="list-style-type: none"> many people to feed a lot of work to be done interference from family members on how to discipline children

- 3 I would like to have a lifestyle like the Peokas', where the members live as a nuclear family but making sure that extended family ties are still maintained OR I would like to live in an extended family because there are many people to help and share with.

Solomon Islands Home Economics Year 7

Teacher's Guide

This *Solomon Islands Home Economics Year 7 Teacher's Guide* provides support material for *Solomon Islands Home Economics Year 7 Learner's Book*. Both texts are part of a new series of texts for **Solomon Islands Home Economics for Years 7–9**, which was developed as part of the Solomon Islands curriculum reform of 2005–2012.

The Teacher's Guide material correlates to the chapters of the Learner's Book, with basic materials for all learners incorporated into the core strand chapters. The five core strands covered within the text are food and nutrition, management and the decision-making process, home management, clothing and textiles, and family studies. Supplementary material for learners who will specialise in home economics is contained in the four extension strand chapters, which are food and nutrition, home management, clothing and textiles, and family studies.

The support notes for each strand comprise of the following components:

- suggested class time
- sub-strand
- teacher preparation
- teacher instruction
- possible answers.

The *Solomon Islands Home Economics Year 7 Teacher's Guide* will assist teachers in using available resources and the learner's living environment, and in preparing hands-on, practical activities in home economics to support and advance learning.