

Solomon Islands

Primary Social Studies

Teacher's Guide

Year 6



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Introduction to the Teacher's Guide

This Teacher's Guide supports the *Solomon Islands Primary Social Studies Learner's Book Year 6*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing you use will vary according to your own circumstances.

The chapters of this Teacher's Guide correspond to the chapters in the Learner's Book. Each chapter is presented in three sections. The first section contains the sub-strand statement and the learning outcomes and indicators for the Learner's Book chapter. The bracketed letters after the outcomes indicate the type of domain used in the general learning outcomes: (U) is used for understanding, (K) for knowledge, (A) for attitudes and (S) for skills. The information in this section is taken from the Primary Social Studies syllabus.

The second section of each chapter provides teacher support information about each of the activities in the Learner's Book. It is presented in table format.

- Column 1 lists important Social Studies processes and skills being developed by each activity.
- Column 2 lists any resources that are needed for the activity.
- Column 3 provides information for teachers about how to conduct the activity.
- Column 4 contains the reference to the relevant page, or pages, in the Learner's Book.

The third section of each chapter lists the answers to the activities and assessment activities in the Learner's Book.

At the beginning of this Teacher's Guide there is also information on:

- outcomes-based education and the learner-centred approach
- the approach of the Learner's Book
- the Learner's Book and the syllabus
- teaching methods
- assessment—recording, monitoring and reporting
- resources required for Primary Social Studies.

At the end of the Teacher's Guide are copies of forms to be used for recording, monitoring and reporting individual and class achievement.

Outcomes-based education and the learner-centred approach

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

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

This learner-centred approach contrasts with the teacher-centred approach that 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 do things that help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. This can be called 'learning by doing'.

Syllabuses, textbooks and teacher's guides refer to 'learners', which suggests active participation in the process, rather than 'students', which suggests passive reception of knowledge. One way to understand the learner-centred approach is to think of the more traditional approach of our schools as 'banking education'. In banking education, the teacher regards the learners as empty vessels that need be filled with knowledge. The learners are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning the notes and reproducing them later. Learners can often do this successfully without understanding fully what they are writing and reading.

The present outcomes-based and learner-centred approach can be called 'problem-posing education'. This assumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems to the learners that make them think about their own ideas and experiences, as well as adding new knowledge and skills to it. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages, and so gain knowledge and develop ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learnt. Learners are encouraged to be responsible for their own learning, to think for themselves and form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher. This approach also emphasises the use of multiple intelligences. In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

The approach of the Learner's Book

The Learner's Book, therefore, is based on these principles. It is not just a summary of the factual knowledge and concepts of the subject. In addition to the content, there are activities for the learners to do. These activities form an essential part of the learning process. It is no longer good enough to simply read the book. Learners must also do the activities in the book.

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

There are also many activities based on discussions that encourage learners to form their own ideas. This is to help in the development of desirable values and attitudes.

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

The Learner's Book and the syllabus

The Learner's Book is structured according to the strands and sub-strands of the syllabus. Each chapter is based on one or more sub-strands, and the order of the chapters follows the order of the sub-strands of the syllabus.

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

The Learner's Book contains many illustrations: photos, pictures, maps, statistics and diagrams. These are not just included for decoration—they are often just as important as the words.

Timing of the syllabus

The time available for Year 6 Social Studies is five periods of 40 minutes per week. While some teachers may find that they do not have time to complete all the activities in the Learner's Book, others may complete them all with time to spare. If you do not have time, leave out some sections and move on to the next topic. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every strand of the syllabus. If you have very quick learners, make up extra exercises that challenge them to think about the topic in greater depth.

Some chapters of the Learner's Book cover one sub-strand of the syllabus. Other chapters cover two or more sub-strands that are related to each other and are best taught together. The sub-strands of the syllabus covered by a chapter are indicated at the beginning of each chapter.

As explained above, the order of topics in the chapters does not always follow the order of the outcomes in the syllabus. As a teacher, therefore, you should follow the Learner’s Book rather than the syllabus, and use the syllabus as a guide to what the learners should finally achieve.

Yearly program planner

The yearly program planner shows the Year 6 learning program for the Primary Social Studies course and the suggested teaching times based on eight teaching weeks per term and 32 teaching weeks per year.

Term 1											Periods	Term 2										Periods	
Week	1	2	3	4	5	6	7	8	9	10	40	1	2	3	4	5	6	7	8	9	10	40	
	Solomon Islands and the world PS 30 periods 6 weeks							Weather and climate PS 10 periods 2 weeks					Exploring cultures CS 25 periods 5 weeks					Government and people GL 30 periods 6 weeks					
Term 3											Periods	Term 4										Periods	Periods for year
Week	1	2	3	4	5	6	7	8	9	10	40	1	2	3	4	5	6	7	8	9	10	40	160
	Government and people (Cont.)			Using and managing resources REA 25 periods 5 weeks									Change and progress TCC 40 periods 8 weeks										

Strand titles

TCC Time, Continuity and Change

CS Culture and Society

REA Resources and Economic Activities

GL Governance and Leadership

PS Place and Space

Teaching methods

The following are some teaching methods or approaches you can use to facilitate effective learning in your classrooms. Planning and good preparation are important for effective application of these methods.

Fieldwork and excursions

Fieldwork is any work outside the classroom. Fieldwork helps learners to link classroom learning to real-world experience outside the classroom. Here learners are instructed to apply the skills of observation, investigation, interviewing etc. as a means of collecting information about the topic of study for themselves, thus achieving the outcomes of the syllabus in more practical and realistic ways.

Fieldwork is particularly important in the outcomes approach, which aims to link learning to the real needs of the learners. Fieldwork, therefore, is an essential part of teaching, not an optional extra.

To ensure an effective and successful outcome, you must consider important aspects of fieldwork, such as good classroom preparation and planning, an effective process of carrying out actual work in the field and follow-up work in the classroom.

This means you must go and look at the area you plan to do fieldwork in before you do it, and decide exactly what you want learners to observe and do when they go there. Often, the best way is to provide a questionnaire to the learners before they go. A lot of the work can then be done by learners working in groups to answer the questions, without too much help from you. The activities in the Learner's Book will often provide the basis for a questionnaire.

Fieldwork takes time and may have to be fitted in after the normal teaching time—in an afternoon or even a weekend. Learners can often fill in questionnaires during their own time by looking at their own area—either after school or, in boarding schools, during the holidays.

Fieldwork is difficult in town schools but should not be ignored. You may have to rely on questionnaires to help learners to do the fieldwork

in their own time, as described above. Assignments can also be given to learners to do at home during holidays—this helps them to realise that what they are learning applies to their home area.

Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork, collecting the information through one or more of the techniques explained in this section and organising the information in a logical and clear manner. In Year 6, you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions in a questionnaire.

Many of the units in the English course teach learners about research and report writing, so you should know what learners are doing—you could even share an exercise as part of their English course.

Group work

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

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

The role of the teacher in group work is as follows.

- **Choose the topic.** Groups can only discuss topics that they know something about and that allow a range of points of view or opinions. You cannot discuss a topic such as ‘What is coastal erosion?’ because there is only one answer to the question and answers are either right or wrong. You can discuss ‘What can we do when the coast begins to erode?’. There are many different answers and each learner can have different ideas.
- **Set the objective.** Make sure groups know exactly what to discuss and have a set of clear questions to answer. It is not enough just to say ‘discuss this topic’.
- **Organise the groups.** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all wantoks. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be more productive.
- **Organise the seating.** Good discussion will take place only if learners face each other in a circle. You cannot have a discussion with someone’s back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms, you may allow some groups to have their discussion outside.
- **Circulate and listen to progress.** It is best to do this only after giving time for discussion to start. Try to make sure that everyone is given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, give some extra questions or ask individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used.** In Year 6, most learners will want to use Pijin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if all in the group speak it, but try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Report back.** It is often a good idea to appoint a ‘Chair’, who will report back to the whole class at the end, but this is not always

necessary. Each member may write their own ideas, or groups may just learn from the process of discussion.

Debate and discussion

Group work involves learners in debates and discussions, which are active ways of engaging learners in the learning. Learners are able to research information to use in debates about a particular topic or share ideas with others in the classroom. They will learn a lot during this process. Discussion can take place in small groups or as a whole class.

Debates are good for encouraging learners to form their own opinions about a topic. Even in Year 6, we should encourage this, using simple topics such as ‘Do you think we should protect our natural resources?’. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

Presentations

Role-play is a type of group work in which learners are given a part to play, in either a discussion or a story. Acting out a role-play encourages learners to participate, interact and learn through talking. Learners imagine themselves in the place of other people and try to think, act and talk as those people would act. Role-play is often best used at the end of a teaching topic, when learners have learnt quite a lot about a topic or about people in a different area. This helps them to think about the ideas, emotions and feelings of those people.

Simulation is similar to role-play, but the emphasis is on a situation rather than the people. Learners are given a situation that is similar to a real-life situation and learners can either be themselves acting in that situation or can act a role-play. For instance, learners are given a story about a dispute leading up to a fight in a school hall. They are asked to play the parts of the people in the story and act it out. This helps them to understand other people and how they feel and also to think about what they themselves would do in a similar situation. For a role-play or simulation to be successful, learners need enough time and information about the person and the situation to enable them to act and talk realistically.

Other types of presentations are:

- drama performances
- dance performances
- talks and reports
- poster presentations
- collage presentations
- cartoon presentations.

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

Graphs and statistics

Representing information through graphs and statistics is an important and effective way of teaching and learning about a particular topic.

Learners may find some information easier to understand when it is represented in graphical or statistical form. In the Learner's Book, learners are introduced to some simple statistics. You should not use complicated statistics in your teaching, or expect learners to remember statistics. They are there to illustrate a point, not to be learnt.

Research interviews and questions

There are a number of ways of conducting research interviews with people to collect information about a topic, such as:

- organising informal chats
- preparing questions to ask particular people
- preparing standardised questionnaires that learners can use with small groups, asking a large number of people the same questions and later converting the answers into statistical form.

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

Guest speakers

Asking people from outside the school with specialised knowledge and skills in particular topics to speak to the learners is one way of varying the

normal classroom teaching and learning. Through this process, learners will appreciate the importance of specialised knowledge that other people in the community have.

Visits

If possible, try to visit areas that are relevant to the topic in the Learner's Book. When you visit, make sure learners go with a questionnaire, as they would for fieldwork, so they know what to look for and what to find out.

Case studies

A case study is a detailed study of a particular area or topic. A case study helps learners to translate the abstract topic in the syllabus into concrete reality, and so understand it better.

Assessment: Recording, monitoring and reporting

Assessment is a continuous planned process of gathering, analysing and interpreting information about learners' knowledge, understanding, skills and attitudes in the various subjects. Assessment enables teachers to judge whether the learning outcomes have been achieved and the learner progress to be reported.

A good system for learner assessment involves:

- planning for assessment
- using a variety of assessment techniques
- providing opportunities for learners to demonstrate performance using the specific learning outcomes given in the syllabus
- diagnosing and analysing assessment and then providing feedback
- gathering and recording evidence of learners' performance
- observing learners demonstrating a certain skill and assessing their competence
- providing feedback to learners
- making judgements on learners' achievements
- using a meaningful system of grading achievement
- reporting on learners' achievements by referring to the learning outcomes.

Teachers are required to use an effective recording, monitoring and reporting system. It is important that teachers keep accurate records of all outcomes assessed for both individual learners and the entire class. It is important for teachers to keep updated and accurate records of all assessments conducted for formative purposes. This type of assessment is also known as continuous assessment. This is the teacher's record of the learner's performance, progress and achievements.

Purpose of assessment

Assessment is about improving learning for both teachers and learners. It is an important ongoing process in teaching and learning and it should

be used continuously; this means that it should not be done only at the end of a particular topic.

Assessment may be formative or summative. Formative assessment is continuous assessment, which takes place throughout every teaching topic and every chapter of the Learner's Book. The assessment information helps you to continually observe and evaluate learners' achievements, and collect data on areas of improvement and the new skills they acquire.

You should focus on the general and specific learning outcomes stated in the syllabus so that learners are aware of what is being assessed, the assessment techniques being used, and the criteria being used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

To make assessment easier, teachers must develop achievement levels. This is often known as 'achievement-based assessment'. This type of assessment involves the assessing of knowledge, understanding, attitudes and values. It will also assist teachers to identify the level of achievement or attainment for individual learners as well as suggesting remedial work for underachieving learners. You can use the specific learning outcomes to identify what to assess. Teachers must also develop descriptors or specific statements to use as evidence to justify whether or not a learner has achieved an outcome.

Summative assessment tells you what learners have learnt or can do after a whole section of teaching, for example a unit or chapter test. Tests must assess skills as well as knowledge. You should test, for example, learners' ability to use a compass or interpret directions using a compass, as well as test the factual knowledge they have learnt.

The other type of assessment is 'competency-based assessment'. This type of assessment involves the assessing of skills. This type of approach is useful for finding out whether or not learners have acquired the skill competently or not. Such assessment does not need achievement levels.

The purpose of classroom assessments is to support the learning process and to communicate that learning process with others. Learners need to identify what they already know and what needs to be learnt, and be able to apply what they have learnt. Likewise, parents and guardians need to know how their children perform in the classroom.

This assessment approach is known as 'assessment as learning'. This process will help learners to do self-assessment and to build a shared language that teachers can use to describe effective learning in the classroom. Learners need to identify their own strengths and weaknesses. They also need to identify their own learning progress and ways that they can improve their learning in the classroom.

Principles of assessment

To ensure that assessment is effective, assessment practices should:

- be based on an understanding of how learners learn
- be a component of course design
- be based on clear standards and criteria
- embrace a variety of measures
- be valid, reliable and consistent
- be an integral part of the teaching and learning process
- give feedback that can be used by teachers to assess the achievement of the learning outcomes and to provide reports to parents and guardians.

Assessment techniques

Assessment techniques include the following:

- verbal assessment
 - answering questions
 - making a verbal report
 - interviews
- written assessment
 - doing an activity (from textbooks or self-prepared)
 - doing an assignment
 - writing a report
 - sitting for a test or an examination
- practical assessment
 - carrying out a simple activity, as in many of the activities in the Learner's Book
 - participating in a field trip/excursion and collecting information

- demonstrating a particular task
- undertaking basic library research and collecting information
- group-work assessment
 - participating in a group task and discussion
 - participating in a role-play and drama
- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analysis of learners' work, such as a portfolio, or a collection of work they have done, to determine how they are performing in their learning process.

Recording learners' achievements

It is important to keep accurate records of both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. Teachers must indicate if learners have achieved an outcome, with an A; have partially achieved an outcome, with a PA; or have not achieved an outcome, with an NA. The recommended recording template is shown in Appendix 3.

Up-to-date and accurate records are essential for monitoring and reporting learners' performance, progress and achievements. They are also useful for teachers to show parents, the learner and other key stakeholders.

Sample recording forms are provided for individual learners and the entire class in Appendices 3 and 4. Assessment events should be described in the appropriate columns on the recording forms. Learners' achievements should be described as achieved, partially achieved or not achieved.

Teachers must understand the way outcomes are arranged in the syllabus. Section 11 of the syllabus outlines the structure of the syllabus, which differentiates general learning outcomes (shown in column 1) and specific learning outcomes (shown in column 2). Both columns contain learning outcomes that reflect the OBE curriculum approach but are separated to show that the general learning outcomes are open-ended statements, while specific learning outcomes are specific statements and

are measurable, observable and do-able (can be demonstrated). The coding of the syllabus indicates the specific learning outcomes for each general learning outcome. Achieving specific learning outcomes will mean that appropriate general outcomes are also achieved.

The focus of the syllabus is the specific learning outcomes. These are the statements that describe the highest level of performance that learners could be expected to acquire and demonstrate at the end of each learning activity in a term, semester or year. These are the curriculum requirements or benchmarks of the approved national school curriculum and are often referred to as the Curriculum Standards. A continuous record of achievement using approved forms will act as a report card for an individual learner. It also evaluates the effectiveness of the teaching program. These forms are also integrated in the recording, monitoring and reporting systems in the National Examination and Standards Unit (NESU), Inspectorate Division, Primary and Secondary divisions and other divisions of the Ministry of Education and Human Resources Development.

Monitoring learners' achievements

With accurate records, you can monitor the learning performance, progress and achievements of individual learners and the whole class. You can monitor individual learners' performance, progress and achievements at the end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked over a period of time, such as a term or semester, in any one year. This information provides useful data when you need to advise learners, parents and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classroom, you need to keep accurate records of the performances of all learners in the class against the performances of an assessed outcome at the end of an assessment event. In this way, you can identify which learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify those who need enrichment support and those who

need remedial support to achieve the outcomes required by the national curriculum. The recommended class monitoring template is shown in Appendix 6.

Teachers are also encouraged to build learners' portfolios, or profiles. A portfolio should contain details of knowledge, understanding, skills, attitudes/values and achievements that learners acquire in class. Such information can be obtained from observation of assessment tasks, products resulting from performances, documentary evidence of completed tasks, and written accounts of activities. A learner portfolio must be constructed to keep accurate record of a learner's achievements for the purposes of effective monitoring and accurate reporting.

Reporting learners' achievements

With accurate records and effective monitoring systems, you can make a balanced, accurate and fair report on the learner's performance, progress and achievements in a given assessment period. This type of report, which is recommended by the Ministry of Education, must give a descriptive account of the learner's achievements during a particular term or semester.

This descriptive report does not use marks or grades but instead specifies whether a learner has achieved, partially achieved or not achieved a required outcome. Such statements will be indicated with an A, PA or NA in the approved reporting form. At the end of each assessment period, the teacher has to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of each of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner for a specified assessment period. The recommended reporting template is shown in Appendix 8.

Calculation of progressive achievement level for formative assessment

To calculate the progressive achievement level for the learner, you need to add the values of the achievement levels for all outcomes assessed and divide by the number of outcomes assessed.

Calculation of progressive achievement level for summative assessment

To calculate the progressive achievement level for the learner, you need to add the values of the achievement levels for all outcomes assessed and divide by the number of outcomes assessed.

Calculation of overall achievement level—formative and summative assessment

To calculate the overall achievement level, you need to add progressive achievement levels for formative and summative assessment and divide by two. An award is issued to the learner in the form of a coloured certificate in recognition of their achievement. The table below shows achievement levels and the corresponding achievement awards.

Achievement level	Performance descriptors	Achievement awards	Certificate colour
Level 5	Learner is competent with 95% or more of the outcomes	Achieved with excellence	Gold
Level 4	Learner is competent with 80–94% of the outcomes	Achieved with merit	Green
Level 3	Learner is competent with 50–79% of the outcomes	Achieved	Pink
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below standards	Orange
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below standards	Purple
Level 0	Learner is not competent. Learner does not achieve outcomes	Not achieved	Blue

Meetings with parents, learners and other stakeholders

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways in which each learner can improve. This is a very important process because it involves giving proper feedback to the learners, parents and other key stakeholders. Meetings can be organised by the school administration with the teacher

and the parents, or with the teacher, parents and learner. Teachers should keep accurate records of each learner's performance, progress and achievements and at the same time be able to identify the learning progress for a given period of time during a term, semester or year. These results and data should provide the substance and guidance for the teacher to identify remedial work for each learner and also provide effective feedback to parents, guardians and other stakeholders. The teacher will also need to provide results after each remedial work has been carried out with the learner. Learners who are unable to achieve the curriculum standard or requirement for a particular specific learning outcome are referred to as 'under-achievers'.

These very important meetings make important links with parents and key stakeholders, and give parents and stakeholders the confidence to support their children's education in our schools and to become part of the learning community.

Resources for Primary Social Studies

Following is a list of materials and equipment that a teacher should have.

General resource items

Learners can collect many of these items. The school should use some of its grant money to buy the other items in the shops.

Balloons	Current list of	Paperclips
Bamboo pipes	Ministries	Pentel colour pens
Barometer	Custom money	Permanent markers
Batteries	(tafuliae, bakiha,	Pieces of cloth material
Blackboard rulers	bird feathers)	Pieces of wood
Blotting paper	Drawing pins	Plastic bags
Blu-Tack®	Erasers	Protractor
Buckets	Globe	Rain gauge
Calendar	Glue sticks	Rope
Chalk	Gravel	Rulers (30 cm and 1 m)
Clothes pegs	In-flight magazine for	Rubber bands
Coconut frond stalks	Solomon Airlines	Sago palm pith
Coins	Large sheets of paper	Sand
Coloured cardboard	Masking tape	School atlas of
Coloured pencils	Metre sticks	Solomon Islands
Compass	Modelling clay	Scissors
Crayons	Newspaper articles	Set square
Current list of	Newspapers, for	Small stones and sea
Ministers of the	example <i>Solomon</i>	shells
National Government	<i>Star, Island Sun,</i>	Soap
and Members of	<i>National Express</i>	Social Studies atlas of
Parliament	Paintbrushes	Solomon Islands

Split pins or safety
pins
Spoons
Squared paper
Sticks
Sticky labels
Sticky tape

Stiff card
String
Thermometer
Thread
Torches
Tracing paper
Trundle wheel

Vines
Wall maps for Solomon
Islands, the Pacific
region and the world
Water
Wax crayons
Weather vane

Chapter 1 Solomon Islands and the world

Strand: Place and Space

Suggested periods: 30 (6 weeks)

Sub-strand statement:

Solomon Islands is located in the south–west Pacific region. It is an island country. Some features of the Solomon Islands show how communities use a place and reflect what they value. The people adapt to their landscapes and compete for resources. Competition for the use of resources can cause conflict in using the land. Decisions on resource use affect the wellbeing of future generations, and the sustainable use of landscapes requires cooperation.

General learning outcomes

Learners should be able to:

- 6.1.1 understand that the location of Solomon Islands in a region of great resource diversity gives it a significant relationship with the wider world (U)
- 6.1.2 appreciate how places reflect the interaction of people in the past (U)
- 6.1.3 interpret features on maps and globes (S)
- 6.1.4 know the devices of maps (scales, symbols, keys, direction marks, colour schemes) and how to extract information from maps (S/K).

Specific learning outcomes

Learners should be able to:

- 6.1.1.1 identify an environmental issue of national and regional significance
- 6.1.2.1 give examples of how natural, cultural, religious, historical, economical and political factors can influence people about resource uses
- 6.1.3.1 identify different ways people have adapted to the physical environment in two different nations in the Pacific region

- 6.1.4.1 use maps of the region and world to locate Solomon Islands in terms of global reference points (e.g. hemispheres, lines of latitude and longitude, mountains and oceans)
- 6.1.4.2 use the range of devices of maps to retrieve relevant information about environments.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Answer questions appropriately. Use the eight points of the compass to indicate directions.</p>	<p>Outside area</p>	<p>Activity 1 Allow learners to read 'Knowing where you are' on page 6. Talk about the compass directions with the learners and ensure they understand them. Ask learners some questions about the text. Take learners outside. Ask them to stand and form the four main directions first (north, east, south and west). Next, ask them to include the four additional directions in their formation (north-east, south-east, north-west and south-west). Ask learners questions about the direction they are facing. Make sure their answers are correct.</p>	<p>Page 7</p>
<p>Use the eight points of the compass to indicate directions.</p>	<p>Outside area</p>	<p>Activity 2 Take learners outside. Ask them to point out the four main compass directions (north, east, south and west). Make sure learners point to the correct directions. Take learners back inside. Read Questions 2 to 4 aloud as a class. Ask learners to complete them in their exercise books.</p>	<p>Page 7</p>
<p>Process information using appropriate conventions.</p>	<p>Ruler (30 cm)</p>	<p>Activity 3 Ask learners to read 'Using maps to find places in the world: Measuring distance' on page 7 silently. Discuss the text as a class. Some time could be given to learners to practise measuring distances. If rulers are not available, use handspans and make good guesses of measurements. Read the activity aloud as a class and ask learners to complete it in their exercise books. Correct learners' completed work.</p>	<p>Page 8</p>
<p>Collect and record information. Make valid generalisations supported by evidence.</p>	<p>Ruler (30 cm)</p>	<p>Activity 4 Read the activity to the class and explain what learners are required to do. Correct learners' completed work orally. Focus on Question 2.</p>	<p>Page 8</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Collect and record information. Make valid generalisations supported by evidence.	Ruler (1 m) Piece of string	<p>Activity 5 Divide learners into pairs. Read the activity aloud as a class and explain what learners are required to do. Collect and mark learners' completed work.</p>	Page 9
Collect and record information.	Ruler or stick (1 m)	<p>Activity 6 Divide learners into pairs. Read through the activity and discuss it with learners. Make sure they understand what they are required to do. Correct learners' completed work orally.</p>	Page 9
Present information clearly.	Ruler (30 cm)	<p>Activity 7 Ask learners to read 'Using scale' on page 10 silently. Discuss the text with learners. Emphasise that the only way to show a measured distance that is too large for the page in a book is to use a scale. Use the map on page 10, as well as other examples, to assist the explanation. Read the activity aloud as a class and explain what learners are required to do. Make sure learners understand that: in Question 1, 1 centimetre represents 1 metre; in Question 2, 1.5 centimetres represents 1 kilometre; and in Question 3, 2.7 centimetres represents 100 kilometres. Collect and mark learners' completed work. Then, correct the activity orally, using the board.</p>	Page 11
Collect and record information. Present information clearly. Work effectively both independently and in groups.	Ruler (30 cm)	<p>Activity 8 Ask learners to read the text on page 11 silently. Ask learners some questions about the text to ensure they understand it. Divide learners into groups of four. Read the activity aloud as a class and ensure learners understand what they are required to do. Completing an example together on the board may be helpful. Ensure learners are aware that they will need to use a ruler. Collect and mark learners' completed work. Then, correct the activity orally, using the board.</p>	Page 12

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information using a variety of sources. Record answers and explain patterns.</p>	<p>Piece of paper, piece of cotton, or ruler (30 cm)</p>	<p>Activity 9 Ask learners to read 'What is a map?' on pages 12 and 13 silently. Ask learners some questions about the text to ensure they understand it. Divide learners into pairs. Read the activity to the class and explain what learners are required to do. Complete a few examples with learners to ensure they understand what they are required to do. Reminder: At the end of Activity 9, divide learners into groups of four. Ask a member of each group to bring in any object that is round (and that they can draw on), such as a coconut, to the next class for use in Activity 10.</p>	<p>Page 13</p>
<p>Define and apply key features on maps, globes and round objects. Interpret information from maps. Work effectively both independently and in groups. Share ideas with teacher and class.</p>	<p>Round object for each group Marker pens (to draw lines of latitude)</p>	<p>Activity 10 Ask learners to read 'Other ways to find places in the world' and 'Lines of latitude' on pages 14 and 15 silently. Discuss the text with learners. Showing learners a globe or a model will help them to understand the text. Make sure each group, organised after Activity 9, has a round object. Read the activity aloud as a class and explain what learners are required to do. Display finished models in the classroom.</p>	<p>Page 15</p>
<p>Use maps or globes to identify and locate features. Define and apply key features on maps and globes. Share ideas with teacher and class.</p>	<p>Pacific map</p>	<p>Activity 11 Divide learners into groups of approximately four. Read 'Lines of longitude' on pages 15 and 16 aloud as a class and discuss it. Ask learners some questions about the text to ensure they understand it. Read the activity aloud as a class and explain what learners are required to do.</p>	<p>Page 16</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Find places using a map or globe. Use maps to locate continents. Obtain information from maps.</p>	<p>World map</p>	<p>Activity 12 Divide learners' into small groups. Read 'Continents and oceans of the world' on page 17 aloud as a class. Discuss the text and the map. Read the activity aloud as a class and explain what learners are required to do. Finding one continent as a whole class may help learners complete the rest of the activity in their groups. Correct learners' completed work orally.</p>	<p>Page 18</p>
<p>Find places using a map or globe. Use maps to locate continents, oceans and countries. Obtain information from maps.</p>	<p>World map</p>	<p>Activity 13 Study and discuss the map on page 17 again. Ask learners questions about the continents, oceans and coastlines. For example, ask which ocean you would pass through if you sailed from Solomon Islands to South America (Pacific Ocean). Or, ask learners to name a continent that has an Arctic ocean coastline (Asia or North America). Read the activity aloud as a class and explain what learners are required to do. Collect and mark learners' completed work. Then, correct the activity orally, using the board.</p>	<p>Page 18</p>
<p>Identify the three main races of people of the different Pacific island countries. Make valid generalisations supported by evidence.</p>		<p>Activity 14 Ask learners to read 'Island groups in the Pacific region' on pages 19 and 20 and to study the map silently. Discuss the text and map as a class. Ask learners some questions about the text to ensure they understand it. Divide learners into groups of four and ask them to complete the activity. Ask each group to share their answers with the class.</p>	<p>Page 21</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Explain how the plates pushed into each other upwards to form mountains. Describe how V- and U-shaped river valleys are formed. Show patterns of how mountains and river valleys are formed and make generalisations based on findings.</p>	<p>Sheets of A4 or A3 paper Balls, empty cans or stones</p>	<p>Activity 15 Ask learners to read 'The surface of the Earth: Plates and mountains' on pages 21 to 23 silently. Ask learners some questions about the text to ensure they understand it. For example, ask what the land was like on Earth long ago (the land on Earth was joined together). Ask a few learners to retell parts of the text in their own words. Divide learners into groups of four. Explain to them that each group will make a model of the plates using balls, empty cans, stones or sheets of paper to represent the Earth's plates. Make sure that when learners press these items together tightly, part of it will push up (for example, the paper will crinkle upwards). This will demonstrate how the mountain ranges are formed. If learners are unable to make an effective model or role-play, do so for them.</p>	<p>Page 24</p>
<p>Present information clearly using different modes of communication. Obtain information from a variety of sources. Collect and record information.</p>		<p>Activity 16 Homework Ask learners to share with the class some plants and animals that they find on mountains in the environment where they live. List the names of the plants and animals on the board. Ask learners to read 'Mt Maetambe' on pages 24 and 25 silently. Discuss the text and pictures as a class. Discuss whether the plants and animals listed on the board are different or similar to those mentioned in the text. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask learners to copy the activity into their exercise books.</p>	<p>Page 26</p>
<p>Present information clearly using different modes of communication. Obtain information from a variety of sources. Work in groups using cooperative skills.</p>	<p>Chart paper Marker</p>	<p>Activity 17 Ensure learners have completed their homework (Activity 16). Divide learners into groups of four. Give each group a large sheet of chart paper and a marker. Ask each group to record their findings on the chart paper. Ask each group to present their findings to the class.</p>	<p>Page 26</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information from a variety of sources. Present information clearly.</p>		<p>Activity 18 Ask learners to read 'Biodiversity provides food, medicine and shelter' on pages 27 to 29 silently. Remind learners that words in bold are explained in the glossary at the back of the book. Discuss the text as a class. Read the activity aloud as a class and explain what learners are required to do. Collect and mark learners' completed work. Then, correct the activity orally.</p>	Page 30
<p>Listen to the viewpoints of others. Communicate own feelings and beliefs. Present information clearly.</p>		<p>Activity 19 Ask learners to talk about any traditional medicines made from locally grown plants that their families use. Ask them what these traditional medicines are used to cure. Read 'Medicines' on pages 30 and 31 aloud as a class. Read the activity aloud as a class and explain what learners are required to do. Collect and mark learners' completed work.</p>	Page 31
<p>Express ideas orally based on knowledge and experience. Present information clearly using different modes of communication. Work effectively in groups.</p>		<p>Activity 20 Divide learners into groups of four. Read the activity aloud as a class and explain what learners are required to do. It may be helpful to discuss one or two examples for each column. Ask each group to share their answers with the whole class.</p>	Page 32

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Make appropriate conclusions. Make valid generalisations supported by evidence. Identify appropriate people to gain information. Listen to the viewpoints of others. Communicate own feelings and beliefs.</p>		<p>Activity 21 Homework Ask learners to share with the class the reasons that they think we need to conserve our natural resources for future use. Read Activity 21 to the class and explain what learners are required to do. Tell learners that they can discuss answers with their families, elders and other members of the community. Tell learners that they will be presenting their findings to the class in the next lesson. The next day, ask learners to present their findings to the class. Reminder: Ask learners to bring one item from home that comes from, or has ingredients derived from, nature for Activity 22. Organise for learners to bring in varied items.</p>	Page 32
<p>Express ideas orally based on knowledge and experience. Present information clearly using different modes of communication.</p>		<p>Activity 22 Briefly discuss the text on pages 27 to 32 again as a class, and then read and discuss 'Resources for the future' on page 33 as a class. Collect the items that learners have brought in. Label the items with learners' names clearly so the items can be returned to them at the end of the activity. Gather all the items in one place. Divide learners into groups of four. Read the activity aloud as a class and ensure learners understand what they are required to do. Allow enough time for learners to share their ideas in their groups and complete their tables. Ask each group to present their findings to the class. A combined class list could be made on the board. Return the items to learners.</p>	Page 34

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information using a variety of sources. Record answers. Present information clearly.</p>		<p>Activity 23 Homework This homework activity can be completed over a night, a school week or a weekend. Read the activity aloud as a class and explain what learners are required to do. It may be helpful to complete a few examples as a class. Ask learners to copy the table into their exercise books. Collect and mark learners' completed work.</p>	Page 35
<p>Process information using appropriate conventions. Make appropriate conclusions and explain patterns. Express ideas orally based on knowledge and experience.</p>		<p>Activity 24 Discuss again as a class some of the products that biodiversity provides for use in daily life. Read the activity aloud as a class and explain what learners are required to do. Write a story as a class on the board. Collect and mark learners' final drafts. Display the stories in the classroom so that learners have a chance to read others' work.</p>	Page 36
<p>Collect and record information from a range of primary and secondary sources. Make valid generalisations supported by evidence.</p>		<p>Activity 25 Ask learners to read 'How people in the Pacific region adapt to their physical environment' on pages 36 to 39 and to study the pictures silently. Remind learners that words in bold are explained in the glossary at the back of the book. Ask learners some questions about the text to ensure they understand it. Divide learners into groups of four. Read the activity aloud as a class and explain what learners are required to do. Collect and mark learners' completed work. Then, correct the activity orally, using the board.</p>	Page 39

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information using a variety of sources. Record answers. Present information clearly.</p>		<p>Activity 26 Read 'Coastal erosion' on pages 40 and 41 aloud as a class. Discuss some of the effects on the islands of rising sea levels. Encourage learners to share their experiences of this issue with the class. Divide learners into groups of four. Read the activity aloud as a class and explain what learners are required to do. Check each group's work. If necessary, correct the activity orally.</p>	Page 41
<p>Obtain information using a variety of sources. Record answers and explain patterns. Make valid generalisations supported by evidence. Present information clearly using different modes of communication. Work effectively both individually and in groups.</p>		<p>Activity 27 Read 'Cook Islands' on pages 42 to 44 aloud as a class. Discuss the text and pictures as a class. Try to relate the information to learners' own community and environment. Divide learners into six groups and allocate each group a number from 1 to 6, so they know which set of questions they are to answer. Read the activity aloud as a class and explain what learners are required to do. Ask each group to share their answers with the class.</p>	Page 45

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Work cooperatively in a group and listen to the viewpoints of others. Present information clearly.</p>		<p>Activity 28 Brainstorm with learners the reasons that some areas have high population densities and others have low population densities. Categorise the answers into environmental reasons and human reasons. Ask learners to read 'How factors can influence where people live' on pages 47 to 49 silently. Ask some learners to read selected parts of the text. Ask learners some questions about the text to ensure they understand it. Divide learners into groups of four or five. Read the activity aloud as a class and explain what learners are required to do. Collect and mark learners' completed work.</p>	Page 49
<p>Identify countries and oceans on maps. Use the eight points of the rose to indicate directions. Apply key features on maps. Process information using appropriate conventions.</p>		<p>Assessment activity This Assessment activity requires learners to apply the knowledge and skills they have acquired in Chapter 1. Read the Assessment activity aloud as a class and ensure learners understand what they are required to do. Explain that learners should complete the activity on their own. Collect and mark learners' completed work. Record their marks.</p>	Page 50

Activities and assessment answers

Activity 1 (page 7)

Learners should form a compass rose to show the eight compass points: north, north-east, east, south-east, south, south-west, west and north-west.

Activity 2 (page 7)

- 1 Learners' answers will depend on the direction named by the teacher.
- 2 Learners' plans will depend on the layout of their school, but should include a compass.
- 3 Learners' maps will depend on the route they travel to and from school.
- 4 Learners' answers will depend on the direction in which they travel.

Activity 3 (page 8)

- 1 Learners' answers will depend on where they write the letters A–F.
- 2 Learners' answers will depend on where they write the letters A–F.

Activity 4 (page 8)

- 1 Learners' answers will depend on the size of the objects they measure. Make sure learners round off the distances to the nearest centimetre.
- 2 Yes; Some of the distances measured are longer than my exercise book.

Activity 5 (page 9)

- 1 Learners' answers will depend on the size of the classroom distances measured, but all learners in the class should have similar answers. Make sure learners round off the distances to the nearest centimetre.
- 2 No; The distances measured are longer than my exercise book.

Activity 6 (page 9)

- 1 Learners' answers will depend on the size of the school building measured, but all learners in the class should have similar answers. Make sure learners round off the distances to the nearest centimetre.
- 2–4 Learners' answers will depend on the size of the school grounds and distances measured. Make sure learners round off the distances to the nearest centimetre.

Activity 7 (page 11)

- 1
 - a 5 centimetre line
 - b 2 centimetre line
 - c 7.5 centimetre line

- 2 a 7.5 centimetre line
b 10.5 centimetre line
c 19.5 centimetre line
- 3 a 5.4 centimetre line
b 13.5 centimetre line
c 9.5 centimetre line

Activity 8 (page 12)

- 1 Length of garden: 30 metres
Width of garden: 20 metres
- 2 Width of the room will equal 3 centimetres; Length of the room will equal 3.5 centimetres; Width of the dining table will equal 0.5 centimetres; Length of the dining table will equal 1 centimetre.

Activity 9 (page 13)

- 1 In the scale, 1 millimetre equals 100 kilometres.
- 2–3 Learners' answers will depend on the countries they choose.

Activity 10 (page 15)

Learners should draw the equator around the centre of the round object, as well as the lines of latitude at equal distances apart.

Activity 11 (page 16)

On the map, learners should locate the lines of latitude, lines of longitude and Solomon Islands.

Activity 12 (page 18)

On the map, learners should locate all the continents on the world map and identify the continent closest to Solomon Islands (Australia) as well as the continent furthest away from Solomon Islands (South America).

Activity 13 (page 18)

- 1 On the map, learners should locate all the oceans listed in Question 1.
- 2 Pacific Ocean and Indian Ocean; OR Atlantic Ocean
- 3 Pacific Ocean and Indian Ocean
- 4 Island countries north of Solomon Islands could include Nauru, Kiribati (Gilbert), Palau, Marshall Islands, Federated States of Micronesia and Northern Marianas Islands. Island countries east of Solomon Islands could include Tuvalu, Vanuatu, Fiji, Tonga, Samoa, American Samoa, Cook Islands, French Polynesia, Nauru, Marshall Islands, Kiribati (Gilbert) and Hawaii.

- Learners' answers could include North America, South America, Africa and Europe.

Activity 14 (page 21)

- Learners could point to Solomon Islands, New Guinea, Vanuatu, Fiji and New Caledonia.
- Learners could point to Kiribati (Gilbert), Marshall Islands, Nauru, Palau, Federated States of Micronesia, Caroline Islands and Northern Marianas Islands.
- Learners could point to Tuvalu, Samoa, American Samoa, Tonga, Cook Islands, New Zealand, Tahiti, Marquesas Islands and Hawaii.
- Some of the things people in Melanesia have in common are skin colour (black or brown) and hair type (curly and strong).
- Some of the things people in Micronesia have in common are skin colour (brown or light) and hair type (straight).
- Some of the things Polynesian people have in common are skin colour (light), height (generally taller than Melanesian and Micronesian people) and hair type (wavy).

Activity 15 (page 24)

Learners should make a model or role-play of the Earth's plates, demonstrating how they push together to form mountain ranges.

Activity 16 (page 26)

Learners' answers will vary but should be similar. Their answers should include the names of plants and animals found in their local communities (named in their local language, Pijin or English).

Activity 17 (page 26)

Learners' presentations will vary but should be similar. Their answers should include the names of plants and animals found in their local communities (named in their local language, Pijin or English).

Activity 18 (page 30)

Some possible answers are as follows.

Food grown in gardens	Food grown in the wild
Breadfruit, potatoes, bananas, cucumbers, pumpkin, cassava, paw paw, yams, taro, beans, pigs, cabbages, chickens, tomatoes, ducks, coconut, ngali nuts	Yams, crabs, ferns, sago palms, yams, opossums, ngali nuts, tropical almonds, megapode eggs, pandanus nuts, flying foxes, bananas, pigeons, mangrove fruit, betel nuts, cabbages, mud crabs, pigs

Activity 19 (page 31)

Some possible answers are as follows.

Traditional plants or plant parts used as medicine to cure diseases	How each plant (traditional medicine) is used to cure diseases
Bark of ngali nut tree	Used to cure red eye
Aloe vera liquid	Used to cure red eye and fresh cuts
Bark of alite plant	Used to cure stomach aches
Mile-a-minute leaf	Used to stop bleeding from fresh cuts

Activity 20 (page 32)

Some possible answers are as follows.

Product or service	Plants and animals that can be used
Building materials	Most trees, including bamboo, kauri pine, island teak, rosewood
Carvings and handicrafts	Pacific rosewood, coconut, vesi (Nambangura), bamboo
Fibre and weaving	Coconut, pandanus, tree fern, dye fig, paper mulberry (tapa), the bark of some trees
Dyes	Candle nut; Indian mulberry; red mangrove; turmeric; and the bark, roots and leaves of some plants
Essential (fragrant) oils	Paper bark, pili nut, sandalwood, perfumed flowers, the leaves of some plants
Soaps	Vanilla, coconut, sandalwood, lemon fruit, the leaves of some trees
Food wrapping	Banana, ti, wild ginger, coconut leaves, pandanus leaves the leaves of some trees
Thatching—for making a house (roof)	Nipa palm; bananas; pandanus; coconut tree; sago palm; the bark, leaves and vines of some trees
Decoration and custom dress	Pig (tusk); whale (teeth); bird (feathers); dye fig; paper mulberry (tapa); coconut leaves; the leaves, fruits, bark and flowers of some trees

Activity 21 (page 32)

Some possible answers are as follows.

- We could limit logging to protect our trees or forests.
- We could replant trees in areas that have been logged.
- We could look after our resources and use them wisely (sustainably).
- We could limit the farming of land and the collection of sea resources (including fishing and whaling).

- We could encourage the government to make laws to protect and conserve our resources.
- We could work together to do all of the above, so future generations will enjoy our resources as we do.

Activity 22 (page 34)

Learners' answers will vary depending on the items they bring in.

Activity 23 (page 35)

Some possible answers are as follows.

Name of the plant or animal (Pijin, English or local language)	How do you use it? How did it affect you?	Parts used
Coconut	Drank the juice and ate the meat Used the dried coconut in milk and fish soup	Juice and meat (fresh and dried)
Chicken	Cooked and ate the meat	Meat

Activity 24 (page 36)

Learners' answers will be varied.

Activity 25 (page 39)

- 2 Learners' answers will be varied but should be similar.
- 3
 - a People in Kiribati do not have as many agricultural crops as people in Solomon Islands because Kiribati is made up of low-lying coral atolls.
 - b Kiribati does not have good water sources due to frequent droughts, storms, salty groundwater wells and runoff in groundwater wells (resulting from excessive rainfall).
 - c Solomon Islands has more export products than Kiribati because it has many agricultural crops, many forests that can be logged, and many other natural resources, such as minerals and marine resources.

Activity 26 (page 41)

2 Some possible answers are as follows.

Damage caused by coastal erosion	How people adapt to it	What has been done to protect the shorelines
Trees and plants along coastlines are uprooted. Saltwater gets into groundwater wells. Coastal land is washed away. Roads and buildings are damaged.	Some people move away from the coastline. Some people build traditional houses that have raised floors. Some people get drinking water from groundwater wells further away. Some people collect rainwater in tanks for drinking and cooking.	Seawalls are often built for protection.

4 Some possible answers are as follows.

Impacts of salty groundwater wells	What do the people do when they do not have good groundwater wells?
People do not have access to good, clean drinking water from groundwater wells. People stop using the salty groundwater wells.	Some people may settle on different islands or in different countries. Some people may travel further away to find drinking water.

Activity 27 (page 45)

Group 1:

- a Storms
- b They pile rocks on coastlines to protect them from erosion.
- c They have built seawalls and also piled rocks on coastlines to protect them from erosion.

Group 2:

- a Breadfruit, kumara, taro, bananas, coconut, yams, cassava, paw paw, citrus fruit, vegetables
- b Taro is more popular than kumara and cassava.
- c At breakfast and in salads
- d Fish

Group 3:

- a Tourism, pearling, the sale of fishing licences, remittance from Cook Islanders who live and work overseas, the export of cash crops such as taro, citrus, paw paw and noni fruit

Group 4:

- a Rarotonga
- b Food plants will not grow well or will die.

Group 5:

- a To protect a scarce or diminishing resource by allowing it to grow or to increase in order to ensure that there is a good supply when the resource is needed
- b Feasting
- c The council of chiefs

Group 6:

- a At full moon
- b At new moon
- c Learners' answers will vary.

Activity 28 (page 49)

Some possible answers for 'An area with low population density' are listed below.

Name of the place: Atinia village

Climate: Not too hot, cold or wet

Landscape: Flat and low

Vegetation: Plants and food crops grow very well

Soil: Fertile; good for gardening

Natural resources: Fish, animals, food plants, trees

Others e.g. water supply: Water supply, shops, Telekom mobile communications

Transport: Shipping services once a month

Economic: No industries to create jobs

Government services: Schools and clinics are far away

Assessment activity (page 50)

Learners' world maps should show two countries in the northern hemisphere and three in the southern hemisphere, a compass rose, ocean names, the equator, lines of latitude, lines of longitude and a scale.

Chapter 2 Weather and climate

Strand: Place and Space

Suggested periods: 10 (2 weeks)

Sub-strand statement:

There are differences in climate, weather conditions, availability of water in the environment and seasonal weather patterns. These climate and weather conditions affect people's lives and their survival.

General learning outcomes

Learners should:

- 6.2.1 understand the differences between weather and climate (U)
- 6.2.2 know the seasonal patterns of temperatures, rainfalls, wind and conditions in the Solomon Islands (K)
- 6.2.3 describe the seasonal patterns of temperature and rainfall in Solomon Islands and in the region by referring to climatic histograms (S)
- 6.2.4 recognise the seasonal patterns in different parts of the world and how they affect people (K)
- 6.2.5 know that weather conditions vary greatly in different parts of the world (e.g. polar, temperate, desert, tropical forest) (K).

Specific learning outcomes

Learners should be able to:

- 6.2.1.1 describe the difference between weather and climate
- 6.2.2.1 identify the seasonal weather pattern of Solomon Islands throughout the year with reference to its geographic location
- 6.2.3.1 identify the seasonal patterns of temperature and rainfall in Solomon Islands and in the region by referring to rainfall and temperature graphs (climatic histograms)
- 6.2.4.1 identify the seasonal patterns in parts of the world and how it affects people's lives
- 6.2.5.1 explain some words (e.g. polar, temperate, tropical forest, desert).

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Make decisions. Present information clearly using different modes of communication.</p>	<p>Examples of poems</p>	<p>Activity 1 Brainstorm ideas as a class about what weather and climate are. Read 'The weather' on page 52 aloud as a class. Discuss the information in the text and the pictures. Discuss any words that learners might not understand (such as 'different', 'cool', 'warm', 'atmosphere' and 'humidity'). Discuss what a poem is and read learners one or two examples. After learners have completed the activity, ask them to read their poems to the class. Collect and mark learners' completed work.</p>	<p>Page 53</p>
<p>Use and interpret visual resources. Make decisions. Work in groups using cooperative skills. Use drama skills. Identify consequences.</p>		<p>Activity 2 Ask learners to read 'Seasons' on page 53 and study the pictures on page 54 silently. Discuss the information in the text and the pictures. Ask learners some questions to ensure they understand the information. Divide learners into four groups. Ask learners to read the activity in their groups, and then ensure they understand what they are required to do. Allow learners one lesson to decide on a theme, allocate the parts in the drama and gather materials for props. Allow another lesson for them to continue rehearsing. Ask each group to perform their drama for the class.</p>	<p>Page 54</p>
<p>Interpret rainfall graphs. Explain the consequences of weather on people's lives. Estimate results.</p>	<p>Utensils that can measure millimetres, e.g. cups, jugs, tins, bottles</p>	<p>Activity 3 Ask learners to read 'Climate and rainfall' on page 55 silently. Ask learners some questions to ensure they understand it. Divide learners into pairs. Read the activity aloud as a class and ensure learners understand what they are required to do. Collect and mark learners' completed work. You may ask some volunteers to share their answers to Question 3 with the class.</p>	<p>Page 56</p>
<p>Compare and contrast information. Collect and record information.</p>		<p>Activity 4 Ask learners to read 'How temperature affects our lives' on page 56 silently. Discuss the information in the text as a class. Read the activity aloud as a class and ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	<p>Page 57</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Compare and contrast weather patterns in different countries. Categorise and interpret information from maps. Evaluate findings from an investigation.</p>		<p>Activity 5 Ask learners to brainstorm words and ideas about the Pacific region. Ask learners to read 'Weather in the Pacific Region' on pages 57 and 58 silently. Discuss the information in the text as a class, and begin to relate the geography of the countries to their climates. Divide learners into pairs. Read the activity aloud as a class and ensure learners understand what they are required to do. Explain to learners that they should use the maps on pages 17 and 20 in the Learner's Book to help them. Ask some pairs to share their answers with the class. Collect and mark learners' completed work.</p>	Page 58
<p>Interpret information on maps. Find places using a map or globe.</p>		<p>Activity 6 Ask learners what they know about Australia. Read 'Australia' on page 59 aloud as a class and study the related pictures and map. Ask learners some questions to ensure they understand the text. On the board, write some of the terms used to describe areas in the map, such as 'equatorial' and 'tropical'. Have learners make some guesses about what the words might mean. Discuss how the location of each area might help learners guess the meanings of the terms. Divide learners into pairs and ask them to complete the activity.</p>	Page 60
<p>Work in pairs using cooperative skills. Ask relevant open-ended questions.</p>		<p>Activity 7 Have learners talk about their experiences of coldness. Read 'Weather around the world' on pages 61 and 62 as a class. Have learners guess the meanings of some of the terms used in the text, such as 'polar' and 'freezing'. Divide learners into pairs. Read the activity aloud as a class. Show learners how to ask open-ended questions (those beginning with 'who', 'what', 'when', 'where', 'why' and 'how'). Ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	Page 63
<p>Use models to show information.</p>	<p>Husked coconuts Marker pens (to show regions of world on coconuts)</p>	<p>Activity 8 Homework Read the activity aloud as a class and ensure learners understand what they are required to do. Show learners the world map on page 17 to help them understand. Ask learners to copy the activity into their exercise books.</p>	Page 63

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Work in groups using cooperative skills. Use models to show information.</p>		<p>Activity 9 Divide learners into groups of four. Ask learners to read the activity silently. Explain the activity to them. Supervise groups to ensure they are completing the activity correctly.</p>	Page 64
<p>Make general statements from observations.</p>		<p>Activity 10 Homework Ask learners to provide examples of things that warm up. Take learners outside and have them feel the air around them in the shade and in the sun. Read 'Global warming' on pages 64 to 67 aloud as a class. Ask learners some questions to ensure they understand the text. Ask learners to copy the activity into their exercise books. Ensure learners understand what they are required to do. As a class, discuss some examples of things people do that produce greenhouse gases.</p>	Page 68
<p>Make general statements from observations. Develop solutions and identify consequences. Work in groups using cooperative skills.</p>	Large sheets of paper	<p>Activity 11 Divide learners into groups of four. Read the activity aloud as a class and ensure learners understand what they are required to do. Tell learners that reading the text on pages 66 and 67 again may help. Ask each group to present their findings to the class. Ask groups to listen carefully and add to the ideas already presented—not just repeat the same ideas. Discuss the responses as a class.</p>	Page 68
<p>Interpret graphs. Compare and contrast information.</p>		<p>Assessment activity Briefly discuss the rainfall graphs for Honiara and Adelaide. Read through the questions and then ask learners to complete the activity in their exercise books. Collect and mark learners' completed work. Record their marks.</p>	Page 69

Activities and assessment answers

Activity 1 (page 53)

1–2 Learners' answers will vary.

- 3 Some advantages of open windows are that:
- air can blow through and cool the house
 - the air in the house will be fresh
 - pleasant outside noises, such as birds chirping, can enter the house more easily.

Some disadvantages of open windows are that:

- unwanted outside noise can enter the house more easily
 - insects, bugs and animals can enter more easily
 - intruders can enter more easily.
- 4 Some possible answers are that: the weather might be warm or hot; and this might be the type of clothing that people in their community wear.

Activity 2 (page 54)

Learners' dramas should show how the weather in a season affects people's daily lives.

Activity 3 (page 56)

2 Learners should measure out the amounts listed in the Learners' Book.

3 Learners' answers will vary depending on which village they live in.

Activity 4 (page 57)

Some possible answers are as follows.

Weather condition	Activities	Type of clothes
Cold, foggy morning	Children stay inside Mum makes fire	T-shirts, long pants, socks, sports shoes, hat, coat
Sunny, dry day	Parents do gardening Parents do outside jobs Children play sports	Shorts, skirts, T-shirts, dresses
Rainy day	Children stay inside	Shorts, T-shirts
Windy day	Children stay inside	Shorts, T-shirts
Cloudy day	Parents do gardening Parents do outside jobs Children play sports	Shorts, skirts, T-shirts, lava-lava

Activity 5 (page 58)

1 Learners should find Fiji and Vanuatu on the map on page 20.

2–3 Some possible answers are as follows.

Country	Climate	Seasons	Geography
Vanuatu	Tropical with cyclones	Two: dry and wet	Close to the equator
Fiji	Tropical	Two: warm and wet	Close to the equator

Activity 6 (page 60)

Learners should find the states and towns listed in the Learner's Book.

Activity 7 (page 63)

Some possible questions might be as follows.

- What types of clothes do you wear outside when it is so cold?
- How do you travel to school in a cold climate?
- What types of heating do you use to keep your school and house warm?
- Where do you play at school?
- Who helps you when you become sick during the cold weather?

Activity 8 (page 63)

Learners' models should show the equator, the northern hemisphere, the southern hemisphere, Antarctica, the Arctic Circle, the Tropic of Capricorn and the Tropic of Cancer.

Activity 9 (page 64)

Groups should model how Earth tilts towards and away from the Sun and how the Sun's rays spread over Earth. They should point out the coldest and warmest regions of Earth.

Activity 10 (page 68)

Some possible answers are as follows.

- Burning papers and plastic outside homes
- Burning grasses
- Cooking over an open fire in the kitchen
- Baking or motu in the kitchen or in open spaces
- Driving trucks

Activity 11 (page 68)

Some possible answers are as follows.

Everyday activities	Possible ways to reduce making greenhouse gases
Burning bushes and grass in the garden	Use bushes and grass from the garden to make compost
Throwing out rubbish.	Recycle rubbish.
Driving	Choose walking and cycling over driving when possible.

Assessment activity (page 69)

- 1 January, February, March, April, December
- 2 January, February, March, November, December
- 3 May, June, July, August; People may plan to remain indoors during these months, and make sure drains are cleared before these months begin.
- 4 No.
- 5 July; Learners' drawings could show people wearing coats, hats and boots, and using umbrellas.
- 6 June; Learners' answers will vary.
- 7 February; Learners' answers will vary.
- 8 Learners' answers will vary but should mention a time of year and a reason (related to weather or climate) why they would like to visit at this time of year.

Chapter 3 Exploring cultures

Strand: Culture and Society

Suggested periods: 25 (5 weeks)

Sub-strand statement:

The cultural groups in the regions of a country have cultural diversities that are reflected in various ways, thus there is a need to explore aspects of cultures that are common and also a need to understand differences.

General learning outcomes

Learners should:

- 6.3.1 be aware that there are some common cultures shared between Solomon Islands and the Pacific countries (K)
- 6.3.2 know that cultural diversity exists (K)
- 6.3.3 understand that people can adopt different cultures through learning and practice (U)
- 6.3.4 appreciate the importance of other people's cultures (A/U).

Specific learning outcomes

Learners should be able to:

- 6.3.1.1 identify some common features of cultures in the region
- 6.3.2.1 list some aspects of cultures that have changed over time (e.g. roles)
- 6.3.3.1 describe some similarities and differences in family structure in the region
- 6.3.4.1 dramatise a cultural activity from a specific group of people (e.g. dance, music).

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Collect and sort information. Make general statements.</p>	<p>Large sheets of paper</p>	<p>Activity 1 Start the chapter by brainstorming what culture is and what it means. Record learners' responses on the board or a large sheet of paper. (If you use paper, keep the paper to use in Activity 23.) It may be helpful to do this activity in a range of languages. You could also ask learners to write some sentences in their exercise books starting with 'Culture is ...'</p>	<p>Page 71</p>
<p>Present information clearly using different modes of communication.</p>		<p>Activity 2 Read the activity aloud as a class and ensure learners understand what they are required to do. Ask some learners about the tasks they do every day. Ask learners to write their stories in their exercise books.</p>	<p>Page 72</p>
<p>Compare and contrast information. Review information and make decisions.</p>	<p>Learners' Activity 2 stories</p>	<p>Activity 3 Divide learners into pairs, and ask them to read each other's stories silently. Allow learners time to discuss their stories and compare them. Ask learners to read the activity silently and then draw the table on the board to show learners what they are required to do. Collect and mark learners' completed work.</p>	<p>Page 73</p>
<p>Comment on pictures and stories. Compare and contrast information. Evaluate findings from observations.</p>		<p>Activity 4 This activity may take two lessons. Look at 'Things people do in other parts of the world' on pages 73 to 76 as a class. Have learners consider the language of Cheung Chi Wai's name and where he might live. Find Hong Kong on a map of the world. Read the story aloud as a class. Divide learners into pairs. Read the activity aloud as a class and discuss. You may need to review with learners how to write a personal letter. Collect and mark learners' completed work.</p>	<p>Page 76</p>
<p>Make valid generalisations supported by evidence. Review information and make decisions.</p>	<p>Sheets of paper for star diagrams Coloured pens and pencils, crayons or paint</p>	<p>Activity 5 Write the terms listed on page 78 on the board. Allow learners to discuss the terms and ask questions. Explain the activity to learners and assist them in making their star diagrams. Display the star diagrams in the classroom. Keep them for use in Activity 7.</p>	<p>Page 78</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Review information and make decisions.	Sheets of paper for star diagrams Coloured pens and pencils or paint	<p>Activity 6 Ask learners to read Cheung Chi Wai's story again silently. Then ask learners to make a star diagram similar to the one they made in Activity 5, but this time showing Cheung Chi Wai's culture.</p>	Page 79
Compare and contrast information. Review information and make decisions. Make valid generalisations supported by evidence.		<p>Activity 7 Read the text and study the pictures on page 79 as a class. Divide learners into groups of four—with two boys and two girls in each group. Hand back out to learners the stars that they completed in Activity 5. Read the activity aloud as a class and ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	Page 80
Evaluate findings from observations. Compare and contrast information. Make generalisations supported by evidence.		<p>Activity 8 Homework Ask learners to read the activity silently. Ask them some questions to ensure they understand what they are required to do. Ask learners to copy the activity into their exercise books. Tell learners that they will be sharing their homework with the class in the next lesson.</p>	Page 80
Evaluate findings from observations. Compare and contrast information. Make generalisations supported by evidence.	Learners' Activity 8 homework	<p>Activity 9 Organise learners into the same groups they were in for Activity 7. Ask learners to read their homework from Activity 8 to each other. Tell learners that they should observe the activities of boys and girls during playtime. After playtime, allow learners time to discuss what they have observed. Then explain the rest of the activity to learners and have them complete the sentences in their exercise books. Collect and mark learners' completed work.</p>	Pages 81

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Use visual symbols to communicate information.</p> <p>Present information clearly using different modes of communication.</p>		<p>Activity 10</p> <p>Read 'Culture, special days, festivals and celebrations' on pages 81 to 83 aloud as a class. Discuss the text as a class, and explain the meaning and significance of terms such as 'birth', 'baptism' and 'marriage'. Ask learners some questions to ensure they understand the information.</p> <p>Divide learners into groups of four. Explain the activity to them and ensure they understand what they are required to do.</p> <p>Collect and mark learners' completed work.</p>	Page 83
<p>Identify appropriate people or media to gain information.</p> <p>Review how different values and viewpoints may impact on the environment, the community and society.</p> <p>Present information clearly using different modes of communication.</p>		<p>Activity 11</p> <p>Ask learners to read 'National days' on page 83 silently. Ask learners some questions to ensure they understand the information.</p> <p>Read the activity aloud as a class. The first two questions can be discussed as a class or completed in learners' exercise books. After learners have written their stories and drawn their pictures, ask them to share them with each other in small groups.</p> <p>Collect and mark learners' completed work.</p>	Page 84
<p>Present information clearly using different modes of communication.</p>		<p>Activity 12</p> <p>Read 'Traditional dancing and singing' on pages 85 and 86 to learners. Have learners discuss the pictures on page 85 and 86 with a partner in relation to the text.</p> <p>Divide learners into pairs. Read the activity to the class and explain what they are required to do. Allow learners time to write their answers and practise their dance. Ask learners to perform their dances for the class.</p> <p>Give feedback to learners about their dances.</p>	Page 86

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Present information clearly using different modes of communication.</p> <p>Work in groups using cooperative skills.</p>		<p>Activity 13</p> <p>Divide learners into pairs. Read the activity to learners and explain what they are required to do. Allow learners time to write their answers and practise their dance. Ask learners to perform their dances for the class.</p> <p>Collect and mark learners' completed work.</p>	Page 87
<p>Compare and contrast information.</p> <p>Present information clearly.</p>		<p>Activity 14</p> <p>Divide learners into pairs. Explain the activity to the class and ensure they understand what they are required to do.</p> <p>Collect and mark learners' completed work.</p>	Page 88
<p>Share ideas with teacher and class.</p> <p>Compare and contrast information.</p>		<p>Activity 15</p> <p>Read 'Culture, customs and change' on pages 88 and 89 aloud as a class.</p> <p>Discuss the text and ask learners to share stories of marriage customs that they know of. Discuss the activity topic as a class.</p>	Page 89
<p>Present information clearly using different modes of communication.</p> <p>Make general statements.</p>		<p>Activity 16</p> <p>Discuss learners' experiences of going away and returning home. Read 'Going away and returning home' on page 90 by Paul Banga aloud as a class.</p> <p>Divide learners into groups of four. Read the activity to them and ensure they understand what they are required to do.</p> <p>Collect and mark learners' completed work.</p>	Page 90

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Compromise and negotiate a consensus within a group.</p> <p>Work in groups using cooperative skills.</p> <p>Listen to the viewpoints of others.</p> <p>Obtain information using a variety of sources.</p>		<p>Activity 17 Homework</p> <p>Divide learners into six groups and allocate each group one of the topics. Read the activity aloud as a class. Explain how learners might interview community members, and ensure learners understand what they are required to do. Listen to the groups as they organise themselves and discuss how they will carry out the activity. Make sure every learner participates.</p> <p>Allow time in the next lesson for groups to meet again and discuss the information they have obtained.</p> <p>Collect and mark learners' completed work.</p>	Page 91
<p>Present information clearly using different modes of communication.</p>	<p>Various symbols of culture</p>	<p>Activity 18</p> <p>Read 'Symbols of culture' on page 92 to learners. Have learners complete the first part of the activity either as a class or in groups. Explain the second part of the activity to learners.</p> <p>Collect and mark learners' completed work.</p>	Page 92
<p>Use and interpret visual resources.</p> <p>Express ideas orally based on knowledge and experience.</p>		<p>Activity 19</p> <p>Divide learners into pairs. Read the activity aloud as a class and ensure learners understand what they are required to do.</p> <p>Correct learners' completed work orally.</p>	Page 93
<p>Review how different values and viewpoints may impact on the environment, communities and society.</p>	<p>Various examples of different languages</p>	<p>Activity 20</p> <p>Read 'Language and culture' on page 94 to the class. Discuss what languages are spoken by the learners and read out the questions in the activity. Ask learners to complete the activity in their exercise books.</p> <p>Collect and mark learners' completed work.</p>	Page 94

Processes and skills	Resources	Teacher's support notes	Learner's Book
Translate language and explain meanings.		<p>Activity 21 Read the short text in Pijin on page 95 to the class. If necessary, discuss the meaning. Ask learners to translate the text into English in their exercise books. Collect and mark learners' completed work. Read a good translation to the class (see the answer section).</p>	Page 95
Compare languages and practise oral communication.		<p>Activity 22 Read 'Languages are related' and examine the table on page 96 as a class. You may wish to use the map of the Pacific on page 20 of the Learners' Book to show where each of the language groups are located. Discuss the similarities and differences in the languages and explain the meaning of any English words learners do not understand. Divide learners into pairs and explain the rest of the activity.</p>	Page 96
Explain value positions and their possible outcomes. Work in groups using cooperative skills.	Large sheets of paper	<p>Activity 23 As a class, brainstorm ideas about culture and its meaning. Write ideas on the board or on a large sheet of paper. If you still have learners' responses from Activity 1, show this to learners and compare their responses then and now. Explain to learners what they are required to do for the next part of the activity. Collect and mark learners' completed work. Correct learners' completed work orally.</p>	Page 97
Communicate ideas and ask questions. Justify value positions and viewpoints.		<p>Activity 24 Make sure you have read and understood the poem on pages 97 and 98 before the lesson begins. Read the poem aloud as a class. Allow learners to ask questions and discuss what they think the poem means. Divide learners into pairs. Explain the rest of the activity to learners and ensure they understand what they are required to do. Correct learners' completed work orally.</p>	Page 99
Present information clearly using different modes of communication. Compare and contrast information.		<p>Assessment activity Read the activity aloud to the class. Explain what learners are required to do and what they will be marked on. Allow learners to ask any questions they may have and ensure they understand what they are required to do. Mark each learner's presentation. Record their marks.</p>	Page 100

Activities and assessment answers

Activity 1 (page 71)

Culture is the way of living of a group of people—their customs, habits, traditions, beliefs, values, spoken and written language, art and dress—passed on through communication and imitation. Culture is always changing.

Activity 2 (page 72)

Learners' stories will vary.

Activity 3 (page 73)

Learners' answers will vary but should show the similarities and differences between the things they and their partner do every day.

Activity 4 (page 76)

Learners' answers will vary. Their letters should follow the conventions of personal letter writing.

Activity 5 (page 78)

Learners' star diagrams should address some or all of the terms listed in bold on page 78 of the Learner's Book, with examples such as walking barefoot, playing coconut shells and wearing grass skirts.

Activity 6 (page 79)

Learners' star diagrams should show some of the terms listed in bold on page 78 of the Learner's Book, with examples from the text about Cheung Chi Wai. Some possible answers are as follows.

- Eats: Chicken, soup and rice
- Lives: In an apartment building in Hong Kong
- Plays: In the Games Room in the shopping mall and in his home (with his pet turtle and his board games)
- Dresses: In school uniform, trousers, shirts and T-shirts

Activity 7 (page 80)

Learners' answers will vary but their sentences should show differences and similarities between the activities of boys and girls.

Activity 8 (page 80)

Learners' answers will vary.

Activity 9 (page 81)

Learners' answers will vary.

Activity 10 (page 83)

Some possible answers are: singing carols, playing sports, feasting, exchanging gifts, playing music and dancing.

Activity 11 (page 84)

- 1 7 July 1978
- 2 It means Solomon Islands is independent from Britain and can govern itself.
- 3 Learners' stories and pictures will vary.

Activity 12 (page 86)

Learners' answers and dances will vary depending on which traditional dance they choose.

Activity 13 (page 87)

Learners' answers and dances will vary depending on which modern dance they choose.

Activity 14 (page 88)

Some possible answers are as follows.

	Traditional dancing	Modern dancing
How they are the same	To music Rhythmic	To music Rhythmic
How they are different	To traditional music (panpipes) Traditional costumes (grass skirts)	To modern music (CDs) Modern costumes (jeans)

Activity 15 (page 89)

Learners should participate in the class discussion.

Activity 16 (page 90)

- 1 Some possible answers are: feasting, farewell parties and family gatherings.

Activity 17 (page 91)

Learners' answers will vary depending on which occasion they choose.

Activity 18 (page 92)

- 1 Kiwi—Aotearoa (New Zealand) Kangaroo—Australia
Nguzunguzu—Solomon Islands Chinese Dragon—China
- 2 Learners' symbols will vary.

Activity 19 (page 93)

- 1–2 Learners' answers will vary.

Chapter 4 Government and people

Strand: Governance and Leadership

Suggested periods: 30 (6 weeks)

Sub-strand statement:

There are three branches that make up the national government. These branches perform different functions and deliver different services to the people.

General learning outcomes

Learners should:

- 6.4.1 know the three branches that make up the government and their functions (K)
- 6.4.2 understand how the government is organised and affects people's lives (U)
- 6.4.3 know how the provincial and national governments contribute to the social and economic development in the community (K)
- 6.4.4 know how people participate at the different levels of government (K).

Specific learning outcomes

Learners should be able to:

- 6.4.1.1 list jobs that the three branches of the government (legislature, judiciary, executive) do
- 6.4.2.1 identify the three levels of government (national government, provincial government, local government)
- 6.4.3.1 give two examples of how the different functions of government affect people in the society
- 6.4.4.1 carry out a simple research project on the different services provided by the government in the community and why people consider them beneficial.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Present information clearly using different modes of communication. Answer questions about text. Define and apply key features on maps and globes. Categorise and interpret information from maps.</p>	<p>World map or globe Blank world maps</p>	<p>Activity 1 As a class, discuss the term 'colonial government'. Read 'Colonial government' on page 102 to the class. Explain any terms that learners do not understand. Divide learners into pairs. Hand out blank world maps or ask learners to draw simple world maps in their exercise books. Read the activity to the class and explain what learners are required to do. Supervise and support learners as they search for the colonial nations on the world map. Then ask learners to complete the activity in their exercise books. Collect and mark learners' completed work.</p>	<p>Page 103</p>
<p>Interview people about their views and record findings.</p>		<p>Activity 2 Homework Ask learners to discuss what they already know about colonial times. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask learners to copy the activity into their exercise book. Collect and mark learners' completed work.</p>	<p>Page 104</p>
<p>Work in pairs using cooperative skills. Compare and contrast the past and present. Compare findings.</p>		<p>Activity 3 Before reading the text on pages 105 and 106 by Ivan Leanamae Su'u, review learners' understanding of the terms 'culture' and 'conflict'. Read the text to the class. Divide learners into pairs. Ask learners to read the activity silently. Make sure learners understand what they are required to do. Discuss the activity as a class. Correct learners' work orally.</p>	<p>Page 106</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Compare and contrast the past and present. Describe historical times in terms of years, decades and centuries.</p>		<p>Activity 4 Read 'Independence and Solomon Islands Government' on pages 106 and 107 aloud as a class. Ensure learners understand the meaning of the terms 'government' and 'independence'. Ask learners some questions to make sure they understand the information. Read the activity aloud as a class and ensure learners understand what they are required to do. Remind learners that they can use information they gathered in Activity 2, as well as information in the Learner's Book. Collect and mark learners' completed work.</p>	Page 108
<p>Construct various timelines of key events, people and periods, and explain how major events are related to each other. Show information in diagrams.</p>		<p>Activity 5 Ask learners to re-read the text on pages 102, 106 and 107 silently. Remind learners that words in bold are explained in the glossary at the back of the book. Allow learners to ask any questions they may have. Read the activity to the class. Explain what a timeline is, and draw a simple one on the board. Ask learners to help you. Collect and mark learners' completed work.</p>	Page 108
<p>Work in pairs using cooperative skills. Compromise and negotiate a consensus with a partner. Record information from text into a diagram.</p>	<p>Sheets of paper for star diagrams Coloured pens and pencils or paint</p>	<p>Activity 6 Read 'Government' on pages 109 and 110 aloud as a class and examine the pictures. Divide learners into pairs. Ask them to read the activity together. Explain what they are required to do. Allow learners some time to discuss their ideas with their partner before asking them to begin to make their star diagrams. Ask each pair to present their star diagram to the class. Display star diagrams in the classroom.</p>	Page 111

Processes and skills	Resources	Teacher's support notes	Learner's Book
Record information from text into a diagram.		<p>Activity 7 Read 'The National Government has three branches' on pages 111 and 112 to the class. Ask learners questions to ensure they understand the information. You may ask learners to provide examples of who might work for each branch. Explain what learners are required to do and then ask them to copy the diagram into their exercise books. Collect and mark learners' completed work.</p>	Page 112
Present information clearly using different modes of communication. Answer questions appropriately.		<p>Activity 8 Read the activity aloud as a class, and discuss the meanings and roles of the different titles. Ask learners to complete the activity in their exercise books. Collect and mark learners' completed work.</p>	Page 113
Define and apply key features on maps.		<p>Activity 9 Read 'Provincial Government' on pages 113 and 114 aloud as a class and study the map. Ask learners some questions to ensure they understand the information. Read the activity to the class and ensure learners understand what they are required to do.</p>	Page 114
Work in groups using cooperative skills. Listen to the viewpoints of others. Identify what is happening in a visual resource. Identify appropriate people or media to gain information.	Large sheets of paper	<p>Activity 10 Some research may need to be carried out at home for this activity, so it may need to be completed over two lessons. Read the text on page 115 aloud as a class and study the diagram. Ask learners some questions to ensure they understand the information. Divide learners into groups of four. Read the activity aloud as a class, and then explain what learners are required to do. Emphasise that learners need to share the work between them. Ask each group to present their findings to the class. Provide each group with feedback.</p>	Page 116

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Answer questions about text. Make good guesses.</p>		<p>Activity 11 Read 'Government and its role in development' on page 117 aloud as a class and study the pictures on page 118. Ask learners some questions to ensure they understand the information. Allow learners to ask any questions they may have. Read the activity aloud as a class and ensure learners understand what they are required to do. Tell learners that the answer to Question 3 is not in the text. They will have to make a good guess. Collect and mark learners' completed work.</p>	Page 119
<p>Answer questions appropriately.</p>		<p>Activity 12 Read the activity to learners. Make sure learners understand the terms. Collect and mark learners' completed work.</p>	Page 119
<p>Review different values and viewpoints. Work in pairs using cooperative skills. Present information clearly using different modes of communication.</p>		<p>Activity 13 Read the story of Clare O'Neil on pages 120 and 121 to the class. Discuss any terms learners may have difficulty with. Ask questions to find out what the learners know about government in Australia. Have them use beginnings of sentences such as 'One thing the text tells me about government in Australia is ...' Divide learners into pairs and have them re-read the story together. Then read the activity to the class and explain what learners are required to do. Collect and mark learners' completed work.</p>	Page 122
<p>Answer questions appropriately. Categorise and interpret information from maps.</p>		<p>Activity 14 Read 'Elections' on page 122 to the class and study the map on page 123 together. Allow learners time to find their constituency on the map. Explain what learners are required to do for the next part of the activity, and ensure they understand. Collect and mark learners' completed work.</p>	Page 123

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Review different values and viewpoints. Work in groups using cooperative skills. Listen to the viewpoints of others. Present information clearly using different modes of communication.</p>	<p>Examples of election posters</p>	<p>Activity 15 This activity may take two to three lessons. A good starting point would be to have somebody who has been involved in an election campaign talk to the class. Organise this if possible. Then, read the activity aloud as a class. Discuss what learners already know about elections. Encourage them to use ideas from their experiences in the activity. Tell learners they may choose a name for their group. Ensure learners understand what they are required to do. Support learners as they choose their issue and divide into groups. Supervise groups as they work together. Display election posters in the classrooms and have one learner from each group perform their group's speech. Tell learners to pay close attention to each group's posters and speeches, as they will be voting on them in the next lesson. Provide each group with feedback.</p>	<p>Page 124</p>
<p>Listen to the viewpoints of others. Review different values and viewpoints. Work in groups using cooperative skills.</p>	<p>Voting cards</p>	<p>Activity 16 This activity may take two lessons. It involves holding an 'election', in which the groups organised in Activity 15 are the candidate parties. The teacher will be the Electoral Manager and will register all the class members as voters on the class register. Make up voting cards with the names of the candidate parties (these are the groups learners organised themselves into in Activity 15). Appoint Returning Officers and Assistant Returning Officers to check off each voter as they receive their voting card and to count the votes after the election closes. Appoint Presiding Officers and Polling Assistants to set up a polling area, where voters can vote privately, and to assist voters. The above process will need to be explained thoroughly to learners. Tell learners to vote based on the posters and speeches viewed and heard in Activity 15. Once the election has been held, have the officers count the votes. Then announce the winning group. Organise learners back into their original groups (the candidate parties). Read through the evaluation questions as a class. Ask each group to discuss these questions in relation to their campaign.</p>	<p>Page 125</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Collect and record information from a range of primary and secondary sources.</p> <p>Collect and sort information.</p> <p>Differentiate between fact and opinion.</p>		<p>Activity 17 Homework</p> <p>Read the activity aloud as a class. Ensure learners understand what they are required to do. Give learners some ideas about where they might find information.</p> <p>Collect and mark learners' completed work.</p>	Page 126
<p>Make valid generalisations supported by evidence.</p> <p>Review different values and viewpoints.</p> <p>Present information clearly using different modes of communication.</p>		<p>Assessment activity</p> <p>Read the activity to the class. Explain how a speech is usually made, how to time five minutes and how the speeches will be marked. Tell learners that they will be presenting their speeches to the class. Allow learners to ask any questions they may have.</p> <p>Mark each learner's presentation. Record their marks.</p>	Page 127

Activities and assessment answers

Activity 1 (page 103)

- Learners' answers will vary depending on which route they choose.
Learners should mark locations correctly on their world maps.
- Travel time by aeroplane will be approximately 24 hours and by ship will be approximately four to five weeks.

Activity 2 (page 104)

Some possible answers are as follows.

Activities	Experiences
Jobs	Jobs included Headman, District Officer and Constable.
Boss or managers	There were no bosses or managers.
Rules	Villages had to be kept clean (e.g. pigs could not be left free to roam). Those who broke the rules had to face a court, and could be sent to the prison in Tulagi (the first capital of Honiara).
Services (clinics, roads, transport, schools)	Clinics and schools were run by churches. The colonial government (the British government) constructed roads. Transport was run by traders and churches.
Price of goods	Goods were cheaper, as the British pound was in use under the colonial government.
Law and order	There were no police. Instead, Head Men or Area Constables in each village ensured rules were followed and order was maintained.
Other things	Clerks collected taxes from small stores (hoka) and working people. There was a strong sense of community. People worked together, shared food and helped each other.

Activity 3 (page 106)

The author points out what aspects of Melanesian culture have changed since Europeans arrived. Some of the areas the author mentions are language and dress. The author stresses the changes in beliefs and religion, and the resulting change in customs, ways of living and rules for living that were connected to traditional beliefs.

Activity 4 (page 108)

Some possible answers are as follows.

What my society was like before any outsiders came	Who came and the changes they brought	What my society is like now
Many people followed traditional beliefs.	Christian missionaries brought Christianity.	Many people follow Christianity.
Traditional chiefs ruled.	Germans and the British brought formal government.	Solomon Islanders now run their own formal government.
Barter and traditional money were used.	Traders and explorers brought modern money.	Many people use and need modern money.
Traditional dress was worn.	Missionaries and government officials introduced European style of dress.	Many people wear modern styles of clothing now. Traditional dress is not worn as often.

Activity 5 (page 108)

Learners' timelines should show at least some of the following information.

- **1500–1800:** Explorers, traders and missionaries began to visit Solomon Islands.
- **1886:** Germany and Britain divided Solomon Islands between them.
- **1893:** The British declared Solomon Islands their protectorate.
- **1899:** Germany transferred their interests in Solomon Islands to Britain (except Buka and Bougainville).
- **1939–1945:** The Second World War occurred.
- **1944:** The Ma'asina Ruru movement began (during the Second World War).
- **1978:** Solomon Islands achieved independence.

Activity 6 (page 111)

Some possible answers are: hospitals, clinics, transport and infrastructure, schools and education, departments and ministries, police, representatives in foreign countries and national days.

Activity 7 (page 112)

Learners' diagrams should show the following information.

- Legislative Branch—includes all the elected members in the National Parliament and the Members of the Provincial Government.
- Executive Branch—is made up of the Prime Minister and the chosen Ministers in Cabinet.

- Judicial Branch—is an independent body that protects the rights we have as citizens as stated in the Constitution. This branch is made up of the appointed judges and magistrates.

Activity 8 (page 113)

Legislature (makes the laws)	Judiciary (interprets the laws and makes sure people obey them)	Executive (carries out the laws)
Provincial Members	Judges	Prime Minister
Clerks of Parliament	Magistrates	Cabinet Ministers
Members of Parliament		

Activity 9 (page 114)

Learners' maps should show the key features of Solomon Islands and their province should be coloured in.

Activity 10 (page 116)

- 1 A ward is a small area of land within a constituency.
- 2 A person is elected when other people vote them into their position or role. They usually have to campaign first, telling voters why they would be good in the position or role.
A person is appointed when a more senior person chooses them for their position or role. This usually happens after the senior person has interviewed the candidates to find out who is best for the position or role.
- 3 Groups' answers will vary.
- 4 Public Servants are appointed by the Public Service Commission. They include all the permanent staff who work within the services run by the government, including Ministries, departments, courts, police, schools and hospitals.
- 5 Seconded staff refers to people who normally work for the National Government but go and work in the Provinces to assist Provincial Government staff for a short time.
- 6 Some possible answers are: maintenance, buildings, sports fields and resources such as books.
- 7 Some possible answers are: health clinics and community sports fields.
- 8 Groups' presentations will vary but should incorporate the above information.

Activity 11 (page 119)

- 1 Learners' pictures should be of local services such as schools and roads.
- 2 Some possible answers are: hospitals, schools, roads and markets. The people who work there include nurses, secretaries and bus drivers.
- 3 Some possible answers are: taxes, exports and aid (money from foreign countries).

Activity 12 (page 119)

Provincial Government elections are held every **four** years. In each province there are a number of **wards**. People who live in these wards have the right to **vote**, provided they are over the age of **eighteen**. If a person is **elected**, he or she becomes a **member** of the Provincial Government.

Activity 13 (page 122)

- 2
 - a Clare wanted to help people who struggled through life.
 - b Clare had to work very hard to persuade people that she deserved to be elected and that she would do good work for the people.
 - c Clare says that young people should know that they are never too young to start doing something they are passionate about. She also says young people should get active.
 - d Clare wants to continue helping people.
- 3 Learners' answers will vary.

Activity 14 (page 123)

Learners' answers will vary.

Activity 15 (page 124)

Groups' posters and speeches will vary but should persuade people towards the issue they have chosen and encourage them to vote for their group.

Activity 16 (page 125)

Learners should follow the electoral procedures outlined by the teacher. They should complete the evaluation of their campaign accurately.

Activity 17 (page 126)

Learners' answers will vary depending on their province.

Assessment activity (page 127)

Learners' speeches must clearly state their argument, be supported by five reasons, include an introduction and conclusion and last five minutes. Learners may also use visual materials to assist their argument.

Chapter 5 Using and managing natural resources

Strand: Resources and Economic Activities

Suggested periods: 25 periods (5 weeks)

Sub-strand statement:

People depend on the environment and use its resources to meet their daily needs in a sustainable manner.

General learning outcomes

Learners should:

- 6.5.1 understand the importance of environmental resources in meeting human needs (U)
- 6.5.2 know that densely populated areas have a negative impact on the environment (K)
- 6.5.3 understand how mismanagement of resources pollute the environment (U)
- 6.5.4 know appropriate ways of managing environmental resources in a sustainable manner (K)
- 6.5.5 know simple research techniques for compiling an environment survey (S).

Specific learning outcomes

Learners should be able to:

- 6.5.1.1 identify the usefulness of sea, land and river/lake resources
- 6.5.2.1 identify examples of ways in which sea, land and river/lake resources are poorly managed
- 6.5.3.1 list some appropriate measures that need to be taken to address the unsustainable use of sea, land and river/lake resources
- 6.5.4.1 identify a range of environmentally friendly resource management practices
- 6.5.5.1 apply simple research skills to conduct a solid waste survey.

Processes and skills	Resources	Teacher's support notes	Learner's Book
Present information clearly using different modes of communication.	Pictures of resources Large sheets of paper	<p>Activity 1 Ask learners to brainstorm their ideas about resources. Read 'What are natural resources?' on page 129 to the class. It may help to show learners some pictures of different types of resources. Ask learners some questions to ensure they understand the information in the text. Read the activity to the class and complete Questions 1 and 2 together, either on the board or on large sheets of paper. Ask learners to complete Question 3 in their exercise books. Collect and mark learners' completed work.</p>	Page 129
Summarise key points in the text.		<p>Activity 2 Read 'Forest resources' on page 130 aloud as a class. Discuss the text as a class. Ask learners to read the activity silently and then ensure they understand what they are required to do. Support learners as they work. Collect and mark learners' completed work.</p>	Page 131
Answer question appropriately. Make good guesses.		<p>Activity 3 Read 'Bush walk story' on pages 131 and 132 to the class. Allow time for learners to ask questions. Divide learners into pairs. Ask learners to read the story again with their partner and then discuss it. Read the activity aloud as a class and ensure learners know what they are required to do. Tell learners that the answer to Question 1f is not in the text—they will have to make a good guess. Collect and mark learners' completed work.</p>	Page 133
Present information clearly using different modes of communication. Work effectively both independently and in groups. Make valid generalisations based on evidence.		<p>Activity 4 Homework Read 'Making a small business' on page 134 aloud as a class. Explain what is meant by a small tourism business. Ask learners questions to ensure they understand the text. Divide learners into pairs. Read the entire activity aloud as a class. Ask learners to complete Question 1. Ask learners to copy Questions 2 and 3 into their exercise books and to answer the questions at home. In the next lesson, organise learners back into their pairs and ask them to compare their answers. Collect and mark learners' completed work.</p>	Page 134

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information from a variety of sources. Make appropriate conclusions and explain patterns.</p>		<p>Activity 5 Homework Ask learners to silently read 'Negative things about using our forest resources' on pages 135 and 136 in pairs. Ask learners questions about the picture. Explain the activity to learners and discuss how they might complete it. Tell learners that they will be sharing their homework with the class in the next lesson. Ask learners to copy the activity into their exercise books.</p>	Page 136
<p>Compromise and negotiate a consensus within a group.</p>	Learners' Activity 5 homework	<p>Activity 6 Divide learners into groups of four. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask each group to perform their dramatisation for the class. Provide each group with feedback. Collect and mark learners' completed written work.</p>	Page 137
<p>Work in groups using cooperative skills. Present information clearly using different modes of communication.</p>		<p>Activity 7 Divide learners into groups of four. Allow learners time to discuss and plan their dramatic presentation. Listen to groups as they plan and discuss, and assist them when required. Ask each group to perform their dramatic presentation to the class. Provide each group with feedback.</p>	Page 137
<p>Ask relevant open-ended questions. Identify what is happening in a visual resource.</p>		<p>Activity 8 Read 'Sea resources' on page 138 aloud as a class. Discuss the key points and learners' experiences of sea resources. Read the activity aloud as a class and ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	Page 139
<p>Make a proposal and suggest ways to solve problems. Present information clearly using different modes of communication.</p>		<p>Activity 9 Divide learners into pairs. Ask them to read 'Benefiting from sea shells' and 'Benefiting from seaweed' on pages 139 to 141. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask each pair to present their business plan to the class. You may ask the class to vote on which plan was the best, and you may also like to provide each pair with feedback on their plan.</p>	Page 142

Processes and skills	Resources	Teacher's support notes	Learner's Book
Evaluate findings from observations. Record answers and explain patterns.		<p>Activity 10 Read 'Negative things about using our sea resources' and 'Conserving our sea resources using Marine Protected Areas' on pages 142 and 143 aloud as a class. Ask learners questions to ensure they understand the information. Read the activity to learners and explain what they are required to do. Collect and mark learners' completed work.</p>	Page 144
Make good guesses. Answer questions appropriately.		<p>Activity 11 Have learners make some 'good guesses' about how people can benefit from the land. Read 'Positive things about using our land resources' on page 145 aloud as a class. List the key points on the board. Ask a learner to read the activity aloud and ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	Page 146
Identify appropriate people or media to gain information.		<p>Activity 12 Homework Read the activity to the class and explain what they are required to do. Ask learners to copy the activity into their exercise books. Tell learners that they will be sharing their homework with the class in the next lesson.</p>	Page 146
Work cooperatively in groups and listen to different values and viewpoints.	Large sheets of paper Learners' Activity 12 homework	<p>Activity 13 Divide learners into groups of four. Read the activity aloud as a class and explain what learners are required to do. Ask each group to present their findings to the class. Provide each group with feedback.</p>	Page 146
Collect and record information from a range of primary and secondary sources.		<p>Activity 14 Homework Read 'Negative things about using our land resources' on page 147 aloud as a class. Ask learners about their experiences of negative uses of land. Explain the activity to learners and ask them to copy it into their exercise books. Tell learners that they will be sharing their homework with the class in the next lesson.</p>	Page 147

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Work in groups using cooperative skills. Review different values and viewpoints.</p>	<p>Large sheets of paper</p>	<p>Activity 15 Divide learners into groups of four. Read the activity to learners and explain what they are required to do. Ask each group to present their findings to the class. A combined class list could be made on the board.</p>	<p>Page 148</p>
<p>Evaluate findings from observations. Express ideas orally based on knowledge and experience.</p>		<p>Activity 16 Show learners some everyday items we use in our homes that are made from minerals. Ask learners to complete the first part of the activity individually. Complete the second part of the activity as a class.</p>	<p>Page 148</p>
<p>Collect and sort information. Present information clearly using different modes of communication.</p>		<p>Activity 17 Read the text on pages 149 to 151 aloud as a class. Read the activity to the class. Discuss what is meant by 'advantages' and 'disadvantages'. Discuss some examples as a class. Ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	<p>Page 151</p>
<p>Show ability to compromise and negotiate a consensus within a group. Review information and make decisions.</p>		<p>Activity 18 Divide learners into groups of four. Review with learners what is meant by 'natural resources'. Read the activity aloud as a class and ensure learners understand what they are required to do. Have each group present their ideas to another group. Listen to groups as they present and provide them with feedback.</p>	<p>Page 152</p>
<p>Work effectively both independently and in groups. Record answers.</p>		<p>Activity 19 Read the text on pages 152 and 153 aloud as a class. Ask learners questions to ensure they understand the information. Read the activity to the class and do the first part together. Ensure students understand what they are required to do for the second part of the activity and ask them to complete it independently. Collect and mark learners' completed work.</p>	<p>Page 153</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Work in groups using cooperative skills. Present information clearly using different modes of communication.</p>		<p>Activity 20 Divide learners into groups of four. Read the activity aloud as a class and ensure learners understand what they are required to do. Listen to groups as they work and correct them when necessary.</p>	Page 153
<p>Use maps to locate continents, countries and islands. Make valid generalisations supported by evidence.</p>	Atlas	<p>Activity 21 Divide learners into groups of four. Make sure each group has access to an atlas. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask each group to present their findings and provide them with feedback. A combined class list could be made on the board.</p>	Page 155
<p>Communicate ideas and ask questions. Work in groups using cooperative skills. Predict what might happen.</p>	Pacific map	<p>Activity 22 Read 'The story of Nauru' on page 156 aloud as a class. Allow learners to ask any questions they may have, and ensure learners understand the story. Organise learners into their groups from Activity 21. Read the activity to the class and ensure they understand what they are required to do. Ask each group to present their findings. Provide each group with feedback.</p>	Page 157
<p>Differentiate between fact and opinion. Establish a framework inquiry. Collect and record information from a range of primary and secondary sources.</p>		<p>Activity 23 Homework Ask learners to read the text on pages 157 and 158 silently. Discuss the text and ask learners some questions to ensure they understand the information. Read the activity to the class and ensure learners understand what they are required to do. Ask learners to copy the activity into their exercise books. Collect and mark learners' completed work. Reminder: If you would like learners to bring in reusable materials for Activity 24, ask them to do so for the next lesson.</p>	Page 158

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Develop solutions and identify consequences.</p>	<p>Reusable materials e.g. cartons, bottle tops, material cut-offs</p>	<p>Activity 24 You may wish to have a guest speak about reusing and recycling materials. Read 'Reusing resources' on page 159 aloud as a class. Read the activity to the class and show them the reusable materials that have been collected. Give learners some ideas about what they might create—for example, a pencil holder. Display learners' creations in the classroom.</p>	<p>Page 160</p>
<p>Reflect on and evaluate findings from an investigation. Present information clearly using different modes of communication.</p>		<p>Activity 25 Homework Ask learners to read 'Recycling' on page 160 silently. Ask learners questions to ensure they understand the information. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask learners to copy the activity into their exercise books. Tell learners that they will be sharing their homework with the class during the next lesson.</p>	<p>Page 161</p>
<p>Express ideas orally based on knowledge and experience. Work in groups using cooperative skills.</p>	<p>Large sheets of paper</p>	<p>Activity 26 Divide learners into groups of four. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask each group to present their diagrams to the class. Provide each group with feedback.</p>	<p>Page 161</p>
<p>Reflect on and evaluate findings from an investigation. Develop solutions and identify consequences.</p>		<p>Assessment activity As a class, discuss what learners have learnt in Chapter 5. Make a list of some of the key points on the board. Allow learners to ask any questions they may have about the topics covered. Read the activity to the class. Explain what learners are required to do and what they will be marked on. Allow learners to ask any questions they may have. Collect and mark learners' completed work. Record their marks.</p>	<p>Page 162</p>

Activities and assessment answers

Activity 1 (page 129)

- 1–2 Resources are things that we use and that are valuable to us. Natural resources come from the environment and include wood, water, food and minerals. People can also be resources, when they provide a service or do a job—for example, a doctor. Resources can also be man-made, such as books and processed foods.
- 3 Some possible answers are: trees (wood), rivers (water), fish (food), coconut trees (food) and gold (minerals).

Activity 2 (page 131)

Building materials	Tools	Medicine	Food
Sago palm leaves	Digging sticks	Leaves	Nuts
Coconut tree leaves	Wooden tools	Bark of ngali nut tree	Plants e.g. cassava
Bamboo	Stone tools	Aloe vera	Fish
Pandanus leaves		Bark of alite plant	Pigs

Activity 3 (page 133)

- 1
- Henry went to school and read many books. This is where he found his idea of conserving forests and earning money.
 - Henry's father agreed to help Henry achieve his dream. He spoke to guesthouse owners in Kira Kira.
 - Henry cleared footpaths for the guests.
 - Henry showed the guests the natural beauty of the forest—the plants, wildlife and stream. He also showed guests what the traditional uses of the plants were.
 - Henry decided the guests might want to see the forest because forests in their own countries would be very different. He thought they would enjoy visiting the special places in the forest, such as the stream. He also thought they would be interested in learning about the traditional uses of plants, which they may not have or may not use in their own countries.
 - Henry needed to earn a living and he wanted to conserve the forest. By charging guests a fee, he was able to do both.

- 2 Some possible answers are: plants, wildlife such as birds and the stream.
Learners could also invent their own ideas.

Activity 4 (page 134)

Learners' answers will vary.

Activity 5 (page 136)

Learners' answers will vary.

Activity 6 (page 137)

- 2 a Some possible answers are that forests: provide shelter for animals, are homes for plants, keep soil in place, provide food and medicines and help make clean drinking water available.
- b Some possible answers are that cutting down forests: removes soil (leaving nowhere to plant gardens), destroys taboo sites, dirties water supplies and takes away the habitats of animals and plants.

Activity 7 (page 137)

Learners' answers will vary.

Activity 8 (page 139)

- 2 Some possible answers are as follows.
- People are buying fish to eat.
 - A person is looking at the coral—this is a tourist activity.
- 3 Some possible answers are as follows.
- What is the sea resource in this picture?
 - How do people collect this resource?
 - Who makes use of this resource?
 - Why is this a valuable resource?

Activity 9 (page 142)

- 1 Seashells were sold to tourists, and seaweed was farmed and exported.
2–6 Learners' answers will vary.

Activity 10 (page 144)

Learners' answers will vary depending on where they live.

Activity 11 (page 146)

Some possible answers are that land can be used to earn money by: growing vegetables and flowers on it and selling them at the market, and by building housing on it.

Activity 12 (page 146)

- 2 One possible answer is cassava.
- To eat and to sell
 - At the market
 - Food, school fees, clothing
 - Nine to 18 months

Activity 13 (page 146)

Groups' presentations will vary.

Activity 14 (page 147)

Some possible answers are as follows.

Activities	How they damage our land
Building lots of houses	Damages soil and leaves no place for gardens
Building roads	Damages soil and leaves no place for gardens
Cutting down trees	Allows soil to wash away easily during rain
Leaving taps running	Uses up clean, fresh water
Using chemicals on crops	Leaves chemicals in the soil so crops and other plants cannot be grown there in the future

Activity 15 (page 148)

- 4 Some possible answers are as follows.

Damage to land	Ways to stop the damage
Cutting down trees	Cut down fewer trees and replant new trees
Leaving taps running	Turn taps off when not in use and use as little water as possible
Using chemicals on crops	Find alternatives to using chemicals on crops

Activity 16 (page 148)

- Minerals are substances that are found in the ground. Some everyday items containing minerals are gardening tools (iron), kitchen utensils (nickel, silver) and mobile phones (copper).
- Minerals are important because we need them to make things. We can also sell them as exports to make money.

Activity 17 (page 151)

Some possible answers are as follows.

Advantages	Disadvantages
Locals receive royalties.	Water becomes dirty and unsafe to drink or swim in.
Other mineral types might be found.	Marine resources are damaged or poisoned.
Locals can work at the mines.	Miners can die or be injured.
Other jobs are created for locals—for example, people to cook food for the miners.	Land becomes unusable for future gardens and crops.
The town or village develops while the mine is running.	Once the mine shuts down, the town or village may have no ways left to make money.

Activity 18 (page 152)

Groups' presentations will vary depending on the natural resources in their province.

Activity 19 (page 153)

Learners' answers will vary depending on the natural resources in their village or community.

Activity 20 (page 153)

- 1 An atoll is a coral island that surrounds a central lagoon. All group members should participate in the discussion.
- 2 Learners' pictures will vary.

Activity 21 (page 155)

- 1 Learners should locate Sikaiana, Palau and Lord Howe islands on a map or in an atlas; Sikaiana is near Malaita, Palau is near Palau and Lord Howe Island is near Australia.
- 2 Possible answers are that: the islands are low-lying; and they have lagoons, which can also flood.
- 3 Possible answers are that: rocks could be piled on the coastlines and around the lagoons; and buildings could be built on higher land and/or on stilts.

Activity 22 (page 157)

- 2 One possible answer is to use compost to fertilise the soil.
- 3 Groups' presentations will vary.

Activity 23 (page 158)

- 1 Some possible answers are as follows.
 - Dumping waste and chemicals on land and in waterways
 - Burning grass and trees
 - Cutting down trees
 - Over-fishing
- 2 Some possible answers are as follows.
 - Create compost piles rather than burning plant waste
 - Cut down fewer trees and plant new trees
 - Use grass and wood to make other products
 - Fish sustainably – only fish the necessary amount for survival
- 4 Groups' presentations will vary.

Activity 24 (page 160)

Learners' objects will vary.

Activity 25 (page 161)

Type of household rubbish	Where it is disposed of
General rubbish	On the ground in front of houses Beside the main road
Plastic	In 200 litre drums
Empty tins	In holes
Leftover food	As compost for flower beds and vegetables

Activity 26 (page 161)

- Proper ways of disposing of rubbish include: placing it in pits created by the government, keeping it covered until it can be disposed of and recycling or reusing it when possible.
- Improper ways of disposing of rubbish include: throwing it in the sea, leaving it on someone else's property and burning it.

Assessment activity (page 162)

Resources	Positive results of using resources	Negative results or risks of using resources	Ideas about conserving resources
Home gardens	Food	Overuse of land means the land cannot be used again.	Make the land taboo for a while.
Sea	Food and money	Catching too many fish means there won't be any left for the future.	Put a limit on the number allowed to be caught.
Forests	Medicine and building materials	Soil is washed away and animal and plant habitats are destroyed.	Limit the area of land that can be logged or make some land taboo for a while.
Minerals	Money, jobs and things we use	Rivers and seas become polluted.	Ensure mining companies clean up the land.

Chapter 6 Change and progress

Strand: Time, Continuity and Change

Suggested periods: 40 (8 weeks)

Sub-strand statement:

The arrival of explorers, traders, missionaries, the colonial government and their contacts with indigenous people have influenced the relationship between Solomon Islanders and outsiders. These processes of change have shaped the lives and expectations of people in different ways at different times.

General learning outcomes

Learners should be able to:

- 6.6.1 know the external forces that bring changes to the society (K)
- 6.6.2 understand how beliefs and ideas spread and become powerful forces for change and continuity (U)
- 6.6.3 understand changes in Solomon Islands over a period of time using observable examples (S)
- 6.6.4 appreciate the changes and achievements that have improved society and the way of life for many people (A/U).

Specific learning outcomes

Learners should be able to:

- 6.6.1.1 name some of the external groups that brought changes into the country (e.g. traders, explorers)
- 6.6.2.1 identify some changes that improved people's standard of living in the society (e.g. solar energy, water supply)
- 6.6.3.1 describe some ways in which exploitation of resources bring about positive changes to the society
- 6.6.4.1 state five advantages and disadvantages of changes in both urban and rural areas.

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Work in groups using cooperative skills. Use and interpret visual resources.</p>		<p>Activity 1 Divide learners into groups of three. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask one person from each group to read their answers to the class. Provide each group with feedback.</p>	Page 165
<p>Work in groups using cooperative skills. Make valid generalisations supported by evidence. Present information clearly using different modes of communication.</p>		<p>Activity 2 Discuss the meaning of the word 'change' as a class. Divide learners into groups of three. Ask learners to read the activity silently and answer any questions they may have. Ask each group to share their diagram with the class. Provide each group with feedback.</p>	Page 165
<p>Make appropriate conclusions. Work in groups using cooperative skills. Present information clearly.</p>	Large sheets of paper	<p>Activity 3 Divide learners into groups of three. Read the activity aloud as a class. Think of some examples as a class before asking learners to complete the activity in their groups. Ask each group to present their ideas to the class. Provide each group with feedback.</p>	Page 166
<p>Work in groups using cooperative skills. Communicate own feelings and beliefs.</p>		<p>Activity 4 Read 'The nature of change' on pages 166 and 167 aloud as a class. Ask learners some questions to ensure they understand the information. Divide learners into groups of three. Read the activity to the class. Allow learners to ask any questions they may have. Collect and mark learners' completed work.</p>	Page 167

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Record answers and explain patterns. Use and interpret visual resources. Obtain information using a variety of sources.</p>		<p>Activity 5 Read 'Change in our environment' on page 168 to the class. Ask a volunteer to explain what they think the paragraph is about. As a class, brainstorm changes that have occurred in the environment. Read the activity aloud as a class. Ask learners some questions to ensure they understand what they are required to do. Ask learners to copy the activity into their exercise books. Collect and mark learners' completed work.</p>	Page 168
<p>Compare and contrast the past and present. Collect and sort information. Work in groups using cooperative skills.</p>	Old photographs of Honiara	<p>Activity 6 Write 'What is Honiara like now?' on the board. Brainstorm ideas as a class. Ask learners to read 'Honiara before and now' on page 169 silently. Discuss the text and ask learners questions such as 'Do you prefer the old Honiara or the new Honiara? Why?' Divide learners into groups of four. Ask learners to read the activity in their groups and allow them to ask any questions they may have. Examine the example together. Ask each group to present their table to the class. Provide each group with feedback.</p>	Page 170
<p>Compare and categorise information in photographs. Review information and predict what might happen.</p>		<p>Activity 7 Ask a learner to read 'Changes in towns and villages' on page 170. Then ask learners to study the pictures on page 171. Read the activity aloud as a class. Explain what learners are required to do. Ask four volunteers to share their answers with the class. Collect and mark learners' completed work.</p>	Page 171
<p>Make valid generalisations supported by evidence. Compare and contrast.</p>		<p>Activity 8 Discuss the difference between a town and a village as a class. Divide learners into small groups. Explain the activity to the class. Ask each group to share their ideas with the rest of the class. Provide each group with feedback.</p>	Page 171

Processes and skills	Resources	Teacher's support notes	Learner's Book
Use and interpret visual resources.		<p>Activity 9 Discuss the types of clothes that people wear on different occasions—for example, at a funeral, while swimming and at school. Ask learners to read 'Changes in clothing' on page 172 and to study the four photographs. Read the activity aloud as a class and ensure learners understand what they are required to do. Collect and mark learners' completed work. Correct the activity orally.</p>	Page 173
Make general statements from observations. Compare and contrast information in photographs.		<p>Activity 10 Discuss the pictures on page 172 as a class. Read the activity to the class and ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	Page 173
Share ideas with teacher and class.		<p>Activity 11 Read Question 1 to the class and ask some individual learners to answer the question to begin the discussion. Read Question 2 to the class and write learners' responses on the board.</p>	Page 173
Compare and contrast the past and present. Express ideas orally based on knowledge and experience.	Pictures of tools and equipment	<p>Activity 12 Explain the meaning of the terms 'tool' and 'equipment'. Write the headings 'Traditional tools and equipment' and 'Modern tools and equipment' on the board. Ask learners to think of tools and equipment used in the past and in the present. Write their responses on the board. If learners have difficulty, you may want to help them by showing them some pictures of tools and equipment.</p>	Page 174
Compare and contrast the past and present. Make valid generalisations based on evidence.		<p>Activity 13 Ask learners to study the pictures on page 174 silently. Then ask some learners to name the tools and equipment. Read the activity aloud as a class and ensure learners understand what they are required to do. Collect and mark learners' completed work.</p>	Page 175

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify appropriate people or media to gain information. Reflect on and evaluate findings from investigations. Compare and contrast the past and present.</p>		<p>Activity 14 Homework Read 'Outside influences that brought change' on page 175 aloud as a class. Ask learners what other changes they have noticed or heard about in their communities and what caused those changes. Read the activity aloud as a class. Allow learners to ask any questions they may have. Ask learners to copy the activity into their exercise books. Tell learners they will be sharing their findings with the class in the next lesson. In the next lesson, ask each learner to present their findings. Collect and mark learners' completed work.</p>	Page 176
<p>Work in groups using cooperative skills. Obtain information using a variety of sources.</p>		<p>Activity 15 Homework Read the text on page 176 aloud as a class. Discuss key points and allow learners to ask any questions they may have. Divide learners into groups of three. Read the activity aloud as a class and ensure learners understand what they are required to do. Correct the activity orally. Collect and mark learners' completed work.</p>	Page 177
<p>Identify appropriate people or media to gain information. Collect and record information.</p>		<p>Activity 16 Homework Read the text on page 177 aloud as a class. Ask learners questions such as 'In what part of the world can you find Britain?' and 'Do you know what "protectorate" means?' Read the activity to learners and ask them to copy it into their exercise books. Allow learners to ask any questions they may have. Encourage them to look for answers in sources in the library (if there is one near the school) or other school books.</p>	Page 178
<p>Make general statements from observations. Work in groups using cooperative skills.</p>		<p>Activity 17 Divide learners into small groups. Read the activity to the class and explain what learners are required to do. Establish another example or two as a class, and then ask learners to complete the table in their groups. Ask each group to present their table to the class. Provide each group with feedback.</p>	Page 178

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Compare and contrast. Make valid generalisations based on evidence. Share ideas with teacher and class. Listen to the viewpoints of others.</p>		<p>Activity 18 Read the text on page 179 to the class. Ask learners some questions to ensure they understand the information. Discuss the two pictures as a class. Ask volunteers to read the questions in the activity aloud and discuss responses as a class.</p>	<p>Page 180</p>
<p>Make general statements from observations. Develop solutions and identify consequences. Work in groups using cooperative skills. Listen to the viewpoints of others.</p>		<p>Activity 19 Read 'Young people today' on page 180 and 'How some young people offend their elders' on page 181 aloud as a class. Ask some learners to identify the key points and allow learners to ask any questions they may have. Discuss the pictures of traditional chiefs. Divide learners into groups of three. Read the activity to learners and ensure they understand what they are required to do. Ask each group to present their findings to the class. Decide on the best ideas as a class.</p>	<p>Page 182</p>
<p>Express ideas orally based on knowledge and experience. Work in groups using cooperative skills.</p>		<p>Activity 20 Discuss the two pictures on page 182 as a class. Divide learners into groups of three. Read the activity aloud as a class and ensure learners understand what they are required to do. Ask each group to present their findings to the class. Collect and mark learners' completed work.</p>	<p>Page 183</p>
<p>Work in groups using cooperative skills. Listen to the viewpoints of others.</p>		<p>Activity 21 Divide learners into groups of four. Read the questions to the class. Allow learners to ask any questions they may have. Ask a representative from each group to present some of the things their group has discussed.</p>	<p>Page 184</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Compare and contrast the past and present. Make general statements. Translate language and explain meanings.</p>		<p>Activity 22 Read 'Changes in languages' on page 185 aloud as a class. Write the heading 'Reasons why languages are changing' on the board, and ask learners for their opinions. Read the activity aloud as a class and ensure learners understand what they are required to do. (You may make this activity a homework activity, so that parents or other members of the community can help learners answer the questions.) Collect and mark learners' completed work.</p>	Page 185
<p>Review and record information. Develop solutions and identify consequences. Compare languages and practise oral communication.</p>		<p>Activity 23 Read the activity to the class. Discuss the first question as a class. Divide learners into groups of four and ask them to complete the rest of the activity in their groups. Ensure learners understand what they are required to do. Ask each group to present their findings to the class. Provide each group with feedback.</p>	Page 186
<p>Translate language and explain meanings.</p>		<p>Activity 24 Start by playing a game. Divide the class into three groups. Ask Group 1 to call out an English word. Ask Group 2 to say the word in Pijin, and Group 3 to say it in the local language. Each group should take a turn with each language. Read the activity to the class and ensure learners understand what they are required to do. Collect and mark learners' completed work. Ask some learners to present their tables to the class.</p>	Page 186
<p>Express ideas orally based on knowledge and experience. Work in groups using cooperative skills.</p>		<p>Activity 25 Ask learners to read 'Improving people's standard of living' on page 187 silently. Discuss the importance of electricity and water in the home, generally. Divide learners into groups of three. Read the activity aloud as a class. Ask learners some questions to ensure they understand what they are required to do. Ask each group to present their findings to the class. A combined class list could be made on the board.</p>	Page 187

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Share ideas with teacher and class. Express ideas orally based on knowledge and experience. Work in pairs using cooperative skills.</p>		<p>Activity 26 Ask learners to read the short text on page 188 silently. Explain to learners why the companies mentioned in the text want the land. Explain the words 'development' and 'royalties'. Discuss learners' knowledge and experiences of these matters. Divide learners into pairs. Read the activity to the class and ensure learners understand what they are required to do. Ask each pair to present their ideas to the class. A combined class list could be made on the board.</p>	Page 188
<p>Make valid generalisations supported by evidence. Review information and make decisions.</p>		<p>Activity 27 Discuss as a class, the meaning of the words 'positive' and 'negative'. Divide learners into pairs. Read the activity aloud as a class. Complete one or two examples as a class. Ask some pairs to present their findings to the class. Collect and mark learners' completed work.</p>	Page 188
<p>Review information and make decisions. Make general statements. Work in groups using cooperative skills.</p>		<p>Activity 28 Brainstorm what the word 'progress' means as a class. Write responses on the board. Read 'What is progress?' on page 189 aloud as a class. Divide learners into small groups. Explain what they are required to do. Correct the activity orally.</p>	Page 189
<p>Express ideas orally based on knowledge and experience. Share ideas with teacher and class. Compare and contrast the past and present.</p>		<p>Activity 29 Read 'Influence of modern forms of communication on education' on page 190 aloud as a class. Ask learners some questions to ensure they understand the information (including the meaning of 'progress'). Ask learners if they know what the internet is and what a projector is. Divide learners into pairs. Read the activity aloud as a class. Allow learners to ask any questions they may have. Collect and mark learners' completed work. Correct the activity orally.</p>	Page 191

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Review given information and make decisions. Work in groups using cooperative skills. Listen to the viewpoints of others.</p>		<p>Activity 30 Ask learners to read the text on page 192 silently. Ask them some questions to ensure they understand the information. Divide learners into groups of four. Read the activity aloud as a class. Explain what learners are required to do. Complete an example or two as a class. Ask each group to present their ideas to the class. A combined class list could be made on the board.</p>	Page 192
<p>Express ideas orally based on knowledge and experience. Share ideas with teacher and class.</p>		<p>Activity 31 Ask a learner to read 'Importance of studying overseas' on page 193 aloud. Ensure learners understand the information in the text. Read the questions aloud as a class and discuss the answers.</p>	Page 193
<p>Make valid generalisations supported by evidence. Review information and make decisions. Present information clearly using different modes of communication.</p>		<p>Activity 32 Help learners understand that moving forward is often a good thing. Discuss signs that Solomon Islands is moving forward. Divide learners into groups of three. Read the activity to the class and explain what learners are required to do. Ask each group to present their findings to the class. Provide each group with feedback.</p>	Page 194
<p>Answer questions appropriately.</p>		<p>Activity 33 Read the text on page 196 and the activity to the class. Explain what learners are required to do. Ask learners to read out their words. A combined class list could be made on the board.</p>	Page 196

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information using a variety of sources.</p> <p>Identify appropriate people or media to gain information.</p> <p>Compare and contrast the past and present.</p>		<p>Activity 34 Homework</p> <p>Brainstorm with learners what type of progressive developments may have happened in their villages or communities. Write their responses on the board. Read the activity to the class and explain what learners are required to do. Ask learners to copy the activity into their exercise books. Tell learners they will be presenting their findings in the next lesson.</p> <p>In the next lesson, divide learners into groups and have them share their findings. Collect and mark learners' completed work.</p>	Page 196
<p>Make valid generalisations supported by evidence.</p> <p>Use and interpret visual resources.</p>		<p>Activity 35</p> <p>Read 'Benefits of progress to Solomon Islands' on page 197 aloud as a class. Ask learners some questions, such as 'What is independence?', to ensure they understand the information. Discuss the two photos as a class.</p> <p>Read the activity aloud as a class. Allow learners to ask any questions they may have.</p> <p>Collect and mark learners' completed work.</p>	Page 198
<p>Work in groups using cooperative skills.</p> <p>Review information and make decisions.</p> <p>Share ideas with teacher and class.</p>		<p>Activity 36</p> <p>Divide learners into groups of four. Read the activity to the class and ensure they understand what they are required to do.</p> <p>Ask each group to present their findings. A combined class list could be made on the board.</p>	Page 198
<p>Work in groups using cooperative skills.</p> <p>Review given information and make decisions.</p> <p>Explain value positions and their possible outcomes.</p> <p>Develop solutions and identify consequences.</p>		<p>Assessment activity</p> <p>Read 'Negative effects of progress to Solomon Islands' on page 199 to the class. Allow learners to ask any questions they may have.</p> <p>Divide learners into groups of four. Read the activity to the class. Explain what learners are required to do and what they will be marked on. Allow learners to ask any questions they may have. Remind learners that they should only discuss Question 1 in their groups. The rest of the questions should be completed on their own.</p> <p>Collect and mark learners' completed work. Record their marks.</p>	Page 199

Activities and assessment answers

Activity 1 (page 165)

- 1 The first two pictures show people transporting goods in a small canoe and people transporting many more goods on a larger ship. The second two pictures show people learning using paper and pens and people learning using computers. The last two pictures show people exchanging traditional money and people paying for goods using modern money.
- 2 The pictures show changes in transport, education and money.

Activity 2 (page 165)

- 3 Some possible answers are: styles of dress, size of families, intermarriage, food, education, respect for elders and styles of music.

Activity 3 (page 166)

- 1
 - a Some possible answers are that: less respect for elders changes the behaviour of young people, and the introduction of modern music means traditional music is less likely to be passed down.
 - b Learners' answers will vary.

Activity 4 (page 167)

- 1 One possible answer is that change is when something becomes different or new.
- 2–3 Learners' answers will vary.

Activity 5 (page 168)

- 1 One possible answer is production of greenhouse gases by humans.
- 2 Some possible answers are as follows.
 - Their homes have been destroyed.
 - They do not have access to clean drinking water.
 - Their gardens have been destroyed, so they have no food.
- 3 Some possible answers are as follows.
 - Land has become unsuitable for growing crops.
 - Water sources such as wells and streams have become salty or dirty.
 - Houses and villages have had to be moved to higher ground.

Activity 6 (page 170)

3 Some possible answers are as follows.

Changes	Honiara before	Honiara now
Honiara Street	<ul style="list-style-type: none">• Lots of Christmas trees• Not many people• Clean	<ul style="list-style-type: none">• Dusty and dirty• Crowded with people
Vehicles	<ul style="list-style-type: none">• Few vehicles• Most people cycled	<ul style="list-style-type: none">• Many vehicles
Buses	<ul style="list-style-type: none">• Cheap bus fares	
Schools	<ul style="list-style-type: none">• Not many primary schools	
People	<ul style="list-style-type: none">• Fewer people• Fewer unemployed people from the provinces	<ul style="list-style-type: none">• Many people• Many young people seeking work

Activity 7 (page 171)

2 a Some possible answers are: large concrete buildings, cars, trees, many people, tram tracks and a clean concrete street.

b Some possible answers are: a dirt street; small buildings made of wood, bark and leaves; trees; and few people.

c Some possible answers are: trees, people and buildings.

3 If the response is yes, possible reasons may include: by pulling down traditional buildings and building modern ones, and by asking a town planner to plan a new town.

If the response is no, possible reasons may include: that it would cost too much and that it would cause too many disputes.

Activity 8 (page 171)

Groups' answers will vary.

Activity 9 (page 173)

1 Some possible answers are as follows.

- Photograph 1: Suits, shirts, ties, jumper
- Photograph 2: Blouses, skirts, head covers
- Photograph 3: Kabilato, shell money headbands, traditional baskets
- Photograph 4: Grass skirts

2 Some possible answers are: baggy trousers, dresses, short pants, long pants, long skirts, lava-lava, T-shirts, sulu, shirts and ties.

- 3 Some possible answers are as follows.
- Grandfather: Traditional clothes, simple modern clothes (e.g. long pants), sulu, lava-lava
 - Grandmother: Traditional clothes (e.g. grass skirts), simple modern clothes (e.g. skirts), lava-lava

Activity 10 (page 173)

Some possible answers are below.

- Photograph 1: They are at work.
- Photograph 2: They are attending a marriage ceremony or a festival.
- Photograph 3: They are participating in a traditional dance.
- Photograph 4: They are participating in a traditional dance.

Activity 11 (page 173)

- 1 Some possible answers are: long, black trousers; white or black long-sleeved shirts; neck ties; and long dresses.
- 2 Some possible answers are as follows.
- To be recognised by the public as a student from a particular school
 - To distinguish students from non-students

Activity 12 (page 174)

- 1 Some possible answers are: a digging stick, a knife, an axe and hands.
- 2 Some possible answers are: a knife, an axe, a spade, a crowbar, a hoe, a chainsaw and a file.

Activity 13 (page 175)

- 1 a Photograph 1: Tape measure—used to measure distances
Photograph 2: Chainsaw—used to cut trees, wood, and other materials
Photograph 3: Stone—traditionally used for grinding and carving
Photograph 4: Bow and arrow—traditionally used for hunting and fishing
- b Photograph 1: Used by builders, carpenters and sports officials etc.
Photograph 2: Used by tree fellers, builders etc.
Photograph 3: Used by most people in such areas as cooking and art
Photograph 4: Used by many people to hunt

2 Some possible answers are as follows.

Modern tools	Traditional tools
Made of iron	Made of wood
Made of plastic	Easy to make and copy
Expensive	Cheap
Durable (long-lasting)	Not very durable (long-lasting)

3 Learners' answers will vary.

Activity 14 (page 176)

2 One possible answer is that they fought over land and resources.

3 One possible answer is that they were superstitious.

Activity 15 (page 177)

1 Some possible answers are as follows.

Missionaries	Whalers	Traders	Black Birders
Ways of worship	Diseases	Food	Family members left
Who was worshipped	Knowledge of boat building	Money	Employment
Cleanliness	Foods	Employment	Government
Forgiveness	Cultures and customs	Business	Social structure—marriage
Schooling		Tools	

2 Isabel Island

3 Gold

4 Mendaña believed he found the place from which King Solomon took the gold to build his temple.

5 The 'Black Birders' were the people who came and took Solomon Islanders to Queensland and Fiji to work in the sugarcane plantations there.

6 Whalers came to hunt for whales and traders came to trade goods with local people. They both also came to get fresh supplies, such as fruit and vegetables.

Activity 16 (page 178)

Some possible answers are as follows.

1893	1899	1900
Guadalcanal	Santa Cruz	Shortland Islands
Malaita	Rennell	Santa Isabel
San Cristobal	Bellona	Choiseul

Activity 17 (page 178)

Some possible answers are as follows.

Changes caused by nature	Changes caused by people
Rise in sea level due to climate change	Trees cut down or burnt
Landslides caused by earthquakes	Chemicals in land and waterways
Landscape changed by flooding rivers	Houses built
Houses damaged by strong winds	Roads built

Activity 18 (page 180)

1–2 Learners' answers will vary.

3 Some possible answers are as follows.

Ukulele	Electric guitar
Four nylon strings	Six wire strings
Lighter	Heavier
Does not require electricity	Requires electricity
Softer	Louder
Easier to play	More difficult to play

4 Some possible answers are as follows.

- Bamboo instruments: Feasts, church services
- Panpipes: Feasts, church services
- Ukuleles: Feasts, leisure time
- Guitars: Feasts, dances, church services
- Drums: Feasts, meeting announcements

5 Learners' answers will vary.

Activity 19 (page 182)

- 1 Some possible answers are as follows.
 - They do not do what they are told.
 - They do not take part in communal work.
 - They talk back.
 - They refuse to help when asked.
- 2 Some possible answers are as follows.
 - Organise activities, such as games, during which chiefs or elders could try to talk to the younger people.
 - Visit the young people at home.
 - Talk to young people's parents and discuss their children's behaviour with them.
 - Ask close relatives, such as aunts and uncles, to talk to the children about their behaviour.

Activity 20 (page 183)

- 1 Some possible reasons are as follows.
 - There was no family planning.
 - There was no contraception.
 - If families had more members, then work in the gardens was easier.
 - There was enough land to plant enough crops for food.
- 2 Some possible reasons are as follows.
 - Family planning help is available.
 - Contraception is used.
 - Both parents work and cannot look after children.
 - There is not enough land to plant enough crops for food.
- 3
 - Advantages: Fewer people to feed, fewer clothes and other products to buy, less money needed, less work for the parents
 - Disadvantages: Fewer people to do the work, fewer people to accompany the parents
- 4
 - Advantages: More people to do the work, more people to accompany the parents
 - Disadvantages: More people to feed, more clothes and other products to buy, more money needed, more work for the parents

Activity 21 (page 184)

Learners' answers will vary.

Activity 22 (page 185)

Learners' answers will vary.

Activity 23 (page 186)

1 Learners' answers will vary.

2 a Learners' answers will vary.

b Some possible answers are as follows.

- They may be well educated.
- They may have lived in urban centres, such as Honiara, for a long time and forgotten some words in their language.
- Certain words may not exist in their language, so they have to use English words instead.
- Some English words may be easier than local words.

c Some possible answers are as follows.

- Urban dwellers could visit their villages more often so they continue to be fluent in their language.
- Elders could set up local language schools to teach people the right ways of speaking the languages.

Activity 24 (page 186)

English words	Pijin words	Local language words
Come	Kam	Leka Ma'i (for example)
Family	Famili	Learners' answers will vary.
Village	Vilij	Learners' answers will vary.
Island	Aelan	Learners' answers will vary.
Man	Man	Learners' answers will vary.
Girl	Gele/Mere	Learners' answers will vary.

Activity 25 (page 187)

1 Some possible answers are: heating, hot water and electricity to power power points.

2 Some possible answers are: cooking, cleaning and watering gardens.

Activity 26 (page 188)

Some possible answers are: building materials, water supply, solar power, vehicles, alcohol, tobacco, clothes, shoes, food, tea, bride price, feasting, compensation and school fees.

Activity 27 (page 188)

Some possible answers are as follows.

Positive effects	Negative effects
Modern hair styles and clothing help people to look neater and tidier.	People want more money to buy modern clothes, tools and other products, which are expensive. This also makes having a large family difficult.
Christianity encourages people to live in harmony.	Christianity led to the loss of some customs and cultural traditions.
More schools enable children to get a better education.	New diseases have been introduced.
Modern tools make life easier.	People's diets have become poorer.
Modern instruments have allowed different styles of music.	People are less interested in carrying on traditional music.
More vehicles make transport faster.	Having more vehicles has led to greater pollution.
Solar power provides power in a more environmentally friendly way.	
Modern water systems save time and energy.	
Royalty money supports people's livelihoods.	

Activity 28 (page 189)

- 1 All three learners have done well in at least one test; Mark has improved a lot.
- 2 David has not moved forward; His mark has decreased; Some possible answers are: study hard, ask his teacher for extra help, try not to miss classes, copy notes accurately, and pray for guidance and wisdom.

Activity 29 (page 191)

- 1 Some possible answers are that: communication is about sharing ideas, feelings, and thoughts; and there are modern technologies to make communicating with people far away easier.
- 2 Some possible answers are: mobile phones, televisions, radios and the internet; Learners' answers will vary.
- 3 Some possible answers are that learners can now use computers to write their work and they can look for information on the internet; Learners' answers will vary.

Activity 30 (page 192)

- 1 Some possible answers are: mobile phones, televisions, radio and the internet. Benefits of the internet may be that it allows access to more information, it allows people to share their ideas, and it allows friends to chat when they are apart.
- 2 Some possible answers are as follows.

Advantages	Disadvantages
You do not have to go to the classroom.	It is expensive.
You can live far away from your teacher.	You will not have the company of other students.
You can access a lot of information from your home.	You will have to be able to concentrate on your own.

Activity 31 (page 193)

- 1 Some possible answers are: University of South Pacific, University of Papua New Guinea, University of Waikato, University of Auckland, Massey University, Australian National University, Divine Word University, University of Goroka, Fiji School of Medicine, Fiji Institute of Technology and Pacific Adventist University.
- 2 Some possible answers are as follows.
 - There is no university in Solomon Islands.
 - Many occupations require university education—for example, doctor.
 - To develop Solomon Islands, our people need to have the necessary skills and knowledge.
- 3 Learners' answers will vary.

Activity 32 (page 194)

- 1
 - a Some possible answers are: a propeller, a crew, a captain, wind, sea and fuel.
 - b Some possible answers are: a strong economy, people, overseas aid, development policies, a stable government and non-corrupt practices.
- 2 Groups' presentations will vary.

Activity 33 (page 196)

Some possible answers are: growth, grow, development, develop, advancement, advance, improvement, improve, movement, move, change and proceed.

Activity 34 (page 196)

Learners' answers will vary.

Activity 35 (page 198)

1–3 Some possible steps are as follows.

Step 1	Digging holes for the posts.
Step 2	Putting the posts up.
Step 3	Laying the concrete base.
Step 4	Putting up frames.
Step 5	Running electric cables and air-conditioning pipes throughout the building.
Step 6	Putting in floors and the roof.
Step 7	Putting up walls and painting them.
Step 8	Putting tiles or carpet on the floors.
Step 9	Fitting power points, lights and the glass into windows.
Step 10	Tidying up the building.
Step 11	Asking an expert to check and approve the building.
Step 12	Adding furniture.
Step 13	Landscaping the outside of the mall.
Step 14	Opening the mall for business.

- 4 Some possible answers are: having a place to shop for all goods at once, having a clean environment to shop in and having an air-conditioned environment to shop in.

Activity 36 (page 198)

Some possible answers are: an increase in schools, clinics and hospitals; improved shipping services; improved roads; an increase in tourism; improved education levels; and an increase in qualified professionals such as doctors, nurses, and teachers.

Assessment activity (page 199)

- 1 Some possible answers are as follows.
- Schools cannot be maintained because of lack of funds.
 - Clinics run out of basic supplies.
 - There are not enough doctors and nurses to staff hospitals.
 - There are not enough teachers to work in schools.
 - Unemployment rises.

- 2 Some positive changes that have affected young people are as follows.
- They can travel easily.
 - They are educated to a higher level.
 - They can choose from a variety of clothes.
 - They can go to a clinic or hospital if they are sick.

Some negative changes that have affected young people are as follows.

- Many unhealthy foods are available, making some young people unhealthy.
- Some teachers do not come to class and so their learners do not learn enough.
- Some young people want to buy clothes that they cannot afford.
- Life has become expensive for young people.

- 4 Some possible answers are as follows.

Positive changes	How they have affected young people
More schools have been built.	Education levels have risen.
Modern clothing and hairstyles have been introduced.	Young people can look tidier and neater.
Modern communications have been introduced.	Young people are able to learn more about the rest of the world.

Negative changes	How they have affected young people
The environment is being destroyed.	Young people may not have enough fertile land to plant crops.
Life has become expensive.	Young people cannot find jobs and so do not have enough money.
Changes in culture, tradition and social structure have occurred.	Young people do not respect their elders.

Communities may help learners adapt to change by:

- organising workshops where they discuss coping with change
- inviting experts to schools to talk to them
- organising weekly meetings where young people and the community can meet and talk
- organising workshops for parents to teach them ways to help their children.

Appendix 1: Glossary

At the end of the Learner's Book, there is a glossary, or list of important words and concepts, for each chapter. Each of these words is printed in bold where it appears in the Learner's Book. You may need to explain other difficult words to learners, or encourage them to use a dictionary.

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

The glossary from the Learner's Book is repeated in the following pages.

A

adhesive	a substance that makes things stick
aerial	in the air or from the air
agency	a business organisation that provides a service
apartments	also called flats, many dwellings in one large building
atoll	a coral island in the shape of a ring surrounding a lagoon
axis	the line between the North and South poles, which the Earth spins around

B

barnacle	a small shellfish that attaches itself to objects under water
-----------------	---

C

climate	the average weather conditions experienced in an area over time
coincide	happen at the same time
colonies	countries that are controlled by another country
constitution	the system of laws that states how a country is to be governed

D

democratic	a system of government whereby the people have a say in how their country is run
density	how thick something is or how packed together it is
diabetes	a disease caused by too much sugar building up in a person's blood, which is caused by a lack of the hormone insulin that people need to help their bodies deal with sugar
diminishing	becoming smaller

E

ecological	the relationship of living things to each other and their environment
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economy	the financial system; how a country's government raises and spends money
ecosystem	all the living things in a particular area
elevator	a lift that people use to get up or down to different levels of a tall building
equator	an imaginary line around the Earth
executive	the part of the government with power to make decisions regarding general plans of action
exploit	to use something unfairly or for your own benefit
F	
factor	one of the things that influence an event
freeze	to change from liquid to solid
G	
genes	parts of living cells whose job is to pass on characteristics, such as hair colour
genetic	to do with genes
global warming	an increase in world temperatures caused by heat being trapped in the atmosphere by greenhouse gases
grant	something given to someone
greenhouse gases	gases, such as carbon dioxide, in the atmosphere that are produced by burning fossil fuels and cause global warming
H	
hereditary	inherited
I	
Ice Age	a time when a large part of the Earth was covered with ice
L	
landscape	all the features of a place
M	
meridian	a line of longitude

mesmerising	fascinating
meteorologist	someone who studies the weather
micro-organism	a very small creature, usually a single cell, too small to be seen without a microscope
mourning	feeling sad when someone dies
O	
obesity	a state of being very overweight
P	
parallels	lines that are the same distance apart along their length
plates	large flat pieces of the Earth's surface
polar	near the North or South poles
prohibition	the act of forbidding something
R	
refined	highly processed
regulate	to control by rules
resins	sticky substances produced by certain trees
S	
scientist	someone skilled or trained in science
season	one of the four natural divisions of the year
smog	a mixture of fog and smoke
species	one of the groups used for classifying animals and plants
subsistence	what we do to stay alive
sustainable	able to be maintained over a long period of time
swirled	moved in a twisting motion
T	
technology	the study or use of science and scientific knowledge in industry
tilt	to tip or lean
Tropic of Cancer	the line of latitude at $23\frac{1}{2}$ degrees north of the equator

Tropic of Capricorn	the line of latitude at $23\frac{1}{2}$ degrees south of the equator
tropics	the area of the Earth between the two tropic lines
W	
whizzes	moves very quickly with a rushing noise

Appendix 2: Lesson plan format

Name of school:		Class teacher:	
Lesson title:			Date:
Learning outcomes:			
<ul style="list-style-type: none"> • What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes? • What are other things I want learners to learn as well? 			
Lesson content:			
<ul style="list-style-type: none"> • What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson? 			
Introduction:			
<ul style="list-style-type: none"> • How will I get learners motivated, curious and ready to learn? • This section should be allocated 3–5 minutes. 			
Teacher activities:		Learner activities:	
<ul style="list-style-type: none"> • What am I going to do during the lesson in order for learners to achieve the learning outcome? • This section should be allocated 8–10 minutes. 		<ul style="list-style-type: none"> • What are the learners going to do during the lesson in order for them to achieve the learning outcome? • This section should be allocated 20–25 minutes. 	
Conclusion:			
<ul style="list-style-type: none"> • How will I bring the lesson to a logical and meaningful conclusion? • This section should be allocated 5–7 minutes. 			
Learner assessment:			
<ul style="list-style-type: none"> • How will I know that learners have achieved what I wanted them to achieve? 			
Lesson evaluation:			
<ul style="list-style-type: none"> • How will I evaluate the success of the lesson? 			
<p>Lesson endorsement: (to be signed by Head of Department/Head Teacher/Principal)</p> <p>Head of Department:</p> <p>Head Teacher/Principal:</p>			

Appendix 4: Sample class record form

Class:		Strand:	Sub-strand:										Year:			
Specific learning outcomes: A = achieved, PA = partially achieved, NA = not achieved		Individual comments on the learning progress in the class														
Assessment event	/															
Learning outcome assessed (code)	6.1.1.1															
Demis	A															
Ian	A															
Jack	A															
James	A															
John	PA															
Joyce	PA															
Lionel	PA															Steady/satisfactory
Liza	NA															
Luke	NA															
Mary	A															Improved/excellent progress
Michael	PA															
Nancy	NA															
Peter	A															
Tom	NA															
Yates	NA															Not improved/slow progress
Overall comments:																
Class teacher:												Signature:			Date:	

Appendix 5: Sample individual monitoring form

Learner name:		Class:		Year:	
Strand:		Topic/unit:			
Sub-strand:		Remarks: improved, steady or not improved			
Assessment event	Code	Outcome assessed	A	PA	NA
1	6.1.1.1	Identify an environmental issue of national and regional significance.	*		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Class teacher:		Signature:			Date:

Appendix 8: Sample individual report form

Learner name:		Class:	Term/semester:	Year:	
Strand:	Sub-strand:		Specific learning outcomes: A = achieved, PA = partially achieved, NA = not achieved		
Code	Specific learning outcome assessed (use appropriate code)		A	PA	NA
6.1.1.1	Identify an environmental issue of national and regional significance.		*		
Descriptive remarks:					
Strand:	Sub-strand:		Specific learning outcomes: A = achieved, PA = partially achieved, NA = not achieved		
Code	Specific learning outcomes (use appropriate code)		A	PA	NA
6.1.2.1	Give examples of how natural, cultural, religious, historical, economical and political factors can influence people about resource uses.			*	
Descriptive remarks:					

Descriptive remarks from summative assessment:	
Overall achievement level:	Overall achievement award:
School administration report on learner's behaviour and character	
Class teacher:	Date:
Signature:	
Class teacher comments:	
Head Teacher/Principal:	Date:
Signature:	
Head Teacher/Principal comments:	

Solomon Islands Primary Social Studies

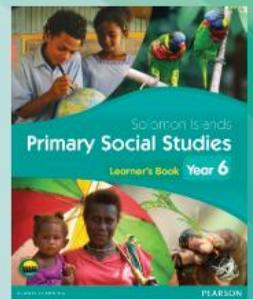
Teacher's Guide Year 6

The *Solomon Islands Primary Social Studies Teacher's Guide Year 6* is the teacher support material for the *Solomon Islands Primary Social Studies Learner's Book Year 6*.

The Teacher's Guide supports the chapters of the Learner's Book: Solomon Islands and the world; Weather and climate; Exploring cultures; Government and people; Using and managing natural resources; and Change and progress. Each section includes:

- support notes on processes and skills
- lists of required resources
- teacher's support activities
- Learner's Book references
- answers to the activities and assessments.

The Teacher's Guide is one component in a new series of teaching materials for Solomon Islands Primary Social Studies for Years 1 to 6. The series has been developed as part of the Solomon Islands curriculum reform of 2005 to 2012. The guide is a support aid to teachers as they encourage learners to learn from their environment and investigate societies, cultures and people.



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