

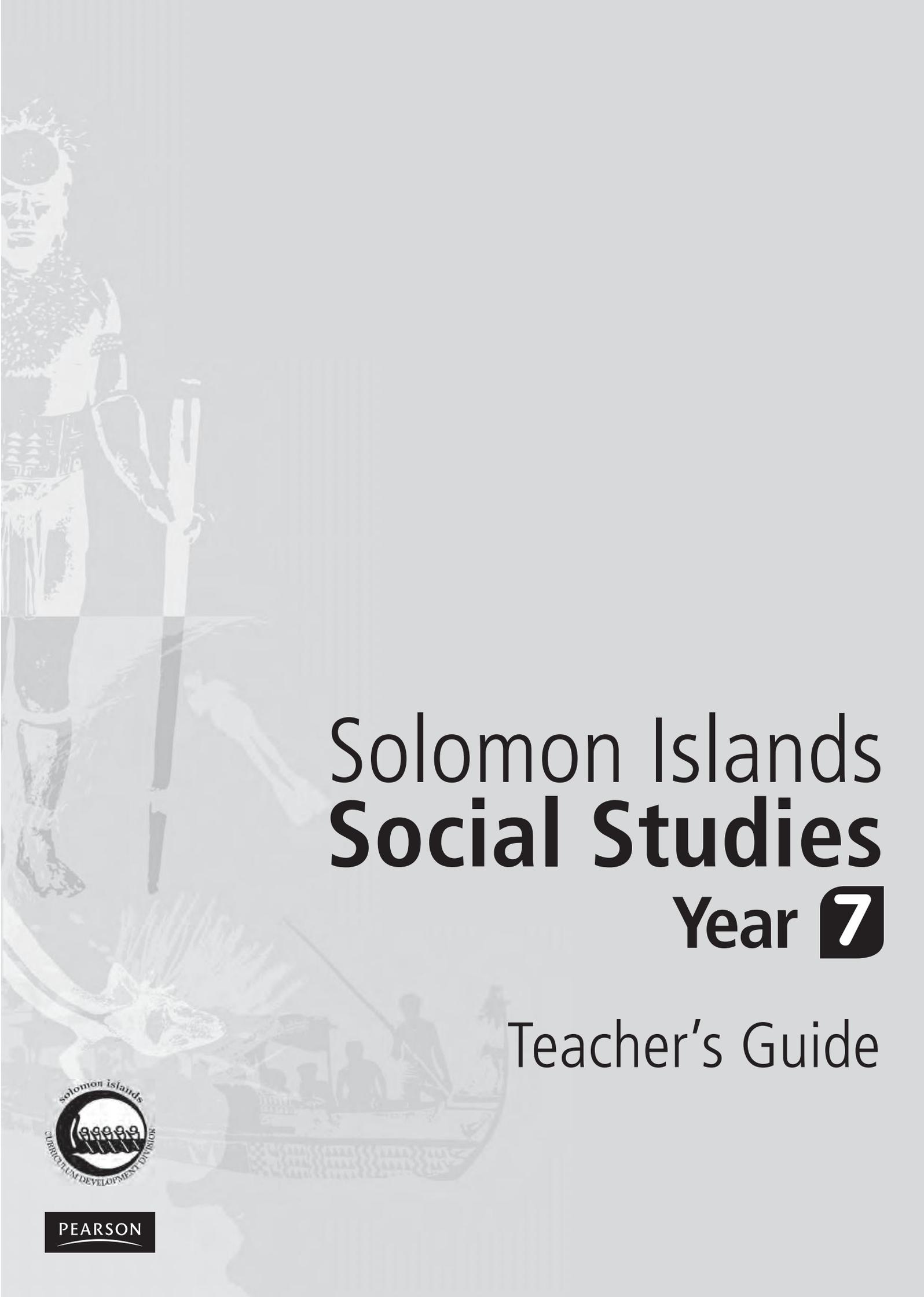
Solomon Islands Social Studies

Year **7**

Teacher's Guide



PEARSON



Solomon Islands **Social Studies** Year **7**

Teacher's Guide



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Solomon Islands Curriculum Development Division

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General Introduction to the Teacher's Guide

This book is designed to help teachers use the Year 7 *Social Studies Learner's Book*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing must vary according to your own circumstances.

Each chapter of this Teacher's Guide contains the following:

- the number of 40-minute lessons and the topics in each chapter
- reference to the page numbers in the syllabus showing the sub-strands should form the basis of your lessons (Some chapters cover one sub-strand, some refer to more than one sub-strand.)
- page references for the Learner's Book
- the aims of the lesson, which you should have as a teacher, to show what you should achieve during the lesson
- the skills which the learners should learn or practise during the lesson
- the method: a numbered set of teaching steps in order to achieve the aims and outcomes.

These include the activities from the Learner's Book and the answers.

The outcomes-based approach

The outcomes-based approach to learning has been adopted by the Ministry of Education and the Curriculum Development Centre 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 which will be useful to them later in life. The approach is based on the needs of the learners. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject which will be useful and valuable to learners.

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

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

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

The present outcomes-based approach can be called *problem posing education*. This presumes that the learners already have their own ideas, knowledge and skills, based on previous experience in school or elsewhere. The teacher's job 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. Learners are also exposed to experiences by being asked to observe reality outside the classroom, to look at pictures or diagrams, to examine statistics, to read passages and thus to gain knowledge and ideas for themselves. They are 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 able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

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

The approach of the Learner's Book

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

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

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

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

The Learner's Book and the syllabus

The Learner's Book is based on the strands and sub-strands of the syllabus. The order of the chapters follows the order of the sub-strands of the syllabus.

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

The Learner's Book is full of illustrations: photos, pictures, maps, diagrams and statistics. These should be an important part of your teaching. They are often just as important as the words of the book.

Timing: The syllabus and the yearly program planner

The table below is an extract from the Social Studies syllabus. It shows you the total amount of time which should be spent on teaching each topic covered by the Year 7 Learner's Book.

Timing of the syllabus: Try to spend the indicated number of weeks teaching each strand of the syllabus. Schools vary a great deal in the ability of their learners. This is partly due to the selective nature of our education system. After Year 6 most learners choose to go to national or provincial secondary schools if they can. This means that the most academic learners move to those schools and many community high schools have learners who learn at a slower pace. It is impossible, therefore, to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If you find you are unable to teach all the topics in a strand or sub-strand in the

time suggested, try to choose the most important topics and leave the others. If you find you have extra time available, devise some more activities to study the topic in more depth.

Use of the Learner's Book: In the same way, some schools may find they do not have time to complete all the activities in the Learner's Book, and 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.

The Learner's Book and the syllabus: Some chapters of the Learner's Book cover one sub-strand of the syllabus. Other chapters cover two or more sub-strands that are best taught together. At the beginning of each chapter in this Teacher's Guide the sub-strands of the syllabus are listed. Where two or more sub-strands are covered, you should refer to the general and specific outcomes for each sub-strand.

As explained above, the order of topics in the chapters does not always follow the order of the general and specific 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

This section shows the entire learning program of the Year 7 Social Studies course and the suggested teaching times based on 17 teaching weeks per semester and 34 teaching weeks per year. In the table, the title in *italics* is the strand title; the title in **bold** is the title of the strand for Year 7; the bullet lists refer to the sub-strands or main topics of the sub-strands.

Note: the topics do not fit exactly into the weeks as shown in the table. Some are less or more than exact weeks.

Year 7: Semester 1																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	History of Solomon Islands and its relation to the world							Governance and leadership				Environment and population						Revision and exams		
	<i>People and migration</i>							<i>Traditional leadership</i>				<i>Mapping and natural landforms</i>								
	<ul style="list-style-type: none"> • Early migration in Pacific region • Migration and settlement in Solomon Islands • Local ethnic groups • Local languages 							<ul style="list-style-type: none"> • Family and community leadership • Hereditary chiefly systems • Big-man systems • Changes in traditional leadership 				<ul style="list-style-type: none"> • Introduction to mapping skills • Earthquakes, tsunamis and volcanoes • Rivers and streams 								

Year 7: Semester 2																				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Environment and population continued...				Resources and development								Social issues and conflict resolution in Solomon Islands						Revision and exams	
	<i>Natural landforms</i>				<i>Land use and resources</i>								<i>Community and social conflicts</i>							
	<ul style="list-style-type: none"> • Sea and coastlines 				<ul style="list-style-type: none"> • Natural resources of Solomon Islands • Shifting cultivation and its alternatives • Small-scale cash farming • Large-scale commercial farming 								<ul style="list-style-type: none"> • Family and community disputes • Resolving family and community disputes • Gender issues 							

General ideas on teaching methods

It is important for teachers to plan and prepare before classes. The following are some methods teachers can use to help with effective learning in our classrooms.

Fieldwork and excursions

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

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

To ensure an effective and successful outcome, the teacher must consider important aspects of fieldwork such as good classroom preparation and planning, the best way to carry out actual work in the field, and finally follow-up work in the classroom.

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

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

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

Fieldwork is more difficult in town schools, but it should not be ignored by those schools. You may have to rely on questionnaires, which help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out and look at a river or stream, the sea and coastline or a farming area, at weekends. Assignments can also be given for learners to do in their home areas during holidays, and 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 7 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 Year 7 English course teach learners about research and report writing, and you should ask the English teachers what learners are doing and even get their cooperation in sharing an exercise to write up fieldwork or other information as part of their English course.

Group work

Learners take a more active role and talk naturally when they are allowed to work in small groups. Group work encourages learners to talk or do things for themselves as part of the learning process. Learners discuss, share views and interact in their learning in small groups and present their collective work to the class. To ensure that group work achieves effective learning, preparation and class management is important for teachers.

Group work must be properly organised and supervised. You must not use it as an excuse to sit back and let learners get on with it. On the other hand, learners will often not talk freely if they know the teacher is listening, so you must leave groups to talk on their own. Sometimes it is even

effective to walk out of the classroom for a while to give groups a chance to get going without you listening.

The role of the teacher in group work should include the following.

- **Choose the topic:** Groups can only discuss topics which they know something about and have different points of view or opinions. You cannot discuss a topic like, 'How are volcanoes formed?' because there is only one answer to the question and answers are right or wrong. You can discuss, 'How can people who live near volcanoes prepare for what to do if the volcano erupts?'. There are many different answers and each learner can suggest different ideas.
- **Set the objective:** Make sure 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 better.
- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot discuss with someone else's back! If possible, arrange desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to go outside to discuss.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all learners are given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, guide them 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 7 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 learners in the group speak it. But try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Reporting back:** It is often a good idea to appoint a chairperson who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion.

Debate and discussions

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

Debates encourage learners to form their own opinions about a topic. Even in Year 7 we should encourage this using simple topics, such as the topic in Chapter 13 about whether they think girls and boys should be treated equally. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

Role play and simulation

Role play is a kind of group work where learners are given a part to play, either in a discussion or a story. Acting out a role play encourages learners to participate, interact and learn through talking. It involves learners in putting themselves imaginatively in the place of other people and trying to think, act and talk as that person would. Role play is often best used at the end of a teaching topic, when learners have greater knowledge of the topic or people in the area being studied. 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. A situation is made up similar to a real-life situation and learners can either be themselves acting in that situation or can play a role. For instance, in Chapter 12 learners are given a story about a

dispute in a school dining 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 certain situation.

In order for a role play or simulation to be successful, time and teacher guidance should be given so that learners can gather information about the person and the situation. Learners can then act and talk realistically in the role play.

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

Use of atlases and maps

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

The *Social Studies Learner's Book* practises using maps from the beginning, as this should have been learnt in primary school. Chapter 5 teaches learners what a map is by comparing it to a photograph. Later it asks learners to draw maps – sketch maps at first and then maps using simple measurements and scales. All this must be done through practical exercises of actually reading and drawing maps. This is a difficult concept for some students.

Atlases contain small-scale maps of whole countries, continents and the world. If the school has atlases, these should be used in almost every lesson from the beginning so that learners get used to finding out where places in Solomon Islands and the world are. If you do not have atlases, the Learner's Book contains a 'mini' atlas in the appendix – maps of Solomon Islands; the whole Pacific basin and surrounding areas; and the world. Encourage learners to use these regularly to locate any places mentioned in the book.

Photograph interpretation

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

Many learners may not be used to looking at photographs, so things on the photographs which are obvious to us may puzzle some learners. For example, some learners may not recognise small 'boxes' in a photograph to be houses, unless we point it out to them.

Be particularly careful of photographs of things some learners may have never seen. Even simple things like types of vehicles may be unfamiliar to people in some rural areas. Probably no learners will have seen a train or a buffalo or snow, so we must point out what the photo shows.

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

Graphs and statistics

Information can be presented through graphs and statistics. In the *Social Studies Learner's Book*, learners are introduced to some simple statistics. This is used to find information about a topic, such as the export and import of timber in Asia. All the statistics used in this book are simple; they are there to illustrate a point, not to be learnt. Do not use complicated graphs in your teaching or expect learners to remember statistics.

Research interviews and questions

There are different ways of using research interviews with people to collect information about a topic. This includes informal chats; questions that have been prepared in advance for particular people; or standardised questionnaires by which learners work in small groups, ask the same questions to a large number of people and later convert the answers into statistical form. There is a simple example of this at the beginning of Chapter 1, where learners find out where others come from and how many of them have moved from one place to another.

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

Guest speakers

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

The people need not be 'experts'. For instance, for Chapter 1 you might get someone to tell the class any custom stories about the origins of people in the area. For Chapter 3 someone might come and describe how chiefs are chosen in the local area. For Chapter 10 or 11 you might ask people to talk about the cash crops they grow or ask someone to talk about working on a plantation.

Visits

This links with fieldwork. If possible, try to visit an area which matches the topic in the Learner's Book. This might include a plantation, a logging area, a small-scale farm using shifting cultivation, or a buying point for copra. If you visit, make sure learners go with a questionnaire as 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. Presenting a case study helps learners to understand the reality of a particular topic. It helps to convert the abstract topics in the syllabus into concrete reality so that learners understand them better. In Chapter 10 learners study a real village in Isabel to illustrate small-scale farming, and in Chapter 12 they investigate a real plantation.

Glossaries

At the end of each chapter there is a glossary, or list of words and concepts likely to be new to some learners. These words are printed in **bold** in the Learner's Book. This only includes words which are important in Social Studies. Other 'difficult' words should be looked up in the dictionary or explained by the teacher.

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

Ideas on assessment

Assessment is about improving the learner's learning. It is an important ongoing process in teaching and learning and it should be used continuously, not only at the end of a particular topic.

Assessment should include *formative assessment*, which takes place in every teaching topic and every chapter of the Learner's Book. Formative assessment emphasises continuous assessment as part of the teaching and learning process. The teacher then uses the assessment information to improve teaching and learning. The teacher should constantly observe and evaluate learners' achievement, collecting data on areas of improvement and new skills that they acquire.

In assessment, teachers should focus on the General and Specific Outcomes stated in the syllabus in order for learners to be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the General and Specific Outcomes.

Summative assessment tells you what learners have learnt or can do after a whole section of teaching, i.e. a unit or chapter test. These tests must include skills as well as knowledge. We should test whether learners can read a map or interpret a photograph as well as testing the factual knowledge they have learnt.

Some assessment techniques that can be used include the following:

Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

Written assessment

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

Practical assessment

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

Group work assessment

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

Other assessment techniques include:

- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analyses of learners' work such as a portfolio or a collection of work they have done, to determine how each individual learner is performing in their learning process.

Links between Social Studies and other subjects

Many other subjects teach topics or skills that are related to the topics and skills we teach in Social Studies. It is important to be aware of these and, when you teach a topic or use a skill, refer learners to the fact that they have also learnt about this or will learn about it in another subject.

Below are some of the topics or skills in other subjects that you should be aware of.

Other subjects: Sub-strand & level		Social Studies Syllabus links
Science	Year 7 Tectonics, earthquakes, tsunami and volcanoes	Year 7 Earthquakes, tsunamis and volcanoes (pp.26-27)
	Year 8 Climate and weather	Year 8 Weather, climate and vegetation in SI (p.47) Climatic regions of the world (p.49)
	Year 9 Classification and formation of mineral resources	Year 8 Developing and managing mineral resources (p.62)
Arts & Culture	Year 9 Traditional leadership	Year 7 Traditional leadership systems (p.24)
	Year 10 Language	Year 7 Local ethnic groups and languages (p.21)
	Year 10 Living in harmony with others	Year 7 Family and community disputes and how to solve them (p.35) Year 8 Social unrests and resolutions (p. 54) Year 9 Peace and peace building (p.68)
Mathematics	Year 9 Map work	Year 7 Introduction to mapping skills (p. 25)
Agriculture	Year 7 Shifting cultivation	Year 7 Small-scale farming (pp.31–32)
	Year 8 Plantation farming	Year 7 Large-scale commercial farming plantation (p.34)
	Forestry farming	Year 8 Developing and managing forest resources (p. 50)
Christian education	Year 8 Christian life within the community Forgiveness and reconciliation	Year 7 Family and community disputes and how to solve them (p.35) Year 8 Social unrests and resolutions (p.54) Year 9 Peace and peace building (p.68)
Business Studies	Year 7 Resources and production	Year 7 Natural resources of Solomon Islands (p.30)
English	Years 7–9 Speaking or oral skills Listening skills Reading and interpretation skills Writing skills Research in library	Years 7–9 English skills and language is used in the learning of Social Studies curriculum

Chapter 1: Where Did We Come From?

Topics and timing

This chapter consists of 12 topics. Each topic should be covered in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, pages 19–20, sub-strand on *Migration* for general and specific outcomes for this chapter.

Lesson	Topic
1	Introduction: <i>Man long wea?</i>
2	What do you know about Solomon Islands?
3	Where our ancestors came from
4	Oral traditions of Solomon Islands: Legend from Rennell and Bellona
5	Oral traditions of Solomon Islands: Legend from Ranongga
6	How we know that people migrated
7	Where did we come from?
8	Changes in climate and land surface
9	The arrival of Australoids and Papuans
10	The arrival of Austronesians
11	Why do people migrate?
12	How the islands were settled

Lesson 1: Introduction: *Man long wea?*

Learner's Book pages 2–3

Aims

To help learners to:

- know what they will learn about in Social Studies
- appreciate the different reasons that have contributed to the process of human migration.

Skills

- Map reading
- Interview skills

Method

Step 1 Guide learners to understand that Social Studies is concerned with people and places. Explain to learners that Chapter 1 deals with 'migration'. People are moving around or migrating more and more. The first exercise will show whether this has affected people in the class.

Step 2 If possible, pin up a wall map of Solomon Islands. If not, sketch one on the board using the map in Appendix 1 of the Learner's Book.

Step 3 Do *Activity 1*.

Suggested answers: Answers will vary from school to school: local area, whole province or whole country.

Step 4 Briefly explain migration to learners. Guide them to understand that migration is a very old process and it is still happening today. In small groups, complete *Activity 2*.

Suggested answers: Reasons may include: disasters, overpopulation, shortage of land, poor social services, better school facilities, better health facilities, job opportunities, better food.

Step 5 Explain that most migration today is influenced by employment.

Step 6 Do *Activity 3*. Guide learners to conduct their interviews.

Answers 1, 2 Table will look like this:

Name of student	Celestine Peter	Arnold Gina	James Nomae
Have they moved?	Yes	Yes	No
Where they used to live	Taro Island	Savo	Sinarangu
Where they live now	Honiara	Visale	Sinarangu
Temporary or permanent movement?	Temporary	Permanent	
Reasons for movement	Employment	Natural disaster	

Note: The question refers to where they live now during school holiday times, with parents or other relatives. It does not refer to the school or a place they live only while they are attending school. If they have not moved, the last two columns will be blank.

3 Some of the reasons may include employment; shortages of land; natural disasters, etc. **4** This will depend on individual learners. **5** Teacher should help sort out the reasons in order of importance.

Step 7 Conclude by reminding learners that they will learn about the arrival of early settlers and where they came from, how they came and what made them come.

Lesson 2: What do you know about Solomon Islands?

Learner's Book page 3

Aim

To help learners to revise some of the main facts about Solomon Islands they learnt in primary school.

Skills

- Map reading

Method

Step 1 Ask a few factual questions about Solomon Islands, e.g. In what year did Solomon Islands gain political independence? Who was the first prime minister of Solomon Islands? Name the four colours of the national flag of Solomon Islands.

Step 2 Complete *Activity 4*.

Answers: **1** Nine, or ten including Honiara **2** About 500 000 people (Note there may be a more recent figure from the 2009 census by the time this book is published) **3** The three main groups include Melanesians, Polynesians and Micronesians (Gilbertese). Other minority groups include the Chinese, mixed races, Europeans. **4** Pijin **5** South-west: Australia; north-west: PNG; south-east: Vanuatu/Fiji **6** The Bible (King Solomon): Mendaña thought the islands had a lot of gold like the kingdom of King Solomon. **7** A country or society that is made up of different ethnic or cultural groups with different customs and ways of doing things

Lesson 3: Where our ancestors came from

Learner's Book pages 4–5

Aims

To help learners to:

- appreciate the origins of their own ancestors
- understand the difference between oral history and written history and why these are important in explaining the origins of their own ancestors.

Method

Step 1 Do *Activity 5*.

Answers will vary according to learners: **3** Most would probably say no – the missionaries told many of our ancestors to move down to the coastal areas. **4** Heard it from parents and other relatives. **5** Maybe old people tell stories at night. Many people are now taking greater interest in recording their genealogies or family trees. Some may say nothing is being done, in which case ask them if it should be.

Step 2 Organise learners into small groups and guide them to explain the difference between oral history and written history, using the example of Bruno Nana and his book. Each group should also identify advantages and disadvantages of using oral history and written history to explain the origins of their own ancestors. Teacher should summarise lesson.

Lesson 4: Oral traditions of Solomon Islands: Legend from Rennell and Bellona

Learner's Book pages 5–6

Aims

To help learners to:

- understand the different oral sources that exist in their own cultures
- appreciate the importance of oral traditions in their own cultures as well as other cultures.

Skills

- Interpretation
- Map reading

Method

Step 1 Link with Lesson 3 and state that we have many different stories about the past. Some of these stories may be told in the form of legends and/or myths.

Step 2 Learners go in pairs and discuss *Activity 6* while teacher uses a few examples to help the learners relate to their own cultures and stories or dances.

Answers: Individual stories will vary. Some learners may not know any. Ask them the reasons. Is this a good thing? How can they find out?

Step 3 Learners use map in Appendix 1 of the Learner's Book to locate Uvea, Tikopia, Rennell and Bellona.

Step 4 Learners read the legend from Rennell and Bellona and complete *Activity 7*, questions 1 to 3 only.

Answers: **1** Myth: a traditional story that explains the origins of people or natural events; Legend: an old story that has been passed down from one generation to another but is unlikely to be true; Dances: special movements created to enact certain activities in the past; Songs: they may come in the form of stories about past events; Chant: part of a song that is partly spoken and partly sung.

2 Tell learners to look for Rennell and Bellona on the map in the appendix. **3** Polynesians, light-skinned people; speak a Polynesian/Austronesian language; play rugby a lot; many live in Honiara; very good carvers; follow SDA and SSEC church; do custom dances wearing tapa cloth (bark cloth), etc.

Lesson 5: Oral traditions of Solomon Islands people: Legend from Ranongga

Learner's Book page 7

Aims

To help learners to:

- understand the different oral sources found in their own cultures
- appreciate the importance of oral traditions in their own cultures as well as other cultures.

Skills

- Interpretation
- Map reading

Method

Step 1 Link with Lesson 4 and state how the legend from Rennell and Bellona is different from the legend from Ranongga. The Rennell–Bellona story shows that they came from a long way outside Solomon Islands. The Ranongga story only tells of migration within Solomon Islands.

Step 2 Learners read the legend from Ranongga.

Step 3 Do *Activity 7* in groups. Answer questions 4 and 5 only.

Answers: **4** It will depend on where individual learners come from. Some learners may have come from patrilineal societies where male chiefs are common and inheritance and ownership of land is through the father's side, while others may have come from matrilineal societies. **5** Each learner may have his/her own stories. Some may have none.

Step 4 Encourage those who do not know any stories to ask the old people when they next go home.

Step 5 You may be able to invite some old people to come and tell any custom stories about where their people came from. Many people do not have stories about migrations like those above, but stories about their origins from animals, birds, fish or from the sky. This may show that they have been there for a very long time and, if they did originally migrate, as this chapter suggests, it is so long ago that people have forgotten.

Lesson 6: How we know that people migrated

Learner's Book pages 8–9

Aims

To help learners to:

- understand the different types of historical evidence for migration to the islands
- appreciate the roles of oral historians, anthropologists, linguists, archaeologists, ethno-botanists, biologists, geologists.

Skills

- Reading maps
- Looking at pictures
- Interpreting dialogues

Method

Step 1 Explain to learners that a lot of evidence suggests that the original settlers in Solomon Islands migrated from somewhere else. Guide learners to understand that the arrival of these early settlers have been studied by a number of scientists.

- Step 2** Organise learners into small groups and allocate two types of evidence for migration to each group. Learners discuss the evidence provided by each group of scientists towards an understanding of past migrations into the Pacific region. Guide learners to pay special attention to the different pictures and dialogues in the book.
- Step 3** Group leaders report to the class on the way in which each scientific group found evidence.
- Step 4** Learners should briefly summarise each type of evidence in their exercise book. Make sure they do not just copy the whole text from the Learner's Book. Or you may compile a table with the class, e.g.

Scientist	Type of evidence
Oral historians	Collect stories of origins
Linguists	Find languages similar to each other
Anthropologists	Find similar cultures and customs
Archaeologists	Dig up similar artefacts or remains
Ethno-botanists	Find similar plants
Biologists	Find similar DNA
Geologists	Study changes in sea level and find places where people lived that are now covered by sea

Lesson 7: Where did we come from?

Learner's Book pages 10–11

Aims

To help learners to:

- know that the early settlers in Solomon Islands originated from South-East Asia
- know where South-East Asia and Western Pacific are in relation to Solomon Islands
- understand that past climatic changes allowed the early migrants to travel from one island to another.

Skills

- Reading maps
- Interpreting historical maps

Method

Step 1 Link this lesson with the previous lesson by stating that the evidence covered in the previous lesson strongly supports that Pacific Islanders originated from South-East Asia.

Step 2 Learners do *Activity 8* by referring to the map in Appendix 2.

Answers: **1** Indonesia, East Timor, Philippines, Malaysia, Singapore, Taiwan, Thailand, Vietnam, Laos, Burma **2a** Papua New Guinea **b** Vanuatu and Papua New Guinea **3a** Tuvalu **b** Samoa/Tonga **c** Tonga **4a** Australia, Papua New Guinea **b** Hawaii, Easter Island, New Zealand **c** Before most other Pacific Island countries

Step 3 Guide learners to understand Figure 1.10 which shows possible migration routes of early settlers in the Pacific region.

Step 4 Learners read text on page 11 and make a list of evidence which suggest that a) most Pacific Island peoples are related or similar to each other, and b) Pacific Island people may have come from South-East Asia.

Lesson 8: World changes in climate and land surface

Learner's Book pages 11–13

Aims

To help learners to:

- understand how climate changes may have helped the early migrants to settle the islands
- know the major land routes used by early migrants to travel across and settle the islands.

Skills

- Map reading
- Reading time lines

Method

Step 1 Help learners to understand that past climatic changes have allowed humans to move or migrate to other places. Learners may be asked to read the short text on pages 11–12 to explain the possible climatic change.

Step 2 Remind learners about the possible movement of people from South-East Asia into the Pacific using the maps in Figures 1.10 and 1.11.

Step 3 Do *Activity 9*.

Answers: Early settlers were able to move easily from one island to another because the islands were closer to each other. Some of the islands must have been joined to each other.

Step 4 Guide learners to understand that the later rise in sea level may have affected the movements of people.

Step 5 Do *Activity 10*.

Answers: **1** The discovery of caves with human remains and fire places which are under water today. **2** Those who migrated first were hunters and gatherers, while the other two groups were involved in farming activities. The first migrants mainly walked on land, while later migrants used canoes or boats. **3** Learners copy the time line and plot the dates of migrations as they read the rest of the chapter.

Step 6 Explain the difference between BP and AD. AD is more commonly used, except when dealing with times very long ago.

Lesson 9: The arrival of Australoids and Papuans

Learner's Book pages 13–14

Aims

To help learners to:

- understand how and when the Australoids and Papuans settled the islands
- appreciate the reasons and causes for their movement into the islands.

Skills

- Reading time lines
- Map reading

Method

Step 1 Learners should read the section on 'First wave of human settlers'.

Step 2 Do *Activity 11*.

Answers: The islands were small and the people were nomads who moved around in search of food, so they needed a lot of land. They needed plenty of animals and birds to hunt – not many animals in Solomon Islands. The islands are scattered and the people did not have ocean-going canoes.

Step 3 Learners should add the following periods to the time line.

- The arrival of Australoids: 60 000–40 000
- The arrival of non-Austronesians (Papuan): 15 000–5000

Step 4 Learners read the text on the second wave of human settlers and complete *Activity 12*.

Answers: **1** The Papuans reached Papua New Guinea first because it was closer to South-East Asia and Australia and they did not have to cross much sea. **2** The non-Austronesians or Papuans were agriculturists while the Australoids were nomads.

Lesson 10: The arrival of Austronesians

Learner's Book pages 15–19

Aims

To help learners to:

- understand how the Austronesians settled the islands
- understand the two different theories that explain the spread of the Austronesians in the Pacific Region.

Skills

- Reading maps

Method

Step 1 Learners read the text on the third wave of human migration. Guide learners to understand how the Austronesians settled the islands using the map in Figure 1.13.

Step 2 Explain what lapita pottery is using the photograph on page 16. Help learners to understand that the discovery of lapita pottery in different parts of the Pacific helps to show the routes of the migration of the Austronesians in the region.

Step 3 Explain to learners and help them to understand the two different theories about the spread of the Austronesians in the Pacific. Learners should read the short text on the two theories on page 17. Guide learners to read and understand the map in Figure 1.18, which shows the movement of people into the Pacific.

Step 4 Do *Activity 13*.

Answer: This is about 910 years ago (assuming one generation is about 35 years).

Step 5 Do *Activity 14*.

Answers: **1** Because generally they do not grow crops so they need to move around hunting for animals and birds and looking for food. **2** No **3** Kumara **4** Different physical appearances of Polynesians and the Melanesians. There are few DNA connections between Polynesians and Melanesians. The absence of lapita pottery discoveries in the large Melanesian Islands. These pieces of evidence confirm the differences we find between the Polynesians and Melanesians today. **5** This would have enabled them to move across the vast ocean of the Pacific. **6** Employment, shortages of land, natural disasters, better school or health facilities, etc.

Lesson 11: Why do people migrate?

Learner's Book pages 18–19

Aims

To help learners to:

- understand the main reasons why their ancestors migrated to the islands
- appreciate some of the problems faced by early migrants to the islands
- understand the differences that exist between the reasons for past migrations compared with reasons for migrations today.

Method

Step 1 Do *Activity 15*.

Answers: **1** The 'Are'Are people who settled in Marau; the Ontong Java people who settled at the Mataniko River mouth; the North Malaita people who settled at Fishing village; plus many others. **2** Today, most people are moving from rural areas to urban areas. People want easy access to government services, employment in plantations, logging, new land (Tikopia, Reefs, Renbel, Malaita). Teacher should help learners to list these different reasons on the board. **3** Improved and greater variety of transport facilities; increased public knowledge about the world; learning about other places through education and the media (TV, videos, etc.); many parts of the world today are more peaceful than they were thousands or even hundreds of years ago, etc.

Step 2 Explain to learners that the reasons why people migrate today may be similar to the reasons for past migrations. Guide learners to understand that scientific and archaeological evidence have identified a number of reasons why early settlers moved into the Pacific.

Step 3 Do *Activity 16* after reading the short text 'Why did our ancestors migrate?'

Answers: Notice that there are many other reasons today that are different from those in the past – see Activities 1, 2, 3, and 15.

Reasons for past migrations	Comparison with present-day migrations
1 Looking for new land	Looking for land (e.g. Malaitans) but not new land – all lands have now been occupied by someone
2 Overpopulation	Very common today
3 Curiosity and exploration	Less important today as all places have been explored
4 Looking for freedom	Very important today – many refugees from bad governments or persecution
5 Lost at sea	Much less likely today with modern communications, but does happen
6 Natural disasters	Very common today
7 Trading	Very important today – world-wide trading

Lesson 12: How the islands were settled

Learner's Book page 20

Aims

To help learners to:

- understand how the early settlers occupied the islands
- know the different groups of people who arrived in Solomon Islands.

Method

Step 1 Explain to learners that early migrants came in small groups. Guide them to understand that these people later moved and spread out across the islands.

Step 2 Get learners into small groups and read the text on how the islands were settled; early settlement patterns; and recent groups who have come. Groups summarise briefly what they read.

Step 3 Group leaders report their summaries to the class.

Step 4 Conclude the lesson by highlighting key words from the glossary with learners.

Step 5 Learners should complete an assessment task as selected by the teacher. One suggested assessment is to get learners to write about any recent movements of their own tribe or clan.

Chapter 2: Who Are We?

Topics and timing

There are ten topics in this chapter. They are divided into three sub-topics: Ethnic groups, Languages, and Solomon Islands as a country.

You should spend one 40-minute period teaching each topic, as in the table below.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, pages 21–22, sub-strand on *Local Ethnic Groups and Languages* for general and specific outcomes for this chapter.

Lesson	Topic
Ethnic groups	
1	Similarities and differences between people
2	Which ethnic groups do learners come from?
3	Modern migrants
4	Ethnic groups in Solomon Islands
5	The meaning of prejudice
Languages	
6	How Austronesian languages are related
7	Grammar in Austronesian languages
8	Pijin
Conclusion: Solomon Islands as a country	
9	Culture and customs in different groups
10	Unity in diversity

Lesson 1: Similarities and differences between people

Learner's Book pages 24–27

Aims

To help learners to:

- understand what an ethnic group is and why we say that Solomon Islands has many ethnic groups
- appreciate that an ethnic group is based on similarities between people
- be able to understand their own ethnic group by comparing themselves with others from different ethnic groups.

Method

Step 1 Link with Chapter 1 by reminding learners that Solomon Islanders migrated from elsewhere, and mention other migrations to show that all people in the world have migrated.

Step 2 Do *Activity 1*.

Answers: Learners give examples, e.g. Renbel people came from Uvea; 'Are'Are people moved to Marau; Malaitans to Guadalcanal and elsewhere; Reef Islanders to Santa Cruz; Ontong Javans to 'mamana wata' in Honiara; Tikopians to Russell Islands, Makira and elsewhere; people from other islands move to Kolombangara, and many other examples.

Step 3 This shows that many people are migrants or are descended from migrants.

Step 4 Do *Activity 2* by following these steps.

- Divide the class into pairs or groups of people who come from different places. It may be difficult to find enough different pairs so they can work in groups, but try to ensure that at least one person in the group is different from the others.
- Explain that the learners are going to compare themselves with people who come from a different place, to discover differences and similarities.
- Go through Table 2.2, giving examples of differences and similarities between people of Tikopia and Lau. There's no need to look at every part in detail – just give examples.
- Learners work in pairs or groups to compare themselves with someone else and copy and fill in the table.
- If everyone in the class comes from the same ethnic group (i.e. same language) and area, ask them to think of people they know from another area or language and compare themselves with those people.
- If two people or groups compare each other and discover they are almost the same, it means they probably come from the same ethnic group.

Lesson 2: Which ethnic groups do learners come from?

Learner's Book pages 26–27

Aims

To help learners to:

- analyse the results of *Activity 2*
- appreciate the links between ethnic groups and the idea of *wantoks*
- appreciate that differences between people are natural, and we should not think that people who are different from us are wrong or inferior.

Method

Step 1 Refer back to *Activity 2* and ask learners to give examples of the similarities and differences they found between different people.

Step 2 Use this exercise to explain the concept of 'ethnic group'. Explain that this is similar to the idea of *wantoks*.

Step 3 Read and explain pages 26–27. Ask learners who their *wantoks* are. Is it only the people who speak the same language? Who would they consider to be their *wantoks* if they were living in a different province or a different country?

Step 4 Explain that we can belong to more than one ethnic group at the same time.

Step 5 Do *Activity 3* by following these steps.

- Learners make lists of the ethnic groups they belong to.
- Show some examples on the board.
- Groups act out customs from different ethnic groups.
- Discuss whether customs of one group are 'right' and the others 'wrong'.
- Explain that we should not think that our group is right and others are wrong – we are just all different.

Lesson 3: Modern migrants

Learner's Book pages 28–31

Aims

To help learners to:

- understand that other groups have migrated to Solomon Islands since those learnt about in Chapter 1
- appreciate that these groups have now become part of Solomon Islands and make their own

contributions to the country.

Method

- Step 1** Explain briefly the two groups who came (Chinese and Gilbertese) and where they came from. Refer to maps in the Appendices of the Learner's Book.
- Step 2** Do *Activity 4*. Learners draw the table, read the stories and fill in the table. (This might be done for homework.)
- Step 3** Summarise some of the main differences and similarities on the board.
- Step 4** Ask learners whether these two groups should be considered to be Solomon Islanders. Are all members of these groups Solomon Islanders? What is a Solomon Islander? Ideas might involve how long people have stayed here (recent Chinese might be different from those like H M Long who have been here for a long time) and how much they have adopted a Solomon Island way of life.

Lesson 4: Ethnic groups in Solomon Islands

Learner's Book pages 31–39

Aim

To help learners to know the main ethnic groups in Solomon Islands and how they are related to larger ethnic groups in the Pacific and the world.

Method

- Step 1** Ask learners to look at the map in Figure 2.9 of ethnic groups in the Pacific and ask questions:
- In which area is Solomon Islands situated? (Melanesia)
 - Which of the three groups covers the largest area? (Polynesia)
 - Which has the biggest population? (Melanesia, partly because of the population of PNG)
 - Which group has the islands with the largest land area? (Melanesia)
- Step 2** Explain the distribution of the three groups and the meanings of the names.
- Step 3** Ask learners to read the section on Nesians (page 32), and explain why some people like to call themselves Nesians. (Because they think there are more similarities than differences between the three Nesian groups)
- Step 4** Mention the Chinese and Europeans as separate ethnic groups living here.
- Step 5** Ask for the main differences between the Chinese and Europeans in Solomon Islands. (Many Chinese came to settle permanently. Only a few married Solomon Islanders. Most Europeans came only for short periods. Europeans who settled here mainly married Solomon Islanders.)

Lesson 5: The meaning of prejudice

Learner's Book pages 33–34

Aims

To help learners to:

- appreciate the dangers of judging people by the place they come from or their ethnic group, rather than as individuals
- realise that prejudice can lead to the kind of ethnic tension which has occurred in Solomon Islands.

Method

- Step 1** Do *Activity 5* by following these steps.

- Explain the term 'nickname' with one example, e.g. Gema.
- Learners do the activity by writing down the nicknames.
- Learners very quickly write words to describe each group. Tell them to write down the first things that come into their minds to describe each group, especially what kinds of people they are. The whole idea is to test whether they have any prejudices – negative or positive – about the groups.
- Ask some learners to tell you what they have written and write the words on the board under each group's name. Tick any words every time they are repeated for a particular group.
- Look at the lists and decide whether there are any common characteristics for particular groups. Are there any groups with mainly bad or mainly good words? You will probably find some, e.g. Europeans, Chinese or Renbel people often produce negative ideas; Western Province or Gela people may be thought of more positively. But answers will vary from class to class and area to area. There are no right and wrong answers!
- Answer the last question: do all the people from a particular area share the same characteristics? For example, if many people wrote that a certain group are proud or aggressive or clever, does it mean that all people in that group are the same? This should lead to a discussion of prejudice or pre-judging people based on where they come from (their ethnic group) or their colour or religion.
- To illustrate this you might like to ask for words people would use to describe Muslims. These days you often get words like 'terrorist'. Does this mean that all Muslims are terrorists? By saying this we are pre-judging, i.e. judging people before we have met them. We are showing prejudice.

Step 2 Explain nicknames and prejudice further by explaining the prejudice against black people in the United States of America. The election of Barack Obama shows that this prejudice can be overcome.

Step 3 Do *Activity 6* by following these steps.

- The learners decide if there are any groups of people they are prejudiced against – maybe because of the island or province they come from, their religion or their colour.
- Ask if all people from that group are the same.
- Ask what problems may be caused by being prejudiced against a particular group.

Step 4 This can lead to discussion of how prejudice may have partly caused the period of tension in Solomon Islands.

Step 5 Mention how we can avoid prejudice and the link with Christianity and other religions, including Baha'i and Muslim religions.

Lesson 6: How Austronesian languages are related

Learner's Book pages 34–36

Aims

To help learners to:

- understand and appreciate that speaking different languages divides us into different ethnic groups and is the origin of the idea of wantoks
- discover that most Solomon Islands languages and many languages in South-East Asia and the Pacific have some similar words and are therefore probably related to each other
- realise that most Solomon Islands languages use similar sounds
- understand the concept of Austronesian languages and how this is linked to the migrations learnt about in Chapter 1.

Method

Step 1 Explain the concept of *wantok*, and read the short text before Activity 7.

Step 2 Do *Activity 7* by following these steps.

- This will depend on the number of people in the class who speak different languages. Try to divide the class so you can find out the words for the numbers 1–5 in as many different languages as possible. List them on the board.
- If everyone is from one language group, you may have to ask people if they know these words in any other languages.
- You will probably find that some of the words are similar in different languages.
- This suggests that many of our languages are related to each other.
- Learners look at the lists of words in Table 2.3. They make a note (using the English word) of any words which are similar in many languages.
- The obvious examples are the words for father, eye, coconut, bird. However, all the words are similar in a number of languages.
- Ask for examples of words in their own languages which are also similar to those in the table.
- Note that only Reef and Savosavo are completely different, and that all the English words are completely different.

Step 3 Discussion: this suggests that all the languages except Reef, Savosavo and English are related to each other. Explain that this is because of the migrations learnt about in Chapter 1. Most Solomon Islanders migrated from South-East Asia and spoke similar Austronesian languages. Learners read the short text after Activity 7 and on page 35.

Step 4 Ask learners to look at Table 2.4 showing words in languages of PNG, Malaysia, Philippines and other parts of the Pacific. What do they notice about these words compared to those in Solomon Islands languages in the first table? They are also similar. This shows that all these languages are related to each other.

Step 5 Explain the **two other ways** in which these languages are related to each other.

Step 6 Use the examples to show that most Solomon Islands languages only have five vowel sounds so people find it difficult to pronounce certain vowel sounds in English.

Lesson 7: Grammar in Austronesian languages

Learner's Book pages 36–37

Aim

To help learners to:

- find out that most Solomon Islands languages also have similar rules or grammar
- understand the concept of language families
- realise that most Solomon Islands languages are part of the Austronesian family
- understand the spread of Austronesian languages
- realise that a few Solomon Islands languages are not part of this language group and may have been here before Austronesian languages arrived.

Method

Step 1 Revision of previous lesson: ask how Austronesian languages are related to each other: vocabulary and pronunciation.

Step 2 Explain that languages also have rules for how the words are put together and this is called grammar.

Step 3 Explain the rules for making possessives in Fijian.

Step 4 Do *Activity 8* by following these steps.

- Ask learners how they would say *my / your / his, her or its mother, face, fish* and *place* in their own language – or use your own language as an example.
- You may construct a table like this:

	my	your	his / her / its
mother			
face			
fish			
place			

- Compare the words in different languages and find out if they follow similar rules to those of Fijian.

- Step 5** Explain that all the three examples – vocabulary, pronunciation and grammar – show that most Solomon Islands languages are related to each other and to other Austronesian languages.
- Step 6** Learners look at the map in Figure 2.13, showing the distribution of Austronesian languages. Explain the concept of a language family as a group of related languages.
- Step 7** Learners look back at the table of Solomon Islands languages. Ask which languages are totally different from all the others – Reef and Savosavo.
- Step 8** List the non-Austronesian languages in Solomon Islands and explain how these might be related to the migrations learnt about in Chapter 1.

Lesson 8: Pijin

Learner's Book pages 38–39

Aim

To help learners to understand how Pijin originated and its importance to Solomon Islands.

Method

- Step 1** Ask learners to read this section for homework and to write a short paragraph on how Pijin developed.
- Step 2** Explain the origins of Pijin and how it is related to English and Melanesian languages.
- Step 3** Do *Activity 9*.
- Groups act the story of first Solomon Islanders going to Queensland.
 - Discuss question 2.

Possible answers: 2 Solomon Islanders continued to use Pijin because they had many different languages and could not communicate with people from different places or islands. This became more important as modern transport made it easier to move around, and as Solomon Islands was united by the British into one country.

- Discuss question 3.

Possible answers: Pijin enables people from different language groups and islands to communicate with each other. Because it is partly based on Melanesian languages and has a Melanesian grammar or rules, it is easier for Solomon Islanders to learn than English. We would have to use English (difficult for everyone to learn) or choose one local language for everyone to learn. But could we agree on one language?

Lesson 9: Culture and customs in different groups

Learner's Book page 40

Aims

To help learners to:

- understand that all ethnic groups have different customs and ways of doing things
- appreciate that differences in customs and ways of doing things do not make one group better than another.

Method

Step 1 Do *Activity 10* by following these steps.

- Groups read the story and try to act it out.
- Other groups act out how Solomon Islanders enter houses.
- Ask if other groups agree that this is how Solomon Islanders enter houses.
- Discuss questions 3 and 4.

Possible answer: People have different ways of doing things but we should respect other people's ways and not think that ours is the only right one.

Lesson 10: Unity in diversity

Learner's Book pages 40–41

Aims

To help learners to appreciate that, in order to live together in peace in one country, we must:

- recognise that we have many different groups with different customs, i.e. we have great diversity
- respect the customs of others and not think that one custom is better than another
- be proud of, and celebrate, our diversity, not let it divide us.

Method

Step 1 Remind learners of the conclusion of the last lesson: that all groups have different customs and ways of doing things.

Step 2 Ask: In spite of these differences, are we similar to or different from other groups like Europeans?

Step 3 Do *Activity 11* by following these steps.

- Learners draw a table and choose which statements to put in each column. This might be done for homework.
- Learners look at the list of Solomon Islands customs and culture. Have learners realise that we share a lot in common.
- Suggest that our similarities compared to other people are greater than our differences. Explain how we are united by our similarities.

Suggested table:

Solomon Islands customs and culture	European customs and culture
People are part of a big extended family.	People usually only know their close relatives.
Wantoks are very important and must be helped.	The idea of wantoks does not exist.
People always share things with others.	All things are owned by individuals and are not often shared.
Houses are kept open most of the time.	Houses have doors and strong walls because it is cold.
Most people grow a lot of their own food.	People rely on buying food in shops and markets.
Most people live in villages.	Most people live in cities.
Nearly all people own some land.	Very few people own any land.
Most people build their own houses.	People usually buy houses from companies which build them.
If a child's parents die they will be looked after by other relatives.	If a child's parents die they may have to go and live in a special home for orphans.
Old people live with their relatives.	Old people live on their own or live in special places for old people.
People nearly always stay in the place they were born or frequently go back to it.	Many people move around to work in different places and never go back to the place where they were born.
Most people go to church sometimes and say they are Christians.	Only a few people go to church and many people are not Christians.

Step 4 Explain the concepts of national identity, rainbow nation and celebrating our diversity.

Step 5 Do *Activity 12* with learners having a discussion of the questions in groups and reporting back to the class.

Possible answers: **1** Advantages: many different ideas, different ways of doing things makes life interesting not boring; we can learn from each other. Problems: people may not respect other groups, they may be prejudiced and this causes trouble; land and other disputes. **2** Learn to respect each other; learn each other's culture and customs; use a common language; mix with others through education and sport, etc.; united by religions; having one government and set of laws. **3** Perhaps having cultural nights, organising the school in mixed groups for sports, dormitories, etc. rather than provincial or language groups; learning each other's customs and cultures.

Chapter 3: Family and Community Leadership

Topics and timing

There are three topics in this chapter and you should spend eight periods teaching these topics. Suggested numbers of lessons are indicated in the table below.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, page 23, sub-strand on *Family and Community Leadership* for general and specific outcomes for this chapter.

Lesson	Topic
Types of leaders	
1	Types of leaders
2	Leaders in your school
Types of authority, influence and respect in decision making	
3	An old British family
4	Authority and respect (Role play)
5	A Tikopian family and an Isabel family
6	A modern New Zealand family
Changes in authority and decision making	
7	Changes in authority and decision making
8	Case study: Formal and informal leaders in the community

Lesson 1: Types of leaders

Learner's Book pages 44–45

Aims

To help learners to:

- know some types of leadership styles
- know how these different leaders get people to follow them
- identify these types of leadership in their own family, village or community
- appreciate the existence of different types of leaders they have in their own communities.

Skills

- Analysing leadership
- Identifying characteristics

Method

Step 1 Introduce the lesson topic.

Step 2 Do *Activity 1*.

Answers will depend on individuals – there is no right or wrong. **1, 2** Leaders and decision maker in the family may be father or mother, uncle, elder brother, elder sister, etc. **3** Father may make decisions on safety, shelter, education, clothing, food, advice, financial matters. **4** Mother may make decisions on food to eat, gardens to make, orderliness of house, clothing, how to teach children.

5, 6 Depends on individual learners' situations. **7** Chiefs, elders, church leaders, politicians (elected leaders), teachers, etc.

Step 3 Explain the types of leadership on page 44 and how decisions are made. Learners read the text.

Step 4 Do *Activity 2*. This provides understanding to learners about the different types of leaders.
Possible answers:

1 Family leadership	2 Explain why
Authoritative	Give orders to be followed
Persuasive	Persuade members, give rewards or punishment where necessary
Democratic	Whole family responsibility

3 Community leadership	4 Advantages	Disadvantages
Authoritative	Quick decisions to take	One-person decision sometimes
Democratic	Everyone involved	People may not agree, may be slow
Persuasive	Reward people for work done, may lead to good cooperation	May demand rewards before work is done or punish them if not

Lesson 2: Leaders in your school

Learner's Book pages 45–46

Aims

To help learners to:

- know the types of leaders in their own schools
- know the differences between formal and informal leaders and reasons why they are respected
- identify these types of leaders in their own school.

Skills

- Identify characteristics

Method

Step 1 Link the previous lesson to this lesson and introduce the lesson topic.

Step 2 Explain the concept of formal and informal leadership.

Step 3 Do *Activity 3*.

Possible answers: **1** Head boy, head girl, class captain, prefect, principal, teachers, etc. **2** Learners to give names – possible reasons: very open and friendly to everybody, most talkative, funniest, popular, very helpful. **3** Either answer might be given. Formal: has recognised authority to enforce. Informal: learners respect them more.

Step 4 Explain the words or concepts on leadership on pages 45–46.

Step 5 Ask learners to name examples of people from their own societies in *Activities 4, 5 and 6*. Have them read the text on pages 45–46 and write answers for these activities.

Possible answers for Activity 6: **1** Chief, church leader, provincial and national politician, school teacher, nurse, doctor **2** Village elder, business person, educated person, skilful in a particular area.

3 Answers depend on circumstances.

Step 6 Learners should be able to relate and understand formal/informal leaders in local communities and reasons why they are respected.

Lesson 3: An old British family

Learner's Book pages 47–48

Aims

To help learners to:

- understand authority, influence and respect
- understand how decisions were made in an old British family
- explain how respect is shown to those with authority and how those with authority display the authority
- compare authority, influence and respect in their own community with the old British family.

Skills

- Role play

Method

Step 1 Introduce the lesson topic.

Step 2 Explain that this text describes a British family over 100 years ago and that most British families are no longer like this.

Step 3 Learners read the text and answer questions 1 to 4a in *Activity 7* (4b to be done in next lesson).

Possible answers: **1** Father. Yes – the way children acted towards him. **2** Thick warm clothes, expensive clothes **3** Standing second from left, with beard, mature, looks serious **4a** Divide into groups and act out the father and his children: how father used his authority and children showed respect.

Step 4 Divide the class into groups to prepare a role play to be acted out in the next lesson. Tell them to read the instructions in the Learner's Book and follow the ideas there.

Lesson 4: Authority and respect (Role play)

Learner's Book page 48

Aim

To help learners to demonstrate how authority is displayed by the father in their family and how he is given respect by his family members.

Skills

- Role play

Method

Step 1 Briefly revise the topic of authority in relation to the old British family.

Step 2 Learners finalise their role play and act it out in front of the class.

Step 3 Reflect on the role play: discuss with the class their views. Ask whether they think the respect shown for fathers is good or bad, whether it is changing, how it is changing, and whether the changes are good or bad.

Step 4 If you have learners from different ethnic groups, you might compare how different groups show respect.

Step 5 If there is time, you might do similar role plays to show how they would act towards their mother or other relatives.

Lesson 5: A Tikopian family and an Isabel family

Learner's Book pages 48–49

Aims

To help learners to:

- know who has authority and respect, and how decisions are made in a Tikopian and an Isabel family

- explain how respect is shown to those with authority and how those with authority display their authority in these families.

Skills

- Discussion skills

Methods

Step 1 Introduce the lesson topic to look at authority and decision making in two more families – a traditional Tikopian family and a modern Isabel family.

Step 2 Emphasise that the Tikopian family story was in 1927 so Tikopians may have changed since then; and the Isabel story is just one family; not all families in Isabel are like that.

Step 3 Learners read the text and answer the questions in *Activity 8*.

Possible answers:

Similarities	Differences
Father head of family	British more serious; Tikopian more friendly and make jokes
Respected by children	British stand to show respect; Tikopians crawl to show respect
Their own names never been used	British one-person decisions; Tikopian more group decisions

Step 4 Do *Activity 9*.

Possible answers: **1** She is educated and can make good decisions. **2** Susan, on behalf of her parents

3 The parents

Lesson 6: A modern New Zealand family

Learner's Book pages 49–50

Aims

To help learners to:

- know who has authority and respect and how decisions are made in a modern New Zealand family
- analyse their own families to find out who has authority and respect and how decisions are made.

Skills

- Analysing their own situations

Method

Step 1 Introduce the lesson topic. Explain that this is only one example of a New Zealand family. Not all families are like this.

Step 2 Have learners read the text and do *Activity 10*.

Possible answers: **1** Depends on individual learners' family situation. **2** Yes, but he shares authority with family members. Yes, because he allows this kind of meeting to happen in the first place.

Step 3 Do *Activity 11*.

Possible answers:

Family	Who makes decisions	Type of family
Old British family	Father	Authoritative
Tikopian family	Father with the whole family	Persuasive
Isabel family	The eldest person in family or one of the children who is educated	Democratic
Modern NZ family	The whole family	Democratic
Your own family	Depends on individual learners	Depends on learners

Step 4 Do *Activity 12*.

Answers: **1a–j** All answers depend on learners. **2** Learners should write about all the topics listed in relation to their own family.

Lesson 7: Changes in authority and decision making

Learner's Book pages 51–52

Aim

To help learners to:

- understand the changes that are taking place in authority, respect and how decisions are made in families and communities
- understand some of the reasons for these changes.

Method

Step 1 Introduce the lesson topic to learners. All over the world authority and decision making are changing, not only in Solomon Islands.

Step 2 Learners read the text, look at the pictures and answer the questions in *Activity 13*. For Question 2, divide the class into groups to discuss their answers to Question 1. For Question 3, each group acts out a role play showing a conflict between young people and their parents.

Possible answers: **1** Children become more educated than parents; they are influenced by others outside the family; influences from school, other children; they want to annoy parents; they are frustrated with their parents' ideas about them.

Step 3 Do *Activity 14*.

Possible answers:

Features of good leaders	Features of bad leaders
Honest person	Never listens to people
Respectable	Has no concern for people
Listens to people	Disrespectful
Involves people in decision making	Dishonest
Problem solver in times of conflict	Short tempered
Patient	
Committed and willing to help	

Lesson 8: Case study: Formal and informal leaders in the community

Learner's Book pages 53–55

Aims

To help learners to:

- know the type of formal and informal leaders in the community and why they are respected
- make a connection with what they have learnt to a particular community
- understand how the leaders of one community are chosen, their roles and methods of leadership
- be able to relate this to the types of leadership studied

Skills

- Summarising
- Making a table

Method

Step 1 Explain that the learners are going to look at one example of leadership in an actual community.

Step 2 Do *Activity 15*. Learners read the descriptions and summarise.

Possible answers:

Name; Formal/ Informal; Title	How they are chosen	Main roles	Methods of leadership	Type of leadership
Tribal chief, Formal	Hereditary chief	<ul style="list-style-type: none"> Keeps peace within the tribe Ensures members have access to basic services Looks after tribe's land Consults with members on community issues Makes own decisions on community matters 	Discussion or consultation	Democratic, Authoritarian
District pastor, Formal	Appointed	<ul style="list-style-type: none"> Looks after church matters Organises formal meetings and consults with members before making decisions 	Discussion or consultation	Democratic
Secondary school principal, Formal	Appointed	<ul style="list-style-type: none"> Administers the school Manages school money Ensures teachers and learners attend class Organises staff meetings Makes decisions on important matters concerning the school 	Discussion or consultation	Democratic
Dorcas federation leaders, Formal	Appointed	<ul style="list-style-type: none"> Coordinates Dorcas Society groups Organises meetings with members where decisions are followed 	Discussion or consultation	Democratic
Businessman, Informal	<ul style="list-style-type: none"> Respected because he has money No official position 	No role		
Sports leader, Informal	Chosen	<ul style="list-style-type: none"> Soccer team manager Organises soccer teams 	Discussion in informal meetings	Democratic

Step 3 Notice how many leaders these days use democratic methods. Ask learners: Would this have happened in the past?

Chapter 4: Traditional Leadership Systems

There are nine topics in this chapter. Each topic should be covered in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, page 24, sub-strand on *Traditional Leadership Systems* for general and specific outcomes for this chapter.

Lesson	Topic
1	Types of leaders
2 & 3	Big-man in Longgu
4	The chiefly system
5	'Elota's story
6 & 7	Traditional leaders
8	Changes in leadership
9	Changes in Isabel

Lesson 1: Types of leaders

Learner's Book pages 58–59

Aims

To help learners to:

- know the different kinds of traditional leaders in Solomon Islands
- understand the traditional systems of leadership in different areas in the Solomon Islands: chiefs and big-man systems
- understand the differences between hereditary and non-hereditary leaders
- understand the concept of primogeniture and consensus.

Skills

- Reflective skills
- Photograph observation

Method

Step 1 Introduce the chapter.

Step 2 Do *Activity 1* and guide the learners in the discussion of the questions to get their prior knowledge.

Possible answers: **1a** Most villages would be men. **b** Most villages would be one. **c, d** Example: in Kwaio language (*wanebaita*), which literally means man (*wane*) big (*baita*) or big-man **2** Depends on learners' area. Examples: gaining greatest respect and chosen by consensus; helping people; giving feasts; becoming rich; being powerful or becoming a leader because their father was a leader by heredity. **3 a** Traditional leaders probably exist, but not in some areas – they may have died out and been replaced by non-traditional leaders. **b** Probably don't have the same power; many reasons might be given: **(i)** because of increasing importance of larger political units – the nation, provinces, etc. **(ii)** new competing sources of leadership authority and decision making have developed, including colonial government, national and provincial government, churches. **c** They were replaced by politicians, government officials, church leaders, well educated and wealthy people.

Step 3 Learners read the text on page 58.

Step 4 Ask learners what the picture in Figure 4.1 shows about traditional leaders: rich, powerful warriors, used to fighting (war canoe).

Step 5 Summarise what sort of people became a big-man.

Step 6 You and the learners conclude the lesson by discussing and summarising the main points of the text: formal and informal leaders, chiefs, hereditary chiefs (rule of primogeniture), big-man (chosen by consensus).

Lessons 2 and 3: Big-man in Longgu

Learner's Book pages 59–60

Timing: This topic might be spread out over two lessons. In the first lesson, learners read the text and answer questions in writing. In the second lesson, ask learners for their answers, discuss these and do the role play Activity 3, question 4.

Aim

To help learners to develop their understanding about the traditional ways of choosing the big-man in Solomon Island societies.

Method

Step 1 Recap the previous lesson on the big-man system.

Step 2 Do *Activity 2*. Learners' answers will vary.

Step 3 Learners read Passage 1 and answer the questions in *Activity 3*. For Question 4, ask the class to choose someone to be a big-man. Ask others in groups to go and ask the big-man for something. The groups first discuss how they will ask. Then all comment on how it was done. Would it be the same in their society?

Possible answers: **1** Be polite to others; be an able organiser; share his wealth with others; be kind and pleasant with people; be wealthy. **2** Invite people to your house/feasts; contribute in important discussion/decisions; be hardworking; make decisions by discussion; try to make money. **3** They will not: touch him; if he joins a group, they will not start joking unless he does so first. Things they will do (show respect): listen to what he/she has to say; assist his/her family with food; invite him/her to special feasts, e.g. marriages, deaths. Showing respect when asking for what they want: bring food to share with him before asking; ask for permission to see the big-man before entering the house.

Lesson 4: The chiefly system

Learner's Book pages 60–62

Aim

To help learners to develop their understanding about the traditional ways of choosing hereditary chiefs in Solomon Islands society.

Skills

- Arranging information in flowchart
- Making comparisons

Method

Step 1 Tell the learners that there is another traditional system of leadership whereby hereditary chiefs are chosen as leaders. This is very common and important in Polynesian societies.

Step 2 Learners read the text on pages 60 and 62.

Step 3 Learners look at the photos and captions. Ask what these photos tell us about Tikopian chiefs: they are traditional – they dress in traditional ways; do traditional dancing. They expect people to respect them, but they join in dancing with others.

Step 4 Learners do *Activity 4*. They report back on their answers and discuss answers with whole class.

Suggested answers for types of leadership:

Big-men	Chiefs
Gains power through own ability	Chosen by heredity
Not related to the chief	Usually the son of the last chief
Can lose power if he loses respect	Must be obeyed even if people do not like his decisions
Not a permanent position	Permanent position
Must be rich, strong or wise	Must be obeyed even if he is not strong or wise
Relatives may not be important	Relatives also important

Suggested answers for becoming a chief:

- 1 A son is born into chief's family
- 2 Trained to be a chief
- 3 Chief dies
- 4 Son is proclaimed new chief
- 5 People respect chief because he is the chief
- 6 Remains chief until he dies

Lesson 5: 'Elota's story

Learner's Book pages 63–66

Aims

To help learners to:

- understand how someone became a big-man in traditional Solomon Island society by studying the example of 'Elota
- compare this with how someone becomes a big-man or chief in their society.

Skills

- Converting text to diagram
- Drawing flowcharts to show information

Method

- Step 1** Tell the learners that this lesson will be looking at 'Elota's story and how he became a big-man in Kwaio, an area in Malaita.
- Step 2** Do *Activity 5*. Learners read the eight stages of 'Elota's story and put it into a flowchart. Learners should be encouraged to more than just copy the eight headings onto the flowchart.
- Step 3** Have a whole-class discussion of the flowchart and the arrangement of the stages in correct order of 'Elota's process of becoming a big-man. The flowchart is to be drawn on the board.

Answers:

- 1 Working hard in the garden and in other ways to become rich
 - 2 Keeping pigs to sell to get money
 - 3 Giving feasts to gain respect and get shell money
 - 4 Getting shell money and becoming a rich man
 - 5 Using shell money to help pay for marriage and compensation
 - 6 Learning the names of the ancestors and reciting genealogies
 - 7 Killing people's enemies for blood money
 - 8 Gaining power and respect as a big-man
- Step 4** Conclude the lesson by using 'Elota's flowchart to reiterate the complication of becoming a big-man in traditional Solomon Island societies.

Lessons 6 and 7: Traditional leaders

Learner's Book pages 66–67

Timing: This will probably take two periods. Role play might take one period and discussion, feedback and construction of the table the second period.

Aims

To help learners to:

- know that there were other types of traditional leaders in our societies before the Europeans came
- understand the roles of warriors and priests in our traditional societies.

Method

Step 1 Read and explain the text on traditional leaders.

Step 2 Ask learners if there were any warriors or priests in their traditional society.

Step 3 Do *Activity 6*.

- Divide learners into groups and allocate each group to do the role play in different ways. Some groups show how a big-man might solve the problem and some show how a chief might solve the problem.
- Each group then discusses the advantages and disadvantages of having a big-man system or a hereditary chiefly system. Groups provide their answers and construct the table on the board.
- You may refer to actual examples, e.g. does the big-man system still work in Malaita? You could mention problems of chiefly system in Tonga – dictatorship and corruption.

Answers: **1** The ideas of solving the land dispute and how the big-man or chief decides to solve it depends on individual groups' presentation. Teacher must use their ideas when summarising the presentations. **2** See table below.

	Advantages	Disadvantages
Big-man system	No classes of people in the community Leaders do not accumulate wealth permanently Based on giving away wealth Everyone benefits from wealth of leader Gain power through own efforts	Position of big-man not permanent May not be clear who big-man is May be disputes challenging big-man or disputes over who takes over Not everyone may accept or obey the big-man
Hereditary chiefly system	Clear who leader is Everyone respects him Disputes less likely – people respect and obey chief More activity may take place under leadership of chief Cooperation more likely	Classes of people in the community No other people have the opportunity to lead No incentive for others to work hard and become leader Emphasis on tradition and custom No way to oppose unwise decisions Chief may become a dictator Corrupt chief hard to challenge

Lesson 8: Changes in leadership

Learner's Book page 67

Aims

To help learners to:

- understand the main changes in modern times that have produced different types of leaders in our societies
- understand how these types of leaders have challenged and decreased the power of our traditional leaders.

Method

Step 1 Do *Activity 7*. Have a guided discussion of this activity's three questions and write the learners' ideas on the board or have them work in groups and report back.

Possible answers: **1** Politicians: 'honourable members' of Parliament and Provincial Assembly; Church leaders: priests, pastors, etc.; Teachers, especially principals; Nurses and other health workers; Business people and rich people; educated people; successful sports people; musicians, custom dancers and entertainers. **2** Probable answer is yes. **3** Formal: political, church, teachers, health workers; Informal: business people, educated people, sports people, entertainers.

Step 2 Learners read the text on page 67 and do *Activity 8*. Learners are introduced to the five main changes in modern times. The main changes have each produced different types of leaders in our societies.

Suggested answers:

Types of Leaders	Examples (2)	Why they are respected
Modern governments with elected leaders and appointed leaders	Prime Minister Governor General Premiers Ministers Members	Elected to the most important positions and involved in the important decision making of the country.
Christianity and other introduced religions	Pastors Priests	Help convert people by spreading the word of God. Respected because the religion has become respected.
Modern schooling and education	Teachers Principals Lecturers	Help in the development of education in the country. Are considered to know more about the modern world than traditional leaders.
Business and modern money	Business owners Store owners Managers Accountants	Help in the production of goods and services in the country for the people. Have power because they are rich and can help people as rich big-men used to.
Modern communication, including radio, newspaper and television	Journalists Broadcasters TV presenters	Communicate information to people about things/events around the world. Challenge traditional leaders through ideas.
Sports	Successful sports people Coaches Trainers	Admired because they are successful (like warriors before). Develop sports in the country for people to enjoy, earn money and be recognised.

For Question 2, construct the following table and fill in the left-hand side. Learners fill in the right-hand side.

Types of leader	Challenges
Government leaders	Rule the country. Make the laws. Make important decisions. Have money to give away.
Religious leaders	People now accept Christianity and other new religions, e.g. Baha'i. Power of traditional leaders partly based in traditional religion, which people no longer believe in.
Educated people	People feel they know more about the modern world than traditional leaders.
Business people	Respected because they are richer than traditional leaders with modern money. Custom money and pigs of traditional leaders no longer respected.
Communicators	Can talk to everyone in a wider audience. Are more familiar with the modern world.
Sports	Admired for success against other people like warriors before.

Notes:

- When white men came to Solomon Islands they ignored our religious customs and values either because they did not understand them or considered them to not be important. Europeans touched or carried away sacred objects, swam in streams hunted by spirits and broke taboos which Solomon Islanders believed would cause sickness and deaths. But nothing happened to them. Sorcerers cursed them with no results White men even seemed to call on the support of more powerful spirits, as they could defeat great warriors who had prayed to their ancestors.
- Therefore Solomon Islanders began to doubt the wisdom of their customs. They lost respect for traditional leaders and elders.
- Increasing importance of larger political units: the nation , provinces, etc.
- Rise of leadership based on modern education, monetary wealth, familiarity with introduced ideas and ability to deal with modern institutions also contributed to the change of traditional leadership.
- The development of new methods of communication in politics, such as mass media, made a difference.
- The effects of pacification (bringing of peace) also meant the loss of power by the traditional leaders.

Step 3 The lesson concludes by telling the learners to read the Case study: Changes in traditional leadership of Kolotubi community of Isabel on pages 68–70 and do *Activities 9 and 10* for homework.

Lesson 9: Changes in Isabel

Learner’s Book pages 68–70

Aim

To help learners to discuss and understand the similarities and the differences between traditional leadership and present leadership in Isabel.

Method

Step 1 Have a whole-class discussion of *Activities 9 and 10* set as homework from the previous lesson.

Activity 9 answer: Isabel had a big-man system like Guadalcanal and Kwaio.

Activity 10 Suggested answers:

Same for traditional and modern chiefs	Traditional chiefs only	Modern chiefs only
<ul style="list-style-type: none"> • Person who can speak well and can give good decisions • Good personality • Obeys customs and traditions • Willing to work • Good temper • Understands customs and traditions • Problem solver and good at giving advice • Able to welcome visitors well 	<ul style="list-style-type: none"> • Powerful man or warrior • Gains a lot of wealth and gives it away to others 	<ul style="list-style-type: none"> • Literate – can read and write

Step 2 Refer learners to *Activity 11*. Learners work in groups to fill in the tables, then report back to class. End with general discussion of topic. Refer back to pages 59–63 on traditional big-men and chiefs.

Suggested answers: **1** Traditional leadership and present leadership

Similarities	Differences
Have common qualities of choosing leaders	Traditional: leaders chosen by consensus or agreement Modern: leaders elected
Everybody involved in choosing their leaders	Traditional: Replacement either by death or not being suitable Modern: Replacement after their elected term lapses (3 years)
Their leaders are called chiefs	Traditional: Chief comes from chiefly tribe Modern: Anyone as long as everybody likes him/her Traditional: No paramount chief Modern: Have paramount chief

2 Good things about leadership

Traditional leadership	Present leadership
Less corruption or less opportunity for corruption	Everyone can take part in the election
Well respected by the people	Recognised by different people outside the community
Greater communal work	Anybody can be a leader so long as people like you
Leaders were ordinary people with no special privileges	Women and young people also take part in leadership
Leaders skilful at solving arguments	Committees represent all sections of the community

Step 3 Lesson concludes with getting ideas from the learners on the Question ‘Which kind of leadership do you think is best?’.

Chapter 5: Introduction to Mapping Skills

There are eight topics in this chapter. Some will need more than one lesson, others can be combined, so the whole chapter should take eight 40-minute lessons as follows:

Lesson	Topic
1	What is a map?
2	Other ways of using scales
3 & 4	Drawing a map to scale
5	Following directions
6	Use of symbols and main characteristics of maps
7	Types of maps
8	The importance of maps

Lesson 1: What is a map?

Learner's Book page 73-74

Aims

To help the learner to:

- know what a map is, what it shows and what it is used for
- understand that a map is reduced in size compared to the real thing, i.e. it is drawn to scale
- understand that a map is a drawing or picture of an area looking from above
- appreciate that a map can help someone to find places.

Skills

- Location skills
- Mapping skills

Method

Step 1 You will have to draw a sketch map of the school and photocopy or duplicate this to give one to each learner. The map should show the buildings, roads and paths, playing fields, coastline if near the sea, fields of crops, any forest areas, and any other important features. Do not put any names on – that is what learners are asked to do.

If you cannot duplicate or photocopy, draw the map on the board and ask learners to copy it.

Step 2 Hand out the sketch map of the school to learners. Do *Activity 1*.

For Question 1, learners move around the school and put names on the buildings and other features on the map. Learners mark with lines and arrows the two routes in *c* or any other routes you may suggest. This should take at least half of the period, or may be done out of class time.

Step 3 Learners describe in words how to get from the school entrance to their classroom, for a visitor who has never been there. Or provide them with any other route that suits your school. Learners should use directions (right, left, north, south, etc.); distances; where to turn, etc.

Answers: **3a** A bird's-eye view of an area; a drawing or picture looking down from above.
b Directions, where places are, main features, buildings, roads, crops, distances **c** No. They are shown only as shapes and symbols. A picture or photo shows the way we normally see things, with those close to us looking bigger and those far away looking smaller. This is called perspective. A map does not have perspective. If two things are the same size in reality they will be the same size on the map. **d** To find out where places are; To find a route when hiking, travelling by boat, travelling by car in large cities, etc. To find out the features of a place: the buildings, roads, crops, forests, etc.; They can help us if we visit a place; They can also tell us information about a place we cannot visit. **e** The map is much smaller than the school. **f** From above, looking directly down
Step 4 Use the map of St Luke's School in Figure 5.1 to explain the main features of a map.

Lesson 2: Map scales

Learner's Book pages 74–75

Aims

To help the learners to:

- know what a map scale is
- understand the three ways map scales are expressed
- understand that a map is reduced to scale to fit onto a page
- understand what a representative fraction is
- be able to draw a map with a scale
- be able to measure distances accurately using a scale.

Skills

- Measuring
- Map skills
- Calculating

Method

- Step 1** Instruct the learners to study the photograph of Mary. Explain scales by getting the learners to imagine Mary's real size compared to that of the photograph.
- Step 2** Explain that maps are drawn in a similar way by reducing the size of something.
- Step 3** Learners measure the size of Mary in the photograph and compare it with the measurement of her real size.
- Step 4** Explain what 'representative fraction' and 'scale' mean and how they are calculated. This is explained in Activity 2.
- Step 5** Do *Activity 2*. Use the table in the answer below to help learners understand what they need to do.

Answers: Representative fraction 1 : 20

Length of arm on photograph	x 20	Length of real arm
3 cm		60 cm

- Step 6** Do *Activity 3*. Explain the activity, as some learners may find it difficult. Allow them to do the activity by themselves first, then explain the steps if they need help.
- Measure the top of the desk, e.g. 70 cm x 60 cm.
 - Measure the size of the exercise book, e.g. 24 cm x 18 cm
 - To work out the length, the length of desk (70 cm) must fit into the length of the exercise book (24 cm).
 $70/24 = 2.9$, so the representative fraction might be 1 : 3.
 - The width of the desk (60 cm) must fit into the width of the exercise book (18 cm).
 $60/18 = 3.3$ so the representative fraction might be 1 : 4.

- *Note:* reduce the representative fraction (RF) slightly to make sure the size fits on the page.
- Therefore, the representative fraction to use is 1 : 4, i.e. reduce the desk to a quarter of its real size and it will fit on the page. So, for the length: $70 \text{ cm}/4 = 17.5 \text{ cm}$ on the map. For the width: $60 \text{ cm}/4 = 15 \text{ cm}$ on the map.
- Draw a rectangle in the exercise book $17.5 \text{ cm} \times 15 \text{ cm}$ and this is a map of the desk at a scale of 1 : 4.

Answer: 2 If the distance on a map is 10 cm, and the representative fraction is 1 : 500, the real distance will be: $10 \text{ cm} \times 500 = 5\,000 \text{ cm} = 50 \text{ metres}$.

Lessons 3 and 4: Other ways of using scales

Learner's Book pages 75–76

Timing: This topic will probably take two lessons to finish.

Aims

To help the learners to:

- know that map scale can also be expressed in words or as a line scale
- be able to draw a line scale
- be able to draw a map using a scale
- understand that the more times the map is reduced, the smaller its scale
- identify the difference between a small-scale map and a large-scale map.

Skills

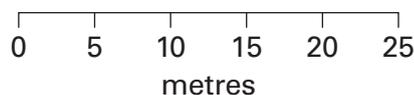
- Drawing
- Measuring
- Map work

Method

Step 1 Explain that we can also draw a scale as a line which shows distances on the map.

Step 2 Do *Activity 4*. Instruct learners to draw a line 5 cm long using rulers and follow the instruction in the Learner's Book. Emphasise to learners to follow the instructions carefully in order to draw accurately.

Answer: 1 The line scale will look something like this:



Step 3 Do *Activity 5*. The learners are going to draw a map of the school using a scale. The activity can be done in groups. Explain the activity before doing it.

- Instruct learners to follow the instructions in the Learner's Book.
- Use tape measures if available; otherwise, count the paces. Instruct them on how to count their paces properly.
- Tell learners to draw a route, not a full map. Remind them to draw accurately.
- They are to sketch the route, showing where the turns are, then go back and count the number of paces along each stretch.
- They will then use the method described above to work out a suitable scale, so the map will fit onto the paper.
- The map can be drawn using a scale of paces e.g. 1 cm : 10 paces, or paces can be converted into centimetres or metres as described.

Answer: A neat and accurately drawn map of a route around the school which is easy for a visitor to follow.

Lesson 5: Following directions

Learner's Book pages 76–78

Aims

To help the learners to:

- be able to know the points of the compass and to find and describe directions
- know the main features of a compass and understand why the needle always points to the north
- understand why it is important to know compass directions.

Skills

- Location skills
- Finding direction
- Map reading

Method

Step 1 Ask learners to describe a route from one place to another in the school. Note the ways they do it. Some will just use directions (turn left and right); some will also use distances; some may use compass points.

Step 2 Explain that using compass points helps us to find directions.

Step 3 Revise what was learnt in primary school about a compass, and read the text on pages 76–77.

Step 4 Do *Activity 6*.

Answers: **1** left **2** right **3** south **4** north **5 a** north **b** west **c** south west **d** north

Step 5 Explain the four cardinal points of the compass. Explain that the compass has eight points and 16 points.

Step 6 Do *Activity 7*. Use the map drawn in *Activity 5*.

- Describe the route by using north, east, south, west (N, E, S, W) and the distance from one point to another.
- Learners look for features already marked on the map and add any other important ones. Let the learners describe how to mark the features. Do not tell them.

Lesson 6: Use of symbols and main characteristics of maps

Learner's Book pages 78–79

Aims

To help the learner to:

- know that the different symbols used in maps represent different features
- understand why symbols are used in drawing maps
- know other important features on the map, such as a title, border and north point
- know how to locate features on the map using a grid.

Skills

- Location skills
- Map drawing
- Identification
- Interpretation

Method

Step 1 Ask some learners to show how they marked features on their route maps for *Activity 5*. Some may have used symbols.

Step 2 Explain what a symbol is and why symbols are used.

Step 3 Do *Activity 8*: Learners make up their own symbols.

Answers might include the following:

Feature	Symbol
Road	
Bridge	
School	
Hospital	
Forest	
Soccer field	
High land	

Step 4 Look at the sketch map in Figure 5.11. Learners identify the different symbols used on the map.

Step 5 Describe the other features of the map and their uses: title, border, north point, key.

Step 6 Explain what a grid is and how to locate features or places using a grid. Explain that grids are used in maths but are called coordinates.

Step 7 Do *Activity 9*.

Answers: a G8; *b* 10B; *c* B12.

Lesson 7: Types of maps

Learner's Book pages 80–82

Aims

To help the learner to:

- know the different types of maps and the important features each one shows
- know what an atlas is and be able to use it to locate features, places and countries
- understand the uses of each type of map.

Skills

- Location skills
- Use of atlas maps

Method

Step 1 The maps in the appendix of the Learner's Book can be used for this activity. Have the learners identify the different types of features on the map.

Step 2 Instruct learners to make summary notes on the different types of maps.

Step 3 Explain what an atlas is and how learners can use it to identify some different types of maps.

Step 4 Do *Activity 10* by drawing up a table describing the main types of maps and the type of feature each one shows.

Answers:

Type of map	Type of feature
Political	Political boundaries
Rainfall	Amount of rainfall in each place
Route map	The routes of planes

- Step 5** Summarise the three types of maps and their main features.
- Step 6** Look at the topographical map in Figure 5.12 and ask some questions to help learners to use such a map.
- Step 7** Look at the relief map in Figure 5.13. Explain that the height of the land is shown by different colours.
- Step 8** Do *Activity 11*.

Answers: **1** In the far north-east and south-east, coloured pale purple. **2** On the west side along the river. **3** In the north-west, in the middle of the flat plain, near the river. **4** On the east side, where the river forks into two.

Lesson 8: The importance of maps

Learner's Book pages 83–84

Aims

To help learners to:

- know the differences between maps and photographs
- know the reasons why people need maps and use maps
- understand the important features of maps.

Skills

- Observation

Method

Step 1 Do *Activity 12*. Instruct learners to move into their groups.

- Each group is to study the maps and photographs and discuss their differences.
- The discussion should take about 5–10 minutes.
- Each group reports back to the whole class for reporting and discussion.
- Spend a few minutes going through answers.

Suggested answers: The answers will vary from each group.

Feature	Difference between maps and photographs	
	Maps	Photographs
1 Size	Reduced/Scaled	Reduced but things close to you are bigger and those far away are smaller
2 Shape of things	Real shape looked at from above Not in perspective	In perspective (see above). Looked at from the side as in real life
3 Use of colours	Different features – different colours using a key	May be colour (real colours) or black and white (no colour)
4 Distances	Real distances but reduced	Affected by perspective: distances far away look shorter
5 Directions	North always at the top Use symbols – represent features	North depends on the direction the photographer was pointing. Not always at the top
6 Symbols	Used to show features	Shows real things
7 Finding places and routes	Useful for finding places and routes	Not so useful for finding places and routes

Step 2 Discuss the importance of maps based on this section in the Learners Book.

Step 3 Instruct learners to write summary notes as homework.

Chapter 6: Volcanoes, Earthquakes and Tsunamis

Topics and timing

This chapter consists of 14 topics. Each topic should be covered in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, pages 26–27, sub-strands on *Earthquakes*, *Tsunamis* and *Volcanoes* for general and specific outcomes for this chapter.

Lesson	Topic
1	How do we know that the Earth moves?
2	The Earth's rocks and plate tectonics
3	Plates in Solomon Islands
4	The effects of earthquakes
5	Case study: What is a tsunami?
6	Why are tsunamis so destructive?
7	Preparing for a tsunami
8	What is a volcano?
9	Major volcanoes locally and around the world
10	How volcanoes are formed
11	Calderas and volcanic plateaus
12	Effects of volcanoes
13	Benefits of volcanoes for people
14	Monitoring volcanoes

Lesson 1: How do we know that the Earth moves?

Learner's Book pages 87–88

Aims

To help learners to:

- know that the Earth is unstable and often moves
- understand the three things that show that the Earth is unstable and often moves.

Method

Step 1 Learners read 'Delster's earthquake and tsunami experience' on page 87 in small groups. Guide individual groups to quickly discuss and write down the effects earthquakes and tsunamis have on people as mentioned in the newspaper article. Group leaders briefly report to the class.

Step 2 Do *Activity 1*.

Suggested answers: **1** and **2** There are earthquakes, tsunamis, volcanoes; we can see and feel the Earth move. **3** Refer to individual learners' experiences. **4** Answer depends on learners' responses.

Step 3 Explain to learners that in this chapter, they will learn about earthquakes, tsunamis and volcanoes. These things show that the Earth is unstable and often moves.

Lesson 2: The Earth's rocks and plate tectonics

Learner's Book pages 88–90

Aims

To help learners to:

- know how rocks inside the Earth behave
- understand that the Earth's interior consists of three main layers
- understand the main differences between the three layers
- understand that deep down, rocks act like plastic.

Skills

- Understanding and interpreting diagrams
- Map reading

Method

Step 1 Learners do *Activity 2*. They read the text and then answer the questions.

Suggested answers: **1** A tsunami is a series of sea waves caused by an earthquake in the rocks on the sea bed. These waves increase in height as they reach the coastline. **2** The interior or centre of the Earth. **3** During volcanic eruptions.

Step 2 Learners read the short text on pages 88–89. Guide them to understand that as one moves further inside the Earth's interior, the temperature and pressure inside increases. Explain to learners that this high pressure and temperature causes the rocks to be plastic and capable of bending or slowly flowing rather than being completely solid. If there is a crack in the rocks which releases the pressure, the rocks may become completely molten or liquid and flow to the surface.

Step 3 Use the diagram in Figure 6.2 to help learners understand the four main layers of the Earth's structure.

Step 4 Learners read the short texts on individual layers of the Earth. Briefly explain to learners how each layer behaves, using the main characteristics of each layer. Use Figure 6.3 to help them understand about plate tectonics.

Lesson 3: Plates in Solomon Islands

Learner's Book pages 91–92

Aims

To help learners to:

- know examples of tectonic plates
- understand the different plate boundaries and the reasons why earthquakes and volcanoes commonly occur at plate boundaries.

Skills

- Map reading
- Understanding photographs
- Interpreting diagrams
- Relating two diagrams
- Drawing diagrams

Method

Step 1 Briefly tell learners that earthquakes and volcanoes are found on the edges of tectonic plates. Explain to learners that these areas where earthquakes and volcanoes occur are

known as plate boundaries. These are areas where plates rub against each other to cause friction.

Step 2 Using the map in Figure 6.4, show the learners where the plate boundaries are and ask them to name examples of plate boundaries and tectonic plates. Also, using Figure 6.7 showing plates, subduction zone and volcanoes, guide learners to understand how movement of oceanic and continental plates results in volcanoes. Learners read the short text on page 90.

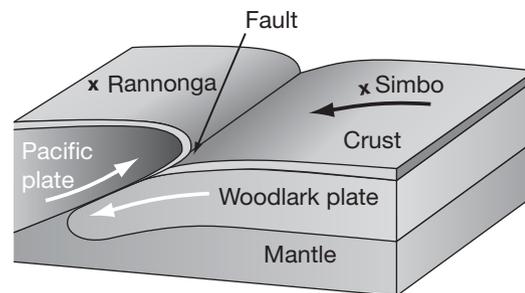
Step 3 Do *Activity 3*.

Suggested answers: **1** Because this area/region contains the majority of the world's active volcanoes. **2** Because there are a lot of movements happening on or near the edges of these plates. This causes friction and cracks in the Earth's crust and hot rocks or lava come to the surface. **3** These areas have fewer or no earthquakes because they are located far from the plate boundaries/areas where plates rub against each other. **4** Yes, because Solomon Islands is located on or near the edges of the Pacific and Indo-Australian plates. **5** These may include Indonesia, PNG, Italy, Japan, Philippines, New Zealand. **6** Problems may include volcanic eruptions, dust in the air, tremors, tsunamis, threats to properties and people.

Step 4 Using the map showing plates in Solomon Islands in Figure 6.5, guide learners to understand the different tectonic plates which caused the earthquake in Western Province in 2007. Learners should identify the three plates which are pushing against the Pacific Plate as shown on the map. Use the photograph in Figure 6.6 as evidence to show how plate movements can change the Earth's surface.

Step 5 Learners do *Activity 4*.

Answers:



Step 6 Remind learners that the rest of this chapter is concerned with earthquakes, tsunamis and volcanoes.

Lesson 4: Earthquakes

Learner's Book pages 92–93

Aims

To help learners to:

- understand what an earthquake is and how it is formed
- know the different ways of measuring earthquakes
- understand the effects of earthquakes and ways to reduce the effects.

Skills

- Interpretation of images and photographs

Method

Step 1 Learners read the short paragraph on earthquakes on page 92. Explain what an earthquake is using Figure 6.8, which shows waves in an earthquake.

Step 2 Explain to learners that earthquakes can be measured using two different ways. Briefly explain the difference between these ways of measuring the strength of earthquakes. Richter measures the earthquake where it starts. Mercalli measures its effects in a particular place. Using the ‘Mercalli earthquake intensity scale’ diagram in Figure 6.9, briefly go through the different stages with learners. Ask learners to quickly identify the effects of earthquakes as shown for each drawing. Use photographs in Figures 6.10 and 6.11 as evidence for effects of earthquakes.

Step 3 Do *Activity 5*.

Answers: **1** The intensity scale because less cost is involved, it does not require any machine or power supply, it only requires observation. **2** Tall buildings; on hillsides/at the bottom of hills/along coastlines. **3** Depends on individual answers.

Lesson 5: Case study: What is a tsunami?

Learner’s Book pages 94–96

Aims

To help learners to:

- know what a tsunami is
- understand how a tsunami is formed
- understand the cause of the 2007 Western Province tsunami
- understand the different effects of the tsunami on the people in Western Province.

Skills

- Map reading
- Interpretation of images or photographs

Method

Step 1 Learners read the first paragraph on page 94 and answer the question, ‘What would you do?’ They may say: run onto the reef to collect fish, stand still and watch, run to higher ground, etc.

Step 2 Learners read the rest of the text. Guide them to understand the 2007 tsunami in Western Province. Tell learners that lack of experience may lead to high loss of human lives. Explain to learners that tsunamis are caused by earthquakes.

Step 3 Learners read the newspaper article in the box on pages 94–95 and complete *Activity 6* on page 96. Discuss answers with learners.

Suggested answers: **1** Coastal areas, flat/low-lying areas, mangroves or swampland areas; Areas with high population density – people will find it hard to escape quickly. **2** A magnitude of 8.1. **3** Flooding of Gizo town, hospital, Gizo church, Gizo Hotel, private houses. **4 5 4 5** Problems may include fresh-water shortages, food shortages, fear, no electricity, loss of houses. **6** The waves were about 10 ft (3 m) high. **7** Most people took shelter in the hills for fear of another tsunami.

Lesson 6: Why are tsunamis so destructive?

Learner’s Book page 96

Aims

To help learners to:

- understand the main factors that make tsunamis so destructive
- identify ways of reducing effects of tsunamis.

Skills

- Interpretation of diagrams and photographs

Method

Step 1 Learners read the text on why tsunamis are so destructive, on page 96.

Step 2 Direct learners to pay special attention to the photographs on page 97. Explain that tsunami waves are completely different from normal waves.

Step 3 Do *Activity 7*.

Answers: **1** Because that was the side facing the place where the earthquake took place and the direction the waves came from. **2** They were not aware of the signs of tsunamis, far from higher grounds, not prepared for it, there is steep land along the coast where the tsunami struck. **3a** The earthquake or earth tremors **b** They were located closer to the centre of the earthquake so the wave took less time to reach them. **4** Build sea walls, live on the highlands, educate local people about the signs of tsunamis.

Lesson 7: Preparing for a tsunami

Learner's Book pages 96–99

Aims

To help learners to:

- understand the signs of an approaching tsunami
- know what to do when they see the signs of a tsunami
- know how to warn other people
- develop simple ways of reducing the effects of tsunamis.

Method

Step 1 Learners read the text 'Signs of an approaching tsunami' on page 96. Guide them to understand that tsunamis are caused by earthquakes. Tsunamis may occur if there is an underwater earthquake. Use the photograph in Figure 6.14 to inform learners how the water level becomes very low in front of the huge waves.

Step 2 Explain to learners that the effects of tsunamis cannot be prevented but can be reduced, provided people are aware of the early signs. Learners may quickly discuss the first signs of a tsunami. Guide learners to understand that the effects of tsunamis may be influenced by the type of coastline.

Step 3 Learners read the section 'Tsunami warning signs' on page 98 in small groups and quickly discuss the signs.

Step 4 Do *Activity 8*.

Answers:

Ways of reducing the effects of tsunamis		
Method	Advantages	Possible Problems
1 Location of buildings	Less likely to be flooded	It would cost money to do relocation
2 Education and awareness	It is cheaper to provide and includes everyone	Difficult to reach everyone
3 Planting trees	Easy to carry out and suits local people	Some people will ask to be paid to do the work. May be destroyed by powerful winds
4 Radio and newspapers	May reach remote areas	Local people do not read/no radios/ poor reception.
5 Types of buildings	Less likely to be destroyed	Local people cannot afford to buy the materials.
6 Building of tsunami walls	Prevents flooding, slows down incoming waves	Materials needed may require money.

- Step 5** Summarise the lesson by reviewing the instructions on page 99 with learners. Encourage learners to go home and tell people about tsunamis so that others know what to do if they see the signs.

Lesson 8: What is a volcano?

Learner's Book pages 99–100

Aims

To help learners to:

- appreciate that many people have old beliefs about the origins of volcanoes, including some groups in Solomon Islands
- know what a volcano is
- understand the main parts of a basic volcanic structure.

Skills

- Interpretation of diagrams

Method

Step 1 Inform learners that different cultures have differing views about the origins of volcanoes. Read the text on page 99 and ask learners to quickly discuss the ancient Roman beliefs about the origins of volcanoes. Learners should compare this Roman belief with their own beliefs, other Solomon Islands beliefs or Pacific beliefs.

Step 2 Use the diagram in Figure 6.17 to explain the basic structure of volcanoes with the learners.

Step 3 Do *Activity 9*.

Answers: **1** Magma is the hot molten or semi-liquid rock material found inside the Earth, while lava is the rock that flows on the Earth's surface. **2** Other materials coming out of a volcano include pumice, dust and ashes. **3** The crater

Step 4 Use volcanoes in Solomon Islands as examples.

Lesson 9: Major volcanoes locally and around the world

Learner's Book pages 100–101

Aims

To help learners to:

- locate sites of major active, dormant and extinct volcanoes in Solomon Islands
- know the location of some of the major volcanoes in the world
- understand the difference between active, dormant and extinct volcanoes.

Skills

- Map reading

Method

Step 1 Learners study the physical map of Solomon Islands showing sites of major active, dormant and extinct volcanoes in Figure 6.18. Guide learners to understand the meaning of active volcanoes, dormant volcanoes and extinct volcanoes.

Step 2 Do *Activity 10*.

Suggested answers: **1** Answers will depend on where the learners come from. **2** Temotu/Western. **3** About 13 on land and four under the sea: Kavachi; Colman Seamount; Kana Keoki; Simbo underwater. **4** Separate islands **5** About 17 **6** Western Province

Step 3 Learners should study the map of the world in Figure 6.19, showing some of the volcanoes in the world. Compare this with the world map in Appendix 3 to find the names of countries. Do *Activity 11*.

Answers:

Volcano	Country	Capital city
Mt Vesuvius	Italy	Rome
Mt Krakatoa	Indonesia	Jakarta
Mt Pelée	Martinique (Caribbean/ West Indies)	Fort de France
Mt Manua loa	Hawai'i (USA)	Honolulu
Mt Pinatubo	Philippines	Manila
Mt St Helens	USA (Washington State)	Seattle or Olympia

2 Mt Lamington and Mt Manam in PNG; Tanna in Vanuatu. May be other examples.

Lesson 10: How volcanoes are formed

Learner's Book pages 102–103

Aims

To help learners to:

- know how volcanoes are formed
- understand the common features of the main types of volcanoes.

Method

Step 1 Link this with the previous lesson by referring to Figure 6.17 showing the structure of a volcano on page 100. Learners read the text on page 102, up to 'Active volcanoes'. Guide learners to understand how magma inside the Earth's crust behaves due to increasing temperature and intense pressure.

Step 2 Guide learners to understand that molten rocks are released out of the Earth to form volcanoes. These erupted materials are later changed to form lava. Help learners to understand the different materials (ashes/dust and pumice) coming out of a volcano.

Step 3 Divide learners into small groups and allocate one type of volcano (active, dormant or extinct) to each group. Learners study each type of volcano by looking at the photographs and reading the appropriate text. Learners should identify one feature of each volcanic type and report back to the class.

Step 4 Do *Activity 12*.

Answers: **1** Dormant because there is a build-up of pressure and material over many years, e.g. Lamington in PNG. Some might say active because they erupt all the time, but in fact most active volcanoes are not dangerous when they erupt. They erupt gently because no pressure builds up, e.g. Tinakula. **2** No, because the volcano may still erupt in the future. **3** No, because there are possibilities of eruptions even in these areas. **4** The temperatures in the Earth's interior are very high and pressure is also very high so rocks partly melt.

Lesson 11: Calderas and volcanic plateaus

Learner's Book pages 104–105

Aims

To help learners to:

- understand how calderas are formed
- understand how volcanic plateaus are formed
- know examples of both in Solomon Islands.

Skills

- Interpretation of photographs
- Interpretation of diagrams

Method

Step 1 Learners read the text about calderas on page 104. Explain that a caldera is formed after huge explosions. Use the diagram in Figure 6.27 as an example of the formation of a caldera.

Step 2 Learners study the photograph in Figure 6.28 and do *Activity 13*.

Suggested answers: **1** In the foreground and centre there are high hills. There are also hills to the left and right. Between the hills on the left there is a lake. In the background is the sea. The lake is cut off from the sea by a low piece of land joining the high hills. All the hills are covered by forests.

2 Lack of flat land for settlement and farming; danger from cyclones as everyone lives on the small area of flat land near the sea. (Explain that there is actually an area of flat land outside the crater to the left of the photo which cannot be seen in the photo.)

Step 3 Explain that this photo of Tikopia shows the big crater which was formed by a volcanic explosion many millions of years ago. The lake is in the middle of the crater and is surrounded by high hills.

Step 4 Explain to learners that similar, huge explosions are still common today. A good example was Mt St Helens in the United States, which erupted in 1980 and killed many people; and Mt Lamington in PNG which erupted in 1952, also killing thousands of people.

Step 5 Learners read the paragraph about volcanic plateaus on page 105. Use the diagram in Figure 6.29 and guide learners to understand how similar volcanic plateaus are formed. Explain that Ontong Java is formed on the top of such a plateau.

Lesson 12: Effects of volcanoes

Learner's Book pages 106–108

Aims

To help learners to:

- understand the different effects of volcanoes on people and their environment
- appreciate that some of these effects are beyond human control.

Skills

- Interpretation of diagrams

Method

Step 1 Divide learners into small groups and allocate two effects for each group. Guide learners to discuss how each of the effects listed in their books (pages 106–108) is seen as an effect on human lives and threat to the environment. Remind learners to pay close attention to the diagrams and pictures provided in the book for help.

Step 2 Group leaders report to the class.

Step 3 Summarise the key points after the group presentations.

Step 4 Learners do *Activity 14*.

Step 5 Display the posters for the whole class to see and comment on.

Lesson 13: Benefits of volcanoes for people

Learner's Book pages 108–109

Aim

To help learners to appreciate all the different benefits brought about by volcanoes.

Skills

- Photograph interpretation
- Drawing and poster design

Method

Step 1 Remind learners that while volcanoes may pose threats to people, they have a lot of benefits. Divide learners into small groups and allocate the different benefits to each group to discuss quickly how it is a benefit to humans.

Step 2 Group leaders report to the class.

Step 3 Summarise key points with the class.

Step 4 Learners should complete *Activity 15*.

Answers: physical, lava, vent, gas, ash, new land

Lesson 14: Monitoring volcanoes

Learner's Book page 109

Aims

To help learners to:

- know the different ways of predicting volcanic eruptions
- discuss what to do if a volcano erupts.

Method

Step 1 Learners should read the section on monitoring volcanoes and list ways of predicting eruptions.

Step 2 Learners read the section 'What to do if a volcano erupts' and design a village-based community emergency plan for villagers living on or near volcanic sites.

Step 3 Ask for volunteers to share with the class their Emergency Rescue Plan (ERP).

Step 4 Summarise the lesson with learners.

Step 5 Learners should complete an assessment task as selected by the teacher. One suggested activity is to get learners to design a poster for community evacuation procedures during volcanic eruptions.

Chapter 7: Rivers and Streams

Topics and timing

This chapter consists of 14 topics, each of which should be covered in a 40-minute lesson.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, page 28, sub-strand *Rivers and Streams* for general and specific outcomes for this chapter.

Lesson	Topic
1	The water cycle
2	What is a river?
3	The work of rivers
4	Fieldwork: Observation of a river or stream
5	Stages of a river: The upper course
6	Middle and lower courses of a river
7	How rivers affect our lives
8	The uses of rivers
9	Problems associated with rivers
10	Case study: Ngalimbiu River (1)
11	Case study: Ngalimbiu River (2)
12	Case study: Amazon River (1)
13	Case study: Amazon River (2)
14	Some major rivers of the world

Note on Fieldwork

This chapter suggests a lot of fieldwork so that learners find things out for themselves by looking at actual rivers and streams. Much of this can be done in any place where water flows – you do not need a big river. Teachers in urban schools may suggest that learners visit streams at weekends. Many of the features can be observed even on the rivers and streams flowing through Honiara, such as White River, the stream at Kukum or Burns Creek. If visits are impossible, ask learners to think of any actual river or stream they know.

Some schools may be on islands with no rivers or streams, but you may be able to see some features when it rains and the water flows along ditches, even temporarily. Some learners may also have seen rivers and streams on other islands they come from.

Lesson 1: The water cycle

Learner's Book page 113

Aims

To help learners to:

- know what rivers and streams are
- know where their water comes from and goes to
- understand how rivers and streams are related to the water cycle.

Skills

- Fieldwork
- Analysis of diagram

Method

Step 1 Do *Activity 1*. If possible, visit a river or stream. If you cannot do this with the whole class, ask learners to do it individually by giving the questions of Activity 1 well in advance of the lesson. It may be possible for groups to visit a river or stream before the lesson and answer the questions.

Suggested answers: **1** Begins up in the hills; ends at the sea. **2** From rain, or perhaps from underground (a spring) **3** From higher land to lower land. It flows faster where the slope is steeper and more slowly where the slope is less steep. Gravity causes water to flow faster on steeper slopes. **4** Mud; stones and rock; leaves, sticks and logs; rubbish thrown in by people. They will be dropped where the river is less steep and flows more slowly or where it is blocked by an obstruction like a bridge, or in the sea.

Step 2 Refer to the diagram in Figure 7.1 and explain the water cycle, step by step, as numbered in the text. Refer to Science lessons to understand the terms in bold in the text – or explain these if not learnt in Science.

- Start with the concept that water can exist in three forms: liquid, gas or solid.
- To explain water vapour, condensation and evaporation, breathe on a cold glass or louvre and see the drops of water which appear. Where did the water drops come from? From your breath. Why couldn't you see the water as it came out of your mouth? Because it was in the form of an invisible gas – water vapour. What can you see on the glass? Drops of water, because the water vapour has turned into a liquid. What happens to the drops after a while? They disappear. Why? Because they evaporate or turn back into water vapour.

Lesson 2: What is a river?

Learner's Book page 114-115

Aims

To help learners to:

- discover what a river is
- know the names of different parts of a river or stream.

Skills

- Field observation
- Analysis of diagram

Method

Step 1 Before the lesson, make sure learners do *Activity 2* any time it rains.

Suggested answers: **1** From clouds in the sky, and before that from evaporation (refer back to water cycle). **2** Some runs away over the ground, into ditches, streams and rivers (refer to runoff in the water cycle); some sinks into the ground (refer to water table in the water cycle); some evaporates; some is used by plants. **3a** Yes: mud, stones, rubbish, etc. **b** Yes: it wears away the soil or land and forms ditches – look at any road or path during or after rain. **c** Yes: it may deposit some of the mud, stones or rubbish it picked up.

Step 2 Explain all the words in bold in the text with the help of Figure 7.2.

Step 3 Learners may copy the diagram and label all the parts of a river.

Lesson 3: The work of rivers

Learner's Book pages 116–117

Aims

To help learners to understand that:

- a river has energy
- the energy depends partly on the speed at which it flows
- a fast river has more energy; a slow river has less energy
- speed depends partly on how steep the slope is
- steep rivers use their energy to erode their bed and carry away the material or load
- less steep rivers have less energy and deposit the material they are carrying.

Skills

- Picture observation

Method

Step 1 Do *Activity 3*. Learners look at Figure 7.3 and answer the questions by observation.

Answers: **1** In the upper section (A) where the slope is steep. **2** In the lower section (B) where the land is flatter. **3** Section A, because it has more energy which it can use to wear away its bed. **4** Section B, because it is flatter. The stream does not have enough energy to carry its load so it deposits mud, stones and rocks.

Step 2 Explain the concept of energy in a river or stream. Explain how energy affects erosion, transport of load and deposition.

Step 3 With the help of the text, explain erosion, transportation of load and deposition. Refer to Figures 7.5 and 7.6.

Step 4 With help of Figure 7.4, explain how a pothole is formed.

Step 5 Explain sediment and deposition.

Lesson 4: Fieldwork: Observation of a river or stream

Learner's Book page 117

Aims

To help the learners to:

- make observations of actual rivers and streams and relate these to the ideas learnt in this chapter
- appreciate that rivers and streams and their valleys are constantly changing
- observe that the shape and features of river valleys change from the upper to the lower parts.

Skills

- Fieldwork and observation

Method

Step 1 With the help of the teacher, learners revise what they learnt in the last lesson.

Step 2 Do *Activity 4*: Fieldwork and actual observations of a river, stream or even gully are essential for this.

Step 3 Try to observe these ideas in practice by visiting a valley and answering the questions through observation. You might suggest learners draw a sketch diagram of the valley to show the various features they observe.

Suggested answers: **1a** Erosion is probably taking part in the steepest places. You should see evidence of this in places where the valley or ditch is steep sided. **b** You should see evidence of what the water is transporting – it may be mud, rocks, stones or just rubbish thrown into the water. **c** You should see things deposited on the sides where the slope is less steep, even if it is just rubbish

thrown into the water and washed downstream. **2** Ask learners to look for any changes after a few days, either by listing them or drawing a sketch of changes they can see. Try to do this after there has been some rain. If it is not possible for the whole class to do this, you could ask individuals to go and look and report back any changes to the class.

Step 4 Do *Activity 5*. This can be done in the classroom by asking learners to think of any river they know.

Suggested answers: **1** Starts from a mountain or hilly area. **2** The valley there is narrow and has steep sides. **3** As the river flows down, the valley becomes less steep and wider and may have flat land on either side. **4** Just before the river enters the sea, the valley is probably flat and wide. In some cases, like Guadalcanal Plains, this is very clear. On some weather coasts there may be only a very short section with a wide valley and flatter land.

Step 5 Ask learners to try to draw the shapes of the three sections of the valley in 'cross section', i.e. looking across the valley.

Lesson 5: Stages of a river: The upper course

Learners Book pages 117–118

Aims

To help the learners to:

- realise that valleys change their shape as the river goes downstream
- be able to explain some of the features of the upper parts of valleys.

Skills

- Observation of photos

Method

Step 1 Refer back to the work done for Activity 5 and the three types of work a river can do.

Step 2 With the help of Figures. 7.7, 7.9 and 7.10, explain the main characteristics of the upper parts of river valleys and the reasons why gorges and waterfalls are common.

Lesson 6: Middle and lower courses of a river

Learner's Book pages 118–119

Aims

To help learners to:

- understand how river valleys change in their middle and lower section
- be able to explain the reasons for those changes
- be able to explain the features and causes of meanders and deltas
- know the situation and features of one example of a delta.

Method

Step 1 Refer back to the work done for Activity 5 and the three types of work a river can do.

Step 2 With the help of Figures 7.11 to 7.13, explain the main characteristics of the lower parts of river valleys and the reasons why meanders and deltas are formed.

Step 3 If possible, observe a meander in the field and do *Activity 6*. Points to note: The water flows faster on the outside of the bend as it has further to flow. The water on the outside has more energy and erodes the bank, often forming a small cliff. The water on the inside does not have enough energy to carry away its load so it deposits it.

Step 4 Do *Activity 7*.

Answers: Bangladesh is very flat. Many rivers flow across it, forming a delta. These rivers include the Ganges and the Brahmaputra.

Lesson 7: How rivers affect our lives

Learner's Book pages 120–121

Aims

To help the learners to:

- apply what they have just learnt about the three stages of rivers by looking at or thinking about a river they know
- find out how the different stages affect human activities
- use maps to find out some characteristics of deltas.

Skills

- Map reading

Method

Step 1 Ask learners to choose a river valley they know. It can be from their home area or an area near the school. You may decide to choose a valley near the school for everyone to think about if most learners are from the local area. There may be a few schools on islands which have no river valleys, in which case you will have to help them.

Step 2 Learners answer the questions in *Activity 8* by thinking about the valley they have chosen. First ask them to clearly identify the upper, middle and lower sections of the valley. Answers may vary, but in most cases will be similar to the following.

Possible answers: **1** The upper part, because the valley is narrow and high in the hills and there is little flat land for settlement or good gardening land for crops. This area might be used for hunting, for gathering timber or medicinal plants. It might be used for hydro-electric power by damming the valley. (Hydro-electricity needs fast flowing water.) **2** It may be the middle or the lower part, depending on the valley, because there is more flat land for settlement and more good gardening land. It is more accessible so it's easier to build roads. **3** The lower part because the sediment is washed away from the upper parts and deposited along the lower parts in the flood plain, forming fertile soil. **4** They may be flooded during heavy rain because they are on flat land near the river. **5** The middle or lower parts because there is more flat land and better soils. **6** The upper parts because hydro-electricity needs fast-flowing water. The steep narrow sections in the upper part can be dammed to store water for water supplies or hydro-electricity. **7** Because the high land comes right down to the sea, so the rivers flow in narrow valleys all the way down to the sea. There is no flat land forming a coastal plain.

Step 3 Learners should make notes or a table to summarise the main differences between the three sections.

Step 4 Do *Activity 9*.

Answers: **1** Learners find the places on the map and look back at *Activity 7* on Bangladesh. **2** Deltas are areas of very flat low land near the sea, so if there is a cyclone they flood easily. They may be flooded by heavy rain as it will not drain away, or by big waves from the sea caused by the wind. **3** If rivers enter the sea where the land is flat, the river will deposit its sediment and form a delta. This happens on the Guadalcanal Plains and other flat coasts of Solomon Islands. But if they enter the sea where the land is hilly and slopes steeply towards the sea, like the weather coasts of Solomon Islands, the sediment will be washed out to sea.

Lesson 8: Importance of rivers and streams

Learner's Book pages 122–124

Aim

To help learners to know the ways in which rivers can be useful to people.

Skills

- Photograph observation

Method

Step 1 Do Activity 10.

Possible answers: **1** Water supply; washing; swimming; toilet; fishing; water for growing crops; perhaps transport down the river by canoe; picnics by the river; may be others. **2** Throwing rubbish in the river; using it as a toilet; using it for washing and making it dirty with soap, etc.; cutting trees or logging near the river banks causing soil to be washed into the river; using chemicals for farming e.g. sprays, insecticides, pesticides; digging gravel from the sides or bed of the river. **3** Do not throw rubbish into it. Do not use it as a toilet. Do not cut trees or log near the banks. Do not use too much soap for washing. Do not use chemicals near the river. Do not dig too much gravel. **4** Flooding; barriers which are difficult to cross; disputes about who owns the water.

Step 2 Go through learners' answers and compare these with the list in the book. Explain the ideas in the list.

Step 3 Do Activity 11.

Answers: Picture 1: Transport; Picture 2: Farming; Picture 3: Dam for water supply or hydro-electricity; Picture 4: Tourism; Picture 5: Fishing; Picture 6: Irrigation

Lesson 9: Problems associated with rivers

Learner's Book pages 124–126

Aims

To help learners to:

- understand that rivers can cause problems to people
- know what kinds of problems rivers can cause
- understand that in some places water is scarce and can cause disputes between countries.

Skills

- Reading atlas map
- Photograph observation

Method

Step 1 Explain the ideas in sections 1 and 2 on flooding and barriers to land transport.

Step 2 Go through section 3, Disputes over river use. With the help of the map in Figure 7.19, explain the importance of the river Nile to Egypt and the need for an international agreement to control the water of the Nile.

Step 3 Do Activity 12.

Answers: **1** Uganda; Sudan; Ethiopia **2** Jordan **3** Tigris, Euphrates; Turkey, Syria, Iraq, Kuwait

4 They rely on the water of the rivers as there is no rain.

Step 4 Do Activity 13.

Answers: Picture 1: Rubbish causes the river or stream to be dirty so it cannot be used for water supply or washing. Rubbish may block the river and cause flooding. Picture 2: Logging can cause pollution of the rivers as soil gets washed into the rivers after the trees are cut down. Also the machines can cause pollution from petrol and oil. Picture 3: A factory causing pollution by throwing chemicals or waste into the river

Step 5 Use section 4 to explain pollution.

Lesson 10: Case study: Ngalimbiu River (1)

Learner's Book page 127

Aims

To help learners to:

- apply what they have learnt about rivers to one local example
- read maps and look at photographs and be able to recognise the features of rivers and river valleys on these.

Skills

- Map reading
- Photograph observation

Method

Step 1 Do *Activity 14* up to Question 7. Ask learners to identify in Figure 7.20 of Ngalimbiu valley the upper, middle and lower sections according to the features they learnt in Lessons 5 and 6. The upper section is steep sided, with a narrow valley; the middle section is wider with meanders and some flat land on either side; the lower section is flat land with large meanders.

Answers: **1** Upper course: picture 3, steep-sided valley with little flat land at bottom. Middle course: picture 1, wider river with less steep sides. Lower course: picture 2, wide river flowing across a flat plain. **2** The sides of the valley are narrow so there is no flat land for settlement. **3** For hydro-electric power. There is a plan to build a dam across the steep-sided valley. The water will then flow down from the dam across big wheels or turbines which generate electricity. **4** It might cause pollution downstream. Also flooding when it rains heavily as there will be no trees to prevent the water from running away. This has already occurred many times on the Guadalcanal Plains. **5** There is more flat land suitable for settlement and farming. The soils are fertile, as sediment has been brought down by the river and deposited on the flood plain to form fertile soil. **6** Plenty of flat land; Good soils as described above; Easy transport on the flat land; It's easy to use machinery on the flat land.

Lesson 11: Case study: Ngalimbiu River (2)

Learner's Book page 128–129

Aim

To help learners to understand the problems which can be caused by the misuse of river basins.

Skills

- Photograph observation

Methods

Step 1 Continue *Activity 14*. Learners read the sections on page 128 and answer the questions. Note: Only do Question 10 if you have time and bright learners who can understand the topic easily.

Answers: **7** Logging upstream as described above in Lesson 10. Clearing land for plantations means there is no forest to stop heavy rain from flooding. **8** [You may need to remind learners of the three kinds of work of rivers: erosion, transport and deposition.] Erosion washed away soil and mud from upstream. The river transported the mud downstream during the flood. The mud was deposited when the river reached the school and slowed down. **9** Yes, because flooding might occur again. **10** Stop the clearing of logs and trees upstream. **11** Support: We know that the mine is

causing waste which is put into the river. This waste is what blocks the river and causes flooding. Against: All the waste from the mine is stored behind a tailings dam. The flooding is caused by logging and clearing the land for plantations.

Step 2 Do *Activity 15*.

Answers: Logging: causes pollution and flooding. Clearing land for plantations may cause flooding during heavy rain as there is not much vegetation to protect the land. Mining may cause flooding or blocking of rivers due to waste thrown into the river.

Lesson 12: Case study: Amazon River (1)

Learner's Book pages 129–130

Aims

To help learners to:

- know about another large river in the world outside Solomon Islands
- be able to use an atlas or world map
- be able to compare the Amazon with the Ngalimbiu river.

Skills

- Map reading

Method

Step 1 Introduce the topic by showing the Amazon on a map of the world.

Step 2 Do *Activity 16*.

Answers: South America; Brazil; bigger; bigger; a quarter; Peru; Colombia; Venezuela (or Ecuador; Guyana; Suriname; French Guiana); Atlantic; Manaus.

Step 3 Help learners to read through the text on pages 129 and 130 and compare the Amazon and Ngalimbiu rivers and river basins. Learners may summarise the differences in a table.

Lesson 13: Case study: Amazon River (2)

Learner's Book pages 130–132

Aims

To help learners to:

- compare the Amazon basin with Ngalimbiu
- suggest useful things we can learn from studying the Amazon.

Skills

- Making comparisons
- Photograph observation

Method

Step 1 Learners copy the table in *Activity 17*. Instruct them to read the text and use the table to compare the Amazon with Ngalimbiu and Guadalcanal Plains. Instruct learners to write in the 'Differences' column things which make the Amazon Basin different from Guadalcanal Plains. Tell learners to summarise by writing headings only – you may have to give them some examples of this first, e.g. read the first paragraph and ask them to suggest headings.

Possible answers:

Similarities	Differences
<ul style="list-style-type: none"> • Logging – forests cut down for timber • Plantations – forest cleared for oil palm plantations • Soil becomes infertile • Soil erosion • Flooding • Living in leaf houses • Gold mining • Pollution of water supplies 	<ul style="list-style-type: none"> • Cattle ranches • Forests are burnt • People live by hunting, gathering fruit, etc. • Forest cleared by outsiders from Europe • Indians forced to sell land • Indians have to work on plantations • Building large roads attracts settlers • Most people do not own land • Mining companies take land • People have to work on mines • Reserves for Indians to live • Landless people occupying land of rich landowners

Lesson 14: Some major rivers of the world

Learner's Book pages 132–133

Aims

To help learners to:

- become aware of some of the major rivers of the world
- understand the importance of large river basins
- be able to read an atlas map.

Skills

- Reading atlas maps

Methods

Step 1 Do *Activity 18*. It may be better to use an atlas map if available rather than the map in Appendix 3.

Answers:

River	Countries
Nile	Uganda, Sudan, Ethiopia, Egypt
Amazon	Brazil, Peru, Colombia, Ecuador, Venezuela (Note: the upper tributaries flow through the last four countries)
Yangtze	China
Danube	Austria, Hungary, Romania
Darling	Australia
Ganges	India, Nepal, Tibet (Note: the upper tributaries flow through the last two countries)

2 Very few people: Amazon; Darling. Very many people: Nile; Yangtze; Danube; Ganges. **3** Flat land and fertile soils **4** Flooding

Chapter 8: The Sea and Coastlines

This chapter consists of ten topics. Each topic should be covered in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, page 32, sub-strand on *The Sea and Coastlines* for general and specific outcomes for this chapter.

Lesson	Topic
1	Sea and oceans
2	The work of the sea
3	What are waves?
4	Features of coastlines
5	Coral reefs and atolls
6	Types of coral reefs
7	Why are coral reefs important?
8	Threats to corals
9	Mangrove
10	Types of coasts in Solomon Islands

Lesson 1: Sea and oceans

Learner's Book pages 137–138

Aims

To help the learners to:

- know where sea and oceans are
- understand why the sea tastes salty
- appreciate the importance of the sea to the lives of people.

Skills

- Observation
- Recording
- Interpretation

Method

Step 1 Learners do *Activity 1*. This should be done very briefly.

Suggested answers: **1a–c** Will depend on the position of school. **d** It is very large. It is salty.

Step 2 Discuss and explain the topic on the sea and oceans and give questions on the names of oceans: the Pacific, Indian, Atlantic (North and South), Arctic.

Step 3 Explain why the sea tastes salty and ask question why it never dries up. It is because rain falls and replaces the water which evaporates. (Refer back to the water cycle in Chapter 7.)

Step 4 Do *Activity 2: Fieldwork*. This activity can only be done by schools near the coasts. If your school is not near the coast or a field trip is impossible, ask learners to try to answer the questions from their own knowledge of the sea.

- The fieldwork must be done outside of normal class since there won't be enough time in one lesson. Try to arrange an afternoon visit to the sea after school.

- Try to choose a beach where all these questions can be answered. A sloping beach with a variety of materials on the beach and a headland nearby is good, i.e. in a bay between two headlands. You may be able to walk along the beach to see different features.
- If possible, you should visit the beach to check what can be seen before the lesson.
- If you are really near the sea, you could look at the sea on different occasions to observe the changes, e.g. rough days and calm days.
- For Question 1f, it should be clear that an object thrown where waves are not breaking does not move forward. One thrown where the waves are breaking will be moved forward by the breaking waves. A coconut or coconut shell is an ideal object.
- You could end the lesson by everyone going into the water and feeling the effect of the waves. Fieldwork should be fun!
- Go through the results of the fieldwork activity with the class after returning to class.

Suggested answers: **1a** No **b** Near the shore **c** When the wind is strong, because the strong wind stirs up the top of the water through friction. **d** The wind blowing across the water and causing friction. **e** No. If the wind blows at an angle to the waves they will hit at an angle, i.e. one part of the wave will hit the shore before another. **f** Normally just goes up and down. **g** Yes. The breaking waves push the object towards the shore. Through this observation you should teach that normally the water in waves only goes up and down in a circle. It does not move forward. The water only moves forward where the waves break. **2a** Depends on the beach – sand, gravel, shingle (round stones), broken coral. **b** No, it will be moved by waves and wind – or sometimes by people and animals. **c** From erosion on the land; from rivers and streams (refer back to Chapter 7); from the bottom of the sea; from the coral reef. **d** Usually the headland will have rocks – there may be no beach, only a flat platform of rock or coral. The bay will have all the materials listed above. **e** The waves erode or cut away the base of the cliffs. [There may be an overhanging part with a hollow underneath or even a cave to show this.] **3** It depends on the coast. There may be coral at the foot of the cliffs, near the headland or off shore. If a river or stream enters somewhere the coral may be absent there. [You can then teach that coral will not grow in fresh or dirty water, only in clear salt water.] The live coral is nearest the sea; the dead coral is further inland. **4** Mangrove is usually found in flat, calm areas. **5** You are pushed towards the beach; you are pulled back away from the beach towards the deeper water.

Lesson 2: The work of the sea

Learner's Book pages 138–140

Aims

To help the learners to:

- understand that the sea destroys and the sea makes new land
- understand what causes waves
- understand the three ways in which waves act
- identify the different types of waves.

Skills

- Observation
- Photograph observation

Method

Step 1 Ask the learners to read through the topic under the heading 'The work of the sea'.

Step 2 Link the text with the previous fieldwork.

Step 3 Learners also study the photograph in Figure 8.3 to observe and identify the eroded coastlines.

Step 4 Discuss and explain the topic with the class.

Step 5 Do *Activity 3*. If possible, do this activity at any still water surface outside the classroom; otherwise, use a large bowl of water.

- Learners should have observed that objects floating on water where there are waves only move forward if the wave is breaking, otherwise they just move up and down.
- This experiment, together with the previous observations, shows that waves are circular movements of water causing objects to move up and down. Waves appear to be moving along but the water in them just moves in a circle. Refer to Figure 8.4.

Answer: The waves move across the top of the water away from the direction you blow. This shows that waves are caused by moving air or wind.

Step 6 Read the text on page 140, refer to Figure 8.4 and explain that waves only break and cause the water to move forward when the water becomes shallow near the shore or over a reef.

Step 7 Introduce the concept of destructive and constructive waves. Look at Figures 8.5 and 8.6. Ask which learners think is likely to be a destructive wave and which constructive. (Refer back to this after next activity – see Step 1 below, in Lesson 3.)

Step 8 Do *Activity 4* either in groups or as an individual. If schools are located near the coast learners will be able to do this activity (outside of school time), while for schools away from the coast learners should use their imagination and use this as a discussion activity. Learners should report their findings.

Suggested answers: The breaking waves push the person toward the shore, then the water drags you away from the shore.

Lesson 3: What are waves?

Learner's Book pages 139–142

Aims

To help the learners to:

- understand the different types of wave actions
- understand what longshore drift is and be able to explain what causes longshore drift
- be able to interpret the different diagrams of wave actions.

Skills

- Observation
- Photograph observation
- Interpretation
- Sketch drawing

Method

Step 1 Link this with the idea of swash and backwash. Notice that in Figure 8.7 large waves can be either constructive if the swash is big and pushes material up the shore or destructive if the backwash is big and drags material away from the shore.

Step 2 Refer to Figure 8.8 to explain erosion and wave cut platforms.

Step 3 Do *Activity 5*: fieldwork. Schools near the sea can do this activity with no problems, or do it as a discussion exercise for schools away from the coast. Encourage learners near the sea to do this activity outside of the normal class. Encourage them to find a place and time when it will work, i.e. a sloping beach and a time when the wind is blowing waves ashore at an angle to the coast.

Suggested answers: It moves up and down the beach. The waves push it up and drag it down again. It may move along the beach because sometimes waves come ashore at an angle.

Step 4 Use the activity and Figure 8.9 to explain longshore drift.

Step 5 Ask learners to look at Figure 8.10. Ask what is partly blocking the mouth of the river. Have they ever seen other similar rivers? How is this related to long-shore drift? The long-shore drift pushes the sand and shingle across the river mouth. What will happen if the wind changes direction? The mouth will be blocked from the other side.

Step 6 Do *Activity 6*.

- Learners observe or imagine what waves or the sea does to the coastlines.
- Ask learners to locate and identify cliffs, caves and archways formed by sea actions.
- Discuss and explain longshore drift and how it can damage coastlines.
- Learners suggest or describe ways to protect the shore from damage caused by longshore drift.
- Learners identify and describe evidence of waves building up or depositing materials on the shore.

Answers: Depends on the learners and how many observations they did, and how much evidence there is to identify and locate areas where damage is done through wave actions.

Lesson 4: Features of coastlines

Learner's Book pages 143–147

Aims

To help the learners to:

- know that the actions of the sea and waves cause many different kinds of coasts and coastlines
- understand that the features of coasts and coastlines are always changing as a result of wave actions
- appreciate some of the beautiful features produced by sea actions
- decide how human activities can greatly affect coastlines.

Skills

- Observation
- Interpretation
- Photograph observation
- Drawing

Method

Step 1 Do *Activity 7*: fieldwork. This activity will be done through fieldwork after or during the time learners read about the coastal features on pages 143–147.

- The aim is for learners to relate the features they are learning about to coastlines they know.
- Learners select an area of the coast to do this activity. Schools near the coast can do this activity quite easily.
- Instruct learners to read through the topic and make summary notes.
- Discuss and explain the topic with the whole class.
- The activity can be done outside of normal class, as it may take time to organise it.
- Encourage learners to identify different features of coastlines in Solomon Islands by studying the photographs.
- For schools away from the coast you will need to design other activities.

Answers: Learners need to produce a labelled sketch map of a coastline with all the features marked on it, depending on the type of coast and what each learner observes. Figure 8.11 is an example.

Step 2 Instruct learners to read the topic on constructive features (pages 144–145).

Step 3 Explain by using the photos what the following words mean – beaches, cliffs, headlands, points, estuary, dunes, sand dunes, coastal sand dunes.

Step 4 Do *Activity 8*.

Suggested answers: **1** Sand dunes are formed by wind. **2** They protect the coast from erosion by wind or waves. They act as a buffer zone to protect land and property. People may destroy the dunes by digging the sand, removing the vegetation. This results in sand being blown away, leaving it bare.

Step 5 Do *Activity 9*. For this activity, learners refer back to the sketch drawing of a coastline.

- Learners read the notes under the topic 'Constructive features' and 'Destructive features'.
- They may not be able to identify all the features as some learners may come from areas where they do not see any of those features.

Answers: The answer depends on where the learners came from, how much knowledge they have about the features and the different types of features they may have seen.

Lesson 5: Coral reefs and atolls

Learner's Book pages 147–148

Aims

To help the learners to:

- know what coral is and where it is found
- understand why corals are referred to as the 'rainforests of the sea'
- understand that coral requires special environmental conditions to grow and thrive
- appreciate how important corals are to people.

Skills

- Locating skills
- Map work
- Reasoning

Method

Step 1 *Activity 10* can be done only by learners familiar with coastlines on which coral occurs.

Answers: **1** In the sea **2** No. Water may be dirty or polluted. Coral does not grow in fresh water.

3 Fishing grounds; places where fish breed; source of other marine life, e.g. shell fish, shells, trochus, bêche de mer; source of lime for betel nut; protects coastlines from rough seas, forming a calm lagoon for people to travel along; forms a safe harbour for ships. The lagoon is also a source of fish. Shallow water in lagoons is used to build artificial islands. Coral is used to build the islands. Atolls are used by people to live on, e.g. Ontong Java is entirely made of coral. Reefs attract tourists for diving, fishing and beauty of scenery. They are a place to build resorts. Shallow water allows for ship building (Langa Langa).

Step 2 Instruct the learners to read the topic 'What is coral?'

Step 3 Explain what coral is, how it is formed and why it is called the rainforest of the sea.

Step 4 Look at Figure 8.22 of coral in Makira and relate it to the text – especially for those who have not seen coral.

Step 5 Learners study the world map to locate the distribution of coral reefs in the world.

Step 6 Do *Activity 11*. Learners read points 1 to 5 on page 148 and fill in the table.

Conditions where coral grows	Conditions where coral will not grow
<ul style="list-style-type: none"> • Warm salt water • Near equator • Between latitude 25° north and 25° south of equator • Tropical areas • Shallow, clear water with sunlight 	<ul style="list-style-type: none"> • Cold water • Fresh water • More than 25° north and south of equator • Above 32° C • Muddy or unclear water • Near sandy beaches or mangroves

Answer: **2** Pollution of water by logging, farming, throwing rubbish or chemicals into water. Digging up coral for building. Use of dynamite for fishing. Collecting coral to sell to tourists or export. Pollution by ships – fuel leaking or being thrown away; rubbish thrown out of ships. Destroying reefs for building, harbours, wharves, etc. Taking too much lime for betel nut.

Lesson 6: Types of coral reefs

Learner's Book pages 149–151

Aims

To help the learners to:

- know the different types of coral reefs
- identify and locate different types of coral reefs and where they are found in Solomon Islands
- draw sketch drawings of each type of coral reef
- interpret photographs to identify the different types of coral reefs.

Skills

- Identification
- Interpretation of diagrams
- Drawing
- Photograph interpretation

Method

Step 1 Learners look at Figure 8.23 and read the texts on pages 150–151.

Step 2 Ask learners to give examples of each type of reef:

- Fringing reef: almost every island has these. Large fringing reefs include Marovo, Roviana, Langa Langa, Lau, 'Are'Are.
- Barrier reef: Marovo might almost be called a barrier reef, and the reef around Tikopia, but there is no clear distinction between a large fringing reef and barrier reef.
- Atolls: Ontong Java
- Raised coral reefs: as explained, Rennell and Bellona and areas now inland such as Honiara. Relate this to the description and photo in Figure 6.7 of Ranongga being raised up in the tsunami on page 91
- Marovo lagoon might almost be called a patch reef as it has many small islands in a big lagoon.

Step 3 Learners might record the types of reefs by constructing a summary table, e.g.

Type of reef	Main characteristics	Examples
Fringing reef	Attached to shore Often enclosing lagoon	Marovo, Roviana, Langa Langa, Lau, 'Are'Are, Bellona
Barrier reef	Separated from shore by wide area of sea	Great Barrier Reef, Australia Marovo?, Tikopia?
Atolls	Ring-shaped coral islands with lagoon in middle	Ontong Java
Raised coral reefs	Coral raised up by Earth movements	Rennell, Bellona, hills of Honiara
Patch reef	Like a barrier reef but with many small islands of coral in the lagoon	Marovo

Lesson 7: Why are coral reefs important?

Learner's Book pages 151–152

Aims

To help the learners to:

- understand why coral reefs are important
- understand why people decide to live on artificial islands
- understand how people build the artificial islands
- identify and locate places where artificial islands are built in Solomon Islands.

Skills

- Location skills
- Photograph observation

Method

Step 1 Learners do *Activity 12* before reading the text that follows. Possible answers are given in text.

Step 2 Learners read the text on page 151 to check and possibly add to their answers.

Step 3 Discuss and explain the answers if some learners have no experience of living along the coast.

Step 4 Do *Activity 13*. Ask learners to think back to their own villages or provinces or islands to be able to identify the different ways people fish. Learners who live in coastal villages where the people depend on the sea for livelihood will be able to do this activity.

Answers: [There should be a mention of the traditional and modern ways of fishing.] Net, fishing line, diving, fish traps, small nets dragged along pools in the reef, poison roots/leaves.

Step 5 Ask learners to describe in their own words what they know about artificial islands. Have the learners read their answers then discuss the topic with them, using the photograph in Figure 8.29.

Step 6 Explain anything learners may not understand about artificial islands.

Step 7 Do *Activity 14*. Answers will vary with learners. Any sensible answers are acceptable.

Living on an artificial island

Advantages	Disadvantages
Fewer mosquitoes	Small amount of land
Less malaria	No land for growing crops
Safe from enemies	Problem of waste disposal
Easy for fishing	No water supply
Easy transport by canoe or ship	Need to go across water to get anywhere
Cool weather – sea breezes	Danger during storms or cyclones
	Possible loss of land due to rising sea level from global warming
	Possible flooding

Lesson 8: Threats to corals

Learner's Book pages 152–154

Aims

To help learners to:

- understand the different ways coral reefs are damaged or destroyed by human activities
- interpret different ways coral reefs are threatened by looking at the photographs

- understand how important it is to look after coral reefs
- identify ways that threats to coral reefs may be overcome.

Skills

- Map reading
- Interpretation of photographs
- Drawing

Method

Step 1 Introduce the topic of threats to coral, and ask learners what threats they can think of.

Step 2 Learners copy the outline of the table in Question 1, *Activity 15*.

Step 3 Learners read the text and fill in the table as they read.

Possible answers:

Damage to coral	Ways this may be overcome
Over-fishing	Catch fewer fish – either by educating people of dangers of over-fishing or by not allowing them to catch too much
Over use of marine resources	Do not allow people to collect bêche de mer and trochus at certain times
Dynamite fishing	Ban use of dynamite and fine people who use it
Pollution	Persuade people not to throw rubbish, especially plastic, into the sea. Educate people about the dangers of this
Oil pollution	Ban ships from throwing or spilling oil into the sea. Educate outboard motor owners to use oil and petrol carefully. Fine ships which pollute sea
Logging, gardening & chemicals	Stop logging near rivers and coasts. Encourage careful gardening with good fallow period. Do not allow farmers to use chemical fertilisers or sprays or to use them carefully
Coral bleaching	We must stop sending greenhouse gasses into the air causing global warming

2 The kind and size of poster, and what to put/draw in it will depend on the learners. **3** Answers may include: Food: fish, shell fish; Income: fish market. Recreation: swimming, picnic. Transport: canoe, outboard motor. Tourism: diving, skiing, surfing

Lesson 9: Mangrove

Learner's Book pages 154–155

Aims

To help the learners to:

- know what mangroves are, what they look like, how they are different from other trees and where they grow
- be able to tell the difference between mangrove forests and other forests
- list the different ways mangroves are used
- understand why mangroves are different from other trees and why they can also grow in salty water
- understand why mangroves are important to the environment
- identify and locate in Solomon Islands where mangrove does not grow at all.

Skills

- Photograph observation
- Design and drawing

Method

Step 1 Instruct the learners to study the photographs and read through the text before completing *Activity 16*.

Step 2 Discuss the topic with the class and explain areas learners may not understand.

Suggested answers: **1** Flat, swampy areas near the sea. **2** Upside down tree. **3** They have aerial roots, they grow in both fresh and salt water, they are thick and difficult to walk through. **4** The roots spread like branches above the ground so the plant does not fall down. **5** Posts and timber for houses; firewood, fish and shell fish; use for toilets, etc. **6** It will become bare, unprotected, and exposed to the open sea and wind, causing erosion, etc. It will suffer more damage during cyclones or tsunamis.

Step 3 Do *Activity 17*. It is better to do this activity in groups.

- Learners design their own poster to reflect ways that mangroves can be preserved.
- Do this activity outside of normal class.
- Encourage learners to be artistic, imaginative and expressive. The poster depends on the drawing ability of the group, their ability to imagine and create, and to express ideas in drawing.
- Display the posters in the classroom when they have been completed.

Lesson 10: Types of coast in Solomon Islands

Learner's Book pages 156–158

Aims

To help the learners to:

- know that Solomon Islands has many different types of coasts
- look at photographs and identify the different types of coasts and coastal features
- describe the advantages and disadvantages of each type of coast
- understand that there are other movements of the sea which help to form different types of coasts in Solomon Islands
- understand what causes currents and tides
- be able to locate where currents flow in Solomon Islands.

Skills

- Identification
- Interpretation
- Map work
- Interpreting diagrams

Method

Schools away from the coast may find it difficult to do this topic, unless photographs are used. Photographs in the rest of the chapter may be used.

Step 1 Instruct learners to read about the different types of coasts. Have them think of any coasts they know and decide what type of coast they are.

Step 2 Do *Activity 18*.

Possible answers: **1** Answers will vary according to learners' knowledge and where they come from.

2 Answers can be done in table form:

Type of coast	Advantages	Disadvantages
Black sand coast	Flat areas to pull up canoes Inland is usually flat for houses	Gets hot in sun Not so clean Waves may break on the beach making landing difficult
White sand coast	Flat areas to pull up canoes Inland is usually flat for houses Gets less hot Very clean Beautiful to look at	Waves may break on the beach making landing difficult
Rocky coast	Clean sea	Difficult to land
Type of coast	Advantages	Disadvantages
Coral coast	Fishing and marine life (All the advantages listed for coral – see Activity 10)	Difficult for canoes to land
Cliff coast	Enemies hard to attack	Lack of flat land Difficult for canoes to land
Mangrove coast	Breeding ground for fish and shell fish Timber for building Good for toilets	Difficult to walk through Swampy

Step 3 Explain what currents are. Assist the learners to locate on Solomon Islands map (in Appendix 1 of Learner’s Book) where strong currents often flow.

Step 4 Do Activity 19.

Suggested answers: These will depend on the learners’ knowledge of currents in Solomon Islands. Possible difficulties include: make travel slow or difficult; fishing canoes may be swept away.

Step 5 Read the text on tides with the class and explain tides.

Step 6 Do Activity 20.

Possible answers: Tide information may be for ships, canoe/outboard motors, fishermen, those travelling by sea, people who use the sea often, so that people who use the sea can plan ahead.

Ways tides affect people: ships need to know the best time to land when water is deep; wharves will be lower in the water at low tide and higher at high tide and this may affect landing; high or low tide may be the best time for fishing.

Chapter 9: Natural Resources of Solomon Islands

Topics and timing

This chapter consists of eight topics. Each topic should be taught in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, page 30, sub-strand on *Natural Resources of Solomon Islands* for general and specific outcomes for this chapter.

Lessons	Topics
1	What are natural resources?
2	Subsistence living
3	Cash crops
4	Forest and marine resources
5	Looking after our natural resources
6	Use of natural resources
7	Protecting our natural resources
8	Forest resources in other Pacific Rim countries

Lesson 1: What are natural resources?

Learner's Book pages 161–162

Aims

To help learners to:

- understand what natural resources are
- differentiate between natural resources and human resources.

Skills

- Share and express ideas with each other
- Team decision making
- Role play

Method

Step 1 Introduce the whole lesson to learners.

Step 2 Do *Activity 1*. Divide learners into groups and give each group one task from the activity.

Step 3 Get learners to share their answers with the whole class.

Suggested answers: **1** Timber, sago palm leaves, rattan canes, land, soil, farm land, water, river or stream, sea, fish, coral reef, firewood, fruit trees. **2** Building classrooms, staff houses, kitchens, playing games, swimming, transport, food, cooking. **3** Many types of food, e.g. rice, noodles, taiyo; exercise books, books, medicines, desks, radio, video, fibreglass canoe, outboard motor, computer, generator, fuel (oil, petrol), generator, solar system. **4** The school might buy them from the nearest store, from town or Honiara or perhaps from overseas. **5** The school may not be able to feed the learners, teach properly, build classrooms, staff houses, kitchens, provide transport, look after sick people, communicate outside.

Step 4 Explain the following to learners:

- What natural resources are
- The difference between natural resources and human resources
- It is sometimes difficult to use some resources because there may not be enough, they may be owned by other people, using them may damage the environment.

Step 5 Do *Activity 2*.

Answers: As listed above, i.e. there may not be enough, they may be owned by other people, using them may damage the environment.

Step 6 Do *Activity 3*. All learners should still remain in their groups from Activity 1. Go through the activity with learners. For Question 4, have learners do the role play and take note of the things that they are arguing about. (Role play can be on logging, over-fishing, etc. depending on which natural resources learners choose to do their role play on.)

Suggested answers: **1** Woods, timbers, sago palm leaves, rattan canes (these things are used for building houses that shelter everyone in the family); river and water (for drinking, washing); land and soil (for growing crops); sea (for fishing and transport); coral reef (for fishing, gathering shells); trees (for firewood); birds and wild animals (for food); fruit trees (food or medicine). **2** Each resource has its own individual benefits, depending on the needs of people in relation to it. For example, land benefits people because people can use it to grow their food. **3** (Answers may vary amongst learners.) Coconut, because our soil is not suitable for coconut to grow on, so we ask our relatives from other villages to supply us with it. It affected us because we cannot have our food milked or even make copra to earn income for the family. **4** (See note in paragraph above)

5 Resources can get used up very quickly. Two examples are timber and fish. We mustn't take more of a resource than we need, and if there isn't much of a resource, we must leave some for the future.

Step 7 Summarise and conclude the lesson by reinforcing the main points with learners.

Lesson 2: Subsistence living

Learner's Book page 164

Aims

To help learners to:

- know the usefulness of natural resources
- develop knowledge and understanding of the importance of subsistence living
- realise the importance of land as a resource in Solomon Islands.

Skills

- Evaluating information

Method

Step 1 Do *Activity 4*. First read the story about Evelyn from Vanikoro and then go through the activity with the learners.

Suggested answers:

Natural resources used	What they are used for
Land	Grow food (kumara, cassava, cabbage), grow coconut, breadfruit, etc.
Local timber	Build family house Build outrigger canoe
Sea and river	Fishing
Sago palm	Use leaves to thatch roofs of houses
Bamboo	Use it to make the floor of a house
Coconut	Weave coconut mats to cover the bamboo floor

Natural resources used	What they are used for
Trees	Build outrigger canoe
River and water	Use it for daily needs (cooking, drinking, washing)
Tree bark	To make tapa cloth
Pandanus	To make mats – te kie
Turmeric	To paint bodies

2 Yes, people can still live even if a ship does not visit them for months because they can use the resources in their environment. The only things that they might miss include school fees, medicines, kerosene, soap, salt, etc. While they are essential, other things could be used instead. For example, traditional herbs for medicines, lighting dry coconut for light, making soap from coconut oil, and using sea water for salt.

Step 2 Explain to learners that natural resources are everywhere in our environment, however, the most important one of all is land because of the benefit we get from it.

Step 3 Do *Activity 5*.

Answers: There are many examples of where people argue over land – tension between Guadalcanal and Malaita was the worst example. People should be encouraged to engage in subsistence living because they can use the land to grow almost anything they want and get anything they need.

Step 4 Do *Activity 6*.

Answers: **1** Main staple crops depend on area where the learners live. **2** Other natural resources in areas not good for farming: timber; other building materials like bamboo; wild animals like pigs for hunting; fish from rivers; water supplies.

Step 5 Summarise and conclude the lesson.

Lesson 3: Cash crops

Learner's Book pages 164–166

Resources: Atlas

Aims

To help learners to:

- understand that land can also be used for cash crops
- understand what a cash crop is and why people grow them.

Skills

- Evaluating information
- Forming an opinion

Method

Step 1 Introduce the lesson to learners:

- Land can be used to grow cash crops for sale to earn money.
- Cash crops are crops that can be sold to earn money, e.g. potatoes, watermelon, cocoa, coconut, betel nut, peanut.
- When very large areas of cash crops are grown, it is called a 'plantation'.

Step 2 Do *Activity 7*. First read the story of Michael and have learners copy and fill in the table.

Suggested answers:

Cash crop	Advantages	Disadvantages
<ul style="list-style-type: none"> • Copra • Cattle • Cocoa 	<ul style="list-style-type: none"> • Good money • Money earned can be used to buy needs and wants, e.g. food, kerosene, fibreglass, chain saw, roofing iron. 	<ul style="list-style-type: none"> • Prices of cash crops on world market do not stay the same. • Prices are determined by the world market • Some cash crops demand a lot of labour and hard work to look after them, e.g. cocoa and coconut.

Step 3 Explain to learners that in order for crops to grow well, they need the right amount of rainfall and sunshine and the right temperature. Therefore, climate becomes part of our natural resources.

Solomon Islands is located near the equator where there is high rainfall, good sunshine and high temperatures all year round. (You can use the atlas to illustrate this explanation.)

Step 4 Explain the importance of water to learners.

- Heavy rainfall gives us a good water supply.
- A good, fresh, clean water supply is necessary for good health and healthy living. Without it, humans and other living things cannot survive.
- Peoples' activities such as agriculture and industries also rely heavily on water resources.
- If misused, water can affect people's health and that of other living things in the environment.

Step 5 Ask learners to give two examples of ways in which people may sometimes misuse or spoil water supplies. Use the photograph of pollution in Figure 9.10 to help learners answer the question.

Step 6 Do *Activity 8*.

Suggested answers: **1** There is good rainfall, the temperatures are warm and there is plenty of sunshine. **2** Logging near water supply source; mining near water supply source; pollution of water supplies with rubbish or waste matter.

Step 7 Summarise and conclude the lesson.

Lesson 4: Forest and marine resources

Learner's Book pages 166–168

Aims

To help learners to:

- develop knowledge and understanding of the importance of forest and marine resources
- explain the problems that can occur when forests are cut down
- find out if marine resources are declining in their home area and suggest reasons why.

Skills

- Expression of personal ideas
- Critiquing others' ideas

Method

Step 1 Introduce the following to learners:

- Land not used for farming is often filled with forests.
- Forest can be used or exploited to meet people's needs.
- Some of these can bring benefits while some bring problems.

Step 2 Do *Activity 9*. Learners work individually.

Suggested answers: **1**

Reasons for cutting forests or trees	Benefits people get
Use timber for building houses	Good strong houses
Use of timber for canoes, paddles etc.	Canoes for fishing and transport
After cutting timber for building, land can be used for gardening	Plenty of good food to eat
Use the wood for fuel	People can cook their food
Use wild fruit trees for fruit	Better diet
Use bark, fruit and leaves of some trees for medicine	Good custom medicine
Sell tropical round woods	People can earn income

2a Soil erosion **b** Destroys wildlife habitat **c** Destroys water source, pollutes the water as soil and mud are washed into the rivers; disturbs the water cycle. **3** Do not allow the unnecessary cutting down of trees, and plant trees to replace those ones which are being cut down.

Step 3 Learners read the text. Explain the ideas to them

Step 4 Do *Activity 10*. Go through the activity with learners.

Suggested answers: **1** Older people may answer that the amount of fish caught today is not as much compared to what they normally caught in the past. **2** The decrease in fish may be due to over fishing. **3** Conserve the marine resources, and try to stop over fishing by using friendly methods, e.g. fishing lines, small nets.

Step 5 Summarise and conclude the lesson.

Homework: Get learners to do *Activity 11* for homework. Remind them of the techniques of drawing maps learnt in Chapter 5.

Lesson 5: Looking after our natural resources

Learner's Book pages 168–169

Aims

To help learners to:

- understand ways of looking after natural resources
- develop knowledge and understanding of the difference between renewable and non-renewable resources
- understand impact of population on natural resources.

Skills

- Interpretation of diagram and photographs

Method

Step 1 Do *Activity 12*. Learners work individually.

Suggested answers: **1** Yes. Examples include forests, clean water sources, fertile soil, wild animals and birds, bamboo, sago palm, loya cane, pandanus. **2** Because they are being used up too quickly due to the increasing population. **3** Only using the amount that can be replaced by natural growth, or by replanting what we use; by not polluting them. **4** The more people we have the more demands they place on resources because more resources are needed. **5** Holding community awareness meetings and telling people that natural resources are important and if we do not look after them there won't be any left for our future generations. Therefore, making informed decisions is always best.

Step 2 Explain what renewable resources means, supported with an example. Explain how an increase in the population can impact on natural resources.

Step 3 Do *Activity 13*. Go through the answers with the learners.

Suggested answers: **1** Trees, but growth can be slow; water, whenever it rains; fish, when new fish are spawned; fertile soils are renewed during the fallow period of shifting cultivation. (Remind learners what they have learnt in Agriculture. They will learn more about this in the next chapter.) **2** Trees can be planted. Other plants like sago palm, pandanus, loya cane can be planted. As explained, fertile soil can be renewed by a fallow period or by using fertilisers. **3** Copper, gold or any mineral

Step 4 Explain the meaning of non-renewable resources and have learners read the text on page 169.

Step 5 Do *Activity 14*.

Suggested answers: **1a** Money through royalties **b** Money through taxes **c** Money through profits **d** Employment for ordinary Solomon Islanders **2** Social, economic and environmental problems like destroying their land for food crops; pollution of water supplies by mine waste and chemicals;

introducing refined food which is not healthy; making them lazy because they get royalties without working; introducing alcohol to them; prostitution encouraged by the outside workers; 'selling' young girls for a high bride price to overseas workers; introducing many new ideas that spoil local culture and customs.

Step 6 Conclude the lesson by summarising the main ideas.

Lesson 6: Use of natural resources

Learner's Book pages 169–172

Aims

To help learners to:

- understand the concepts of 'sustainable' and 'non-sustainable' use of natural resources
- appreciate the need to use resources in a sustainable way.

Skills

- How to evaluate information

Method

Step 1 Explain concept of sustainable and non-sustainable, then the learners read the text.

Step 2 Do *Activity 15*.

Suggested answers: **1** Ships might dump nuclear and other toxic wastes in the sea. Yes, Solomon Islanders also throw rubbish into the sea. It can cause harm to fish and other marine life, e.g. fish eating plastic. **2** Dumping of wastes into the sea, dynamiting fish, drift net fishing, sea dredging, collecting sand from beaches, throwing rubbish and waste into the sea. **3** Some examples include dumping of nuclear wastes, nuclear testing, dumping of oil waste into ocean. **4** Some advantages include preserving fish species, preserving breeding grounds for marine animals and creatures, contribution to the biodiversity of the Earth's ecological system.

Step 3 Explain that resources can be used wisely or unwisely. Get learners to read the story of Barnabas from Makira and do *Activity 16*.

Suggested answers: **1** Because of the promises made to them by the Malaysian logging company. **2** They expected to get money, new roads and bridges, school and clinic; however, in the end they got nothing, they ran out of money, and are having all sorts of other social problems. **3** They do not have any timber left to build their houses; their rivers got dirty and they could not drink from them any more because of the logging; they allowed their daughters to marry Malaysians for a bride price but they were left behind when the loggers left; no more hunting for pigs in the forest; less fish was caught on the reef due to pollution. **4** It would be better to venture into eco-tourism, rather than allowing logging to happen.

Step 4 Conclude the lesson by reinforcing the following key ideas.

- Resources must be used in a sustainable way.
- Unsustainable use of natural resources is uncalled for.
- We can use our resources wisely.

Lesson 7: Protecting our natural resources

Learner's Book page 172

Aims

To help learners to:

- understand how we can make use of forest resources in a more sustainable way
- understand the role of government in protecting the natural resources of Solomon Islands.

Skills

- Cooperative learning

Method

Step 1 Do *Activity 17*.

Suggested answers: **1** To build good houses, canoes, etc.; could be cut by chain saws and sold locally by the people themselves for a higher price than logging companies pay; forests could be preserved for hunting, medicines; could be used for eco-tourism. **2** There may be less rain due to less evaporation into the air from the trees. **3** Only cut enough trees for use, and re-plant trees after cutting them down. **4** Cut carefully; cut a few selected trees, not all the trees; do not use big bulldozers and other big machines; plant trees back on the land. **5** Stop logging at river sources, and stop people from dumping wastes in the river.

Step 2 Introduce the idea that our government has a role to protect our natural resources.

Step 3 Get learners to do a brainstorming activity together on the board, around the question: 'How can the government protect our natural resources?'

Step 4 Explain to learners that the government's role in protecting natural resources is through:

- making legislation and policies that protect the natural resources of Solomon Islands from over exploitation and unsustainable harvesting
- signing international treaties and agreements that are aimed at protecting the natural resources
- setting up ministries within the government structure that are responsible for looking after our natural resources.

Step 5 Ask the learners to name those ministries. (e.g. Fisheries, Mines & Energy).

Step 6 Summarise the main ideas and conclude the lesson.

Lesson 8: Forest resources in other Pacific Rim countries

Learner's Book pages 173–174

Aim

To help learners to:

- know that there are forest resources in other Pacific Rim countries
- understand the trade in forest resources in the Pacific Rim.

Skills

- Interpreting information on map
- Evaluating information

Resources

- Atlas / World Map

Method

Step 1 Introduce the topic. Explain what the Pacific Rim countries are, with aid of the map in Appendix 2 or 3 of the Learner's Book. Pacific Rim countries are countries bordering the Pacific Ocean. Some of these countries are main exporters and importers of tropical round woods.

Step 2 Explain the terms 'import' and 'export'.

Step 3 Do *Activity 18*. Learners work individually. *Note:* Learners may not realise that the total imports are in the right-hand column and total exports are along the bottom row. Other figures are for exports and imports to and from individual countries. All figures are in thousands of cubic metres ('000 cub m).

Suggested answers: **1** [Learners draw the map and label with the countries listed in Table 9.1]

2a Malaysia (6,592,000 cubic metres) **b** Japan (5,795,000 cubic metres) **c** Japan, Korea, Philippines
d 700,000 cubic metres

Step 4 Summarise and conclude the lesson with learners.

Chapter 10: Small-scale Farming

Topics and timing

This chapter consists of 14 topics. Each topic should be covered in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus, Year 7 pages 31–32, sub-strand *Small-scale Cash Farming* for general and specific outcomes for this chapter.

Lesson	Topic
1	Traditional farming
2	Shifting cultivation
3	Why we use shifting cultivation
4	Tropical soils
5	Advantages and disadvantages of shifting cultivation
6	Kolotubi village
7	Case study: Martin's garden
8	New cash crops
9	Cooperation in the community
10	Problems of Kolotubi
11	Shifting cultivation in other parts of the world
12	What is cash farming?
13	Case study: Goat farming in Kenya
14	Farming inputs and outputs

Lesson 1: Traditional farming

Learner's Book page 177

Aim

To help learners to understand the characteristics of traditional farming.

Skills

- Group discussion
- Oral presentation

Method

Step 1 Make the link between this subject and Chapter 9, which showed how people use their resources to sustain themselves. The introductory activity requires learners to recall their prior knowledge and personal experiences in their various communities. Two options can be employed: give a number of questions to each group, or all the groups attempt all the questions, followed by a class presentation.

Step 2 Do *Activity 1*.

Answers: [These will depend on the areas the learners come from.] **1** Primary forest (vegetation) or secondary vegetation, fertile land, flat land, close to the village, good soil, virgin forest, close to the river. **2** Very basic and simple tools such as digging stick, knife, axe, hoe, mattock, pick, fork. **3** Root crops (sweet potatoes, cassava, pana, yam and taro) and fruit trees (orange, coconut and banana), some vegetables. **4** People spend money but in small amounts. Mostly money is spent on

tools from the shops required in the preparation of the land. **5** Seeds, stalks and suckers taken from crops grown in the previous gardens. **6** The father, with the help of elder sons, does the heavy work such as clearing the land (brushing and chopping down trees). The mother and daughters help in clearing the land ready for cultivation (planting). Planting in most instances is a whole family job. The harvesting in most cases is done by the female members of the family. **7** They would destroy the crops concerned by removing them from the garden and in some cases burning them. Other remedies include the use of ashes, ants and smelly flowering plants to scare pests away. Note: there are many methods in other areas. **8** The food produced is consumed by the family, but if there are surpluses they can be either exchanged/bartered or sold at the local market.

Step 3 Learners read the first two paragraphs (up to Figure 10.1). Explain or revise the idea of subsistence farming. This will have been learnt about in Agriculture, as well as in primary school and previous chapters of this book.

Lesson 2: Shifting cultivation

Learner's Book pages 177–178

Aims

To help learners to:

- understand the characteristics of shifting cultivation
- understand why shifting cultivation is a suitable method for Solomon Islands climate and soils.

Skill

- Compiling flow diagram

Method

Step 1 Learners read the text on shifting cultivation, from below Figure 10.1. Explain the concepts.

Step 2 Do *Activity 2*.

Answers: Any two of the following: **1 (i)** The system of farming worked well for Solomon Islands and other parts of the world that have a climate characterised by heat and rain all year around. **(ii)** Only a small piece of land is cleared and used at one time. **(iii)** Farmers need to use fallow land – move (or shift) to new area of garden in order to allow the previously cultivated land to regain its fertility. **(iv)** No fertilisers are used. **(v)** No complicated equipment or machines. **2** Learners might include the idea of shifting to a new area, the use of slash and burn method – a new area is cut down, left to dry and set alight to produce fertiliser in the form of ash. The use of a fallow period where cultivated land is allowed to regain fertility. Only small pieces of land are used. No fertilisers or machinery. **Note:** Some learners might have different experiences; if possible learners may share their special experiences with the rest of the class. For instance, some Polynesians and those coming from the smaller islands might suggest a permanent type of farming instead. **3** In some areas the same land may be used at least two times for planting, especially in the areas that yam, pana and taro were grown initially. After harvest the farmer may grow potatoes in the same area, but has to abandon the area after harvesting the potatoes. As usual, accept learners' different answers due to the varied experiences. Some Polynesians or others from small islands may have permanent methods of cultivation based on use of 'pits' filled with soil and mulch. **4** Generally speaking in this type of farming the use of fertilisers and insecticides is not common, but if learners indicated that they also use these chemicals, allow them to explain their case. **5** Usually most food produced is consumed by the family and shared among the members of the extended family. The selling of food at the market is a recent development. However, some learners may come from areas near towns where cash crops are the main ones. **6** The correct order is: **f** Select a suitable area **g** Fell trees with axes **e** Burn remaining vegetation **d** Sow crops including cassava, potatoes **b** Weed

a Harvest **h** Soil soon loses its fertility **c** Move to a new area. **7a** The removal of vegetation which acts as a protective cover to the soil exposes the soil to erosion during rain. Rain water removes the top layer of the soil (rich in nutrients) down slopes and into the streams, making the soil infertile to farm. Another way that soil is being lost is through the process of infiltration and percolation – the downward movement of water into the ground, in the process taking soil nutrients away from plants and crops. **b** Rain washes away (or leaches) the nutrients from the soil and plants use up the nutrients, which are not replaced. **8** When the population increases the fallow period becomes less. For instance, instead of allowing ten years to fallow, it may now only be left for five years, because of the need to produce more crops to meet the increasing demand of the growing population. So soil does not regain its fertility and yields of crops gradually go down, meaning there is not enough food to support the population.

Step 3 Learners read or copy the summary of characteristics of shifting cultivation.

Lesson 3: Why we use shifting cultivation

Learner's Book pages 179–180

Aims

To help learners to:

- know the main characteristics of Solomon Islands climate
- understand the reasons for this climate
- understand how climate affects the vegetation.

Skills

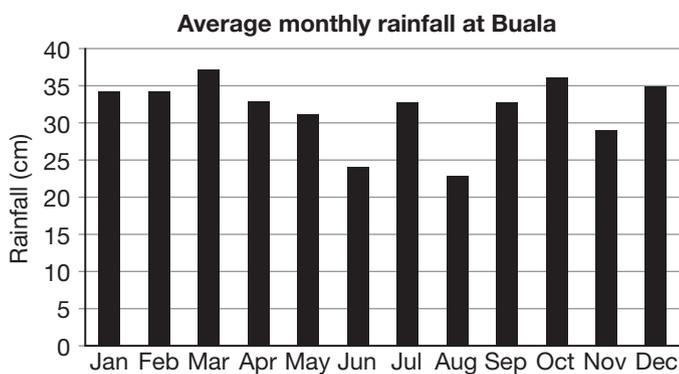
- Interpreting and analysing data
- Constructing graphs (climate graphs)

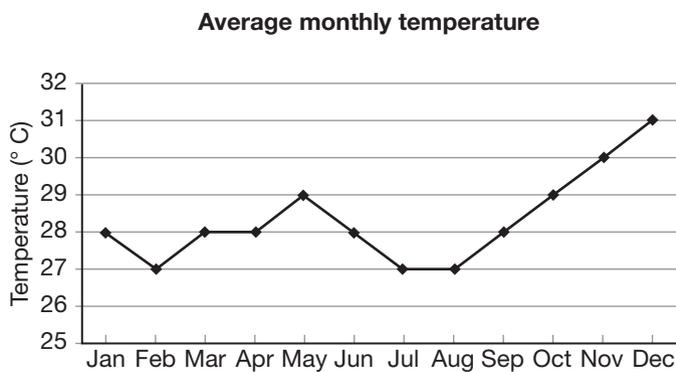
Method

Step 1 After going through the short introduction to the topic, learners proceed with *Activity 3*.

- Teach learners how to draw the graphs if they do not know. They should have learnt this in Maths in primary and secondary school. Use the scales given.
- Learners should draw two separate graphs: a bar graph for the rainfall and a line graph for the temperature. They should take into consideration all the important elements of drawing a graph: (Border, x and y axes, legend (key), title, scale). This could be the criteria to mark the learners' work. Note: Rainfall is in centimetres which can be converted to millimetres by multiplying it by 10.
- Compare the figures with other types of climate to show that Buala (and all Solomon Islands) is hot and wet compared with most other parts of the world.

Answers: **1 2**





3 hot and wet; high /hot; month; 31° C; 3820 mm (382 cm); March; June; 4° C

Step 2 Use the information presented in the two graphs to explain the climate of Solomon Islands. For instance, range of temperature, hot and wet all year around. Explain that this is because we are near the equator where the sun is always at a high angle in the sky, and we are surrounded by the sea, giving heavy rain.

Step 3 Finish by having learners read the paragraph of text after the activity.

Lesson 4: Tropical soils

Learner's Book pages 180–181

Aims

To help learners to:

- identify the types of soils common in Solomon Islands
- understand the effect of climate on soil
- understand why Solomon Islands soils quickly lose their fertility and why shifting cultivation is a suitable method of farming.

Skills

- Analysing diagrams
- Interpretation of photographs

Method

Step 1 This topic presumes that learners have learnt about soil in Agriculture lessons. They should have studied this in the second topic in the Agriculture syllabus in Year 7.

Step 2 Learners do *Activity 4*.

Answers: **1** Soil is formed through the process of weathering – the breaking up of rocks (the parent material) into smaller particles. Soil is made up of small particles of rocks (minerals) and organic matter (humus – the remains of animals and plants). Rocks/minerals (parent materials) and organic matter are the basic materials from which the soil is formed. **2** Organic matter (humus – the remains of animals and plants); this contains nutrients. **3** Only a thin layer of soil, called topsoil, can adequately support plant life. **4** Rain can do three things to this part of the soil: **a** erode it (wash it away), especially along inclines or sloping land features; **b** dissolve the nutrients and move these deeper into the soil through the process of infiltration and percolation; **c** wash the dissolved nutrients away into rivers and streams. **5** Leaching is the movement of water down into the soils taking with it dissolved organic nutrients (humus) and minerals essential for plant growth. Heavy and frequent rainfall intensifies the problem. High temperatures make it easier for the rain to dissolve the nutrients. High temperatures result in rapid evaporation from the soil, leaving cracks and more holes in the soil so when it rains, nutrients get carried through these holes beyond the benefit of plants. **6** When the vegetation is cleared the soil becomes bare and exposed to the sun and rain. The rain easily dissolves the nutrients and this dissolving is more likely if the soil is heated by the sun. This results in leaching or the downward movement of soil nutrients into the soil. The

sun also heats the soil so that some mineral salts are drawn to the surface, especially iron. This iron makes the soil red and may form a hard layer of rock, called hard pan, which is useless for plants.

Step 3 Ask some learners to read or explain their answers. Explain these processes to the learners, using the diagram in Figure 10.4.

Step 4 Do *Activity 5*.

Answers: Not normally this colour. Usually soils are brown or black. They become this red colour when the forest is cleared. As the diagram in Figure 10.4 shows, when the forest is cleared, nutrients are leached downwards but some mineral salts, especially red iron minerals, are drawn up to the surface by the hot sun. This causes the red colour in the photo.

Step 5 Explain that this red type of soil is called laterite.

Lesson 5: Advantages and disadvantages of shifting cultivation

Learner's Book page 181

Aims

To help learners to:

- appreciate the reason for practising shifting cultivation
- recognise the advantages and disadvantages of shifting cultivation.

Skills

- Reading for understanding
- Individual and independent study

Method

Step 1 Learners read the text on page 181 and do *Activity 6* and *Activity 7*. This should be individual work with limited assistance to develop the idea of independent learning and reading to understand.

Answers: **1** Only a small area is cleared; some vegetation is often left; the farmer shifts to a new area when the land becomes infertile. **2** Shifting cultivation is normally done by the family; it does not require a lot of labour because only a small piece of land is used at one time and the intention is merely for immediate family consumption. **3** Very little **4** Only very simple tools **5** A lot of land is needed because of the rapid deterioration of the quality of the soil after cultivation, which means shifting to a new piece of land every two to three years. A large area of land needs to lie fallow. **6** It will become shorter, say from 20 years to 5 years. **7a** The soil may not recover, so it does not regain its fertility in full. **b** The amount of crops produced (yields) will decline/decrease. **8** No, because only a small area of land is cleared since production is mainly meant for family consumption.

Answers: These are just suggested answers; the learners may come up with other relevant ones.

Advantages	Disadvantages
A small area is cleared	People could face food shortages in a bad harvest because of its small-scale nature
Minimal labour required; can be run by one family	Due to its family oriented nature, some of the members of the family such as the mother may be overworked
Land is left fallow to regain fertility	The land might not recover completely no matter how long it is left to fallow; or the fallow period may be reduced due to increasing population
Does not require chemicals such as fertilisers and insecticides	The practice of slash and burn could lead to the killing of important plants and soil organisms
No money is required	Money for fertilisers or better tools might increase yields

Advantages	Disadvantages
Mixed cropping: more than one crop is planted at one time	Wasteful of land
	Land disputes as land becomes short
	Slows down development

Lesson 6: Kolotubi village

Learner's Book pages 182–183

Aim

To help learners to understand that the nature of the environment influences people's farming activity.

Skills

- Map reading
- Map interpretation and description

Method

Step 1 Explain that learners are going to study one example of a farming area in Solomon Islands and compare this with their own area.

Step 2 Learners study the map in Figure 10.7 carefully and do *Activity 9* (Activity 8 is in Lesson 7).

Answers: **1** Approximately 400 to 500 people. One way to determine this is to count the approximate number of households in the area, by counting the houses and multiplying by five or six as the number of the average family size of Solomon Islands households. Such a figure is logical for this village because Chief Martin's family size is seven. **2** The western side is hilly. **3** Coconut, orange and betel nut **4** Only a few people, mostly those to the south. The majority of people generally live quite far from their garden. **5** Most of the forests are located to the west of the village, probably because its hilly nature makes it difficult for either settlement or farming. **6** There are various ways from the church to Martin's garden that learners might suggest. However, the question requires learners to practise describing direction with a map, so using the road could be more appropriate. For example, one could drive or walk east to the junction near the store and turn north, continue north, before a pig fence to the west is Martin's garden.

Lesson 7: Case study: Martin's garden

Learner's Book pages 182–185

Aims

To help learners to:

- know how one group of people in Solomon Islands farms
- compare and contrast the method of farming in their own community to that of Kolotubi (Isabel)
- understand the farming in their own area better.

Skills

- Reading for understanding
- Interpretation of photos

Method

Step 1 Explain Activity 8: Learners compare Kolotubi with their own village or any village they know. They should use the map in Figure 10.7 as well as the text to help them.

Step 2 Do *Activity 8*. Learners read the text on pages 183 to 185.

Answers: Learners' answers will vary according to their respective localities. An example is given below.

	Kolotubi	My village
Province	Isabel	Temotu
District	Hograno	Graciosa Bay District 1
Type of land ownership	Matrilineal	Patrilineal
Main food crops	Sweet potato, taro and cassava	Sweet potato, taro, yam and pana
Main use of the food crop	Family consumption Sale	Family consumption Sale
Tools used for clearing	Axe and knife	Axe and knife
Mixed cropping or separate?	Mixed cropping	Mixed cropping
Who does the work?	Members of both the nuclear and extended family	Members of both the nuclear and extended family
Cash crops	Kava, coffee, turmeric, coconut, cocoa, teak, rice and orange	Coconut, cocoa, teak and rice
Cooperation in the community	Very cooperative	Marginal
Recent changes or improvement in the area	Marked improvement	Slight improvement
Problems	Land quickly loses its fertility	Land quickly loses its fertility Land dispute Poor harvest due to the unpredictable effects of weather and climate changes

Lesson 8: New cash crops

Learner's Book pages 185–186

Aims

To help learners to:

- understand why people grow cash crops
- understand the factors that influence which cash crops people grow.

Skills

- Reading aloud
- Reading for understanding

Method

Step 1 Choose a learner, a good reader, to read the text 'New cash crops' while the rest of the class follows. Provide a brief explanation, leading to the next topic.

Step 2 Ask another learner to play the part of Martin and read 'Why I became a kava farmer'. After each paragraph, ask questions relating to the text. For example, after reading the first paragraph you might ask questions such as:

- What year did Martin's family start kava farming? (2005)
- Why did they decide to grow kava in place of coconut and cocoa? (Only a low level of work is required but there's more money in kava)

Step 3 Learners write an account of cash crops grown in their own area.

Lesson 9: Cooperation in the community

Learner's Book pages 186–187

Aim

To help learners to appreciate and value community cooperation as a worthwhile way of developing a community.

Skills

- Reading with understanding
- Group discussion

Method

Step 1 Learners work in groups and read the text 'Cooperation in the community'.

Step 2 Learners discuss in groups how the experiences in the text relate to their own situations. Each group appoints a spokesperson to report their discussion to the whole class.

Step 3 Other groups should be encouraged to ask questions.

Step 4 When all the groups have reported, ask: what are the advantages of having a cooperative store or marketing system rather than relying on other people to sell their goods or buy their crops? Each group provides a response to the question. (See *Activity 10*.)

Suggested answers:

- The money circulates in the community.
- The cooperative store makes money for the community.
- The cooperative can more easily transport everyone's goods to market rather than each person providing own transport.
- The cooperative can negotiate a good price from buyers as they sell a large amount.
- Farmers do not have to go to Honiara to sell their produce.

Lesson 10: Problems of Kolotubi

Learner's Book pages 187–189

Aims

To help learners to:

- realise the type of problems that might exist in a community that might hinder progress
- consider the changes taking place in their own community.

Skills

- Note taking
- Group discussion

Method

Step 1 Learners read the text on the problems of Kolotubi.

Step 2 Learners make brief notes to summarise the problems facing Kolotubi community.

Step 3 In groups, learners think about and discuss what changes have taken place in their own community over the last ten years. Use the guidelines given in *Activity 11*.

Step 4 Learners do *Activity 11*: they write an account of changes in their own community. Answers will vary with the learner.

Lesson 11: Shifting cultivation in other parts of the world

Learner's Book page 189

Aim

To help learners to understand that shifting cultivation is practised in other parts of the world that have a similar climate to Solomon Islands.

Skills

- Map reading and interpretation

Method

- Step 1** Learners look at the map in Figure 10.17. Point out the lines for the equator and the tropics.
- Step 2** Ask in what parts of the world shifting cultivation is found. (Areas near the equator or tropical areas)
- Step 3** Ask what is special about these areas. How are they similar to Solomon Islands? (They are hot and wet areas.)
- Step 4** Ask: Why is shifting cultivation found in these areas? (Because the hot, wet climate makes the soils lose their fertility when the forests are cleared so the soil needs to rest or lie fallow.)
- Step 5** Learners read the text and do *Activity 12*.
- Learners trace the map by putting a piece of paper or a page of their exercise book over the map. Just trace the outlines of the continents and the equator and tropics. Trace and colour or shade the areas of shifting cultivation. They should use the world map in Appendix 3 to name the areas in Question 1b.
 - Learners name some of the countries or areas where shifting cultivation is practised. The following might be named, although you would only expect a few of these answers.

Different parts of the world (Regions)	Countries
Western Africa	Senegal Guinea Ghana Nigeria
Central Africa	Democratic Republic of Congo Congo Cameroon Equatorial Guinea Central African Republic
South/East Africa	Uganda Kenya Tanzania Malawi Mozambique
South-East Asia	Malaysia Indonesia Philippines
Central America	Mexico Guatemala Costa Rica Panama
South America	Colombia Venezuela Brazil

2 These regions and countries are located in the tropics like Solomon Islands, thus have the same climate. The climate dictates the type of farming carried out.

Lesson 12: What is cash farming?

Learner's Book page 190

Aims

To help learners to:

- understand what cash farming is
- understand why people grow cash crops
- understand why cash crops are becoming increasingly important
- understand how cash crops are affected by market prices.

Skills

- Note taking

Method

Step 1 Remind learners of the story of Martin growing cash crops and changing the crops he grew.

Step 2 Do *Activity 13*.

Answers: **1** To earn money; because the prices of some crops went down so they changed to different crops. **2** Yes, because if they continued to grow the same crops, e.g. copra, they would not make any money. The prices of the new cash crops like kava may go down also. **3** Betel nut can be sold for high prices in Honiara where many people want betel nut but cannot grow their own.

Step 3 Use these ideas to explain the text on cash crops and the effect of prices on production.

Step 4 Explain the idea of a market and overseas market.

Lesson 13: Case study: Goat farming in Kenya

Learner's Book pages 190–191

Aim

To help learners to:

- learn and understand that other parts of the world also engage in small-scale cash farming
- locate countries using a map.

Skills

- Map skills

Method

Step 1 Learners look at the world map in Appendix 3 of the Learner's Book to locate Africa and its position in relation to the rest of the world.

Step 2 Compare this with the map of Africa on page 191 to locate Kenya.

Step 3 Learners read the case study and do *Activity 14*.

Answers: **1** To provide meat and milk for his family; to generally improve the health status of his family; the money provides an income to meet his family obligations such as to pay school fees.

2 Yes, because Solomon Islands has a similar climate to Kenya, but people are not used to goats and do not know how to look after them. (Note: There was an attempt to introduce goat farming here, but in most places it failed as people were not used to them.)

Lesson 14: Farming inputs and outputs

Learner's Book page 191

Aim

To help learners to understand that farming involves a system of outputs and inputs.

Skills

- Reading for understanding
- Converting information into a diagram

Method

Step 1 Explain the text, focusing attention on the definition of the key words: inputs and outputs, and their examples.

Step 2 Do *Activity 15*.

Answers: **1** Inputs – axe, knife, fire, digging stick, hoe, planting material and labour; Outputs – crop (food), money and planting materials. **2a** Rainfall – appropriate amount of rainfall enables crops to grow properly with a good harvest. Excessive rainfall may lead to diseases and pests, affecting farm's crop output. Too much rain may cause soil erosion and leaching of soils. **b** Population – small size of population means a small labour input and small-scale farm, increase in population implies large farm size and a lot of hands to work the land. But an increase in population means less land can lie fallow, less fallow period, less fertile soils, and decline in yield of crops. **c** Soils – soil from a primary forest is fertile, once used more than once its fertility level declines. An increasing population and decreasing fallow period leads to poorer soils. **d** Custom – farming follows some kinds of approved ways of society, once violated this would result in failure of crops and poor harvest. Allocation and use of land depends on customs. **e** Cash farming – would tend to use the best land, leaving shifting cultivation for family consumption to be practised on marginal land.

Chapter 11: Large-scale Commercial Farming

Topics and timing

This chapter consists of ten topics. Each topic should be covered in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, pages 33–34, sub-strand on *Large-scale Commercial Farming* for general and specific outcomes for this chapter.

Lesson	Topic
1	Plantations in Solomon Islands
2	Coffee plantation in Brazil
3 and 4	Orchard in New Zealand
5	Large-scale commercial farming and plantation farming in the world
6	GPPOL: Oil palm
7	The palm oil factory
8	Workers and landowners
9	Economics of plantation farming
10	Advantages and disadvantages of plantation farming

Lesson 1: Plantations in Solomon Islands

Learner's Book page 194

Aim

To help learners to understand what is meant by large-scale commercial farming.

Skills

- Group discussion
- Oral presentation

Method

Step 1 Organise learners into small study groups. Learners follow while the introductory section of the topic is read and explained.

Step 2 Learners in their various groups do *Activity 1* with close assistance and supervision.

Answers: **1** Probably most groups would suggest that there are examples of plantations known to them. Take care: some of these examples will be small-scale operations such as cocoa and coconut plantations. Provide guidance since this question requires large-scale plantation operations such as oil palm (GPPOL: Guadalcanal Plains Palm Oil Ltd), coconut (RIPEL: Russell Islands Plantation Estates Ltd, Russell Islands) or forestry (KFPL: Kolobangara Forest Products Ltd) or other plantations. **2** Oil palm (GPPOL), coconut (RIPEL) or forestry (Kolobangara) or other plantations. **3** Owned by large companies who have their roots in other countries (overseas companies). **4** GPPOL – oil palm; RIPEL – coconut; KFL – forest trees for timber. **5** Basically a very large area is covered, the size of several soccer fields or even hundreds of soccer fields. **6** Depends on each group member's knowledge. **7** Work in plantations is mostly relatively heavy. **8** Yes, they are paid. **9** Crops are sold for cash. **10** Oil palm (GPPOL), coconut (RIPEL) or forestry (Kolobangara) or other older plantations.

Step 3 Use these ideas to summarise what a plantation is. It is large-scale (using a large area and employing many workers) and commercial (done for sale of crops for profit). Explain that this is only one kind of large-scale commercial farming.

Lesson 2: Coffee plantation in Brazil

Learner's Book pages 194–195

Aim

To help learners know some of the characteristics and types of plantation farming.

Skills

- Photograph interpretation
- Map work and interpretation

Method

Step 1 Encourage learners to briefly recall their previous knowledge on the study of small-scale cash cropping.

Step 2 Guide learners to locate Brazil on the world map in Appendix 3 of the Learner's Book and provide some basic information about the country in areas such as the size of the country (5th largest in the world), in what region it is located (South America), bordering countries (French Guiana, Guyana, Suriname, Venezuela, Colombia, Peru, Bolivia, Paraguay, Uruguay, Argentina), its climate type (mostly tropical, but there is much variation because it's such a large area), the Amazon Basin, and a developing nation with rapid economic growth, etc.

Step 3 Explain that Figures 11.1 and 11.2 show a coffee plantation in Brazil. Learners study carefully the two photographs with guiding questions on the captions, what they can see and what they think the picture shows: Ask on first photo: How big is the farm? (large) How are the crops arranged? (in rows) How many crops are grown? (all the same crop grown) Does the farm look well organised (Yes). Second photo: This is part of the plantation. What do you think the big buildings are? (factory) What shows that production is large? (large amount of coffee beans being dried)

Step 4 Do *Activity 2*.

Answers: **1** [See above] **2** [See table below]

Characteristics		Small-scale cash farming	Large-scale commercial farming
Land size	Small area covered	✓	
	Very big area covered		✓
Number of workers	Big number of workers	✓	
	Small number of workers		✓
Amount of output (things) produced	Big output		✓
	Small output	✓	
Amount of money used	Big amount of money		✓
	Small amount of money	✓	

Lessons 3 and 4: Orchard in New Zealand

Learner's Book pages 195–197

Aims

To help learners to:

- learn and understand what it is like to work on a large-scale commercial farm
- understand the main characteristics of large-scale commercial farming
- know the main differences from small-scale semi-subsistence farming in Solomon Islands.

Skills

- Reading for understanding
- Photograph interpretation
- Summarising

Method

Step 1 Explain that many Solomon Islanders are now going to work for short periods on New Zealand apple farms. This is the story of someone who went.

Step 2 Ask learners to describe what they can see in Figures 11.4–11.7 and do *Activity 4* as a class. (Doing this before *Activity 3* will help the learners to understand the text.)

Step 3 Do *Activity 3*. (It may have to be finished for homework.) Have learners read through the questions in the activity carefully, then they read the text thoroughly and answer the questions in their exercise book.

Answers: **1** 18 years old **2** Form 5 **3** New Zealand **4** Apples **5** 14 hectares (400 metres long and 350 metres wide) **6** Mulching and use of fertiliser **7** Fertiliser **8** A short paragraph from the picking of apples to their transportation to the factory would be acceptable. [Use your discretion to award marks.] **9** 13 000 trays of apples, 7,500 trays of kiwi fruit and 40 tonnes of pears. **10** To the factory for packaging **11** \$3 500 (NZ\$600) (SI\$55 per hour) **12** Repair his family home, meet his family needs and pay for his USP tuition fees. **13** Homesickness, getting on well with other people and doing heavy manual work **14** Success comes through hard work. **15** If you want to succeed in life one must get down and do work. **16** [See table below] **17** Large scale, only one crop, all crops sold, entirely for profit, use of paid labour, use of machinery, use of fertilisers and sprays, contains a factory.

Small farm in Solomons	Orchard in New Zealand
Small – a few hectares or less	Larger – 14 hectares
Many crops	Only one crop
Usually uses shifting cultivation	Permanent cultivation
Looked after by family	Employs many workers
Uses simple tools only	Uses machinery
No use of fertilisers – only mulching	Uses fertilisers and sprays
No factory	Factory for processing and packing
Crops mainly for family food – only a few for sale	All crops for sale
Mainly subsistence	Entirely commercial
Farmer only makes small amount of money	Makes a lot of money – rich farmer

Step 4 Go through answers with learners.

Lesson 5: Large-scale commercial farming and plantation farming in the world

Learner's Book pages 198–201

Aims

To help learners to:

- locate where different types of large-scale commercial farming can be found in other parts of the world
- define plantation farming and other forms of large-scale commercial farming
- understand that plantation farming is only one example of large-scale commercial farming
- recognise that GPPOL is an example of plantation farming in Solomon Islands
- know the history of GPPOL.

Skills

- Map reading and interpretation
- Group learning

Method

Step 1 Though not strictly required, learners may be organised into small learning groups.

Step 2 Learners study the map in Figure 11.8 carefully and pay close attention to the important features of the map, such as the title, scale, latitudes and the key.

Step 3 Use the text to explain the different types of farming.

Step 4 Learners do *Activity 5* in their groups. It may help to also use a large map of the world with the names of the countries.

Answers: **1** Brazil, India, Australia, China, Korea, Indonesia, Malaysia, etc. **2** USA, China, Russia, Argentina, Australia, etc. **3** USA, Brazil, South Africa, Mexico, Argentina, etc. **4** USA, Russia, France, Germany, Britain, etc.

Step 5 Learners do *Activity 6*. Direct them to look carefully at the pictures.

Answers: Picture 1: Large area of crops being grown; Pictures 2 and 3: Large number of cows; all being milked together; use of machines for milking.

Step 6 Do *Activity 7*.

Answers: **1** A very large farm growing a permanent or semi-permanent crop which stays in the ground for many years, like coconut and oil palm. **2** Plantation farming crop is permanent or semi-permanent whereas commercial crop farming can be any kind of crop. **3** Commercial crop farming, commercial plantations and mixed farming. **4** Because it has a very big area of flat and fertile land. **5** Lack of flat land; most people do not own enough land; lack of money to build a factory and employ workers; lack of training and skills; land disputes.

Method

Step 7 Introduce the case study of GPPOL as an example of a large-scale commercial plantation farming in Solomon Islands.

Step 8 Learners read the introduction to the case study and do *Activity 8*.

Answers: **1** 1970. Because Solomon Islands was a British protectorate or colony. **2** CDC – Commonwealth Development Cooperation; SIPL – Solomon Islands Plantation Limited; GPPOL – Guadalcanal Plains Palm Oil Limited. **3** SIPL was from Britain and GPPOL is from Malaysia. They are 6 000 kilometres apart. **4** GPPOL came from a relatively poor country like Solomon Islands while SIPL was from a wealthy country.

Lesson 6: GPPOL: Oil palm

Learner's Book pages 201–204

Aims

To help learners to:

- understand what oil palm is and how it produces oil
- know the process involved in growing oil palm
- know about oil palm harvesting activities.

Skills

- Photograph interpretation

Method

Step 1 If you have access to an oil palm plant or tree, take the learners outside and study it.

Step 2 Those of you who are close to GPPOL might like to arrange a study trip to the plantation and factory. For those who have no access to it, assist the learners to visualise what an oil palm is like by comparing it to a coconut or betel nut palm tree.

Step 3 Learners study the diagram in Figure 11.10 of an oil palm fruit, and compare it with a real fruit if possible.

Step 4 Do *Activity 9*. Learners read the sections 'Growing the oil palm' and 'Work on the plantation', then answer the questions.

Answers: **1** Young plants are raised in the nursery; apply fertiliser; transplant into the field; apply fertiliser; pollination by hand; harvest by cutting bunches with sharp knife or sickle; spray pathways and roads with herbicides; cut old leaves and pile them to rot and provide nutrients; big trucks take fruit to factory. **2** Large area to work, a lot of work to do and most of the work requires human labour. **3** The plantation requires a lot of workers and there were no plantations on Malaita, so people go to Guadalcanal to work. Malaita has a big population and shortage of land. Malaitans were used to working on plantations in Queensland and Russell Islands. **4** They might see that the money earned by royalty is enough for them so there is no need to work for extra money. It was easier to work on their own land. **5** [Depends on each learner's response.]

Lesson 7: The palm oil factory

Learner's Book pages 205–207

Aim

To help learners to know about the various processes carried out in oil palm factory production.

Skills

- Photograph interpretation

Method

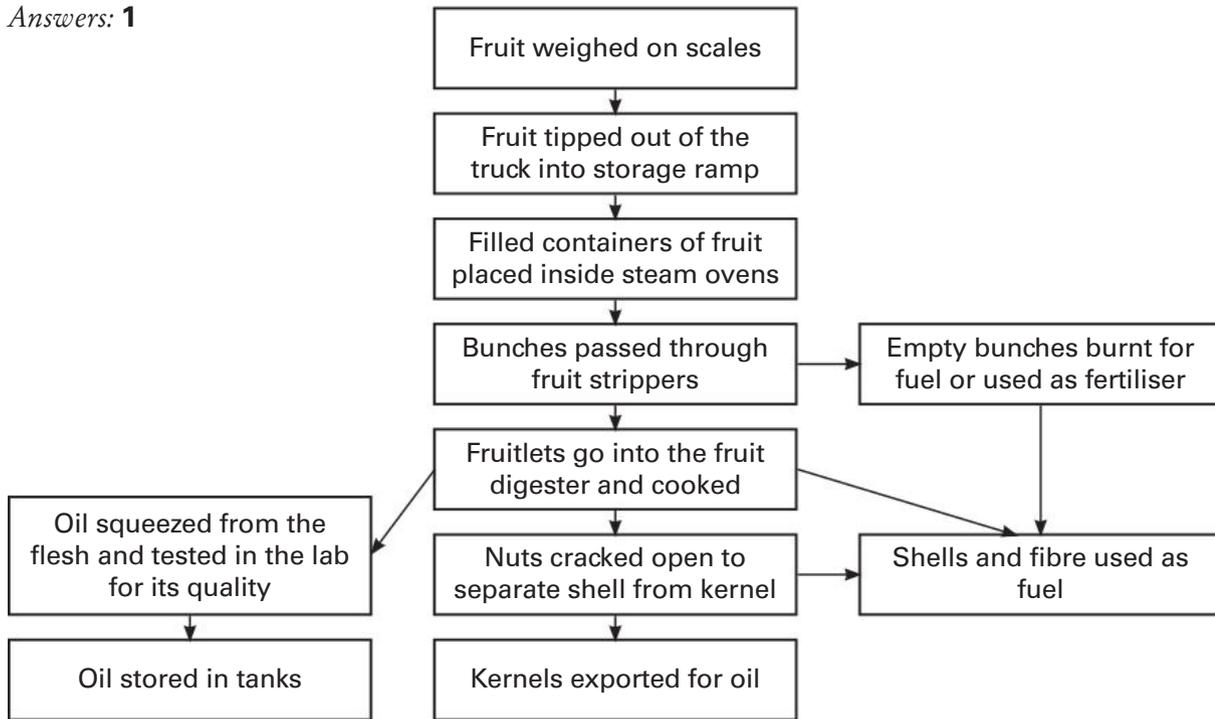
Step 1 Guide learners to read through the section on the oil palm factory, paying attention to all the pictures, since it will help them to understand the text.

Step 2 Do *Activity 10*.

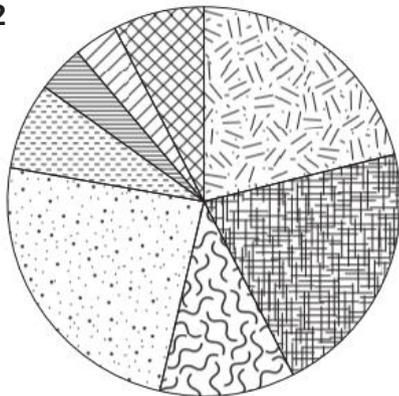
Answers: **1** Coconut is dried before the oil is extracted whereas oil palm fruit is cooked in order to extract its oil. The oil palm fruit can go rotten and lose its oil quickly (it is a highly perishable crop). **2** Oil palm is the plant or palm tree and palm oil is the oil (product). **3** Height about 5 to 10 metres and width about 20 to 30 metres. They are always large because they normally house large machines which are required in big operations. **4** Pollution: noise, visual, water and air.

Step 3 Do Activity 11.

Answers: 1



2



Key

-  Empty bunches
-  Palm oil
-  Moisture loss
-  Waste water
-  Nuts
-  Kernels
-  Shells
-  Fibre

3 It means that the factory is able to work by producing everything it needs for itself and not buy anything from outside. For instance, the factory produces its heat and electricity from the shells and fibres.

Lesson 8: Workers and landowners

Learner's Book pages 208–209

Aim

To help learners to:

- understand the benefits and problems of working on a plantation
- understand the benefits and problems of being an outgrower
- understand how landowners benefit from the plantation.

Method

Step 1 Introduce the topic: three groups of people benefit from the plantation: those who work on it; those who sell oil palm to it; the original landowners.

Step 2 Learners read through the two accounts on pages 208–209 and complete *Activity 12*. This may have to be completed as homework.

Answers: 1

Group	Benefit
Plantation worker	<ul style="list-style-type: none"> • Money for basic needs (wages) • Social mixing • Saving through NPF
Outgrowers	<ul style="list-style-type: none"> • Money (income from sale of crops) • No loss of land • Cooperation
Land owners	Money (royalty)

2 Those who grow oil palm and sell it to the company as they do not lose their land and are still in control of their own lives. Workers get less money and have to do what the company tells them to do. Landowners are paid royalties but lose control of their land. **3** Workers may get sacked. The income of the other groups will be less.

Lesson 9: Economics of plantation farming

Learner's Book page 210

Aim

To help learners to understand why palm oil and other crop prices go up or down

Skills

- Graph interpretation

Method

Step 1 Explain the meaning of 'world market price': goods like palm oil are sold by many countries and this makes a kind of market which works like a normal market. When many people want palm oil the price goes up; when fewer people want it or the supply is very high, the price goes down.

Step 2 Learners read through the text and study the graph in Figure 11.26 before doing *Activity 13*. (On the graph, 99 Q1 = the first quarter, January to March, 1999.)

Answers: **1** The prices change a lot. **2** The income of both will go down. **3** Because if the world market price is high Solomon Islands will gain a lot of income from its products. If the price goes down we get less money to spend on imported goods. **4** When the price is high the companies or people who sell the goods pay higher taxes to the government and the government will gain a lot. A decline in price will reduce government income. **5** No, Solomon Islands cannot set the prices for its goods; the price is set in the world market. Those countries which produce most of the goods can control the prices. Solomon Islands produces very little compared to other countries. **6** Because the price of copra went down it was no longer profitable to sell it and farmers were not making any money. The country can gain more by selling coconut oil because its price is much higher than copra. All goods which are processed or made purer have a higher price than the 'raw materials' they are made from, e.g. coconuts made into coconut oil, oil palm made into palm oil, timber sawn or made into furniture.

Step 3 Learners read the last paragraph to summarise this.

Lesson 10: Advantages and disadvantages of plantation farming

Learner's Book pages 211–212

Aim

To help learners to understand the advantages and disadvantages of plantation farming for Solomon Islands.

Method

Step 1 Learners complete *Activity 14*. They may need to go back over some of the previous text for answers.

Answers:

Question	Advantage	Disadvantage
1	✓	
2	✓	
3		✓
4	✓	
5		✓
6	✓	
7		✓
8		✓
9	✓	
10		✓
11	✓	
12		✓
13	✓	
14		✓
15		✓
16	✓	
17	✓	
18	✓	
19		✓
20	✓	
21		✓

Step 2 Explain and read with learners the last paragraphs on page 212. Link the plantations on Guadalcanal with the causes of the ethnic tension from 1999 to 2003 and continuing land problems on Guadalcanal.

Chapter 12: Family and Community Disputes and How to Solve Them

This chapter consists of ten topics. Each topic should be taught in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, pages 35–36, sub-strand on *Family and Community Disputes and How to Solve Them* for general and specific outcomes for this chapter.

Lesson	Topic
1	Introduction
2	Ways of solving disputes
3	What people do during a dispute
4	Listening and respect for others
5	Managing anger
6	Being aggressive or assertive and valuing diversity
7 & 8	A peaceful Solomon Islands
9 & 10	Problem solving

Note on language: many of the activities in the next two chapters involve quite complex discussion and role play. In most cases this will only work if you allow learners to use Pijin. Try to encourage reporting back in English. However, remember that the objective is to teach the understanding of Social Studies concepts, not to teach English, so Pijin should be used wherever it leads to more effective learning of Social Studies.

Lesson 1: Introduction

Learner's Book page 215

Aims

To help learners to:

- know what dispute or conflict is
- understand that there are many ways to solve disputes or conflicts.

Skills

- Group work
- Role play

Method

Step 1 Introduce the topic.

Step 2 Learners do *Activity 1* in groups. Each group discusses the story, allocates parts, practises the parts and then acts out their version for the whole class.

Step 3 On the blackboard, list the ways that each group suggests solving the dispute.

Step 4 Ask for ideas about the best way to solve disputes.

Step 5 Ask if there are ever disputes in the learners' communities or in the school. Nearly all will say yes. Link it to the idea that disputes or conflicts occur in all groups and communities.

Step 6 Explain the meaning of disputes and conflict

Step 7 Using the list on the board, remind the learners that there are many ways to solve disputes. This chapter will look at some of them.

Lesson 2: Ways of solving disputes

Learner's Book pages 215–216

Aims

To help learners to:

- know that there are two basic types of solution to disputes: internal and external
- understand that each solution has a way of solving disputes between groups
- understand the idea of mediation in solving disputes.

Method

Step 1 Link with the previous lesson by reminding learners that disputes can be solved in many ways.

Step 2 Introduce learners to the two basic ways of solving disputes in the text and have them read the text.

Step 3 Explain the main points of the text.

Step 4 Do *Activity 2*.

Answers: 1, 2 [Note that learners may suggest many other answers.]

In your family

Types of disputes	Kinds of things (argued or fought about)	How they are solved
Disrespect	Swearing	Compensation
Alcoholism	Spending on alcohol	Quit drinking alcohol
Land	Sharing royalties Rights over an area	Stop logging Go to court/Use genealogists
Marriage (divorce)	Unfaithfulness	Compensation/Reconciliation

In the village or community

Types of disputes	Kinds of things (argued or fought about)	How they are solved
Land	Land rights	Seek assistance from genealogist or court case
Personal property	Stealing/Vandalism	Compensation/Imprisonment (modern solution)
Religion	Denominations	Respect everyone's beliefs
Boy and girl relationship	Disagreements	Compensation/Bride price

3 [There may be many types of answers.] One way is through organising a reconciliation ceremony for the disputed groups. During the ceremony, both groups say sorry to each other by shaking hands and exchanging goods and valuable shell money. After the exchange of things, they sit together and share the feasting.

Lesson 3: What people do during a dispute

Learner's Book page 217

Aims

To help learners to:

- know and understand that different people behave differently during disputes
- be able to explain the three ways of dealing with disputes or conflict.

Skills

- Thinking skills
- Empathy: being able to put yourself in someone else's place

Method

Step 1 Do *Activity 3*. Ask individual learners to provide ideas on what to do in each of the different circumstances and write their ideas on the board.

Answers: [These will depend on individual learners' ideas. All answers are acceptable as long as they are genuinely thought out.] For example: **1** Just ignore it. **2** Threaten him/her so they give it back to me.

Step 2 Draw learners' attention to the three ways of dealing with disputes as listed in the text and give further explanation.

Step 3 Re-emphasise the idea that all of us are different and we do different things when something happens to us. (Use one circumstance from *Activity 3* and ask a few learners to share their ideas.)

Lesson 4: Listening and respect for others

Learner's Book pages 218–219

Aims

To help learners to:

- know that problem solving is the best way to solve disputes permanently
- explain the whole process of solving disputes through problem solving
- understand the importance of listening skills in solving disputes
- understand the importance of respect for others when solving disputes with people who are different from you
- know that different people should be respected wherever they come from.

Skills

- Understanding your own culture

Method

Step 1 Refer learners to page 218 and briefly introduce the topic.

Step 2 Introduce learners to 'Listening skills' and its importance when solving disputes.

Step 3 Conduct a whole-class discussion of the questions in *Activity 4*. Ideas from the discussion should be written on the board.

Suggested answers: **1** If they do not listen to you, you may be suspended. If they listen you may be forgiven or have a shorter suspension. **2** Maybe they swore at him/her; By discussing with those learners concerned.

Step 4 Introduce the idea of 'Respect for others'. Tell learners to read the text.

Step 5 Explain the text.

Step 6 Have a whole-class discussion of the questions in *Activity 5* and write learners' answers on the board.

Possible answers: **1** One example is: Word for respect in my home language, Ghari (Guadalcanal), is *kukuni*. It suggests visitors should receive a good welcome, not to mix around elders, not to swear at or in front of elders or leaders. **2** [See table below]

Who?	Ways of showing respect	Reasons for loss of respect	How to regain respect
Family members	Obedience	Education	Strong discipline/family ties
Women/girls	Avoid playing with or touching of girls and women	Maybe because of adopting western culture	Impose high compensation
Church elders	Respect church rules	Lives immoral life Outside influences	Live a good life as a Christian leader

Who?	Ways of showing respect	Reasons for loss of respect	How to regain respect
Village chiefs/elders	Follow the village rules	Lacks confidence to organise people	Must cooperate with people
Teachers	Obedience	Bad role model	Be a good role model as a leader (teacher)
Police	Obey the law	Duties not carried out effectively	Be effective law enforcer
Politicians	Call them 'Honourable'	Corruption	Avoid corrupt practices

Lesson 5: Managing anger

Learner's Book pages 219–220

Aims

To help learners to:

- know that anger can cause loss of respect to others
- understand that becoming angry does not help solve disputes
- understand the best way to deal with anger
- be able to deal with anger.

Skills

- Group work discussion

Method

Step 1 Link with the previous lesson and help learners to understand that managing anger is also a skill in problem solving.

Step 2 In small groups of four or five, discuss the questions in *Activity 6* and *Activity 7*. Learners will all have different ideas and experiences to share.

Step 3 Each group reports back their ideas to the whole class.

Step 4 The lesson concludes with an explanation about the best way to deal with anger (Stop, Think, Act), as explained in the text on page 220.

Lesson 6: Being aggressive or assertive and valuing diversity

Learner's Book pages 220–221

Aims

To help learners to:

- know that the attitudes of aggression and assertion are different and only assertion solves disputes
- understand how these attitudes help in solving disputes
- explain why being assertive is more effective than being aggressive in solving disputes
- appreciate other things that link us, apart from being *wantoks*, in a diverse society.

Method

Step 1 Introduce the attitudes that learners need to understand in this lesson.

Step 2 Have a class discussion of *Activity 8* with an explanation of the ideas of aggressive and assertive behaviour.

Step 3 Introduce learners to the next idea, 'Valuing diversity' and explain the main points of the text.

- Step 4** Learners do *Activity 9*. Note that for Question 2 they are looking for people who are similar to them in other ways, not in language or culture. This will be easy in mixed classes.
- Step 5** Ask each pair to share why they are the same. Answers will depend on each pair. The idea is to show that many things link us together, not just language, culture, *wantoks*.
- Step 6** Conclude the lesson by re-emphasising what Desmond Tutu said and the late Lucky Dube's song: 'Many colours, one people'.

Lessons 7 and 8: A peaceful Solomon Islands

Learner's Book pages 221–222

Aim

To help learners to practise skills in solving disputes in each of the given situations.

Skills

- Solving disputes (problem-solving skills)
- Presentation and acting

Method

- Step 1** Refer learners to page 221 and explain to them the ways in which the chapter suggests that Solomon Islands can be a peaceful country.
- Step 2** Do *Activity 10*. Divide learners into groups. The groups read the situations and choose one story. You may have to ask them which one they have chosen so that they do not all choose the same one. Or you may have to allocate some situations.
- Step 3** Each group chooses the parts to play. Notice that each one has an offender, who commits a crime, and a victim whom the offender wrongs. Separately choose a group of mediators – one from each group. The idea is to practise the skills which have been learnt in the rest of the chapter.
- Each group should practise acting out the dispute and then act it out in front of the mediators.
 - Each mediator looks at the action. They can ask any questions, as in a court. Then they tell the class how they would solve the problem. Mediators can work independently and each give their own ideas or they can work as a group and discuss each situation before giving their decision.
- Step 4** Summarise the ways in which the mediators suggest solving the problems. Are there any common ways that we try to follow in solving disputes?
- Step 5** Ask learners to try to follow these ideas in the future.

Lesson 9 and 10: Problem solving (Role play)

Learner's Book pages 223–224

Aims

To help learners to:

- further develop their understanding of how to use the skills learned in solving problems
- be able to solve problems effectively.

Skills

- Solving problems

Method

- Step 1** Read the instructions and the story carefully to be sure how to organise Activity 11.
- Step 2** Write out the role play cards from page 224 as instructed.

Step 3 Refer learners to page 223 and explain the activity of the lesson.

Step 4 Divide learners into two or three large groups and tell them to do *Activity 11: Role play*. Each group will need about 15 to 20 people.

- Explain how they are to do the activity following the instructions in the Learner's Book.
- Assist each group to plan their activities. They will each have to divide themselves into groups of different kinds of people, according to the instructions. Try to make sure all the types of people are in each group.
- Help them to read the story and understand the situation.
- Tell them they will play the part of the people in the village. Each group, e.g. the church pastor and committee, the original landowners, young people, will have to decide how they will react to the story.
- Give the role play cards to each group so they can decide what they are going to say in the meeting, e.g. the young people will argue that the dances should continue; the landowners want to shut the hall, etc.
- Hold the village meeting. Each group of people argues what they want to happen. Let everyone speak who wants to speak.
- At the end, hold a vote to decide which of the actions listed the village should do.

Step 5 Explain that this is a way of solving disputes in a democratic manner when everyone is allowed to say what they think.

Step 6 Explain that they will learn more about democracy later in the Social Studies course.

Chapter 13: Gender Issues

Topics and timing

This topic consists of seven lessons. Each topic should be taught in a 40-minute period.

General and Specific Outcomes: Refer to Social Studies Syllabus Year 7, page 37, sub-strand on *Gender Issues* for general and specific outcomes for this chapter.

Lesson	Topic
1	What is gender?
2	Roles and responsibilities of different genders
3	Roles and status of men and women
4	What is gender conflict?
5	Changes in ideas on gender
6	Professional women
7	Changes in families and women's lives

Note on language: See note in Chapter 12, page 102.

Lesson 1: What is gender?

Learner's Book page 227

Aims

To help learners to:

- understand what is meant by gender
- develop knowledge and understanding about gender
- realise that boys and girls behave differently
- appreciate that these differences are partly a result of our culture.

Skills

- Sharing ideas
- Discussion in groups
- Team work

Method

Step 1 Do *Activity 1*. Explain the activity to the class.

- Divide learners into three groups. Each group should have an equal number of boys and girls if possible, but must be mixed.
- Each group discusses the activity and fills in the two columns in their exercise book.

Suggested answers: [There may be many others.]

Girls	Boys
<ul style="list-style-type: none"> • Interest in cooking and looking after children and going to the garden • Expected to do housework • Interest in playing netball • Give more attention to their brothers 	<ul style="list-style-type: none"> • More active • Interest in playing soccer • Interest in hunting, fishing, building houses • Expected to help in the garden

Step 2 Explain to learners that:

- gender is the way boys and girls or men and women are different from each other
- different genders behave in different ways
- The way one behaves is affected by one's gender.

Step 3 Summarise and conclude the lesson by reinforcing the three key ideas above.

Lesson 2: Roles and responsibilities of different genders

Learner's Book pages 227–228

Aims

To help learners to:

- understand the meaning of roles and responsibilities
- know that people of different gender have different roles and responsibilities.

Skills

- Sharing of ideas
- Discussion in groups
- Team work
- Reading and understanding a poem

Method

Step 1 Explain to learners that:

- 'role' is the way you are expected to behave
- 'responsibilities' are the things that you are expected to do.

Step 2 Do *Activity 2*. Divide learners into groups of six. Discuss the activity and complete the main roles and responsibilities of boys and girls.

Suggested answers:

Girls: Roles and responsibilities	Boys: Roles and responsibilities
<ul style="list-style-type: none">• Help mother to cook meals and fetch water• Look after little siblings• Go to garden and collect firewood	<ul style="list-style-type: none">• Help father to build houses• Go fishing and hunting with fathers• Groomed to be the head of the household

Step 3 Do *Activity 3*. Keep learners in their groups. Learners read the poem and discuss the questions.

Answers: **1** Mustn't: sit on the table; say what she likes; backchat; enter the front door when her brother is there; walk in front of her brother; carry out love affairs openly. Must: keep quiet; wash her brother's dirty clothes; go round the back door; crawl if the house is full. **2** The girl does not agree with things that she is expected to do. (He gives me his dirty clothes to wash, if he sits in front, I must walk around the back.) **3** The brothers can tell stories in front of their sisters while their sisters are not allowed to do that. Also, they are allowed to ask for compensation from their sisters' boyfriends if they disapprove of the relationship. Hubby means 'husband'. **4** It depends, but most traditional customs are quite similar. For example, respecting elders and brothers, and having to be passive all the time. **5** The effect is that girls are groomed to be submissive and passive in the family. They come to think that they are not as good as boys. They develop low self-esteem, i.e. a low opinion of themselves. **6** [Answers may vary among learners.]

Step 4 Summarise the main ideas and conclude the lesson.

Lesson 3: Roles and status of men and women

Learner's Book pages 228–229

Aims

To help learners to:

- understand the meaning of 'status'
- develop knowledge and understanding on roles and status of men and women in Solomon Islands cultures
- form opinions about the status boys and girls should have.

Skills

- Evaluating ideas and information
- Forming opinions on issues
- Engaging in group discussion

Method

- Step 1** Introduce learners to the term 'status' of a person. Status means how important people think a person is and how much other people respect them.
- Step 2** Have learners read the article by Alice Pollard on roles and the status of girls and women.
- Step 3** Do *Activity 4*. Divide learners equally into groups of girls and boys.
- Ask them to read the article. Each group discusses and answers the questions.
 - Each group presents their ideas constructively to the class. Groups can critique each other's ideas.

Answers: **1** Most girls may think otherwise. **2** No – Some boys may say 'yes'. **3** Alice apparently agrees with the way girls and women are treated. She says: 'However women do not see their role as a bad one. Instead a Solomon Islands woman is proud of herself and the way she supports her husband.'

- Step 4** Summarise and conclude the lesson on status and role of men and women.

Lesson 4: What is gender conflict?

Learner's Book pages 229–230

Aims

To help learners to:

- understand the idea of gender conflict
- understand why gender conflict is becoming more common.

Skills

- Evaluating information
- Forming opinions

Method

- Step 1** Explain the following to learners:
- The world is changing.
 - Because of the changes that the world is going through, many girls and women no longer agree with the ways they are expected to behave.
 - This often leads to gender conflict.
- Step 2** Ask learners to read the story about Sam and his sister Thelma.
- Step 3** Learners do *Activity 5*. Learners should be working individually to answer questions 1–4 only.
- Step 4** Go through the activity with learners.
- Suggested answers:* **1** Thelma **2** They have to clean and tidy up around the house before they are allowed to go and play. **3** No **4** Fred thinks that cleaning and sweeping the classroom is girls' work. So he complains and does not do it.
- Step 5** Lead a class discussion centred on Question 5: What is the example of gender conflict in this story? (Fred doing a job he thought was girl's job when he was expected to sweep the classroom.) Give other similar examples as well.
- Step 6** Summarise the lesson by reinforcing the main ideas discussed before concluding.

Lesson 5: Changes in ideas on gender

Learner's Book pages 230–231

Aims

To help learners to:

- understand that ideas on roles and responsibilities of boys, girls, men and women are changing
- understand why these ideas are changing
- form opinions about whether these changes are good or bad.

Skills

- Evaluating information
- Group discussion
- Forming opinions

Method

Step 1 Explain to learners that ideas about roles and responsibilities of girls, boys, men and women are changing rapidly.

Step 2 Explain the three suggested things that could have produced these changes, as listed in the text.

Step 3 Do *Activity 6*. Divide learners into groups. After discussing the questions, learners report their ideas to the whole class.

Answers: **1** Opinions may vary amongst learners. The issue of women becoming pastors and priests is a sensitive one. (Be tactful here.) **2** In most cases parents would prefer to send their sons to school because they value a son's education as more important than the daughter's. Also, the son may help to support the whole family in the future, when he completes his education. **3** Opinions may vary among learners. However, girls and boys should be encouraged to take up subjects which are traditionally taught only to one gender. Such barriers need to be broken down. **4** She should be allowed to keep the money because she worked for it. Secondly, she cares for the whole family, therefore she would use the money on the whole family rather than spending it on the husband alone.

Step 4 Expand by explaining to learners another reason for these changes: some women go overseas and learn different ideas. These ideas also affected the way they behave.

Step 5 Ask learners to read Mary Rongos' story.

Step 6 Do *Activity 7*. Go through answers with learners.

Answers: **1** Because they are on their own. They were at ease and were free to think aloud. Traditionally, women were expected to be passive when men are present. (Refer back to Activities 1 and 2) **2** Because everyone is being treated as equal. **3** [Learners state their opinion.]

Step 7 Summarise and conclude the lesson with learners.

Lesson 6: Professional women

Learner's Book pages 231–232

Aims

To help learners to:

- develop knowledge and understanding of the reasons for treating men and women equally
- develop opinions about whether it is good to treat men and women equally.

Skills

- Taking part in debate
- Expressing opinions

- Forming opinions
- Evaluating information

Method

Step 1 Learners read the text and look at the pictures. Explain the text: the general idea is that men and women are being treated equally in many places and increasingly in the Solomon Islands.

Step 2 Do *Activity 8*. Organise the learners into those debating for or against the topic: 'That boys and girls should be treated equally in all aspects of life'.

- If necessary, explain the idea of debating, that people take sides and propose or oppose an idea.
- Allow as many people as possible to give their ideas.
- Do not make it a formal debate with parliamentary rules.

Step 3 The debate should lead to a vote which concludes the lesson.

Lesson 7: Changes in families and women's lives

Learner's Book page 232

Aim

To help learners to develop knowledge and understanding on how modern ways of doing things can affect the way young girls behave.

Skills

- Forming opinions
- Being critical about issues
- Sharing of ideas

Method

Step 1 Introduce the nature of the lesson by getting learners into groups.

Step 2 Get learners to look at the drawing in Figure 13.8 and Activity 9. Notice the sequence of pictures from left to right. Ask learners what they mean. What kind of life is on the left? What kind of life is on the right? What are some of the main differences?

Step 3 Do *Activity 9*. In groups, ask learners to use the ideas in the cartoon and act out a story of a girl going from village life to town life.

Step 4 After acting out the story, summarise and conclude the lesson by picking up the main points that were portrayed through the stories that were acted out by the learners.

Solomon Islands Social Studies

Year **7**

Teacher's Guide

This book contains teacher support material for the *Solomon Islands Social Studies Year 7 Learner's Book*.

This Teacher's Guide is designed to support the teaching of all 13 units of the Learner's Book. For each unit, it includes notes on the following:

- lesson topic
- aims
- skills
- method
- Learner's Book page references
- suggested answers to activities and assessments.

This Teacher's Guide is part of a new series of teaching materials for **Solomon Islands Social Studies for Year 7**. It has been written for teachers to encourage learners to learn from their environment and investigate their society's cultures and people. This series has been developed as part of the Solomon Islands curriculum reform of 2005–2012.

This book aids teachers in helping learners to fully capture the intended knowledge, understanding, skills, values, and attitudes of the syllabus. It provides detailed information, planning notes, and suggested approaches for each activity, as well as valuable background knowledge, answers, and learning tips.

