



Solomon Islands Home Economics Year 9

Learner's Book





Solomon Islands

Home Economics

Year **9**

Learner's Book



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Introduction for learners

This book is based on an interactive approach to learning. This means learners will be expected to learn things for themselves by doing activities, not just by listening to the teacher or reading the book. These activities are an essential part of the book and learners will learn best by doing the activities.

Each activity is marked by a sign or **icon** to show you what kind of activity is being used. The icons are as follows:



This icon indicates thinking for yourself or in groups. To answer the questions for yourself, you are expected to use your own knowledge or experience, as well as to think carefully about what you read in the book.



This icon indicates doing a practical activity such as cooking, sewing, cleaning or making something. Home Economics teaches learners practical skills they can use when they leave school. Doing these activities will help you to learn these practical skills.



This icon indicates an activity for you to write in your exercise book or elsewhere.



This icon indicates group work. You are expected to discuss a selected topic in groups and report back on what your group discussed. In this way you learn from each other.

Enjoy using this book!

1

Clothing and textiles

My goals

- ★ Define the terms 'textile career' and 'textile business'.
- ★ Investigate traditional and modern textile careers and textile businesses in Solomon Islands.
- ★ Discuss difficulties in textile careers.
- ★ Describe how to set goals for a textile project.
- ★ Conduct a market survey on the type of textile project chosen.
- ★ Identify the best market for a chosen clothing project.
- ★ Identify human and non-human resources required to start a textile business.
- ★ Explain ways of acquiring the resources for a textile business.
- ★ Calculate the cost of the needed resources.
- ★ Write a plan of how to carry out a textile business.
- ★ Draw a simple cash record book for the project.
- ★ Calculate a selling price.
- ★ Write an advertisement for the product.
- ★ Discuss the problems, successes, difficulties and ways of improving the project.
- ★ Assess the project.

Unit 1.1

Textile careers and businesses

Activity 1



In pairs, discuss the following questions.

- 1 What is a textile business?
- 2 Can you identify any modern or traditional textile businesses in your home area? If so, briefly describe what they do.

Traditional and modern textile businesses in Solomon Islands

Solomon Islands has a rich tradition of creating textiles. The following case studies provide an insight into some local traditional and modern textile businesses.



Helen's story

Helen Hilli owns and runs the HSH Sewing School and Company.

My story begins from childhood when I grew up with a mother who is good at sewing clothes. She made me want to become a tailor. My interest motivated me to learn sewing skills at the age of 10, and these developed as I grew up. As the eldest in my family, I was exposed to sewing machines at home. I continued to learn more sewing stitches when I was at primary school.

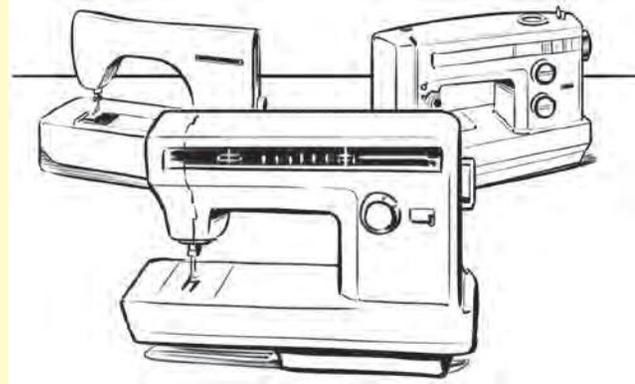
When I attended secondary school at Betikama, I learnt how to sew and used my skills to earn some extra money mending and sewing dresses. I reached Form 4 but was not able to go further like most Solomon Island girls in those days. However, I still had a dream that I wanted to do clothing studies. I was lucky to have mentors such as Mrs Freda Fox and Mrs Chow. I used to go into Mrs Chow's clothing shop and observed and admired how she had set it up.

I did a clothing study through correspondence with the international school in Sydney. I did practical projects that I sent to the school for marking and which were sent back to me.

I got married in 1978 and could not do further studies. I lived in rural areas for twenty years and ran my sewing business from home, and took care of my children and family. I did a lot of patchwork, which I sold in Honiara.

I was given the opportunity to teach life skills, mainly as a sewing teacher at Batuna Rural Training Centre. After three years teaching at Batuna, I was sent to Melbourne to do a two-year course in pattern making and curtain making.

These studies and experiences gave me the confidence to make my dream of starting a clothing business a reality. I started my business with \$3000 and a \$10,000 loan from the bank. This enabled me to purchase three sewing machines to begin my business.



There are four things that I consider were vital to starting my business:

- having confidence in myself
- not being afraid to take risks
- being committed to my business
- being honest in what I do.

I also received a donation from the Australian Agency for International Development (AusAID), which further supported my business.

The courses offered at HSH Sewing School and Company are:

- basic skills (trousers, shirt, dress) for two months
- advanced techniques (fashion) for two months.

The students come from Solomon Islands, Vanuatu, Fiji and Papua New Guinea. So far I have taught 800 women who are mostly housewives to 'learn by doing'. It is a very practical and effective way of teaching. I also repair my own sewing machines. I expanded and have a sewing industry that employs my former students. I employ five workers and I pay them a good salary. I also earn my salary from my company.

One of my big dreams is to set up an industry in the country to create more jobs for women and also to produce uniforms for schools throughout Solomon Islands. Another dream I have is to set up branches of my business in the provinces with small shop outlets.

I have a few recommendations for our education system, such as prioritising practical subjects and skills, allocating scholarships or skills training for Solomon Islanders and not concentrating on academic subjects only.

Elaine's story

Elaine Maepio owns and manages the Vae Taylor textile business.

I am Helen Hilli's younger sister. I had the same goal as my sister to become a tailor like our mother. I attended school up to Grade 7. During that time I used to make my own garments such as dresses, skirts and blouses. I learnt sewing skills from my mother who used to sew simple garments and repair clothing for the family.

I started my clothing business in 1998 after getting a loan from the bank. My tailor shop is located at the NPF Plaza, Point Cruz. I had identified the need for a business in Honiara that targeted working people who were looking for suitable work clothes and school students who needed school uniforms. I am hard working and do most of the drafting, and employ two ladies who do the sewing. It is quite challenging and I learn a lot by doing.

I try to make sure my customers receive quality products by producing neatly sewn garments that suit different occasions and by selling ready-made garments and materials purchased from overseas.

I am gaining personal benefits because my business gives me pride in what I am doing. I also get an income from the business. The church benefits from my business in the form of tithes.

Challenges that I faced in the past included the recent ethnic tension that affected my business and the global economic crisis, which caused prices of goods to rise, resulting in having less customers buying from my shop.

I recommend that skills training starts at primary level. It would also be good if the government provided small loans for businesses such as mine, as starting capital is essential.

Lisi's story

Lisi lives in Fiji and is a very skilled sewer. She learnt many things by herself, but she also had some experience working in dress factories.

In 1978, Lisi had an office job but she knew that she would like to have her own business. In partnership with another woman, she opened a small dress shop in Suva. Lisi's partner did a lot of sewing and stayed in the shop all day to sell to customers.

After work each day, Lisi would go to the shop to cut out patterns and do all the management work for their business. They were quite successful, but there was a lot of work for one person. When Lisi's husband was sent overseas to work, Lisi went with him and the shop closed.

When they came back to Fiji, Lisi and her husband were sent to a town on the other side of the island and Lisi did not have a job. Soon she was tired of being at home all the time and having no money to spend on her family. She decided to start sewing again.

'I said to my husband: "Give me \$50 and I will pay you back in two weeks time." He wasn't sure, but he lent me the money anyway!' With the \$50, Lisi bought materials, set up her sewing machine in the garage and sewed for two weeks.



Core Strand: Clothing and Textiles

On payday she put everything into a basket and went out to the offices and banks in town. ‘I just walked in and said to some of the girls: “Anyone want to buy any dresses?” and quite a few of them did. On the first day I sold everything and earned \$250. I gave the \$50 back to my husband—who was a bit surprised—and had \$200 left to buy some more materials.’



Lisi worked for a year like that. All week she sewed at home, and on Fridays she would put everything in a basket, get the bus to town and sell to anyone who wanted to buy. She said, ‘I knew I had to get my customers on paydays when they had money to spend’. So Lisi found out when each organisation had its payday, and on different days, she would go to the airport, hospital and government offices, or to businesses in town.

After another year, Lisi’s husband was transferred back to Suva. Lisi decided to carry on her business there. She got in touch with old friends, and on paydays she would go out to see them at lunchtime with a basket of clothes to sell. The word got around, and Lisi began to sell everything quite quickly. Soon she was taking two baskets of clothes and she could still sell everything she made.

Lisi’s customers were always pleased with the clothes they bought. They liked the patterns and

materials, and said that the work was good. The clothes were not expensive and word of Lisi’s business was spreading all the time. Lisi is sure that ‘word of mouth’ is very important to a small business. The best way to get a new customer is through an old customer who likes what she has bought.

In 1981, she had so much work that she hired an assistant to help with the sewing and to stay at work all the time so that Lisi could get out more often to buy fabrics and to sell. Later the same year, she hired another girl to sew. Lisi still did the cutting, buying and selling and all the management. The two girls did most of the sewing, although they still needed some training and supervision.

It was very hard work carrying two heavy baskets of clothes around town, but Lisi knew it was cheaper and more efficient to sell this way than to pay rent for a shop.

At the end of 1981, Lisi went to talk to the bank about borrowing money so that she could buy a small van. If she had her own transport, she knew that her business could improve. The bank could see from Lisi’s account that her business had a good record and that Lisi was a reliable businesswoman, so she was given a three-year loan to buy a mini bus. Although paying for the loan and the petrol was not easy, the van still cost much less money than renting a shop. And Lisi was able to get around town much more easily, get more customers and travel to more towns on the island. Sometimes, she stocked up the van with everything she had made and went away for few days to the resort hotels and to the towns nearby to sell to the women who worked there. ‘They didn’t have much time to come into town to shop or buy things, but they still liked to spend some of their money on nice dresses,’ Lisi said.

She made clothes that suited every size and shape—thin and fat, tall and short, modern and traditional, young and old. Lisi made a lot of Sunday clothes too, and dresses for special parties and feasts.

Lisi worked out the prices for her clothes by adding up her costs, and adding profit for herself. She also checked with the stores in town to see what prices they charge. 'If my prices were lower, I could always do good business.' She kept her bookkeeping records very carefully so that she always knew what was going on with her money.

Fijians, like all Pacific Islanders, have big hearts. 'But you cannot have too big a heart if you are in business', Lisi said. 'You can't give things to your family all the time or you'll have nothing. They understood that I had responsibilities with my business.' Lisi tried hard to keep her family and her business separate.

'It doesn't pay to be shy if you are in business.' Lisi knows that her business was successful because she was prepared to go out and find her customers and to sell wherever she can. 'People used to laugh at me with my baskets, but I didn't mind. I knew that I had money in my pocket from my baskets of clothes.'



Billy's story

Billy Fred has a thriving business making a lot of different products using traditional and recycled materials.

Billy is 50 years of age and does not have any formal education. He learnt by observing and doing. He is a very industrious man. He can look at pictures of things and make them even though he cannot read. He can weave and knit baskets from pandanus leaves, strings, ropes and loin cane. Billy also recycles and makes things such as drum ovens, deck chairs, dining chairs and tables, tablemats, hammocks and fishing nets.

Billy sells his products and earns himself good money. For example, his deck chairs cost SI\$400 per chair and his hammocks cost SI\$300. His family help him with advertising and selling his products. He is also seen as a resource person who is happy to pass his skills onto others.

Activity 2



In small groups, read the stories of Helen Hilli, Elaine Maepio, Lisi and Billy Fred and answer the following questions.

- 1 Compare and analyse the four case studies. Choose one or two people in your group to present your answers to the rest of the class.
 - a What is the goal/s of each textile business?
 - b What steps did each owner take to start their business?
 - c What factors did each owner have to consider when starting their business?
 - d What are the differences between and similarities of the businesses?
 - e What are the challenges and difficulties each business encounters?
 - f How successful is each business?
- 2 State the lessons you learnt from the four case studies and share your ideas on how to start a small business with the rest of the class.

Activity 3



In your groups, plan an income-generating project. Document your process in a report and present it to the rest of the class.

Research

Deciding what product you are going to produce and sell is the first step in an income-generating project. Use research skills learnt in English to do a market survey to help find out what products are viable. For example, ask ten to fifteen people in your own community which of these products they would like to buy:

- crochet tablecloth
- school uniform
- dye lavalava
- printed T-shirt.

Resources

Imagine you are going to make the tablecloth. Identify where you would find the following resources.

Human resources:

- knowledge
- skill
- energy
- creativity.

Non-human resources:

- time
- money
- crochet hook
- scissors
- instructions
- work area
- material/fabric.

Plan of action

Make a realistic plan of action. For example, you might need to:

- learn the skill of crocheting from a book or a friend who knows the skill
- get capital to start the business (using savings or borrowing from a friend or from the bank)
- purchase the materials needed for the tablecloth.

Marketing

Decide how you would advertise the product. For example, you could talk to friends or make posters.

Calculating the selling price

You will need to calculate a selling price. Look at the following example:

Lisi spent \$20.00 on materials.

She made one tablecloth.

She paid herself a labour cost of \$10.

Her profit margin is 30 per cent.

Selling price = cost (\$10) + profit margin (\$9).

Selling price = \$30.00 + \$9.00 so the selling price is \$39.00.

Keeping records

It is important to keep a record of all the money coming in (income) and the money spent or going out (expenditure). Imagine you sold ten tablecloths. Using the example provided, complete a simple cashbook summary of your costs and profit.

Evaluation

Decide what questions you would ask to evaluate your project. For example:

- Have I achieved my goal successfully?
- What problems did I encounter while doing the project?

Special note for individual figures

If the waist is small in proportion to the hip size of the standard block, increase the width of the darts to 2.5cm.

- 1 to 9 is quarter of the waist measurement plus 5.25 cm.
- 2 to 15 is quarter of the waist measurement plus 2.75 cm.

This ensures a more even contour around the waistline.

Activity 5



On the piece of paper provided by your teacher, follow the instructions and with your teacher's help draft the flared skirt block.

Drafting an extra flared skirt block

Your extra flared skirt should have the following features:

- waistband
- two side seam pockets
- zip
- two darts at the skirt front
- two darts at the skirt back
- buttonhole
- button.

Use the basic block to draft a skirt with extra flare using the instructions given.

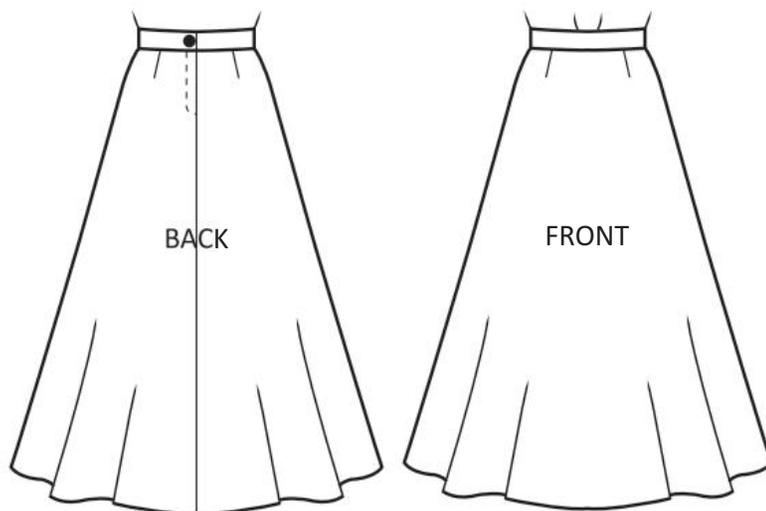
Instructions for drafting skirt with extra flare

- 1 Trace around the basic block.
- 2 Drop the vertical lines from all darts at a point midway between the front dart and the centre front.
- 3 Cut out the block and cut up the vertical lines.
- 4 Close the darts to give flare at the hemlines.
- 5 Open the vertical line on the front pattern to give an equal amount of flare.
- 6 Trace around the new lines on a new piece of paper.
- 7 Add a 2.5 cm flare to the hem at the side seams.

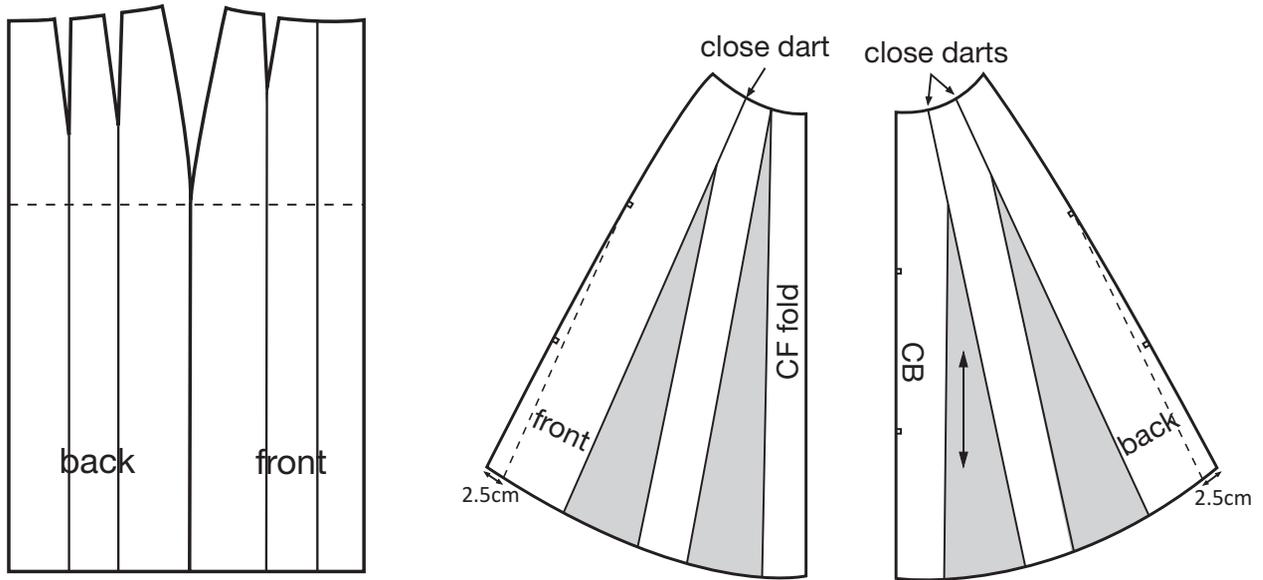
Note: For instructions for sewing this skirt, refer to the Year 8 Learner's Book on pages 131–34.

Press the skirt at each sewing process.

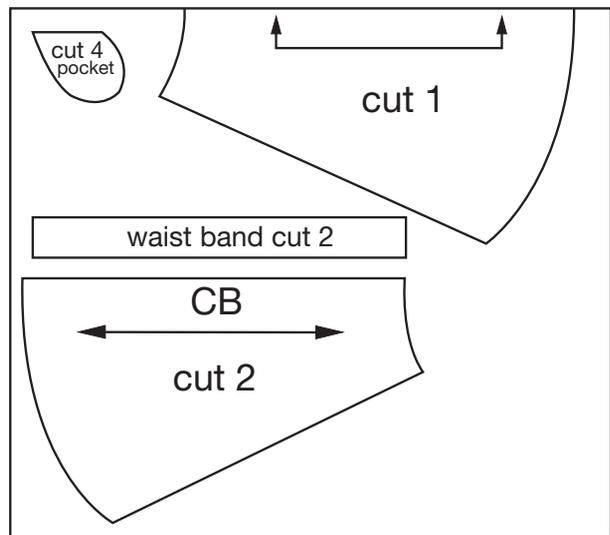
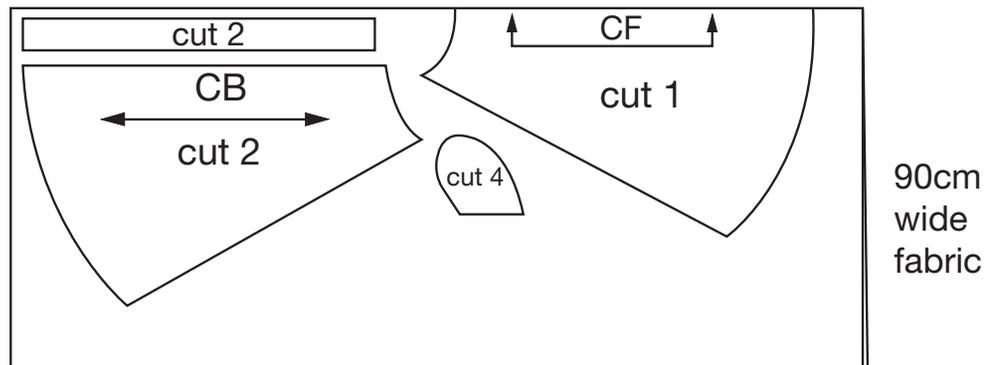
For cutting the waistband and side seam pocket, refer to Year 8 Learner's Book page 131.



Extra flared skirt



Pattern for skirt with extra flare



Layout of extra flared skirt pattern

150cm wide fabric

Activity 6



On the piece of paper provided by your teacher, follow the instructions and with your teacher's help draft the basic trousers block (female).

Drafting a basic trousers block (female)

Measurements (example: size 12)

Note that there is 1 cm ease in the waistline of the trousers. The waistline of the trousers should always be eased onto the waistband.

- Waist: 68 cm
- Hips: 93 cm
- Waist to hip: 20.6 cm
- Body rise: 28 cm
- Waist to floor: 104 cm
- Trouser bottom width: 22 cm

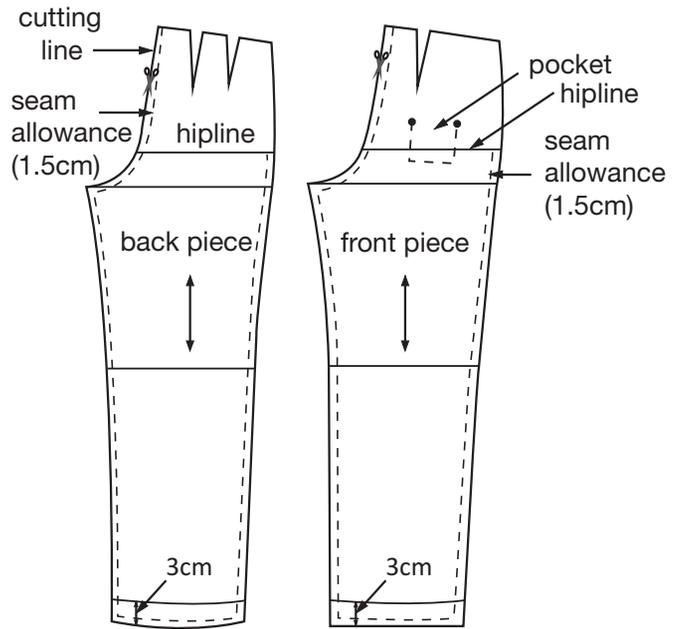
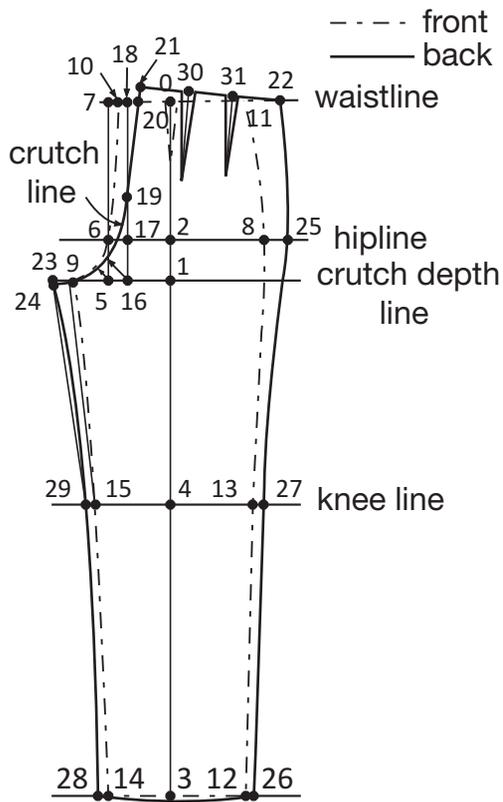
Front pattern

- 1 Square both ways from 0.
- 2 0 to 1 is the body rise. Square across.
- 3 0 to 2 is the waist to hip. Square across.
- 4 0 to 3 is the waist to floor measurement. Square across.
- 5 1 to 4 is half of 1 to 3, minus 5 cm. Square across.
- 6 1 to 5 is one-twelfth of the hip measurement plus 1.5 cm. Square up to 6 and 7.
- 7 6 to 8 is quarter of the hip measurement plus 0.5 cm.
- 8 5 to 9 is one-sixteenth of the hip measurement plus 0.5 cm.
- 9 7 to 10 is 1 cm. Join 10 to 6. Join 6 to 9 with a curved touching point:
 sizes 8–14: 3 cm from 5
 sizes 16–22: 3.25 cm from 5
 sizes 24–30: 3.5 cm from 5.
- 10 10 to 11 is quarter of the waist measurement plus 2.25 cm.
- 11 Construct a dart on the line from 0 with a length of 10 cm and a width of 2 cm.

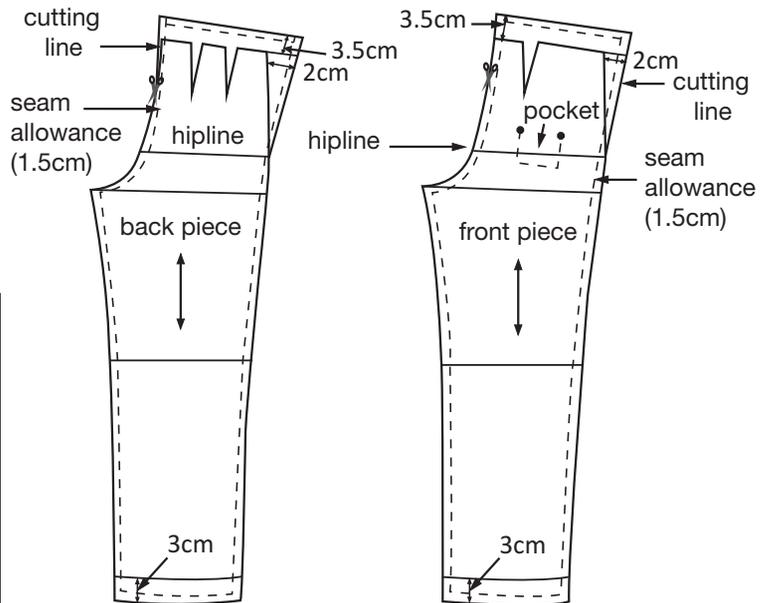
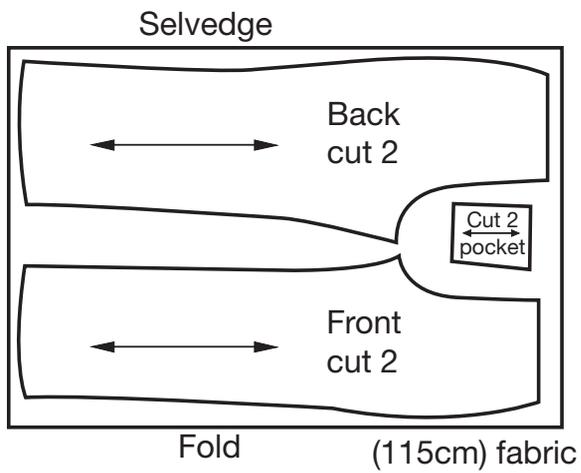
- 12 3 to 12 is half of the trouser bottom width minus 0.5 cm.
- 13 4 to 13 is the measurement of 3 to 12 plus 1.3 cm (sizes 16–22: 1.5 cm, 24–30: 1.7 cm).
- 14 Draw in the side seam through points 11, 8, 13 and 12. Curve the hipline outwards by 0.5 cm.
- 15 4 to 15 is the measurement of 4 to 13.
- 16 Draw the inside leg seam through points 9, 15 and 14. Curve 9 to 15 inwards by 0.75 cm.

Back pattern

- 1 5 to 16 is quarter of the measurement of 1 to 5. Square up to 17 on the hipline and 18 on the waistline.
- 2 16 to 19 is half of the measurement of 16 to 18.
- 3 18 to 20 is 2 cm.
- 4 20 to 21 is 2 cm.
- 5 21 to 22 is quarter of the waist measurement plus 4.25 cm. Join 21 to 22 to touch the horizontal line from 0.
- 6 9 to 23 is half of the measurement of 5 to 9.
- 7 23 to 24 is 0.5 cm.
- 8 Join 21 to 19 and 19 to 24 with a curved touching point:
 sizes 8–14: 4.25 cm from 16
 sizes 16–22: 4.5 cm from 16
 sizes 24–30: 4.75 cm from 16.
- 9 17 to 25 is quarter of the hip measurement plus 1.5 cm.
- 10 12 to 26 is 1 cm.
- 11 13 to 27 is 1 cm.
- 12 Draw in the side seam through points 22, 25, 27 and 26. Curve the hipline outwards by 0.5 cm. Curve 25 to 27 inwards by 0.5 cm.
- 13 14 to 28 is 1 cm.
- 14 15 to 29 is 1 cm.
- 15 Draw in the inside leg seam through points 24, 29 and 28. Curve 24 to 29 inwards by 1.25 cm.
- 16 Divide the line of 21 to 22 into three parts. Mark the points 30 and 31. Using the line of 21 to 22, square down from 30 and 31.



Trousers block for female



Pattern layout for female trousers

Core Strand: Clothing and Textiles

- 17 Construct darts on these lines 2 cm wide. Make the length from point 30 12 cm. Make the length from point 31 10 cm.
- 18 Curve the hemline down 1 cm at point 3.
- 19 Trace off the back and front sections. It is usual for the back block to face left and the front block to face right, particularly if the design requires complicated adaptations.

Shorts

Shorts can be constructed from any of the trouser blocks depending on the style.

- 1 Trace around trouser block required.
- 2 Draw a line parallel to the body rise line at depth required.
- 3 Curve the back hemline downwards 1 cm.
- 4 Continue adaptation.

Alternative leg shaping

The fashion outline of trouser legs constantly alters. If classic shaping is required, equal amounts are added or subtracted to each side of each leg as shown in the diagram.

Activity 7



On the piece of paper provided, follow the instructions and with your teacher's help draft the basic trousers block (male).

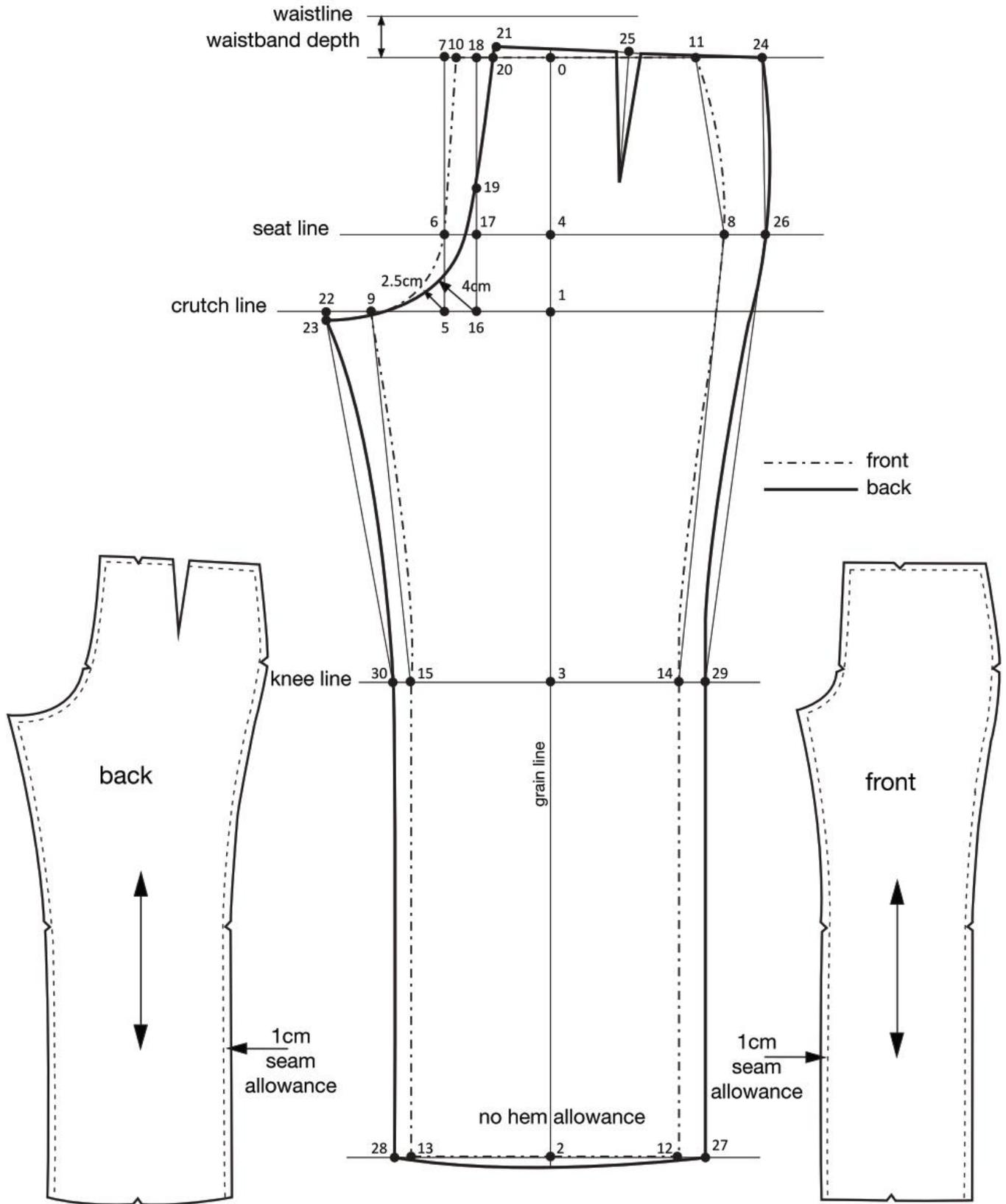
Drafting a basic trousers block (male)

Measurements (example: 102 cm seat)

- Seat: 102 cm
 - Waist: 82 cm
 - Body rise: 27 cm
 - Inside leg measurement: 81 cm
 - Trouser bottom width: 25 cm
 - Waistband depth: (e.g. 4 cm waistband)
- A 1 cm seam allowance is included in the block. There is no hem allowance.
- Note: Standard trousers have the top of the waistband placed on the natural waistline.

Front pattern

- 1 Square down and across from 0.
- 2 0 to 1 is the body rise plus 1 cm, minus the waistband depth. Square across.
- 3 1 to 2 is the inside leg measurement. Square across.
- 4 2 to 3 is half of the inside leg measurement (1–2) plus 5 cm. Square across.
- 5 1 to 4 is one quarter of the body rise measurement. Square across.
- 6 1 to 5 is one-twelfth of the measurement plus 1.5 cm. Square up to 6 on the seat line and to 7 on the waistline.
- 7 6 to 8 is one quarter of the measurement plus 2 cm.
- 8 5 to 9 is one-sixteenth of the seat measurement plus 0.5 cm.
- 9 7 to 10 is 1 cm.
- 10 Draw in the front curve through points 9, 6 and 10, with dotted lines as shown in the diagram.
- 11 10 to 11 is one quarter of the waist measurement plus 2.5 cm.
- 12 2 to 12 is half of the bottom width measurement.
- 13 2 to 13 is half of the bottom width measurement.
- 14 Square up from 12 and 13 to 14 and 15 at the knee line.
- 15 Draw in the side seam through points 11, 8, 14 and 12. Curve the hipline outwards by 0.5 cm. Curve 8 to 14 inwards by 0.5 cm. Draw the inside leg through points 9, 15 and 13. Curve 9 to 15 inwards by 1 cm.



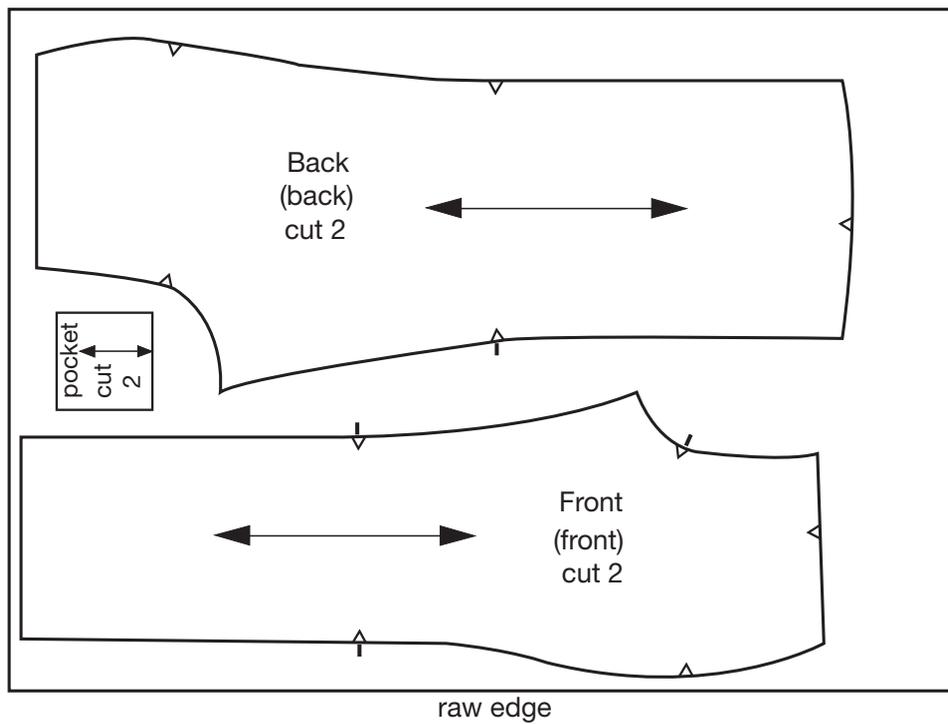
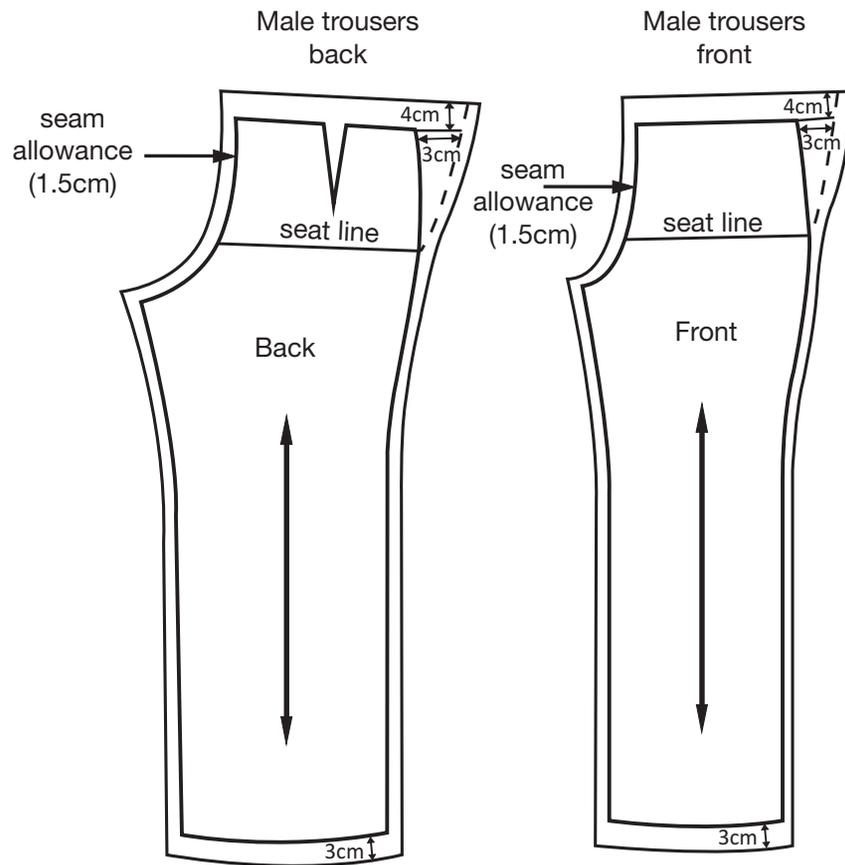
Trousers block for male

Core Strand: Clothing and Textiles

Back pattern

- 1** 5 to 16 is one quarter of the seat measurement (1-5). Square up to 17 on the seat line and 18 on the waistline.
- 2** 19 is halfway between 16 to 18.
- 3** 18 to 20 is 2 cm.
- 4** 20 to 21 is 1 cm.
- 5** 9 to 22 is half of the measurement (5-9) plus 0.5 cm.
- 6** 22 to 23 is 0.5 cm.
- 7** Draw in the back fork through points 23, 19 and 21 as shown in the diagram.
- 8** 21 to 24 is one quarter of the waist measurement plus 4.5 cm.
- 9** 25 is halfway between 21 and 24. Square down from this line.
- 10** Construct a dart on this line 12 cm long and 2.5 cm wide.
- 11** 17 to 26 is one quarter of the seat measurement plus 3 cm.
- 12** 12 to 27 is 2 cm.
- 13** 13 to 28 is 2 cm.
- 14** 14 to 29 is 2 cm.
- 15** 15 to 30 is 2 cm.
- 16** Draw the inside seam through points 24, 26, 29 and 27.
- 17** Curve the hemline of the trousers down 1 cm as in diagram.
- 18** If an easy fitting seat line is required, include a seat wedge of 3.5 cm in the back crutch line.

Note: On large sizes (above 110 cm seat), it is better to taper the trouser leg to the hemline.



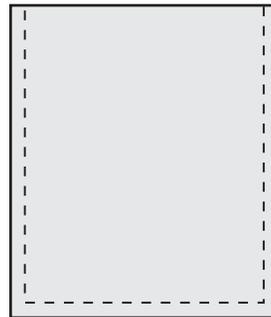
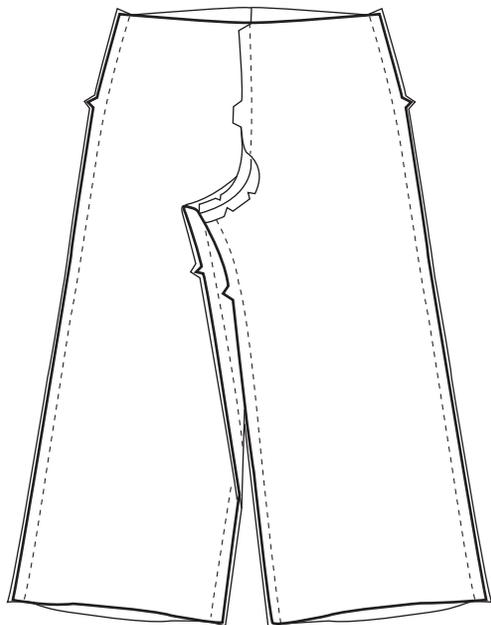
Pattern layout for male trousers

Instructions for sewing the trousers for males and females

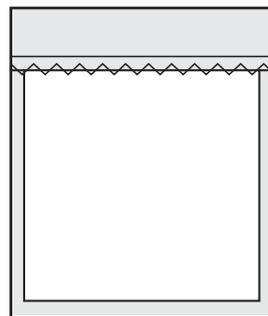
Front and back

1 Front and back seams

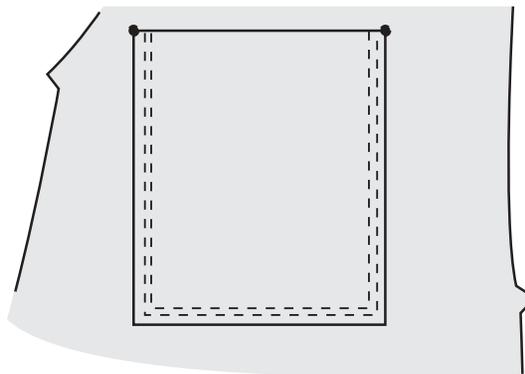
- a Stitch the centre back seam. Stitch again over the first stitching. Clip curves. Stitch front to back at side seams. Pin front to back at inner leg seam (crotches).



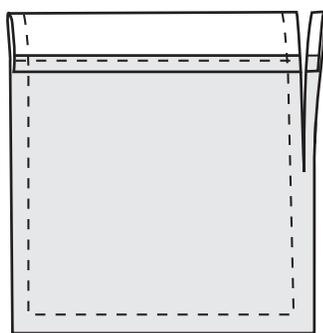
- b Turn the facing to inside, turning under the raw edges along stitching and press. Slip the stitch facings in place.



- c Top stitch 6 mm from the side and lower edges.



2 Pockets

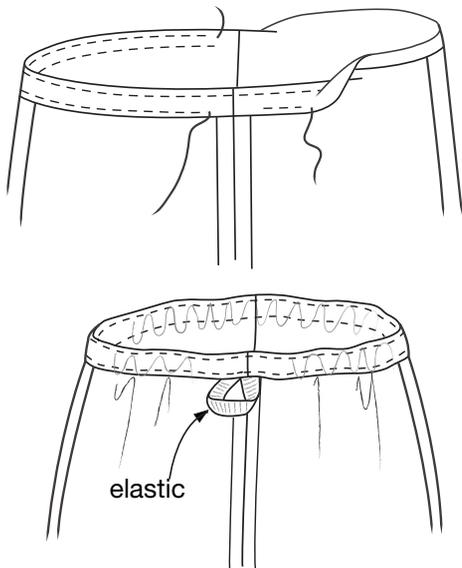


- a Neaten the upper edge of the pockets as preferred. Turn the upper edges to outside along the fold lines, forming facings. Stitch along the seam lines. Trim to 6 mm.

- d On outside, pin and tack (baste) the pockets to the fronts between dots. Edge stitch as shown.

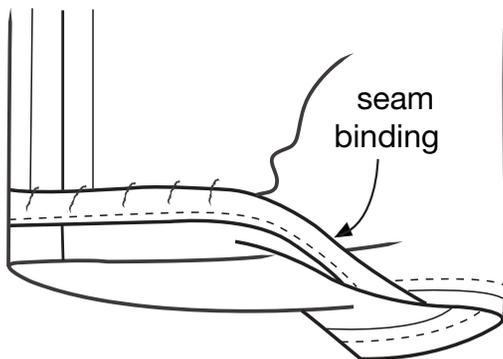
3 Waistline casing and elastic

- a Press under 6 mm on the upper edge. Press the upper edge to inside along the line for casing. Stitch close to both edges of the casing, leaving an opening on the inner edge to insert elastic.
- b Cut a piece of elastic to the person's waist measurement, plus 5 cm. Insert the elastic through the casing and adjust to fit. Sew the ends of elastic together securely. Stitch the opening.



4 Hem

- a Press up the leg hem. Finish the hem with seam binding or stretch lace and slipstitch.



Note: To prevent fraying apply:

- 2nd row of stitching
- zig-zag, overlock or blanket stitch.

Activity 8



On the piece of paper provided, follow the instructions and with your teacher's help draft the classic shirt block (male).

Drafting a classic shirt block (male)

Measurements (example: 40 cm neck, 100 cm chest)

- Neck size: 40 cm
- Chest: 100 cm
- Armhole depth: 24.4 cm
- Natural waist length: 44.6 cm
- Half back: 20 cm
- Sleeve length for shirts: 89 cm
- Shirt length: 80 cm
- Cuff size: 23 cm
- A 1 cm seam allowance is included in the block.

If an easy-fitting shirt is required, use the measurements shown in brackets below.

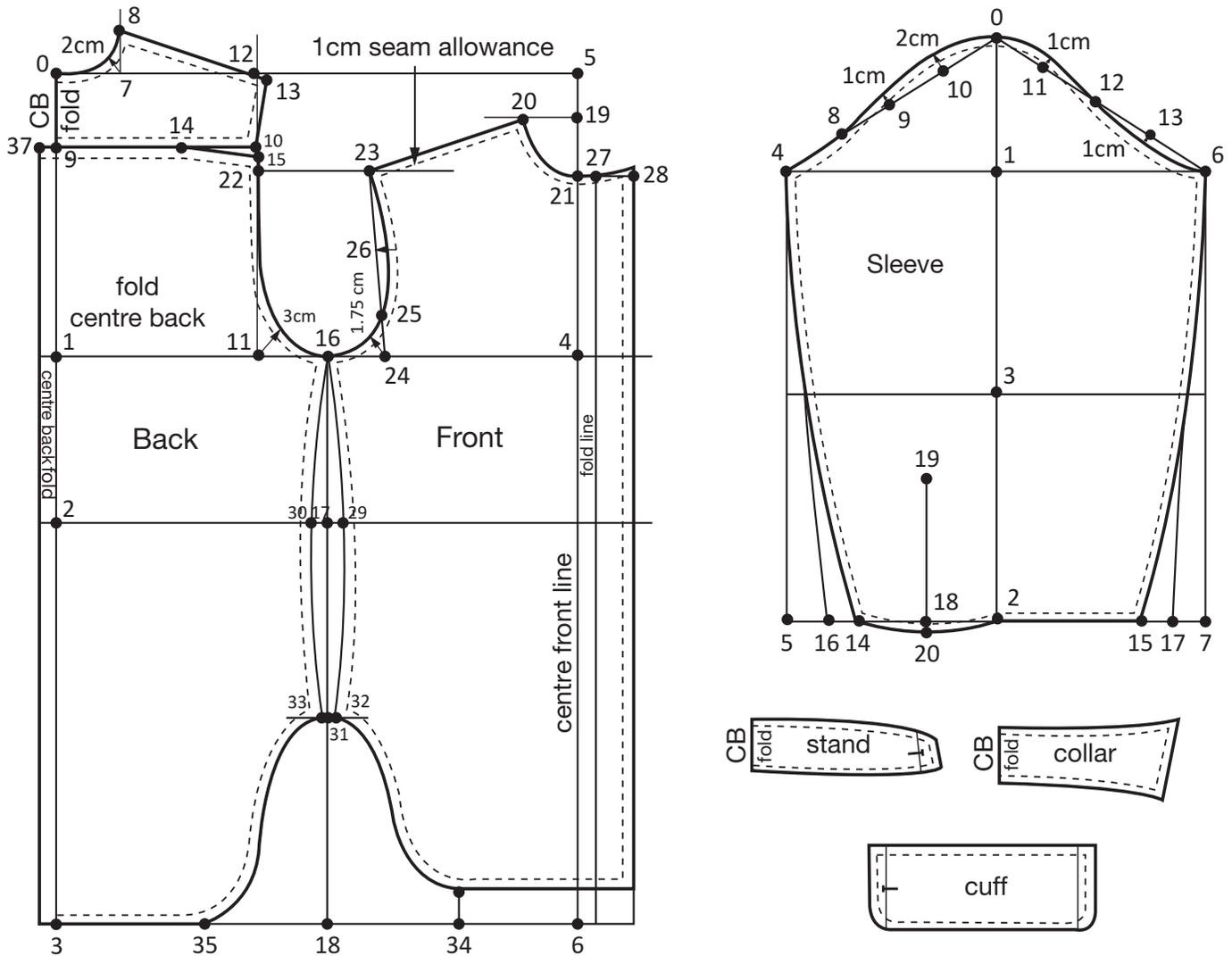
Body section

- 1 Square both ways from 0.
- 2 0 to 1 is the armhole depth plus 4 cm (7 cm). Square across.
- 3 0 to 2 is the natural waist length plus 3 cm. Square across.
- 4 0 to 3 is the shirt length plus 8 cm. Square across.
- 5 1 to 4 is half of the chest plus 12 cm (16 cm). Square up to 5 and down to 6 on the hemline.
- 6 0 to 7 is one-fifth of the neck size minus 0.5 cm. Square up.
- 7 7 to 8 is 4.5 cm. Draw in the neck curve.
- 8 0 to 9 is one-fifth of the armhole depth measurement plus 2 cm. Square out.
- 9 9 to 10 is half of the back plus 4 cm (5 cm). Square down to 11 on the armhole depth line and up to 12.
- 10 12 to 13 is 0.75 cm. Join 8 to 13 with a slight curve.

- 11 10 to 14 is 10 cm.
- 12 10 to 15 is 0.75 cm. Join 14 to 15 with slight curve.
- 13 1 to 16 is half measurement 1 to 4 plus 0.5 cm. Square down to 17 to 18.
- 14 5 to 19 is 4.5 cm. Square out.
- 15 19 to 20 is one-fifth of the neck measurement minus 1 cm.
- 16 19 to 21 is one-fifth of the neck measurement minus 2.5 cm. Draw in the neck curve.
- 17 10 to 22 is 1.5 cm. Square out.
- 18 20 to 23 is the measurement of 8 to 13 plus 0.5 cm. Join 20 to 23 with a slightly curved line.
- 19 1 to 24 is one-third of the chest measurement plus 4.5 cm (7.5 cm).
- 20 24 to 25: square up 3 cm from 24 and join 23 to 25.
- 21 23 to 26 is half of the measurement of 23 to 25.
- 22 Draw in the armhole shape through points 13, 10, 16 and 25.
- 23 21 to 27 is 1.5 cm button stand. Square down.
- 24 27 to 28 is 3.5 cm facing. Square down. Shape the top edge at the neckline.
- 25 17 to 29 is 2 cm.
- 26 17 to 30 is 2 cm.
- 27 18 to 31 is 20 cm. Square across.
- 28 31 to 32 is 1 cm.
- 29 31 to 33 is 1 cm. Draw in the side seams.
- 30 34 is halfway between 6 to 18. Square up.
- 31 35 is halfway between 3 to 18.
- 32 34 to 36 is 4 cm. Square across to front edge.
- 33 Draw shaped curves as shown from points 33 to 35 and 32 to 36.
- 34 If pleats are required at the back yoke line, 9 to 37 is 2 cm. Square down.

Sleeve

- 1 Square down from 0.
- 2 0 to 1 is one quarter of the armhole measurement. Square across.
- 3 0 to 2 is the sleeve length plus 3 cm, minus the cuff depth and yoke width (0 to 13). Square across.



Classic male shirt block—body and sleeve sections

- 4** 1 to 3 is half of the measurement to 1 to 2. Square across.
 - 5** 0 to 4 is half of the armhole measurement. Square down to 5.
 - 6** 0 to 6 is half of the armhole measurement. Square down to 7.
 - 7** Divide 0 to 4 into four sections. Mark points 8, 9 and 10.
 - 8** Divide 0 to 6 into four sections. Mark points 11, 12 and 13.
 - 9** Draw in the sleeve head. Join 4 to 8, raise 1 cm at 9 and 2 cm at 10. Touch point 0 and raise 1 cm at 11. Touch point 12, hollow 1 cm at 13 and join to 6.
 - 10** 5 to 14 is one-third of the measurement of 2 to 5.
 - 11** 7 to 15 is one-third of the measurement of 2 to 7.
 - 12** 16 is halfway between 5 to 14. Join 4 to 16.
 - 13** 17 is halfway between 7 to 15. Join 6 to 17 and draw in underarm seams as shown.
 - 14** 18 is halfway between 2 to 14. Square up 15 cm to 19.
 - 15** 18 to 20 is 1 cm. Join 2 to 14 with a curve.
- Cuff**
Cuff size plus 4 cm. Cuff depth plus 2 cm.
- Collar**
Construct a shirt collar with stand. Instructions for drafting a shirt collar will be provided by the teacher. Depth of a classic shirt collar and stand is approximately 8 cm.

Activity 9



On the piece of paper provided by your teacher, follow the instructions and with your teacher's help draft the classic shirt block (female).

Drafting a classic shirt block (female)

Measurements (example: size 12)

- Bust: 88 cm
- Neck size: 37 cm
- Nape to waist: 40 cm
- Sleeve length: 58.4 cm
- Armhole depth: 21 cm
- Cuff size—shirts: 21.5 cm
- Back width: 34.4 cm

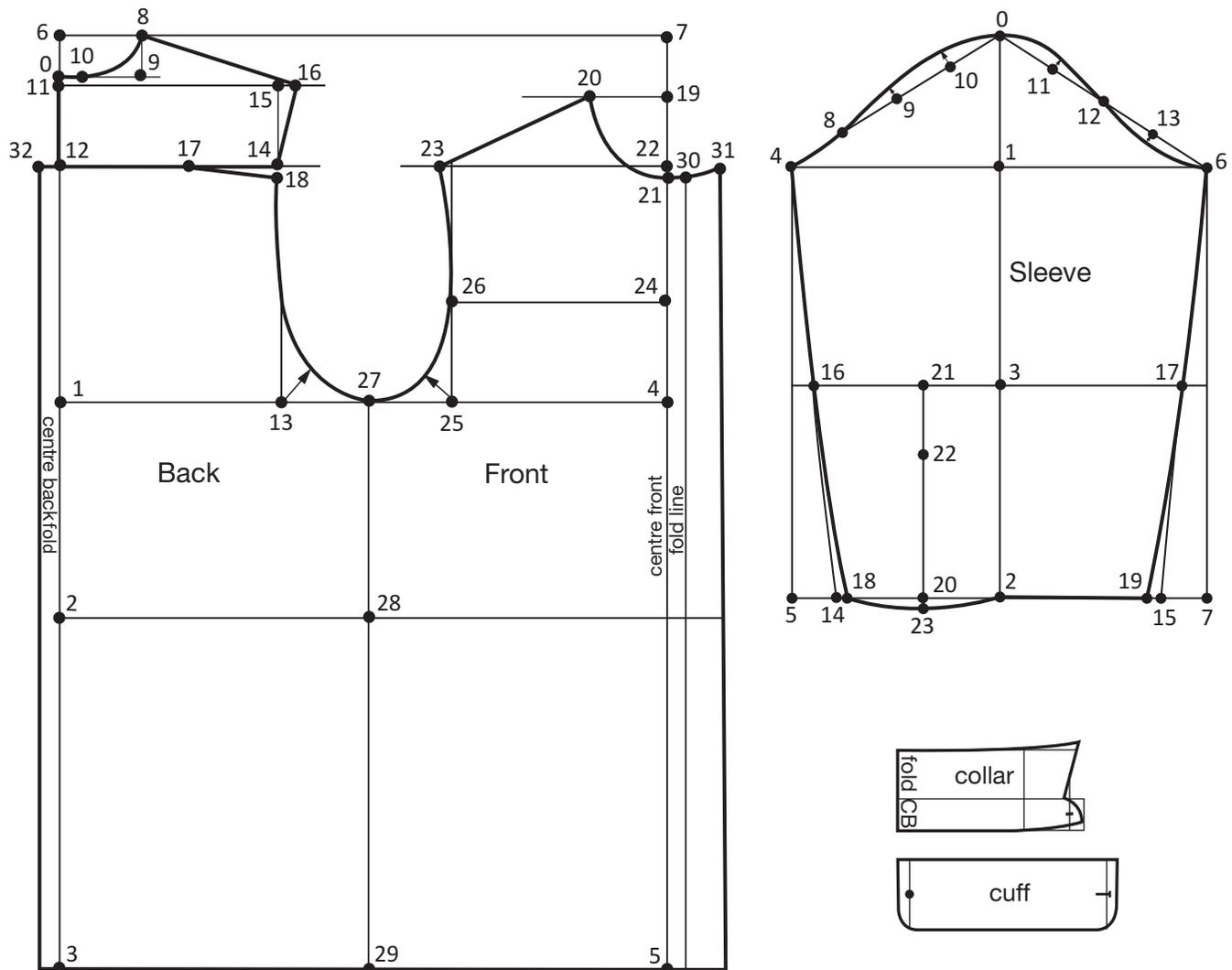
Body sections

- 1 Square up and down from 0. Square across approximately 10 cm.
- 2 0 to 1 is the armhole depth plus 2.5 cm. Square across.
- 3 0 to 2 neck to waist. Square across.
- 4 0 to 3 is the shirt length required. Square across.
- 5 1 to 4 is half of the bust measurement plus 9.5 cm. Square up and square down to 5.
- 6 0 to 6 is 3.5 cm. Square across to 7.
- 7 6 to 8 is one-fifth of the neck measurement plus 0.2 cm. Square down to 9.
- 8 0 to 10 is one-third of the measurement of 0 to 9. Draw the curve from 8 to 10.
- 9 6 to 11 is one-fifth of the armhole depth minus 0.5 cm. Square out.
- 10 0 to 12 is one-fifth of the measurement of 0 to 1, plus 1 cm. Square halfway across the block.
- 11 1 to 13 is half the back width plus 2.5 cm. Square up to 14 and 15.
- 12 15 to 16 is 1.25 cm. Join 8 to 16.
- 13 14 to 17 is half of the measurement of 12 to 14, minus 1.5 cm.

- 14 14 to 18 is 0.5 cm. Join 17 to 18 with a curve.
- 15 7 to 19 is 5 cm. Square across.
- 16 19 to 20 is one-fifth of the neck measurement minus 0.6 cm.
- 17 19 to 21 is one-fifth of the neck measurement minus 1.6 cm. Draw neck curve from 20–21.
- 18 19 to 22 is one-fifth of the armhole depth plus 0.5 cm. Square out.
- 19 20 to 23 is the measurement of 8 to 16. Draw a line from 20 to touch the line from 22.
- 20 21 to 24 is half of the measurement of 4 to 21, plus 1 cm. Square across.
- 21 4 to 25 is the measurement of 1 to 13 minus 0.2 cm. Square up to 26.
- 22 25 to 27 is half of the measurement of 13 to 25. Square down to 28 and 29.
- 23 Draw an armhole as shown in the diagram touching points 16, 18, 27, 26 and 23, to touch points 2.75 cm from 13 and 2.25 cm from 25.
- 24 21 to 30 is 1.5 cm button stand. Square down.
- 25 30 to 31 is 3.5 cm facing. Square down and shape the neckline.
- 26 12 to 32 is 2 cm (back pleat). Square down.

Sleeve

- 1 Square down from 0.
- 2 0 to 1 is one quarter of the armhole measurement. Square across.
- 3 0 to 2 is the sleeve length minus the cuff depth, plus 2 cm ease. Square across.
- 4 1 to 3 is half of the measurement of 1 to 2. Square across.
- 5 0 to 4 is half of the armhole measurement. Square down to 5.
- 6 0 to 6 is half of the armhole measurement. Square down to 7.
- 7 Divide 0 to 4 into four sections. Mark points 8, 9 and 10.
- 8 Divide 0 to 6 into four sections. Mark points 11, 12 and 13.
- 9 8 to 0 raise the curve to 1 cm at 9 and 1.75 cm at 10.
- 10 Raise the curve at 11 to 1 cm.



Classic female shirt block—with yoke and pleat at the back

- 11** Hollow the curve at 13 to 1 cm.
- 12** 5 to 14 is one quarter of the measurement of 2 to 5, minus 0.5 cm. Join 4 to 14.
- 13** 7 to 15 is one quarter of the measurement of 2 to 7, minus 0.5 cm. Join 6 to 15.
- 14** Mark the points 16 and 17 on the line from 3.
- 15** 14 to 18 is 1 cm. Join 16 to 18 with a curve.
- 16** 15 to 19 is 1 cm. Join 17 to 19 with a curve.
- 17** 20 is halfway between 2 to 18. Square up to 21.
- 18** 21 to 22 is one-third of the measurement of 20 to 21.
- 19** 20 to 23 is 0.75 cm. Join 18 to 2 with a curve.

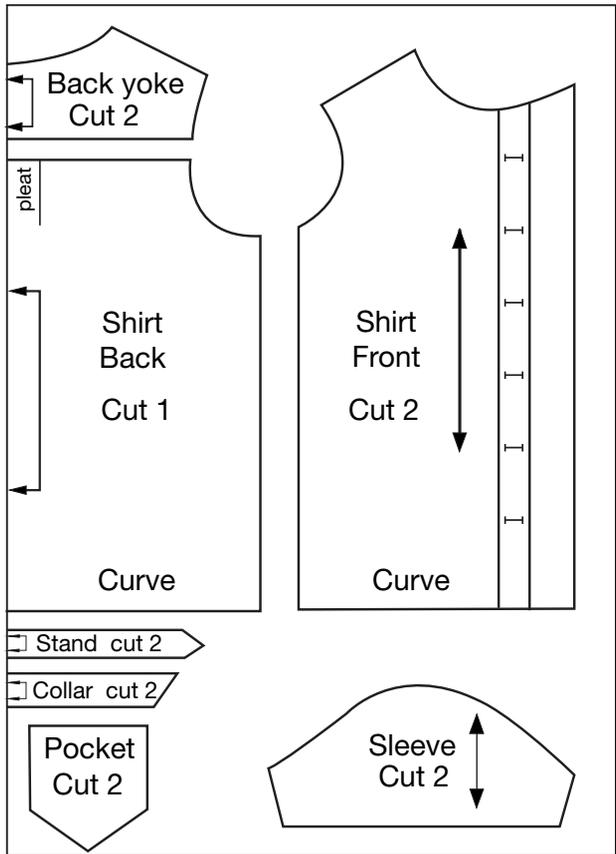
Cuff

Construct shaped cuff: length is cuff size plus 2 cm. Cuff depth is approximately 7 cm mark buttonhole. Draw curves at lower edge.

Collar

Construct a shirt collar.

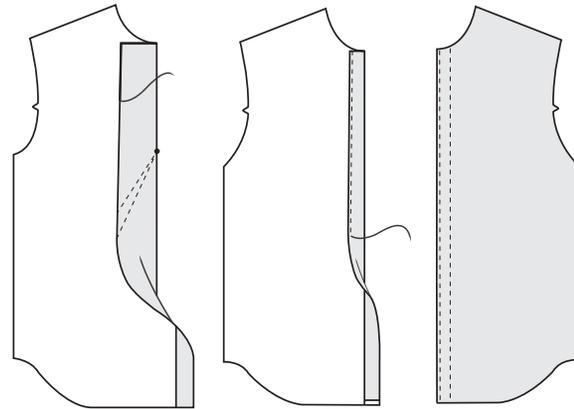
Depth of shirt collar and stand is approximately 8 cm.



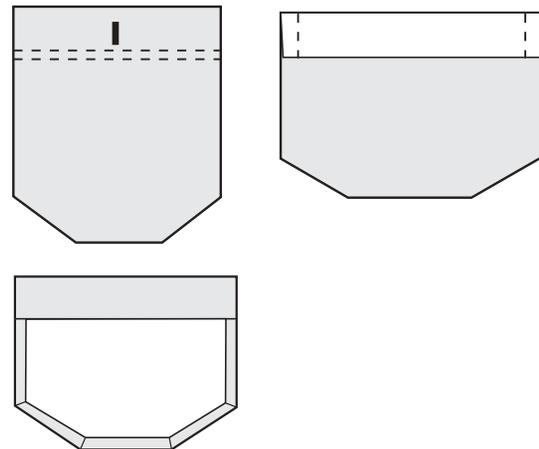
Pattern layout for classic male block shirt—with yoke and pleat at the back

Instructions for sewing the shirt with yoke for male and female

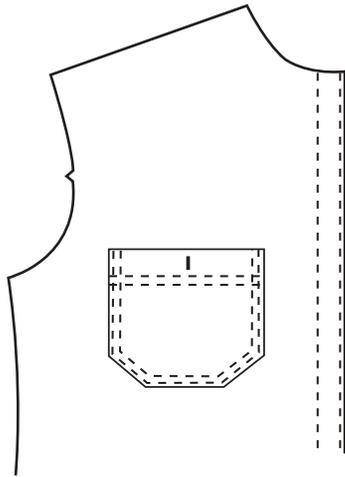
- 1 Fold the facing on the front shirt and press to make a double facing. Stitch close to the inner edge. Top stitch close to the edge.



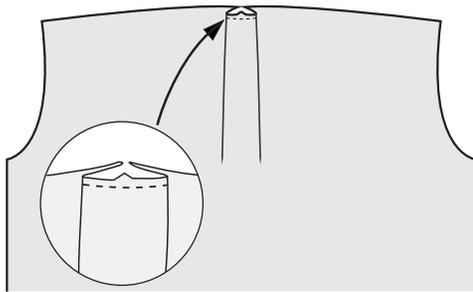
- 2 Make the pocket and press seam allowance of the pocket to the wrong side. Fold the hem of the pocket and machine stitch. Machine stitch again close to the edge of the facing 6 mm from the first row of machine stitching.



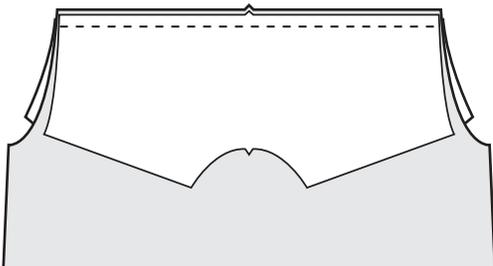
- 3 Pin the pocket onto the shirt, tack and machine.



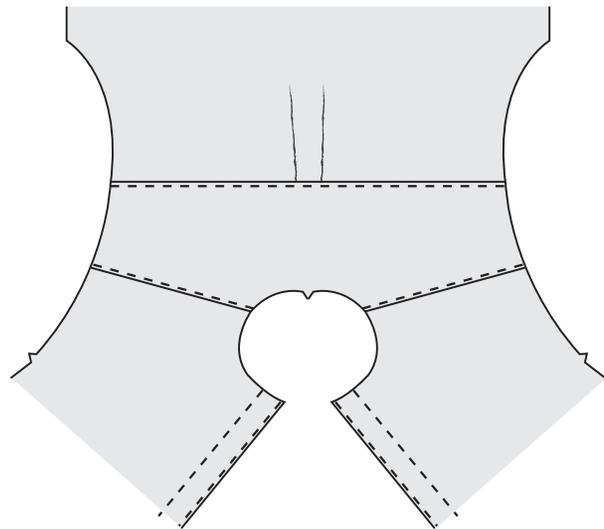
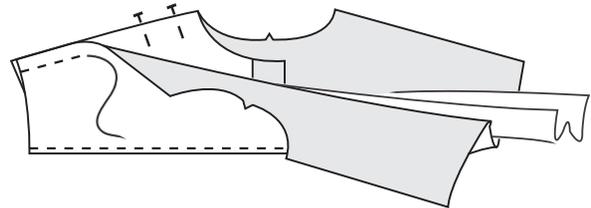
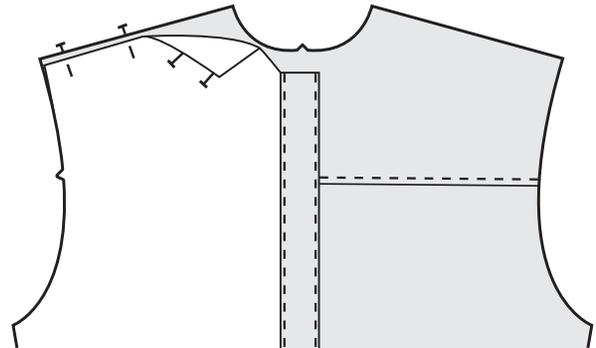
- 4 Make pleats on the back. Fold fabric with the right sides together and fold towards armholes. Stitch across to keep in place.



- 5 Pin outside the yoke to the back, right sides together. Put the right side of the inside yoke to the wrong side of the back. Stitch through all three layers. Fold and press the yoke into position. Top stitch the yoke close to seam. With the right sides together, pin the yoke facing to shirt back and stitch through all three. Fold and press the yoke into position. Stitch the yoke close to seam.



- 6 With the right sides together, pin the front and back shirts together.



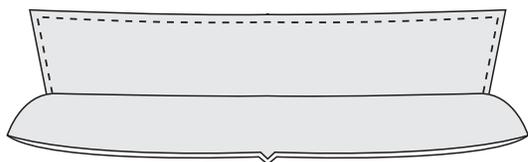
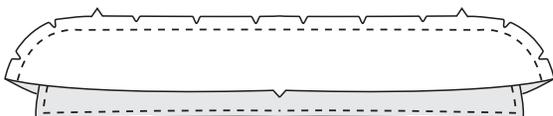
- 7 Pin, tack and machine collar, trim corners, turn collar right side and press. Top stitch the collar close to the edges.

Core Strand: Clothing and Textiles

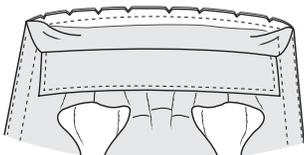
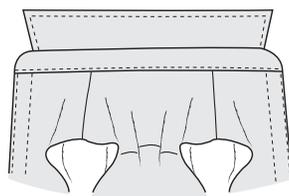
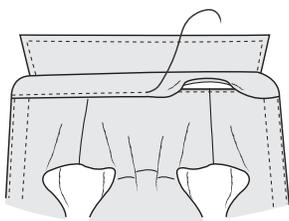
- 8** Pin the right side of the collar stand, matching notches and centre back. To the upper collar, match notches and centre back. Stitch through all layers and clip curved seam allowance. Turn stand right side out and press.



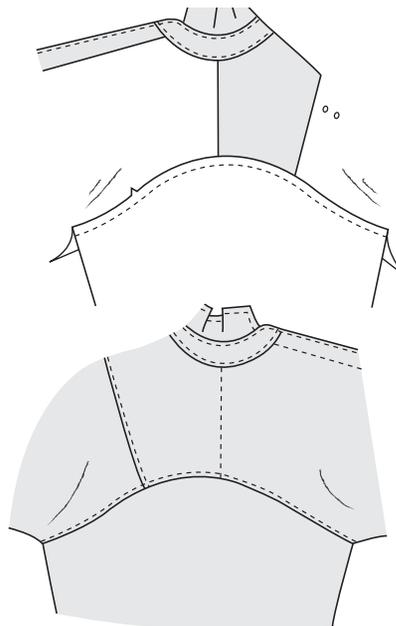
- 9** Pin the right side of the upper collar stand to the inside of the neckline with right sides facing matching centre back. Stitch, clip curve of seam allowance and press seam towards stand.



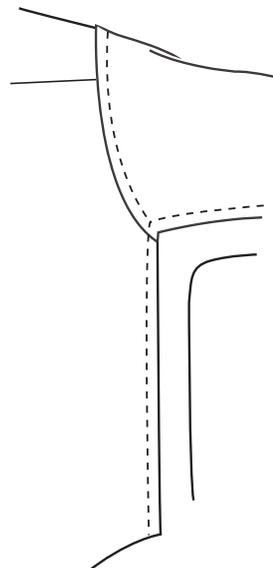
- 10** Fold under the seam allowance on the under collar. Top stitch as close as possible to the edge, and continue stitching all the way around the stand.



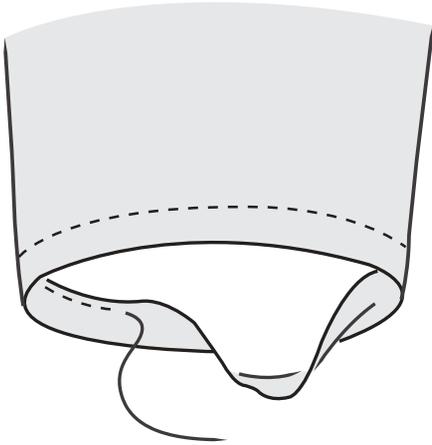
- 11** Pin the sleeve to the armhole and machine. Stitch the sides together, stitch, neaten and press seam towards the front and back. Top stitch close to the seam.



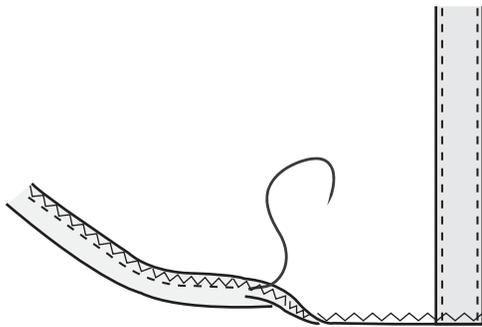
- 12** Pin the side seams at the sleeve underarm, matching seams, and machine stitch the hem of shirt to sleeve and hem. Neaten the seams and press the bottom edge of the shirt to the bottom edge of the sleeve.



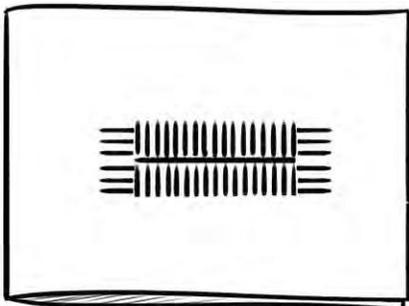
- 13** Fold the hem on the sleeve, pin, tack and machine.



- 14** Overcast or zig-zag stitch and neaten raw hem. Fold the narrow hem and stitch close to the inner edge.



- 15** Mark the vertical buttonholes on the left and sew.



- 16** Position and sew the buttons onto the right.



Unit 1.3 Traditional textile business projects



People have produced traditional textile items using materials from their local bush environment for decades. Bush materials are woven into baskets, mats, fans, hats, purses and wall decorations. Knotting is used for items such as string bags, fishing nets, fish and bird traps. People also produced non-woven textile items such as umbrellas.



You are going to practise making some of these items. You will also learn how to reuse materials and make simple textile items to sell, improve and beautify your home and school.

Flower vase

A flower vase is a very useful item to have when decorating a dining table or the living room.



Some suitable fibres are:

- coconut midribs
- cane wicker.

Baskets

Baskets for different purposes can be made using a variety of patterns, styles and fibres.



Some suitable fibres are:

- pandanus leaves
- bush vines and canes
- coconut leaves
- tree bark
- banana stem fibre.

Mats

Mats are very useful items that are can be used to cover floors, beds, tables, walls and shelf surfaces and make your home look attractive.



Some suitable fibres are:

- pandanus leaves
- coconut leaves

- tapa cloth
- bamboo stem.

String bags

String bags are handy for shopping and carrying root crops and vegetables from the garden or market.



Some suitable fibres are:

- bush vines
- bush plant bark
- nylon twine (if bush materials are not available).

Hanging curtain holder

A curtain holder can be made in different sizes to suit any curtain. It is very easy to make. Determine the coconut shell suitable for the purpose. Always make the same size for windows and doors of the house.

Materials needed are:

- coconut shells
- sandpaper sheets
- varnish
- watercolour paints.

Activity 10



Research how to make one of the textile items listed above.

- 1 Gather information on the collection and processing of traditional fibres or materials before they are used to make an item.
- 2 Develop a set of instructions explaining how to construct one of the traditional textile items.

Unit 1.4 Household sewing textile business projects

You can make household sewing your textile business as well. There are a variety of household sewing items provided below. You can choose one or two to do for assessment. If you are interested and can do more, this will add to your knowledge on household sewing.

Think of all the items made from fabric used in a home. Imagine the cost to buy all these items if you were setting up a new home. If you have a sewing machine and sewing skills, you can make many of these items at minimal cost. The money saved can be used in other ways.

The personal touch

Another advantage of sewing your own household fabric items is that you can give a personal touch to these items.

If members of your family want green sheets, you could dye them green. If your daughter wanted her name on her pillowcase, you could embroider it. If you wanted a black-and-white

checked tablecloth with red serviettes, you could make them. If you wanted tie-dyed calico for cushion covers on your chairs, you could make the exact colour, size and style that you wanted.

General home fabric items



- Curtains can be made in many styles and are used on windows for privacy and for making a room more attractive.
- Cushion covers are used to protect cushions from dirt, dust and stains. When the cover becomes dirty, it can be removed and washed.
- Lampshades can be made to soften the glare from light bulbs.
- Dusters can be made from soft fabric to remove dust from shelves, windows, tables and chairs.
- Cleaning cloths can be made from old nappies, towels or strong cotton fabric and used for washing and cleaning household surfaces.

Fabric items for the bedroom



- Sheets are used on beds for mattress protection, comfort and hygiene when sleeping or resting.
- Pillowcases are used on pillows for pillow protection, comfort and hygiene.
- Blankets are used for warmth.
- Bedcovers are used to protect sheets, pillowcases and blankets and to make the bed look more appealing.
- Mosquito nets are used over beds to protect sleepers from mosquitoes.
- Pillows of all shapes and sizes can be made by stuffing a fabric case and sewing it shut. Pillows are used under the head for greater comfort when sleeping or resting.
- Mattresses of different sizes can be made by stuffing large fabric cases. They are used on top of the bed base or on the floor, for a softer, more comfortable sleeping surface.

Fabric items for the bathroom

- Towels can be made from cotton towelling fabric. They are used for drying the hands or body.
- Face cloths are smaller squares of cotton towelling and are used for rubbing over the skin when washing the body.

- Bath mats are used in bathrooms to protect the floor from getting wet and to keep a person's feet clean after showering.



Fabric items for the kitchen

- Tea towels are made from cotton or linen and are used for drying kitchen equipment.
- Potholders or oven cloths are made from many thicknesses of fabric. They are used to protect the hands from getting burnt when handling hot pots.
- Food or drink covers are used for protection from insects and dust.



Fabric items for the table

- A tablecloth is a large piece of fabric that covers the table. It is used to make the table more attractive and to protect the table surface from spilt food and drinks.
- Tablemats are smaller and are used at each person's place at the table. Each person's plate, cutlery and cup are placed on the tablemat.
- Heat mats are used under hot containers of food to protect the table or kitchen surface.
- Throw-over cloths are made from netting or lightweight fabric to protect prepared food from dust and insects.

Activity 11



- 1 What is household sewing?
- 2 In pairs, discuss and list five types of sewn household items you use in your home.
- 3 Choose and make one of the home fabric items. Describe its use and how to wash and care for it.
- 4 Compare the cost of buying the home fabric item with the cost of the one you make yourself.

Tea towels

A tea towel is a cloth used to dry kitchen equipment after it has been washed. Tea towels need to be washed regularly. At least three tea towels are needed in a home—one clean one ready to be used, one in use and a dirty one in the washing.



Suitable fabric

Strong, absorbent fabric that washes well is suitable for making tea towels. Cotton and linen are ideal as both fabrics are strong, absorbent and wash well. It is a good idea to avoid fabric that is mixed with synthetic fibres, or treated to be crease resistant or drip dry. You need to choose a very absorbent type of fabric.

Tea towels are rectangular in shape and vary in size. A size approximately 60 centimetres in length and 45 centimetres in width is adequate.

How to sew a tea towel

- 1 Turn under a narrow hem on all raw edges. A selvedge does not need to be hemmed. Pin and tack the hem into position, taking care to make the corners as neat as possible.
- 2 Hems can be hand-stitched, but machining is stronger and will last longer with frequent washing. Sew the hems. Tie and cut thread ends. Remove tacking and, if possible, use an iron to press the hems.

Decorative finish

Tea towels can be left plain or given a decorative finish. A small appliqué in a corner or an embroidered or screen-printed design give a personal touch and an attractive finish.

Activity 12



Make three tea towels to sell, give as a gift to someone, or keep for your own use. With a friend, buy 1.5 metres of fabric. This will be enough for six tea towels. Make three towels and give each one a decorative finish.

Potholders

What is a potholder?

A potholder is used to protect the hands from being burnt when handling hot saucepans, cooking pots, kettles or oven trays. It is made from several thicknesses of fabric.

Suitable fabric

Heat-resistant fabric made from natural fibres is suitable for making potholders. This includes cotton, linen, hessian and wool. Synthetic fibres are not suitable as many of them melt or weaken on contact with heat.

Shape and size

Potholders can be any shape—round, square, rectangular, hand-shaped or flower-shaped in varying sizes.

An average size is 20 centimetres square.



How to sew a potholder

- 1 Make a paper pattern the size and shape of the potholder.
- 2 Cut out the number of fabric thicknesses required. This may be two thicknesses of old blanket, two thicknesses of hessian padded with a piece of old towel, or two pieces of fabric with a padding of old fabric.
- 3 Place the pieces together evenly with the padding between them. Machine diagonally from corner to corner to hold the padding in position. Machine 1 centimetre from the outer edge. Trim the outer edges neatly.
- 4 Neaten the outer raw edges. This may be done by blanket-stitching or by attaching bias binding.

- 5 Attach a loop to one corner of the potholder so that it can be hung on a nail or hook in the kitchen for easy use. The loop may be crocheted, a tape loop or a curtain ring that has been stitched on.

Decorative finish

Apply a personal touch to the potholder by giving it a decorative finish. This may be a stencilled or embroidered design, or an appliqué.

Care

The potholder should not become too dirty before it is washed. If the potholder becomes very greasy, it will need to be boiled or washed in very hot water.

Activity 13



- 1 Make a potholder. Decide on the shape and make a suitably sized paper pattern. Look for pieces of old or stained clean fabric that could be used for padding. Apply a decorative finish to the potholder.
- 2 Try making a hand-shaped potholder. It has an extra piece of fabric sewn on one side and is bound around the wrist opening.

Tablecloths



A tablecloth is a piece of fabric large enough to cover the surface of the table. It is used to make a table look more attractive, especially at meal times. It also stops plates from sliding around and protects the table surface from spills.

Suitable fabric

Cotton, linen, rayon and some synthetic-blend fabrics are suitable to use to make a tablecloth. Plastic can also be made into a reasonably strong tablecloth that is easy to keep clean.

Shape and size

Tablecloths may be round, square or rectangular. They need to be large enough to completely cover the table surface and overhang approximately 15 centimetres on all sides.

How to sew a tablecloth

- 1 Measure the table length and width. Add 30 centimetres to each measurement. Estimate how much fabric you will need to purchase.
- 2 Cut the fabric to the size needed. Turn a narrow hem on all sides, taking care to turn the corners carefully. Either machine or hemstitch neatly and evenly around all sides.

Decorative finish

There are many decorative finishes that can be given to tablecloths. These include tie-dyeing, screen-printing, stencilling and batik dyeing. Embroidered patterns or appliqué and crocheted edges can be added. Ric-rac braid and lace can be sewn around the edges. Cross-stitch designs on checked fabric are very effective.

Care

As tablecloths become soiled easily as a result of food and drink spills, they should be washed regularly. Some fabrics need to be ironed or even starched to look good. If you have no iron, drip-dry the cloth and fold it neatly as soon as it is taken off the line.

Activity 14



- 1 Tie-dye a 45-centimetre square piece of calico. Make different patterns by using different methods of tying. Hem the edges and iron or fold.
- 2 Make a tablecloth to fit a table in your home. Decorate it using one of the methods mentioned above.

Tablemats

A tablemat is a small cloth used on a table under a vase, or at meal times for a single or individual table setting.

Suitable fabric

The same fabric you use to make tablecloths can be used for tablemats. Very attractive tablemats can also be made from tapa cloth or woven from pandanus or loya cane.

Shape and size

Tablemats vary in size. A rectangular one may be 40 centimetres long and 30 centimetres wide. A round one could have a diameter of 30 centimetres.

How to sew a tablemat

- 1 Cut the fabric to the size required. A set usually consists of either four or six mats.
- 2 Turn and machine or hemstitch narrow hems on all sides, taking care to sew around the corners neatly.

Decorative finishes

Apply a decorative finish similar to those recommended for tablecloths. Ends or sides could be 'fringed' by pulling out threads 2 centimetres from the edges. Machine inside the fringe to prevent further fraying.

Activity 15



- 1 Design a single mat to be used on a small table under a vase or decorative bowl. Plan a Solomon Islands motif for it. Describe its size and shape and the method for applying the design.
- 2 Make a set of tablemats to sell or give as a present to a friend. Make them useful, attractive and all the same size.
- 3 Discuss the importance of fabric patterns and colours for tablemats and tablecloths. What colours or patterns are more suitable than others? Look at your clothes. Is that fabric suitable for tablemats? Give a reason for your answer.
- 4 Look at tablecloths and sets of tablemats in your local stores. How much do they cost? Compare this to the cost of making the items yourself.

Pillowcases

A pillowcase is a fabric cover for a pillow. It becomes soiled from dust, dirt, sweat and grease from a person's head and hair. The pillowcase protects the pillow and can be easily removed for washing.



Suitable fabric

Most pillowcases are made from cotton. Cotton is a smooth, comfortable fabric to lie on and is easy to wash when it becomes soiled. Cotton is widely available in plain, dyed or printed fabrics.

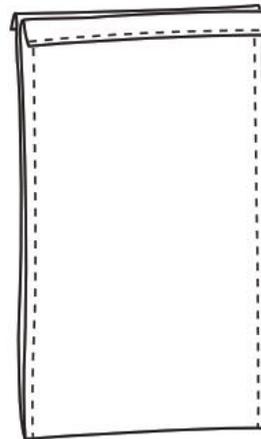
Style

Pillowcases are rectangular in shape and a little larger than the size of a regular pillow. There are two common styles:

- with ties to close the open end
- an envelope style with a flap that tucks over the pillow at the open end.

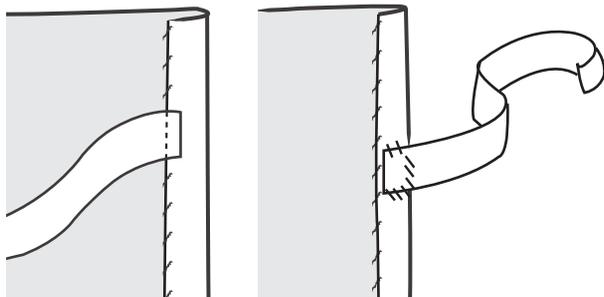
How to make a pillowcase with ties

- 1 Cut a piece of fabric 135 centimetres long and 45 centimetres wide.
- 2 Fold the fabric in half evenly with the right sides of the fabric facing together.
- 3 Pin the edges together evenly. Machine or backstitch 1 centimetre from the edge.
- 4 Turn a narrow hem around the open end and pin into position. The hem should be a double fold of even width. Machine or hemstitch into position.



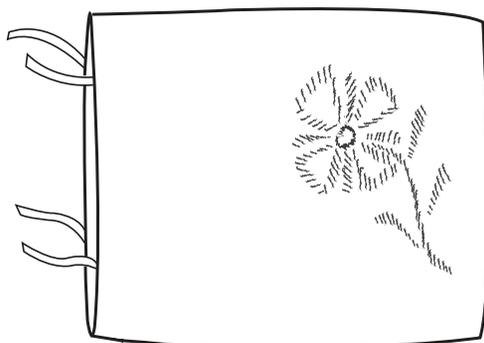
Core Strand: Clothing and Textiles

- 5 Cut four lengths of tape each 15 centimetres in length or make narrow fabric ties. Pin into position and attach as shown in the diagram below.



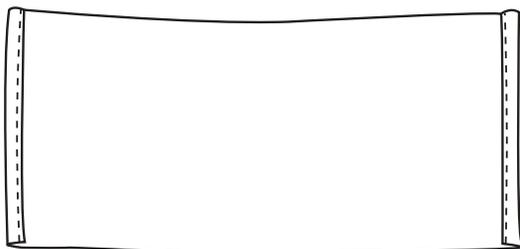
Decorative finishes

Embroider or screen-print a design onto the pillowcase.



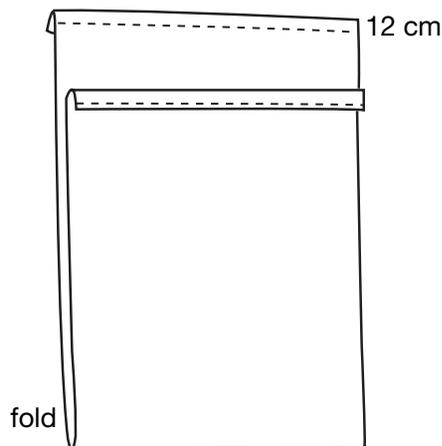
How to make an envelope pillowcase

- 1 Cut a piece of fabric 145 centimetres long and 45 centimetres wide.
- 2 Turn a hem at each end of the fabric. Each hem should be a double fold of even width. Machine or hemstitch into position.

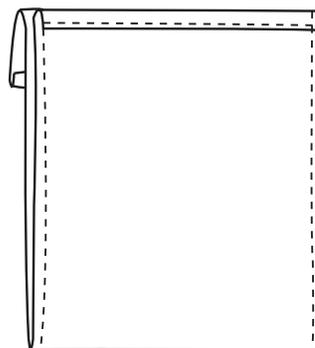


Hem the ends

- 3 With the right sides of the fabric facing, fold the fabric so that one side is 12 centimetres longer than the other. Pin the sides together 1 centimetre from the edge.



- 4 Fold the 12 centimetres flap down onto the pinned edge. Pin into position. Machine or backstitch the side seams.



Fold the 12 cm flap down

- 5 Turn the pillowcase to the right side and, if possible, press with an iron.

Decorative finish

You could apply a decorative finish to the pillowcase. This may be an appliqué, an embroidered design, tie-dyeing or a screen print.

Activity 16



- 1 Make a pillowcase with tie ends. Design a decorative finish for your pillowcase and apply it.
- 2 Choose a colourful piece of cotton fabric. Buy 1.5 metres, which is enough to make two pillowcases. Make two matching pillowcases in the envelope style.

Cushions and cushion covers

Cushions come in many shapes and sizes and are usually soft, comfortable pads to sit on. Cushion covers are fabric cases that protect cushions from becoming soiled. The covers can be easily removed for washing when necessary.



There are many different styles of cushions. One style is a small square cushion that can be used on top of a box or empty fuel drum, or when sitting on the floor. Another style consists of two rectangular blocks of foam that can be used on lounge chairs or divans.

How to make a small square cushion

- 1 Cut a strip of calico 70 centimetres long and 35 centimetres wide. Fold it in half. Machine or backstitch the sides together 1 centimetre from the edge, leaving an opening of 10 centimetres.
- 2 Turn the case inside out and, if possible, iron the edges flat. Stuff the case with kapok, feathers, crumbed foam, coconut husk fibre or coffee husks. Oversew or machine the 10-centimetre opening shut. This is the cushion.

How to make a cover for the cushion

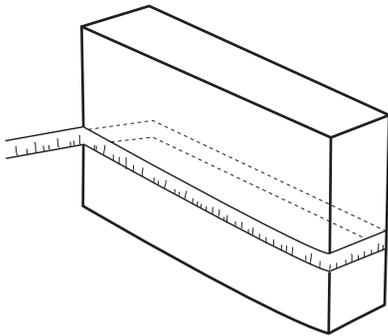
- 1 Cut a strip of covering fabric 76 centimetres long and 38 centimetres wide. Machine or backstitch two of the sides together 1 centimetre from the edge. Turn a narrow hem around the opening and sew.
- 2 Turn the cover inside out and, if possible, iron the edges flat. Attach two pairs of press-stud fasteners to the hem. (Alternatively, the opening could be sewn shut with a small tacking stitch that can be removed when the cover needs to be washed.)
- 3 If desired, apply a decorative finish to the cushion cover.

Place the cushion in the cushion cover and close the opening. The cushion is now ready to use.

How to make lounge chair cushions and covers

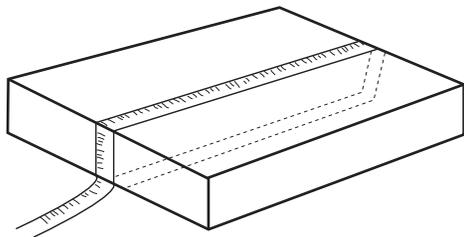
Foam cushions may be bought or cut from a foam mattress about 10 centimetres thick. An average size for the bottom cushion is 56 centimetres by 52 centimetres. An average size for the upright cushion is 56 centimetres by 44 centimetres.

- 1 Estimate the length of fabric needed for each cushion. Measure the distance around the cushion and add on 6 centimetres for the hems at the opening.



Width measurement plus 4 cm for seams

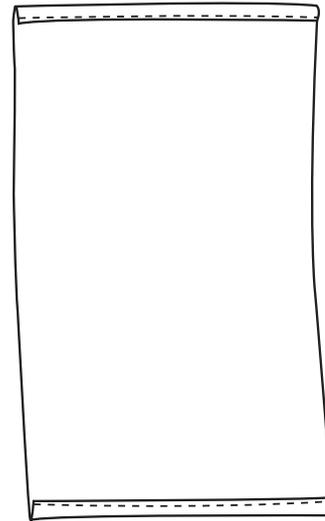
- 2 Estimate the width of fabric needed for each cushion. Measure the distance around the cushion width ways and add on 4 centimetres for the seams.



Length measurement plus 6 cm for hem opening

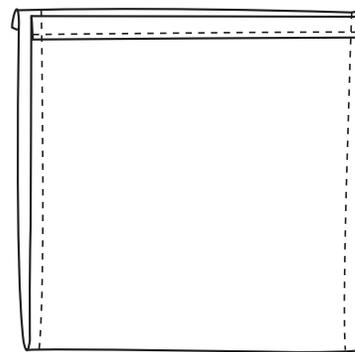
- 3 For the larger bottom cushion, cut a piece of fabric 130 centimetres long and 70 centimetres wide. For the smaller upright cushion, cut a piece of fabric 114 centimetres by 70 centimetres. The fabric is enough to cover one pair of standard-sized cushions issued with the lounge chairs usually found in houses.

- 4 Make hems across the narrow ends by first making a 5-millimetre fold and then a 1-centimetre fold. Machine or hemstitch into position.



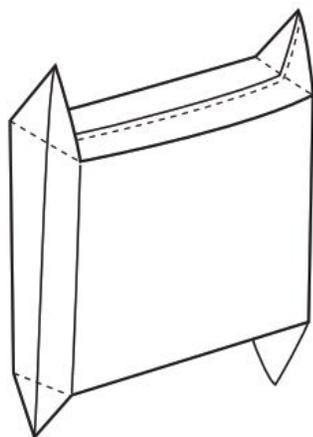
Hem the ends

- 5 Fold the fabric pieces in half and pin the sides together 1 centimetre from the edge. Slip the cushion inside the cover to see that it fits. Adjust the width of the side seam if necessary. Remove the cushion and machine or backstitch the side seams.



Sew the side seams

- 6** Place the cushion inside the cushion cover. Peaks will form at the corners. Pin across the peaked corners, close to the cushion. (The hemmed edges will overlap at the open end.) Remove the cushion. Machine or backstitch across the corners. This will allow the cushion to fit into the cover snugly. The peak can be cut off 1 centimetre from the row of stitching.



Overlap the hems and sew across the peaked corners

- 7** Turn cover to the right side. Sew press-stud fasteners onto the overlapped hems. Fit covers onto the cushions. They are now ready to be used.

Note: If screen-printing, batik or tie-dyeing is desired, this should be done before the fabric is sewn.

Activity 17



- 1 Make a small square cushion and fill it with cheap, clean stuffing. Make an attractive cushion cover for it and embroider a Solomon Islands design on it.
- 2 Either make or ask someone to demonstrate how to make cushion covers for lounge chair cushions. This will be a useful skill for you to have when you have your own home. Screen-printed or tie-dyed calico is cheap, strong, easy to wash and attractive.

- 3** Cut out pictures of different-shaped cushions from magazines and glue them on a chart. Explain how you would make a round, cylindrical or heart-shaped cushion.

Curtains

Curtains are fabric hangings commonly used on windows. They make a home look more attractive, provide privacy and cut out excessive light or glare where necessary. Curtains may also be used as room dividers. Shower curtains are made from plastic or synthetic fabric and are hung at the entrance of the shower recess to prevent water splashing onto the floor outside the recess.

Curtain fabric

A wide range of cheap and expensive, plain and patterned, cotton and synthetic curtain fabrics are available in stores throughout Solomon Islands. Cotton is the most popular fabric because it is available in a wide range of colours and patterns. This fabric is also quite cheap, washes well and lasts a long time.

Colour schemes

Care needs to be taken when choosing fabric colours for a room. In a bedroom, the bedcover and curtains should contrast or match to look harmonious and attractive. In the living room, the cushion covers and curtains should also contrast or match to look harmonious and welcoming.

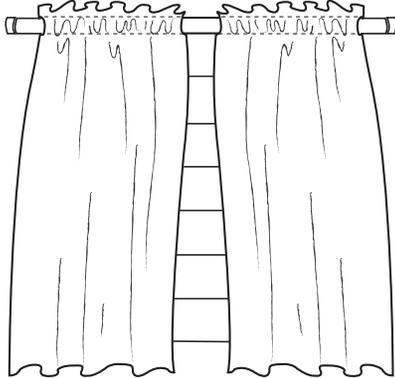
Colours such as red, orange, brown, purple or strong yellow make a room look warmer, which is ideal in the cooler highland areas. Colours such as blue, green and light yellow make a room look cooler, which is ideal in the hot and humid coastal areas.

Choosing colour schemes for rooms is very much a matter of personal taste.

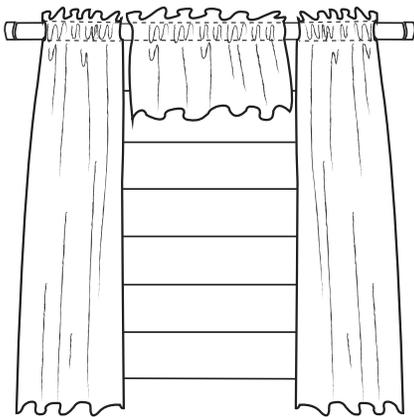
Styles of window curtains

There are many different styles of curtains. Three common styles are:

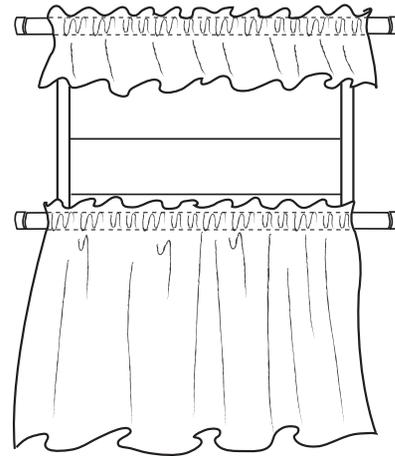
- window length or floor length curtains that are often used in bedrooms because they can be drawn across the windows for total privacy



- two curtain drops at the sides of a window with a narrow strip between that are often used in living rooms to make the room look more attractive, and which let in light, fresh air and breezes

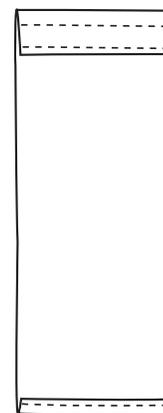


- a narrow curtain strip above a wider curtain strip stretched across the window, which is a popular style for kitchen curtains.



How to sew curtains

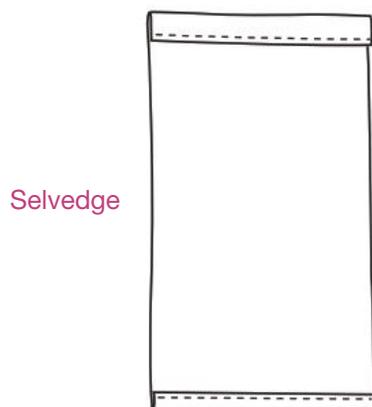
- 1 Allow 3 centimetres for the hem on the lower edge of the curtains. Make a fold of 1 centimetre first and then a second fold of 2 centimetres in width. Machine or handstitch and, if possible, press with an iron.
- 2 To make an upper hem with a ruffled edge, allow a 9-centimetre hem allowance. Make a fold of 1 centimetre first and then a second fold of 8 centimetres in width. Machine or handstitch and press. Then sew a 3-centimetre hem from the top edge of the curtain. This allows a 5-centimetre width for the curtain rod or curtain wire.



Extra hem width for ruffle

- To make an upper hem without the ruffled edge, allow a 6-centimetre seam allowance. Make a fold of 1 centimetre first and then a second fold 5 centimetres in width. Sew close to the hem edge.

Note: The vertical sides of the curtains should be the selvedge edges of the fabric. These do not have to be hemmed.



Curtain tape and rings

Curtain tape with neatened holes at regular intervals along its length can be bought from stores. The curtain tape is sewn onto the back of the upper hem. Curtain rings are looped through the holes of the tape. These are ideal on bedroom curtains, which are drawn back during the day and closed over the windows at night or when people are getting dressed. The curtain rings help the curtain to move smoothly and easily along the rods.

Activity 18



- Plan to make a set of curtains. Measure the height and width of a set of windows in your classroom or bedroom. Your teacher will help you estimate how many metres of fabric you would need to make different styles of curtains. Remember to allow for hems.

- Collect pictures of curtain rings, hooks, tape, wire, rod types and different curtain styles.
- Price curtain rods, curtain wire, curtain tape, curtain rings and brackets for curtain rods in stores in your locality. In large towns, you can find a wide variety of curtain products.

Bedspreads

A bedspread is a fabric cover for a bed or a mattress. It makes the bedroom look more attractive and protects the pillow, sheets and blankets from germ-carrying dust in the air. Bedspreads are sometimes called quilts or bedcovers.

Bedspreads may be bought in a wide range of fabrics, colours and designs or made at home for a fraction of the cost.

Suitable fabric

Cotton is the most popular fabric for bedspreads in Solomon Islands, although other furnishing fabrics are also suitable. Cotton fabric is readily available in many shops in a wide range of colours and designs. It is relatively cheap, easy to sew and to wash and lasts for a long time.

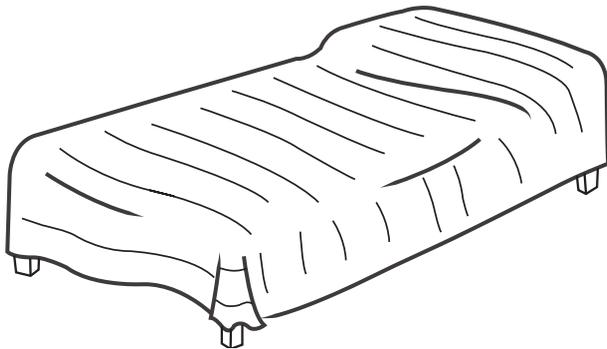
Colour schemes

Bedspread and curtain colours for a bedroom need to be in harmony to make the room look attractive. For example, someone might choose a multi-coloured fabric for the bedspread, and then make plain-coloured curtains, choosing one colour from the bedspread for the curtain colour. Alternatively, curtains and bedspread can be made from the same fabric.

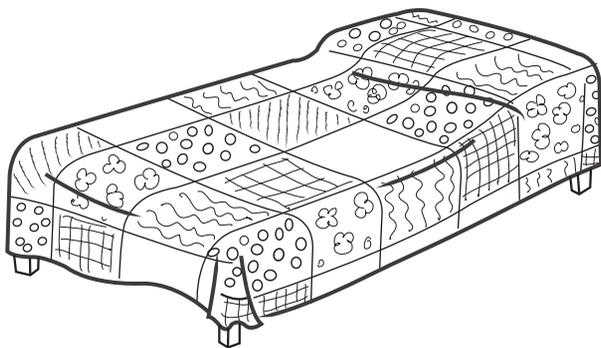
Bedsread styles

Three common styles of bedsreads are:

- throw-over
- patchwork
- fitted.



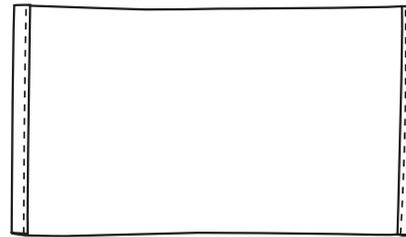
Throw-over bedspread



Patchwork bedspread

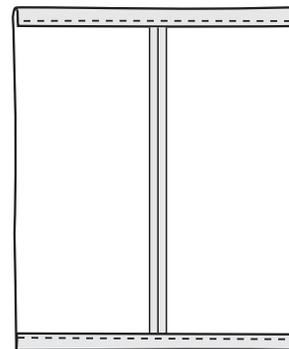
How to make a throw-over bedspread

- 1 Measure the length and width of the bed. Your teacher will help you to calculate the amount of fabric required. Allow for hems, a tuck around the pillow and overhang, and the sides and end of the bed. You will find that 2.5 metres of 115-centimetre-wide fabric is enough for a single bed and 5 metres is enough for a double bed.
- 2 To sew a single bedspread, make sure that the cut ends are straight, then turn narrow hems and machine or hemstitch into position. If possible, press with an iron and the bedspread is ready to use.



Hem the ends of a single bedspread

- 3 To sew a double bedspread, cut two lengths 2.5 metres long and machine together with an open seam 1 centimetre from the selvedge edge. Make sure the cut ends are straight. Turn narrow hems and sew. If possible, press with an iron and the double bedspread is ready to use.



Join two fabric lengths to make bedspread wide enough for a double bed and hem the ends

How to make a patchwork bedspread

- 1 Collect scraps of fabric and cut the scraps into 15-centimetre squares. Join one square to another with a 1-centimetre open seam. Continue joining the squares together until you have made a strip long enough for the length of a bedspread. Make another strip and join it to the first one with a 1-centimetre open seam. Continue in this way until the strips are wide enough for a bedspread.
- 2 When the bedspread is large enough, hem around the outside edge. If desired, the bedspread could be backed with calico or old bed sheets.

How to make a fitted bedspread

Instructions for making a fitted bedspread are included in the Teacher's Guide. Your teacher will give these to you.

Activity 19



Learn how to do patchwork. Collect lots of fabric scraps and cut into evenly sized squares. If you do not have enough fabric to make a bedspread, make a patchwork pillowcase or cushion cover. One side can be patchwork and the other can be plain fabric.

Other fabric items for the home

A person who has sewing skills is able to make many attractive and useful items for the home. As well as the ones already mentioned, some others are described below. You might like to try making them.

- A hand towel is a small towel used for drying hands. Buy a baby's nappy, cut it in half and hem the sides. Alternatively, buy a cheap bath towel and cut into four pieces and hem the raw edges.
- A face cloth is a small square of towelling cloth used to wash the face or to rub soap over the body when bathing. To make, buy a baby's nappy and cut it into four. Hem the raw edges.
- A milk jug cover is used to cover jugs. This prevents dust or insects from spoiling the liquid in the jug. To make, take a handkerchief or handkerchief-sized piece of fine fabric or mosquito netting. Hem around the sides. Sew seeds, shells or small coins at regular intervals around the edge to add weight to prevent the cover from being blown away.
- Bed sheets for babies', children's and adults' beds can be made by hemming lengths of fabric.

- A baby's blanket can be made by hemming a square metre of flannelette fabric. Flannelette is available in many attractive colours and patterns.
- Many Solomon Islands women and men use fabric slings for carrying their babies on their hips. The sling passes around a person's body and ties on the shoulder. Purchase a piece of fabric to the required length and hem the ends.
- Old nappies, tea towels and bath towels make ideal cleaning and dusting cloths. Cut to a convenient size and hem the raw edges. If washed regularly and boiled when necessary, these will last a long time.
- A bath mat or doormat is a small mat about 60 centimetres long and 40 centimetres wide. A bath mat is used to absorb the excess water from a person's feet after a shower and prevents the floor from becoming wet and slippery. A doormat is used near a door for a people to wipe their feet on before entering a room. This helps to keep the floors clean longer.

These mats can be made by sewing a piece of fabric or towelling on to a piece of rice bag. They can also be made by looping strips of fabric about 10 centimetres long and 2 centimetres wide through the weave of a rice bag at regular intervals. Bind the edge of the rice bag base, and these mats will remain useful for a long time. They can be washed when dirty.

Activity 20



Try making one of the above items that you think would be useful in your home.

- 1 Draw a picture of the item.
- 2 Calculate the measurements.
- 3 Obtain the materials needed and make the item.

2

Home styles and home management

My goals

- ★ Identify some examples of home styles.
- ★ Define the meaning of the term 'desirable amenity'.
- ★ Describe factors that might make a home pleasant to live in.
- ★ Clean and improve the classroom, staffroom or a staff house bedroom, bathroom, toilet, laundry, kitchen, living room and outdoor living area.
- ★ Evaluate the work done on cleaning and improvement of homes, classrooms or offices.
- ★ State elements and principles of design.
- ★ Draw the colour wheel and discuss the effects of the colours.
- ★ Identify decorations suitable for the home.
- ★ Apply elements and principles of designs to improve the home.
- ★ Make a model home applying elements and principles of design.
- ★ Explain the importance and principles of improvisation, improvement and recycling in the home.
- ★ Make a plan to improve the home.
- ★ Improve the home through improvising or recycling an item.
- ★ Define the term 'floral arrangement'.
- ★ Identify types of floral arrangements.
- ★ Explain the principles of floral arrangement.

- ★ Explain the importance of floral arrangements.
- ★ Make a simple floral arrangement in class.
- ★ Decorate the school for a graduation ceremony using different types of floral arrangements.

Unit 2.1

Desirable amenities

Activity 1

Look at the pictures of different homes on pages 39-40 that show where some people traditionally lived or still live in different parts of the world.

- 1 Study the pictures, then choose two pictures and, in pairs, discuss their differences.
- 2 If you were given a choice, which of the homes would you choose to live in? State two reasons for your choice.



Some Indigenous Australians lived in bark humpies.



Inuits lived in igloos.



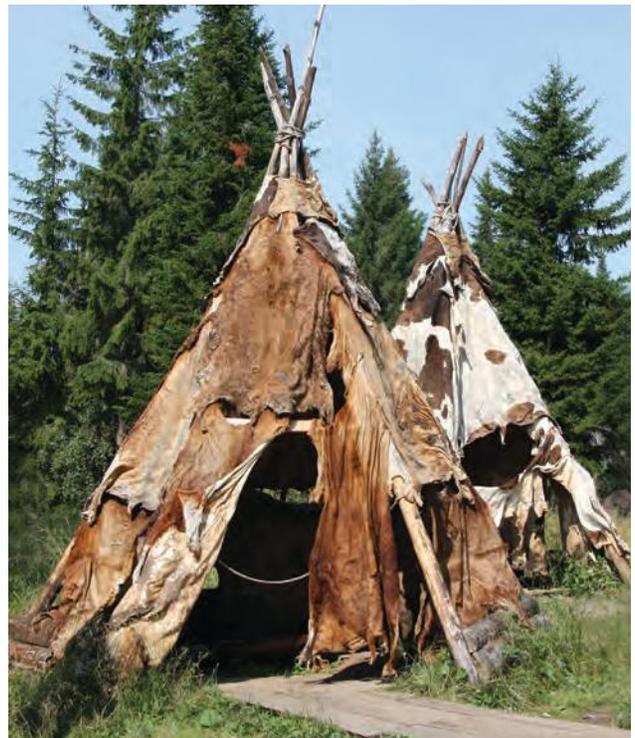
Pacific Islanders have houses made of coconut leaves and sago leaves, tree leaves, reeds and pandanus.



Some Africans have huts of dried mud bricks.



Kings and queens live in palaces.



Native Americans had buffalo skin teepees.



In Britain, many people live in terrace houses.



In Singapore, many people live in high-rise flats.



Arabs lived in desert tents.

What is a 'desirable amenity'?

In relation to housing, a 'desirable amenity' is some pleasant feature you would wish to have in or around your home. It could be well-drained soil, a view over the ocean, an iron roof, electric lighting, screen wire on windows, a water tank or a septic toilet. It could be exactly what your parents and grandparents have. Everyone has their own ideas about what they want in their own homes. There is no perfect home for everyone.



Prehistoric people lived in caves.

Activity 2



- 1 Look at the pictures below and state which type of desirable amenity is shown in them.





- 2 Collect or draw pictures or illustrations of three pleasant features you would wish to have in or around your home in town or in the village, and share your answers with a friend. Paste on a chart and display in class.

Features of a pleasant home

Consider features of houses that can make them a pleasant place to live in:

- site
- aspect
- building materials
- floor plan
- indoor living area
- outside living area
- bathroom
- toilet
- kitchen.

The site

The site is the ground on which a house is built.



Activity 3



- 1 Describe the site of a house you live in or know well. What are the advantages and disadvantages of the site?
- 2 Discuss each of the factors below. For each factor make a list of important points to consider when choosing a site on which to build a house:
 - drainage
 - soil
 - position
 - water supply
 - facilities or services.

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- 3 If you build a house for yourself in the future, which of these points will you consider most important? Why?
- 4 What type of site would you not like to build your house on? Why?

The aspect

The aspect is the positioning or outlook of a house. Most people like to have a pleasant view from the verandah or main room. The house needs to be positioned on the site in such a way that is most pleasant for those who live in it.



In coastal areas, houses are often built up on stilts facing the direction of the coolest breezes. Coolness is essential for pleasant coastal living.



Levi

Levi lives in the biggest village in Lau Lagoon. The village is 250 metres wide and 500 metres long. Levi's house is in the middle of the village with lots of houses built around it. He does not like the location of his house because he does not have a good view of the lagoon. The verandah of his house is almost touching the verandah of the house opposite and he does not like it. He wanted to plant flower hedges but he is not able to do so because there is no space.

Behind the village is a small hill still covered with vegetation where he wants to relocate his house to have good view of the beautiful lagoon. He has decided to build a raised floor semi-permanent house facing the lagoon on the new site.

Activity 4



- 1 Describe the aspect of your house or a house you know well. Are you satisfied with the aspect?
- 2 Where is Levi's house located in the case study?
- 3 Discuss the reasons why Levi wants to relocate his house.
- 4 If you were Levi, would you feel the same way as he does? Why?
- 5 Describe the steps you would take if you were Levi.
- 6 What kind of aspect would you like your house to have?

Building materials

Many different types of modern building materials are used throughout Solomon Islands, both in rural and urban areas. They can all provide a clean, healthy, comfortable and long-lasting house.

Traditional building materials

In Solomon Islands, 80 per cent of people live in rural areas. They have a choice of building materials. There are many different types of bush materials that can be used in the construction of traditional village houses. These are popular because they are cheap, suited to the climate and culturally acceptable.



Combining traditional and modern

Many people combine traditional and modern building materials, such as using pandanus leaves for roofing and timber and corrugated iron for walls in both rural and urban areas.



Modern building materials

In urban areas, building regulations state that modern building materials must be used. The Solomon Islands Building Board sets standards for houses so that they are safe and healthy.



Activity 5

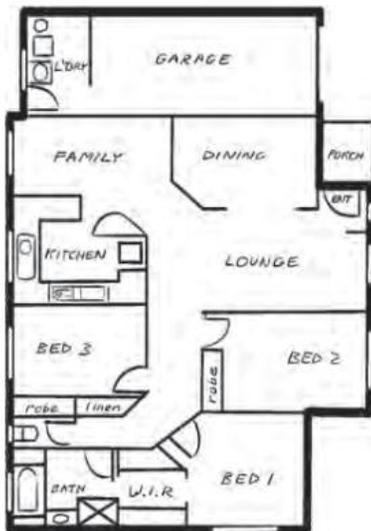


In groups, complete the activity and share your answers with the rest of the class.

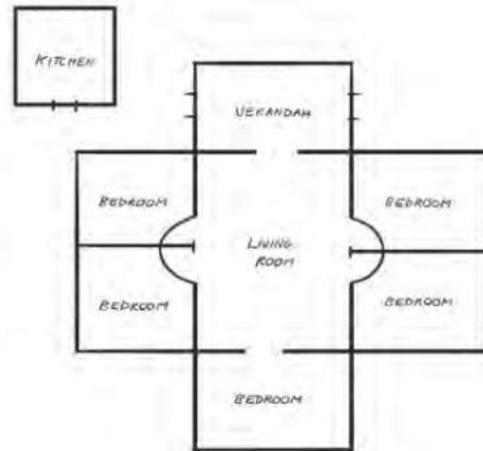
- 1 Compare the pictures above and fill in the table below.

	1	2	3	4	5
Types of houses	?	?	?	?	?
Building materials	?	?	?	?	?
Building use	?	?	?	?	?

- 3 Would you like to have a house made of traditional materials, modern materials or a combination of both? Give reasons for your answer.
- 4 What are some of the advantages of combining modern and traditional building materials? Design a house using a combination of the two types. Write a short description of your design.
- 5 Imagine you are building a house using modern building materials. How could it be given a Solomon Islands image or look? List ways in which it could be made more suitable for the climate and culture.



A floor plan for a modern house



A floor plan for a rural house

Activity 6



In groups, analyse the two floor plans by asking the following questions.

- 1 Is the house 'zoned'? Are the areas for sleeping, living and working grouped conveniently?
- 2 Is the toilet out of view of guests sitting in the dining and living room? Is the toilet separate from the shower and bath? Is it better to have them together or separate?
- 3 Is there easy access to rooms without walking through the living room?
- 4 Is the position and number of windows suitable for ventilation and lighting?
- 5 Are areas requiring plumbing close together? (This saves fuel cost.)
- 6 Are there separate playing areas for children that can be easily supervised?
- 7 What sort of access is there to outdoor areas?
- 8 How much waste space is there in the house? What could these areas have been used for?
- 9 How much storage space is there? How many cupboards are there for food, linen, tools, laundry, hobbies, etc?
- 10 Is the kitchen plan efficient? Give reasons for your answer.
- 11 Will your present furniture fit into this floor plan?
- 12 Are there enough bedrooms for your family?

Unit 2.2

Areas of the home

A house should be designed with people in mind. The arrangement of rooms and spaces should suit different activities, such as the need for privacy, areas to sleep and eat, and places to store material possessions.

Indoor living area

The living room is the centre for a family's recreation and quieter activities, and for entertaining friends. It is where the family gathers to sit and relax, to talk, read, sew, make baskets or listen to music and entertain friends. It needs to be comfortable, attractive, clean and tidy. It is perhaps the most important room in the house, and more than any other gives an indication of the habits, interests and tastes of a family.

The family will use this area according to custom. The furniture, furnishings and decoration are made or selected according to custom.

The living room sometimes reflects the values and the socio-economic level of a family. Some Solomon Islands families now value having television, video, music/radio centres and comfortable cushioned chairs. However, most village families still value sitting on pandanus mats in bush-material homes with only a radio-cassette player to listen to.

Activity 7



- 1 Draw a sketch of your living room at home or at the home of a relative. Include the placement of the furniture and any other features, such as curtains or other window coverings, colours, type of floor and walls.

- 2 Every type of house will have surfaces on windows, walls, floors and ceilings that need to be kept in good condition. Think of living rooms in the village and town houses in your province.

- a What are the surfaces made of?
- b Are they painted, varnished or untreated?
- c What care and cleaning do they require?

Outside living area

Another desirable amenity is a well-organised outside area. Outside areas include paths, driveways, flower gardens, food gardens, trees, clotheslines, garage, work shed, tool store and fences. They are usually shared with animals such as pigs, hens and dogs.



A Western-style house with a swimming pool

Activity 8



- 1 Describe how the area around your house or a house you know is divided up.
 - a What grows in each area?
 - b What areas are used for sitting in, playing, cooking, tool sheds or work shops, storage, shade, paths, roads, and spaces for vehicles and canoes?
 - c How do you think this area could be improved?
- 2 Draw an outside view of your ideal house. If there is a house near you that you really like, try to draw it.

- 3 Think about the size of family you would like.
 - a Draw a floor plan of your ideal house with a boundary fence around it.
 - b Draw your plans for the outside living area.
- 4 Write a short story about where you would like to live. Think about the site and aspect.

Why plan the outdoor living area?

A home is not just a house. When you think of your home, it's the house and the surrounding area within your land boundary.

Solomon Islanders are outdoor people. They spend a lot of time outside hunting, fishing, gardening, playing, swimming, gathering fruit, coconuts, firewood or bush materials, working, or simply sitting, talking and relaxing.

Solomon Islands is a tropical country and the beautiful weather makes it a delight to be outdoors as much as possible.

Customs in rural and urban areas vary greatly and there are many factors that will affect the planning of an outdoor living area. A well-planned area with a boundary, lawns, garden and shady trees looks attractive and gives the family the opportunity for pleasant leisure hours spent outdoors.

Boundaries

In rural areas, clan boundaries can be mountain ranges, coastlines, rivers, or rows of plants or trees. Bush timber may be used for fences around homes or gardens to prevent pigs spoiling the ground inside the boundary.

In urban areas, boundaries are usually marked with a garden bed, hedges of hibiscus, or simply constructed fences of timber. Solomon Islands as a nation is continuously faced with social, economic, political and technological changes that challenge families, communities and the nation's beliefs and values. These changes have caused an increase in disorder, and security is now an increasing problem in urban areas.

Gardens

Gardens are important to all families. The size of a garden depends on the land available and the number of families using the land. There are two types of gardens—flower and food.

A large area should be made available for food gardens as this keeps food costs down. Where a limited amount of land is available, it is better to grow coloured vegetables and fruits such as beans, corn, tomatoes, green, leafy vegetables, pumpkins, lemons, guavas, pawpaws and bananas. Staple foods are usually sold cheaply at local markets. Larger trees such as mango, avocado and breadfruit give children somewhere to play as well as providing food and shade.



Flower gardens are usually planted close to the house and along the edges of paths. These add beauty to the grounds and cut flowers add beauty to the inside of the home. Many exotic, fragrant and colourful plants are found in Solomon Islands. Can you name some? Leis of frangipani are often used around the head or neck for special occasions.





Paths and driveways

Paths and driveways need to be surfaced with gravel or stones to prevent the ground becoming muddy. A path is needed leading to the front door and from the back door to the clothesline and gardens. Helping to keep people's feet clean also saves the floor of the home becoming unnecessarily dirty.

A driveway and garage is needed if the family owns a vehicle. It is also useful when friends with vehicles come to visit.



Other outdoor items

- Tool or work sheds are useful for storing firewood, axes, spades, hammers and so on, and for building or repairing household items. Tools should be locked away when not in use for safety and security. The shed can vary in size and structure.
- If a house is reliant on tank water, the position of the tanks needs to be planned. Iron roofs have gutters and downpipes, which carry the water from the roof to the tanks. Tanks usually sit on concrete stands. If there is a septic toilet in the house, then the concrete septic tank also takes up space in the outdoor living area.
- Outdoor cooking areas should be reasonably close to the house in a shady spot, where seats can be placed to make a pleasant outdoor entertaining area.
- Play is important to a child's physical and social development. Space can be set aside for such items as swings, sand pit, tree house, basketball ring on a post or paddling pool.
- Any unused space can be used for lawns. These are closely cut, grass-covered areas or areas where grass is pulled out to let short clover grow. Brush knives, bush knives or grass cutters with a motor are used to keep the lawn short.

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- A clothesline needs to be placed in a sunny position behind the house, close to the laundry. Clotheslines can be made of wire strung between posts or a rotary type. Rotary types are expensive but take up little space and offer a long length of clothesline.



Activity 9



- 1 Do a study of one particular home. List ways in which the outdoor living area could be improved.
- 2 Plan an outdoor living area for your future home. Write a description of it and illustrate it with drawings. If you plan to be in a rural area, perhaps you will need space for pigs or chickens.
- 3 Visit and compare outdoor living areas of village and town homes in your province. Explain the differences in facilities.
- 4 Head a page in your exercise book 'Outdoor living area'. List all the factors you need to consider when planning such an area.

The bathroom

In a modern house, a special room for washing your body in private is called a bathroom.

Traditionally, people of Solomon Islands washed in the ocean or in creeks and rivers. It is very hot, and today people like to bathe, sometimes two or three times a day.

Activity 10



Discuss the questions below in groups of three or four and share your answers with the rest of the class.

- 1 Why do people wash their bodies?
- 2 How often should you wash your body?
- 3 Where do you wash your body?
- 4 Where do most modern houses have their bathrooms?
- 5 Compare traditional and modern body-washing facilities in your locality. Which do you prefer? Give reasons for your answer. List the advantages and disadvantages of each.
- 6 Imagine that you are living in a bush-material house in a remote village in your province. Plan an outside bathroom that you would like to have. Draw pictures and write a description of all the things you need in the bathroom.
- 7 Imagine that you are going to build a house in the main town of your province. Plan an inside bathroom that you would like to have. Draw pictures and write a description of all the things you need in the bathroom.
- 8 What would be the main problems in keeping traditional and modern bathrooms clean?
- 9 Make a list of rules for people to follow when using the outside or inside bathroom.
- 10 Visit your school bathroom or any bathroom you have access to and describe it.

The toilet

A toilet may be known by other names, such as a lavatory, latrine, water closet, WC, loo or public convenience. Toilets are sometimes included in the bathroom section of the house.

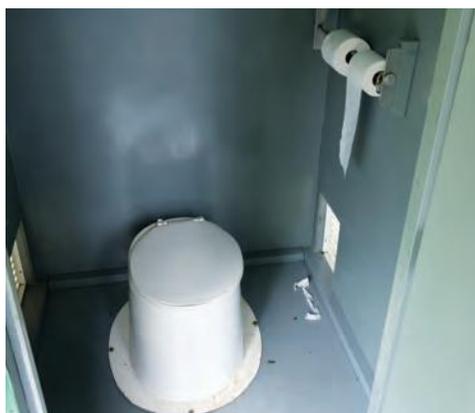
Types of toilets

Traditionally, people in Solomon Islands used the bush, rivers, creeks or the ocean as their toilet. Village people often do the same today. However, they try to be more hygienic than they were in the past. They have learnt about the relationship between the environment, hygiene and good health.

Pit toilets

Pit toilets are often used in bush areas. These are made by digging a deep pit in the ground. A floor with a central hole is built over the pit, and a seat with a lid sits over the central hole. A small house is built around the toilet.

Pit toilets are cheap and easy to build. They can be made from either traditional or modern building materials. They can become smelly and, unless kept clean, will attract flies.



Toilets over water

Toilets are built over water in most coastal villages. A walkway on posts is built from the shore to a distance of 30 metres or more over the water. At the end of the walkway there is a hole in the flooring. A seat with one or more holes sits over the hole in the floor. A small house is built around the toilet seats.

These toilets are cheap and easy to build, and the water carries the body wastes away. They can be made using traditional or modern building materials. At low tide or dry shore periods, they can attract flies and cause bad smells. It is important that the walkway is strong and safe for children and elderly people to walk along.

Flush toilets



A flush toilet

A flush toilet has a porcelain or hard plastic bowl with a plastic seat and lid. The toilet is flushed with water that comes from a small tank above the bowl. The contents of the toilet are flushed away along a pipe. The pipe is shaped so that some water is always left at the bottom of the bowl to prevent bad smells coming back up the pipe and into the house.

Flush toilets are popular in modern houses because they:

- are not smelly like most other types of toilets
- are easy to keep clean
- do not attract flies or other pests
- are inside the house, and are convenient to use day and night.

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The disadvantages of flush toilets are that they:

- are expensive to buy and install
- use a lot of water
- can break during earthquakes or if used carelessly.

There are two types of flush toilets—septic and sewerage.

With a septic toilet, the toilet contents flow into a concrete underground tank. Anaerobic bacteria break the waste down and it seeps harmlessly out into the soil. Correct soil for proper drainage is needed. This sort of toilet is common in Solomon Islands.

With a sewerage system, the toilet contents flow along pipes away from the house to government sewerage treatment plants. The waste is treated before being discharged into large ponds, onto the ground, or into rivers or oceans. It is treated and diluted with water so that it does not cause a pollution problem. This system is only found in Honiara in areas where there are big hotels.

Activity II



- 1 Do you have all the types of toilets described in your province? List the types in your locality.
- 2 Go on an excursion to see as many types of toilets as you can. Write your own opinion of the advantages and disadvantages of each type.
- 3 Visit a hardware store and look for toilet fittings. There are many colours available for toilet seats—red, blue, green, etc. Look for the wide range of toilet brushes, toilet cleaners, toilet paper, toilet roll holders and air fresheners that are available.
- 4 Plan the toilet for your ideal future home. Look at pictures in magazines or catalogues. Describe the type of toilet you would like to have.

- 5 Discuss cleaning and proper use of toilets. Dirty toilets are a health hazard. Toilets should always be left in a clean state for the next person to use.
- 6 Make a list of rules for the use of a toilet.

The laundry

The way clothes are cared for is an example of how people can change their habits. Traditionally, Solomon Islanders either went naked or wore clothes made of bush materials such as grasses, leaves and bark cloth. Washing would have made these materials rot. When clothes became old, broken or smelly, new ones were made and the old ones thrown away.

Early traders and missionaries introduced fabric to Solomon Islands. It quickly became popular when people had the money to buy it. People liked fabric clothes because they:

- could be washed
- felt nice on the body when they were clean
- were available in many colours
- lasted a long time.



Why fabric needs washing

Fabric needs washing to remove dirt, stains and sweat. Clean fabric looks good, smells nice and lasts longer. Dirty fabric can cause skin rashes and infections, so it is healthier to keep it clean.

Washing methods

The river

Rivers, streams and creeks are cheap and convenient washing areas for many Solomon Islanders. Fabric is dipped in the water, rubbed with soap, beaten against rocks, rinsed and spread to dry. The disadvantages are that the river may be a long way from the home, and the river water is spoiled for drinking and cooking.

Buckets or sinks

Buckets or sinks are used when there is a water supply close to the house. It can be a tank, well or bore water, or simply water collected in an empty fuel drum. Tubs can be made of concrete or stainless steel. Modern houses usually have taps over the tubs with water piped from the tanks. A shelf or cupboard near the tubs can be used to hold soap, soap powder, pegs, bleach and so on.

Washing machines

Many types of washing machines are available in Solomon Islands, but they can only be used in homes with an electricity supply. Washing machines are expensive to buy and to be repaired. Electricity is also expensive. Machines wash clothes quickly, easily and thoroughly if used correctly. Twin tub machines are popular, with one tub for washing and the other for rinsing and spinning. Spun-dry clothes dry very quickly. Hand washing is hard work compared with machine washing.



Planning a laundry

A laundry is a special place for washing and ironing clothes. Think about the type of laundry you would like. It might be under a high house, at the back of a low house or inside the house.

When planning a laundry, it is important to consider:

- access to water
- sinks and/or a washing machine
- a storage shelf or cupboard for laundry equipment
- an iron and ironing board or table
- buckets for carrying water, soaking clothes or carrying clothes to the clothesline
- closeness to the clothesline
- security for clothes and laundry equipment.

Activity 12



- 1 Think of the kind of laundry you would like in your future home.
 - a What kind of a water supply would you like?
 - b Would you like sinks, a washing machine or both?
 - c Would you like a shelf, storage cupboard or both? What will you keep there?
 - d Would you like an ironing board or table?
 - e Where will you store buckets when not in use?
 - f What type of clothesline would you like and how far would you like it from the laundry?
 - g Will you need security? What kind would you have if it were needed? Draw a floor plan of the type of laundry you would like.
- 2 Compare village and town washing methods in your province. What do you think are the advantages and disadvantages of the different methods?

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- 3 If you've never used a washing machine, try to see one in use. They are expensive and need to be used correctly. Some people also have electric dryers in their homes. See one of these if you can.
- 4 Imagine you become a teacher earning a teacher's salary. Plan a laundry for a house in a village area and a schoolhouse in a town.

The kitchen



A modern kitchen

Everyone enjoys good meals. Meals are cooked two or three times a day. The place where meals are cooked is called the kitchen. Cooking is usually done by women, although many men enjoy cooking too. Because good meals are important for a happy and healthy family, the kitchen is an important place in the home.

A kitchen has many uses. It is used for storing food, preparing food for cooking, cooking, serving and eating meals, washing up, drying up, and storing all the things needed for cooking and eating. The kitchen is used more and becomes untidy and dirty more quickly than any other room in the house. Household cleaning items are usually stored in the kitchen to be easily available when needed. Cleanliness in the kitchen is extremely important.

What should a kitchen contain?

A kitchen has many functions, so it contains a lot of consumable items and equipment, including a stove or perhaps a traditional cooking pit, and cupboards and shelves for storing food. Look at the pictures to see the sorts of items a kitchen might contain.



A modern stove



A traditional cooking pit



Cupboards and shelves for storing food



Cooking and eating equipment



A workbench at a suitable height for preparing food



Cleaning tools, such as mops and brooms



A bucket to collect food scraps



A table and chairs where the family sits to eat their meals



A sink or place for washing and drying up, as well as a clean supply of water.



Vegetable and fresh food storage space



A refrigerator

Village homes often have a separate kitchen from the main house because:

- if the kitchen catches fire, the rest of the house will not burn down
- if rats and cockroaches are attracted by food scraps, they will not be in the house.



Sometimes, the table and chairs are not in the kitchen because the family prefers to eat in the living room. The kitchen is used for preparing and cooking meals but not for eating the meals. Some families prefer to sit on the ground or on the floor to eat.

Some kitchen items

- Stoves can be kerosene, wood, gas or electric. Stoves vary greatly in size and price. Families purchase stoves according to what they can afford, the fuel available, the type of home they have and what they prefer. Space needs to be made available for safe storage of kerosene, wood and gas.
- Refrigerators are popular in hot coastal areas. They preserve food and keep drinks cool. They vary in size and are run by either kerosene or electricity.
- Work benches and kitchen tables are usually made of wood. These can be covered with laminated sheets, which make them last longer and are easier to clean.
- Storage places are needed for many items in the kitchen:
 - cutlery (spoons, forks, etc.) can be kept in trays or drawers divided into sections for spoons, knives and forks
 - crockery (cups, plates, bowls) can be kept together on shelves or in a cupboard
 - pots and pans should be stored near the stove

- cooking equipment (peeler, chopping board, strainer, ladle, jug, bowls) can be organised on shelves or in a cupboard
- cleaning equipment (detergent, steel wool, sponge cloth, cleaning powder) can be stored under the sink
- brooms can be hung on hooks or nails
- tea towels, pot holders and tablecloths need a storage space
- fresh meat and fish are best kept in a refrigerator
- tinned, bottled and packaged food should be stored in a dry, insect-free place
- fresh fruit and vegetables need a cool, insect-free, well-ventilated space.
- Rubbish disposal from the kitchen is important. Food scraps can be put in the compost heap. Paper and cartons can be burnt. Tins and bottles can be buried. Plan where your rubbish hole will be if you are in a rural area.
- Town homes usually have a plastic bucket with a lid in the kitchen. When the bucket is full, the contents are emptied into a large rubbish bin outside the kitchen door. The rubbish bin is placed near the road once or twice a week for the council workers to empty. There is sometimes a charge for this service.

Outdoor cooking areas

The sunny weather in Solomon Islands makes outdoor cooking a pleasure. Most homes have a barbecue, motu pit, or an area for smoking or spit-roasting food. Equipment is kept in the kitchen and taken outside as needed. There needs to be a convenient area set aside for chopping and storing firewood.

Activity 13



- 1 Draw a kitchen floor plan. Write a short description of the type of equipment you would like, for example, the kind of sink, stove, water supply, lighting, refrigerator and workbench.
- 2 Plan a colour scheme for your kitchen. Would you like vinyl tiles on the floor? What colour would you like the floor, cupboards, walls, etc. to be? What style and colour curtains would you like? The kitchen should be an attractive place for people to work in. How could it be made more attractive?
- 3 Visit and compare village and modern kitchens in your locality. Look for good and bad points about each type. Take note of ways kitchen equipment can be improvised using shells, coconut, bamboo, clay, bush vine, etc.
- 4 Many accidents occur in the kitchen. Name some. List prevention methods to stop these accidents happening. Every home should have a first aid kit for cuts and burns. List minimal requirements for a household first aid kit.
- 5 Describe how to clean kitchen equipment.
- 6 Storage areas need to be free of pests such as ants, cockroaches, flies and rats. Look in your local store for pest control substances. What could you do at home to keep pests to a minimum?

Unit 2.3

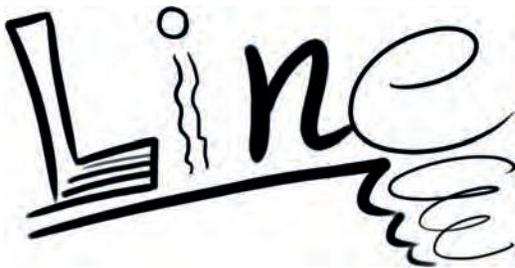
The elements and principles of design

Interior design is the art of arranging furniture against an interesting background of colour, pattern and texture, so that homes become comfortable, efficient, clean and pleasing places in which to live.

Elements and principles

Elements are parts that one can work with to produce something to express beauty, while principles are rules that guide the way someone uses the elements to achieve their goals. These goals include unity, order, simplicity, variety, function, harmony, comfort and beauty.

The elements and principles of design can be applied in food and nutrition, clothing and textiles, and interior decoration.



Line

LINE is straight or curved, heavy or light, soft or hard or a mixture of them all.

LINE can characterise a shape by being the edge of an area or surface, colour, tone or pattern—it becomes an outline or contour.

LINE can show movement.

LINE can suggest rhythm.

LINE can create textural results.

LINE can indicate emotional effects.



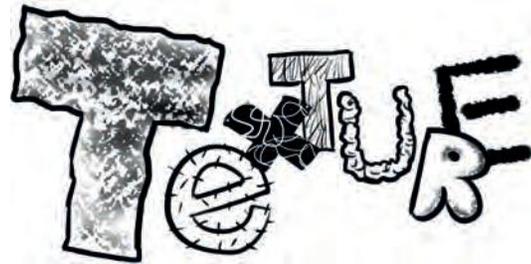
Mass

MASS is the amount of material in any sculptural work.

MASS can be suggested in a painting or drawing.

MASS can be heavy or light in effect.

SPACE or VOID refers to the lack of mass.



Texture

TEXTURE is the part of a surface that can be felt or seen.

TEXTURE is concerned with touch, how something feels.

TEXTURE can be rough, smooth, spiky, soft, velvety, regular or irregular.

TEXTURE can suggest emotions by linking with the memory of how things feel.

TEXTURE can be real, so the surface is actually rough or smooth, or it can be suggested by the way the surface is treated.



Shape

SHAPE can be bordered by a LINE.

SHAPE can be defined by COLOUR, TEXTURE or TONE.

SHAPE can suggest movement or emotions.

SHAPE in 3-D is called FORM.

SHAPE can be sharp and clear or hazy and suggesting something.

SHAPE can be NEGATIVE or POSITIVE.



Colour

COLOUR is an element of design with endless variety.

COLOUR is a mixture of three primary colours—red, yellow and blue.

SECONDARY COLOURS are a mix of two primary colours—orange, green and purple.

TERTIARY COLOURS are a mix of the three primary colours—red, yellow and blue. Many different colours can be made by changing the amount of primary colours used.

COLOUR has TEMPERATURE—reds and oranges feel warm like the sun or desert.

Cooler colours like blues and greens go well with water and ice.

INTENSITY of colour is its strength and purity.

HUE is the quality that separates one colour from another.

TONEVALUE is the degree of lightness or darkness of a colour—yellow is light, blue is dark.

TINTS are made by adding white to a colour.

SHADES are made by adding black to a colour.

ANALOGOUS COLOURS are hues lying near each other on the colour wheel—red-orange, red-purple.

COMPLEMENTARY COLOURS are hues opposite each other on the colour wheel—red and green, purple and yellow.

DISCORD is where opposite colours are together and one is a tint, so that the original tone of the hue is different.



Tone

TONE is light and dark. Light reveals, shows the world to us, and shadow gives meaning to the things we see.

TONE can give solidity, volume and weight to an image.

TONE gives the impression of distance. Darker tones come forward and lighter tones go back into the image.

TONE can give emotion to an image. Highly contrasting tones give life and energy, softer tones give a gentle mood.

TONE can create rhythm, with the eyes jumping from one dark tone to another.

TONE is the property of colour. Yellow is light and blue is dark.

TONE in sculpture is the way it catches the light, so that sharp changes are made by deep corners, and gentle ones by smooth gradual changes.



Size

SIZE is about the bigness or smallness of an area.

SIZE can give space. It can make closer objects appear larger and make distant objects appear smaller.

SIZE can be given by comparing one element that is larger or smaller with the other.

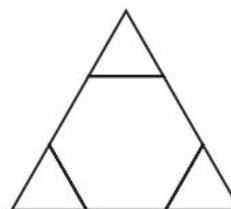
SIZE can make a particular element look important.

Activity 14

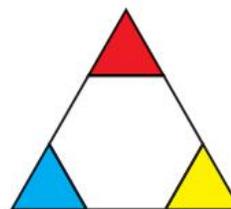


Your teacher will divide you into groups and provide you with resources (paper/plastic plate, A4 paper, blue, red and yellow paint) for the following activities.

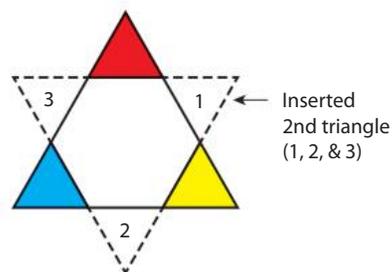
- 1 Draw a triangle as shown below and make a small triangle at each point on the paper provided.



- 2 Colour the first triangle at the top with red paint, the second triangle on the right with yellow and the third triangle with blue as shown.



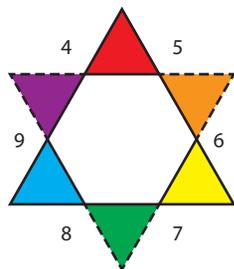
- 3 Draw another triangle by inserting it into the existing one as shown below. Label triangles 1, 2 and 3 as indicated.



- 4 Mix paints together.
- Mix red and yellow together and paint it in triangle 1 and name the colour _____.
 - Mix yellow and blue together and paint it in triangle 2 and name the colour _____.
 - Mix blue and red together and paint it in triangle 3 and name the colour _____.

Note: Triangles 1, 2 and 3 form the secondary colours (orange, green and purple).

- 5 Label the spaces between the triangles 4, 5, 6, 7, 8 and 9 as shown on the diagram.



- Mix purple and red and paint it on space number 4 and name the colour _____.
- Mix red and orange and paint it on space number 5 and name the colour _____.
- Mix orange and yellow and paint it on space number 6 and name the colour _____.
- Mix yellow and green and paint it on space number 7 and name the colour _____.
- Mix green and blue and paint it on space number 8 and name the colour _____.
- Mix blue and purple and paint it on space number 9 and name the colour _____.

Note: Your colours outside the triangles form the tertiary colours.

Principles

Principles of design are tested rules based on observation of nature and works of art. These help to achieve pleasing effects in home furnishings and garden planning.



Composition

COMPOSITION describes the way in which an artwork is composed or assembled.

COMPOSITION is about the way an artist composes or combines the elements of the work to give clarity and order to their ideas. Composition is about the way our eyes are guided around the artwork.

COMPOSITION is involved with UNITY, how the elements of the artwork go together to form a oneness, a wholeness, which satisfies the eye.

COMPOSITION is involved with and governed by the principles of design.

COMPOSITION is about VISUAL ORGANISATION.

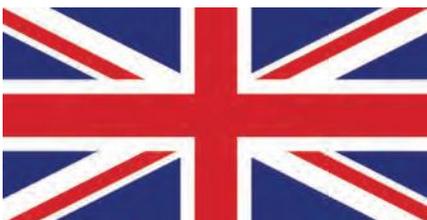


Balance

BALANCE involves the distribution of elements in a work of art.

BALANCE is the control of the elements in attracting attention. This attention must be evenly or unevenly spread over the area to make sure interest is kept up, all the way through the artwork, without being static or chaotic.

An even balance, sometimes called symmetrical or formal balance, may be achieved with identical objects on each side of a centre point as can be seen in the pictures below.

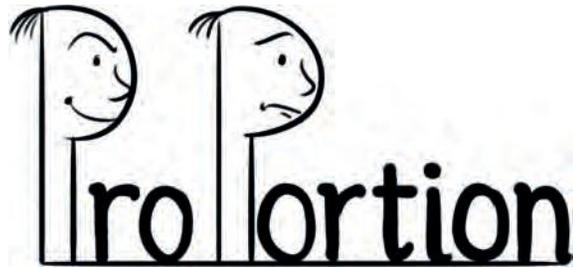


Uneven objects at unequal distances from a centre point give uneven, informal or asymmetrical balance. A room looks more interesting when both are used. A good asymmetrical arrangement is a sensitive balancing of visual weight, without exact repetition on each side. When two people of the same weight sit on the see-saw, they balance at each distance from each other; if heavier, the person must move towards the middle. Traditional rooms suit even balance, while modern interiors use uneven balance throughout.

BALANCE can be symmetrical or asymmetrical. BALANCE can create movement, tension or calmness.

BALANCE of the pictorial elements can act like a see-saw or lever.

The elements can be balanced around a VERTICAL, HORIZONTAL or DIAGONAL AXIS with enough variety so that the artwork has rhythm and energy.



Proportion

PROPORTION involves the relationship between size and scale.

PROPORTION is about realistic relationship or ratio. As an illustration, the ideal human proportion is eight heads high and the shoulders are two heads wide. Artists can change these relationships or proportions for dramatic or comic effect or to emphasise a feature or quality. In cartoons, the head and hands are emphasised by enlarging them beyond realistic scale.

PROPORTION is familiar to us all so artists can use the warping or normal proportions to suggest emotions or affect the status of a subject.

REPETITION REPETITION REPETITION REPETITION

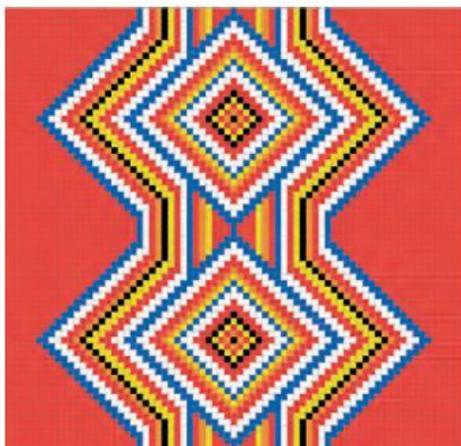
Repetition

REPETITION is the use of similar or connected pictorial elements, for example, similar shapes, colours or lines that are used more than once.

REPETITION can be regular or irregular and even or uneven.

REPETITION can be in the form of RADIATION where the repeated elements spread out from a central point.

REPETITION may be in the form of GRADATION where the repeated elements slowly become smaller or larger.



Rhythm

RHYTHM is about the rate the eye moves throughout the work of art. This is usually because the eye moves, jumps or slides from one similar element to another in a way similar to music.

RHYTHM is used to create movement and carry the eye smoothly from one area to another without abrupt interruptions. Rhythm is created by repetition of line, shape and colour, by gradual progression of sizes, by using lines in opposition or at right angles as in the treatment of windows and by lines radiating from a central point.



Emphasis

EMPHASIS creates a centre of interest or focal point—usually an area of the room that is seen first. It may be an object, a view from the window or an interesting grouping of furniture and accessories, or a big splash of beautiful colour.

Activity 15



- 1 Look at the photographs on page 66 and choose the one you like best. What elements and principles of design can be seen in the photograph?
- 2 Plan a living room for your future home. Write a description of it and illustrate it with drawings incorporating elements and principles of design.
- 3 Make a list of furniture you need in a living room. Explain what each piece is often made from and what they can be improvised with.
- 4 Visit and compare living rooms in village and modern homes in your locality.

Core Strand: Home Management



Unit 2.4

Floral arrangements

A floral arrangement is a way of using flowers and foliage to create a visually pleasing decoration for a room. People use floral arrangements to decorate for a special occasion, such as a wedding or funeral, or simply to make a room look brighter. The creation of floral arrangements is often called floral art or floristry.

Floral art is becoming more popular in Solomon Islands. As with any form of art, a person who wishes to learn the skills must continue to practise and develop their experience and knowledge. For some people, flower arrangements give them joy and happiness, while for others it is a form of employment.

It is very rewarding to arrange flowers you have grown yourself. If you are a good gardener, you will usually find your care of plants will be rewarded by their longer life in your arrangement.



Activity 16



- 1 What is a floral arrangement?
- 2 Have you created a floral arrangement before? Describe it.
- 3 List some examples of flowers and plants that you can use for floral arrangements.

Types of floral arrangements

The types of floral arrangement that you can make are limited only by your imagination, but you do need to take into account the following:

- the types of flowers and foliage available and their colour, shape and size
- the shape of the vase or container
- the space where you intend to place your arrangement, for example, a tall arrangement is better suited for a corner or near a wall, rather than at the centre of a table because it will block people's view across the table
- the occasion.

Look at some of the most common types of floral arrangements.



Bouquet



Oval



Triangle



Single bud

Principles of floral arrangement

There are five key principles of floristry.

Colour

Colour is the first thing people notice about a floral arrangement. Do the colours work together or do they seem unrelated? It is best to use either all pastels or all bright colours as these groups are hard to mix together. Choose a harmonious mix of colours close together on the colour wheel such as red, orange and yellow or green, blue and purple. For a more powerful effect, choose opposing colours such as purple and orange. Study a colour wheel to help to understand how colours work together.

Form

Form refers to the overall shape and size of the arrangement. You will need to consider the shapes of the individual blossoms themselves, for example, roses are round and orchids are elongated triangles. A combination of different forms will create interest. They can emphasise the form chosen for the overall design.

Line

Plant materials, such as stems, branches and leaves, naturally create strong lines. These lines create the framework of the composition. Flowers or foliage with straight, vertical stems will provide a strong line for an arrangement, while slanted or cascading flowers or placement will have the opposite effect, creating a soft or undefined line.

It is important to take these elements into account when designing your arrangement and choosing your plant materials. Careful pruning of unnecessary leaves and shoots helps to strengthen the line and produce your desired effect.

Space

Space in a floral design is three-dimensional, as opposed to a painting where it is two-dimensional. An arrangement must fit well in the space where it is to be viewed.

Texture

Texture on the foliage and flowers in your arrangement is also a key design principle. Having a lot of different textures or using only one or two will greatly affect the final arrangement. Consider using shiny and dull, rough and smooth, coarse and fine materials to add interest to your arrangement.

(See Chapter 6 for more detail about the process of selecting plant materials for a floral arrangement.)

Activity 17



- 1 Sketch a flower arrangement in your exercise book. Choose a shape that appeals to you and the colours you would use.
- 2 Make your arrangement.

3

Food guidelines and meal planning

My goals

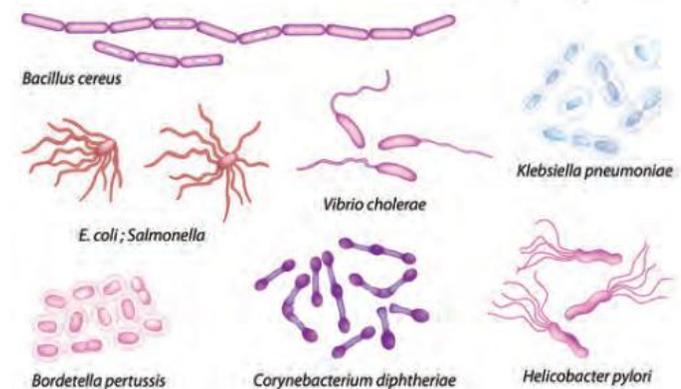
- ★ State the difference between food safety, food guidelines and meal planning.
- ★ Discuss factors that influence diet.
- ★ Explain food nutrients.
- ★ Write, explain and use food guidelines for selecting nutritious foods in Solomon Islands.
- ★ Discuss the importance of food guidelines in planning, selecting and preparing nutritious meals.
- ★ Evaluate prepared meals.
- ★ Survey food intake and money spent by a family or individual over a period of one week, then analyse using Solomon Islands food guidelines.
- ★ Use food guidelines and basic safety food guidelines to plan, prepare and present suitable meals for families, individuals and people with special needs.
- ★ Discuss the importance of meal planning and food storage.
- ★ Demonstrate storage of uncooked and cooked foods in Solomon Islands.
- ★ Explain factors that affect meal planning.
- ★ Explain how meal customs differ from family to family.
- ★ Explain what is meant by special dietary needs.
- ★ Identify people with special dietary needs.
- ★ Select suitable foods for a nutritious snack or meal for a person with special dietary needs.
- ★ Demonstrate correct cleaning and washing procedures in all practical cooking.

Unit 3.1

Food safety

Understanding food safety

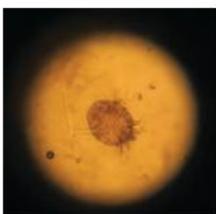
Food safety means keeping foods and drinks free of bacteria, mould and parasites that cause diseases. The greatest enemies in the kitchen are food poisoning bacteria (often called germs). They can give you food poisoning by growing on the food you eat.



Bacteria



Moulds



Parasites

Activity 1



- 1 How do you keep food safe and free from bacteria, moulds, parasites, flies, cockroaches, rats and mice?
- 2 State three reasons why it is very important to keep food safe from contamination.
- 3 Describe signs that show food has been contaminated.
- 4 If you have flies, rats and cockroaches in your home, explain the practical steps you can take to get rid of them.
- 5 Identify the differences between bacteria, mould and parasites.
- 6 If you have had food poisoning, share your experience with the class.

Food poisoning

Food safety is important because bacteria and other germs can contaminate food and water and cause food poisoning. This can result in problems such as cholera or typhoid, diarrhoea and so on.



Food poisoning can lead to serious illness.

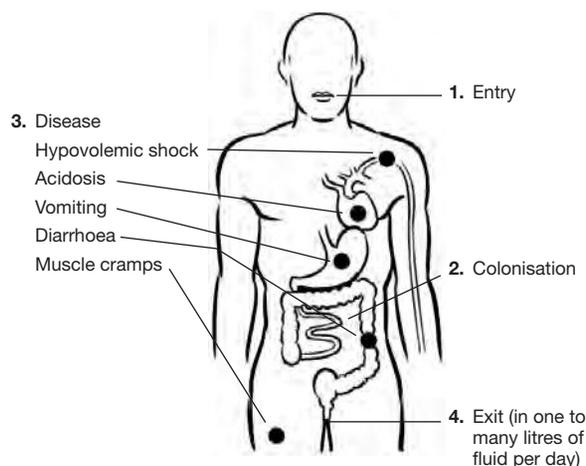
Throughout the world, food poisoning causes sickness and death, affecting every part of the population—young, old, rich and poor. Food becomes contaminated by:

- soil and water where the foods are grown
- handling during production or selling
- handling before eating
- flies, rats and other pests
- cross-contamination, which is transfer of bacteria from one contaminated food to another, for example, via hands or flies.

The effects of food poisoning

- The most common symptoms of food poisoning are nausea, vomiting, abdominal pain, diarrhoea and fever.
- The symptoms start between one and thirty-six hours after eating the problem food or meal. The results can last from a few hours to days.

Core Strand: Food and nutrition



- The effect on nutrition and hydration (amount of water in the body) can lead to death, particularly in the young, sick and elderly.

How can you tell if a food is contaminated?

- You cannot always tell that a food is contaminated simply by looking at it. Special laboratory tests are often needed.
- In some cases, you can detect a problem, for example, mould on food, bad smell, slimy texture or a change in colour.

Preventing food poisoning

The best way to keep yourself, family and friends healthy and free of food poisoning is to follow some basic food safety guidelines.

- Wash your hands before eating or touching any food. It is easy to touch something such as a wall or table that is contaminated, and so get bacteria onto your hands.
- Wash your hands well after visiting the toilet or dealing with animals. Just throwing a bit of water on your hands will not get rid of bacteria. Ideally use soap and running water and rub hands thoroughly for at least 30 seconds.



- Keep food areas clean, including surfaces, cupboards and equipment.
- Keep food away from chemicals such as bleach and cleaning agents. Do not reuse old containers to store food or water.
- Keep food covered and sealed when stored.



- Wash all fruits and vegetables before use, even if they are going to be cooked.
- Use safe water for cooking and washing foods.
- Avoid coughing or sneezing near food.
- If you have a sore or a cut on your hands, cover it well with a clean dressing before touching food.

- Cover food to keep insects such as flies and ants away.
- Keep all animals away from food.
- Cook foods thoroughly. Make sure they are hot and cooked all the way through.

Food storage



Most food has a small amount of bacteria on or in it. However, it will not be enough to cause sickness. But given the right conditions, the bacteria can increase until there are enough to cause a problem. Bacteria and moulds like warmth, damp, a good supply of food and time.

- Do not store food for too long after preparation and/or cooking. If possible, eat food as soon as it is made.
- If you need to store food, do so in cold conditions, for example, a refrigerator.
- Do not keep food warm. If you need to keep it, first cool it and then reheat it thoroughly before you eat it.
- For places without refrigerators, use cool boxes with ice or keep food out of direct sunlight. Remember that food will not keep as long if it is not refrigerated.

Raw foods

When dealing with foods that are going to be cooked, more care should be taken to wash and clean them thoroughly using safe water.

Meat and fish

Raw meat, chicken, turkey, fish and shellfish should be handled with extra care, as they are very likely to contain bacteria. They should be thoroughly cooked before eating. It is important to make sure that you do not contaminate cooked and other foods. Wash your hands after touching food, and wash all surfaces and equipment that touched the raw food.



Use-by date

Many packaged foods have a use-by or sell-by date on them, even canned and frozen foods. Always check labels before buying and make sure that you use the packaged food by the date marked. After this date, the food is likely to be unsafe.



Activity 2



In groups, discuss and present your answers to the following questions in class.

- 1 What does 'food safety' mean?
- 2 How do you practise food safety at home?
- 3 How does food become contaminated?
- 4 How can you tell if a food is contaminated?
- 5 Describe how bacteria multiply on food.
- 6 How should you deal with raw foods?
- 7 Explain how to care for red meat, chicken and fish.
- 8 What does a use-by date mean?

Activity 3



Divide into groups and do the following practical activity on food safety and storage.

- 1 Choose one of the following foods:
 - cooked rice
 - milk
 - tuna flakes
 - cooked cassava/kumara pudding
 - raw fish
 - chicken
 - cabbage
 - beans.
- 2 Store foods at room temperature for three to six days. Create a table to record your observations and the changes that take place in the food.
- 3 What suggestions can you make about food safety and storage?
- 4 Explain the correct way to keep the particular food your group is observing safe from contamination.

Unit 3.2

Food nutrients

Food nutrients are chemical substances found in food. The type and quantity of nutrients found in foods vary. There are five nutrients—protein, carbohydrates, lipids, vitamins and minerals. Each nutrient has a specific role to perform in the body. Water and dietary fibre also play very important roles in keeping the body healthy.

Protein

Protein is the body's main building material. It is used to build all the new cells in the body for skin, hair, blood, muscle and so on. Protein makes you grow.

Each day cells die and need to be replaced. Proteins replace these lost cells. When you cut, graze or burn your skin, tear your muscles or break your nails, body cells are damaged. Protein is used to repair these damaged cells. These are the general functions of protein—to build, repair and replace cells.

Since every protein also has a specialised job, these functions will depend on the function of the tissue in which the protein is found. Protein found in the blood (particularly red blood cells) helps transport blood oxygen and other materials around the body. Enzymes, which are chemicals used to help you to digest food, are proteins. So are antibodies and white blood cells. They are involved in fighting off disease and infection.

Proteins contain the elements carbon, hydrogen, oxygen and nitrogen. Some proteins also contain sulphur, phosphorus, iron, iodine and copper. These elements are put together in simple units called amino acid. There are twenty-two different amino acids found in proteins, and all of them are needed for your body to work properly. Your body makes some but not all essential amino acids, and so these must be included in your diet.

How much protein should you eat?

The amount of protein you need daily depends on your size, age, health and any special diet requirements.

During periods of growth such as childhood and pregnancy, more protein is needed by the body to build cells.

What happens if you do not eat enough protein?

If you do not get enough protein in your diet over a long period, your body may not grow properly. Your skin, bones, finger and toe nails and teeth may become weak and muscles will waste away.

Your body is less able to produce antibodies and white blood cells, your resistance to infection is lowered and you may become ill more easily. With insufficient protein to build enzymes and hormones, body systems such as the digestive and blood systems may be affected. When the diet is very lacking in protein, a disease called kwashiorkor can occur. This is a kind of starvation disease.



A child suffering from kwashiorkor disease due to malnutrition

How do you get protein?

You get protein from all kinds of meat, fish, eggs, milk, cheese, yoghurt, some plants, ngali nut, nuts, peanuts, soya beans, peas and lentils.

Activity 4



- Copy the following table into your exercise book and record your protein consumption over four weeks.

Animal protein	Week 1	Week 2	Week 3	Week 4
Fish	?	?	?	?
Tuna				
Eggs				
Tinned fish				
Marlin				
Chicken				
Sausages				
Clam shell				
Plant protein	Week 1	Week 2	Week 3	Week 4
Peanuts	?	?	?	?
Peas				
Beans				
Nuts				

- What were the three main types of protein foods that you consumed? Is there any health risk if you continue with this intake? Explain how you could improve your diet to prevent health risks.

Carbohydrates

Through the process of photosynthesis, plants produce and store carbohydrates. All plant foods and some animal foods contain carbohydrate. According to their structure, carbohydrates can be grouped as sugars or starches.

Sugars

Sugars are simple carbohydrates and usually sweet. They are found in a variety of fresh and processed foods.

Sugar	Food sources
Glucose	Fruits, honey
Fructose	Fruits, honey
Sucrose, lactose, maltose	Milk, sugar cane, malt

Starches

Starches are more complex carbohydrates and take longer to digest than sugars. They are found in grains such as rice, wheat, oats, maize (corn), barley and rye, and products made from these such as flour, bread and breakfast cereals. They are also present in fruits, vegetables, legumes and pulses.

After digestion, all sugars and starches are broken down to the simplest carbohydrate—glucose. The body converts glucose to energy to fuel the body. Even when you are asleep, your body is busy working and using energy. Each gram of glucose can provide 17 kilojoules of energy. If the body receives more energy from the food than required, the excess is converted to fat and stored on the body until required again for energy.



What are carbohydrates?

Carbohydrates are made up from the three elements—carbon, hydrogen and oxygen. These elements join together to form the simplest of all carbohydrates—simple sugars.

Carbohydrates supply the body with the energy it needs. They provide the cheapest and most abundant form of energy.

How do you get carbohydrates and fats?

Sources of carbohydrates and fats include yams, cassava, cooking bananas, coconut, kumara, rice, bread, breadfruit, corn, butter, animal fats from meat, milk and milk products, cream, cheese, ice cream, vegetable oils, margarine, plant oils and nuts.

Lipids

Lipids include all the fats and oils. Fats are usually solid at room temperature, while oils are usually liquid. Lipids are considered by many people to be unhealthy, but they are essential for good health. Lipids provide:

- concentrated source of energy (3 kilojoules per gram)
- warmth, as most fat is found under the skin
- protection from injury for bones and other organs
- transport for vitamins A, D, E and K around the body
- fatty acids, which are used to help form walls of body cells.

What are lipids made of?

Lipids are made of the same three elements as carbohydrates (carbon, hydrogen and oxygen) but in different proportions. Lipids contain less oxygen and more carbon, which makes them a more powerful energy source.

Some examples of lipids are butter and margarine, cheese, milk, olive oil, walnuts, eggs, fish and beef.



Fats supply energy to the body in a highly concentrated form, and some fatty acids are necessary for regulating certain body functions. Fats also act as carriers of fat-soluble vitamins (vitamins A, D, E, and K). Because of these important functions, it is necessary to have some fats in the diet.

Fats may be classified as saturated, monounsaturated or polyunsaturated. These terms reflect chemical differences in their composition. Many foods contain a combination of these three types, with one type predominating.

Saturated fats are solid at room temperature. Animal products—meats, poultry, fish, eggs, dairy products—and solid shortenings are the major source of saturated fats. Tropical oils such as coconut oil and palm kernel oil are also rich in saturated fats. Health experts believe these fats contribute significantly to heart disease and other health problems. Polyunsaturated fats and monounsaturated fats are liquid at room temperature.

Activity 5



- Copy the following table into your exercise book and record your consumption of carbohydrates for four weeks.

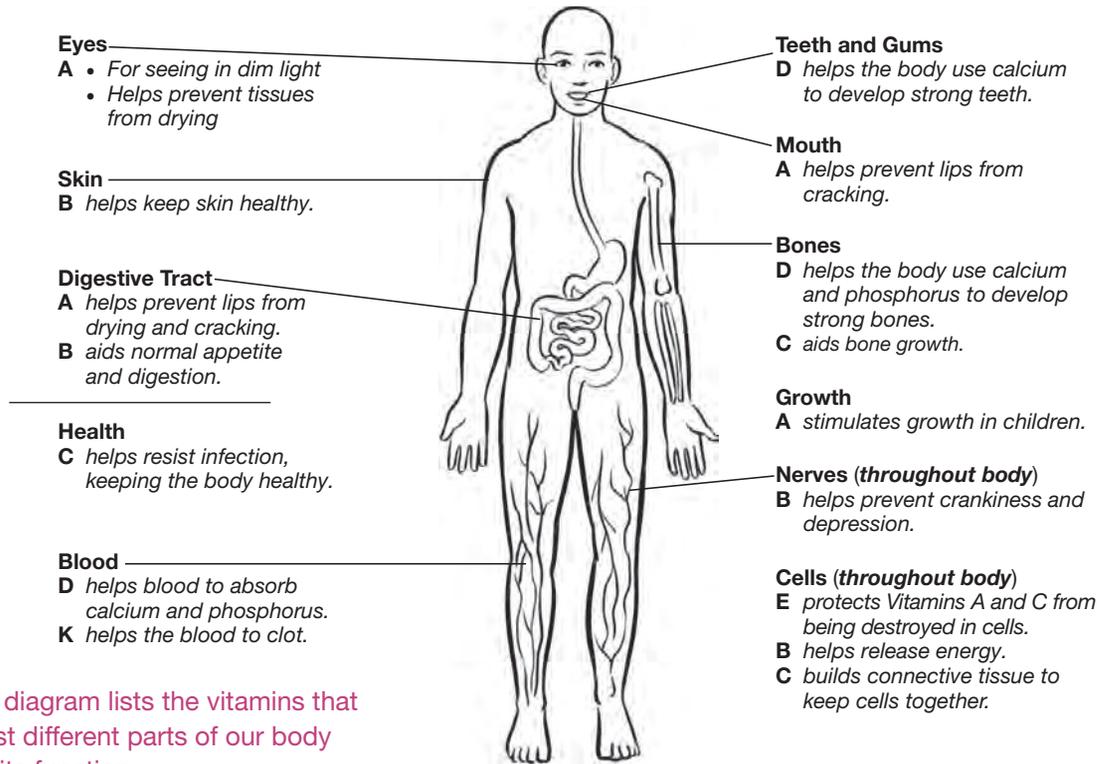
Carbohydrate foods	Week 1	Week 2	Week 3	Week 4
Rice	?	?	?	?
Taro				
Kumara				
Cassava				
White bread				
Noodles				
Lipids	Week 1	Week 2	Week 3	Week 4
Butter	?	?	?	?
Cooking oil				
Coconut cream				
Coconut oil				
Invisible fats	Week 1	Week 2	Week 3	Week 4
Chips	?	?	?	?
Fish and chips				
Donut				
Cake				
Ice cream				
Pies				
Chocolate				
Cream biscuits				
Lollies				

- What were the three main types of energy foods that you consumed? Is there any health risk if you continue with this intake? Explain how you could improve your diet to prevent health risks.

Vitamins

Vitamins are extremely small compounds. The amount of each vitamin required daily is measured in grams. Vitamins are called micronutrients because they are necessary in such small quantities (micro means small). All vitamins are made up of carbon, hydrogen and oxygen. Most contain nitrogen, while some contain other elements. Each vitamin is made up differently.

Core Strand: Food and nutrition



This diagram lists the vitamins that assist different parts of our body and its function.

They all have specific jobs to do in the body, but some work together to complete a task.

Most vitamins are supplied in the diet, although some can be made in your body if it has the necessary 'ingredients'. For example, if you eat egg yolk, butter and margarine, your body will be supplied with vitamin A. Dark green and dark yellow fruits and vegetables do not contain vitamin A but another compound called carotene. The body converts carotene to vitamin A. Vitamin D is made in your skin when you are in sunlight.

How many vitamins do you need?

The amount of vitamins a person needs in their diet depends on their age, size, state of health and whether or not they are taking any medication. Lifestyle also places demands on the need for certain vitamins. People who drink a lot of alcohol, for example, may have an increased need for certain vitamins.

Vitamins are found in many different foods. Eating a wide variety of foods is the best way to obtain the right amount of vitamins.

How do you get vitamins?

Vitamins are found in a variety of foods:

- vitamin A—pawpaw, watermelon and mango
- vitamin B group—dairy products, lean meat, yeast, liver, wholegrain cereals and bread, peanuts, eggs and kidneys
- vitamin C—citrus fruits, kabarai, melon, ripe bananas, pawpaw, mango and capsicum
- vitamin D—sunlight, oily fish, eggs, milk and liver
- vitamin E—eggs, vegetable oils, liver, butter, green leafy vegetables, lettuce, spinach, wholegrain, cereals and bread.



These nails are the result of scurvy, which is caused by a vitamin C deficiency.

Minerals

Minerals, or salts as they are sometimes called, are as important as vitamins if your body is to function properly. They are simple substances required in very small amounts for a specific reason.

Minerals are found in all foods. A varied and balanced diet should provide all minerals needed.



Minerals from plants are absorbed by eating the plants or meat from animals who have eaten the plants.

Minerals occur in the soil. They become part of plants by being taken up the roots of a plant. When humans and animals eat plants, they obtain the minerals that their bodies need. Some minerals are also found in water.

Good sources of minerals



Cassava leaves



Pumpkin leaves



Taro leaves



Edible hibiscus leaves



Corn



Carrots



Tomatoes



Beans



Pineapple



Bananas



Pawpaw



Oranges



Seaweed

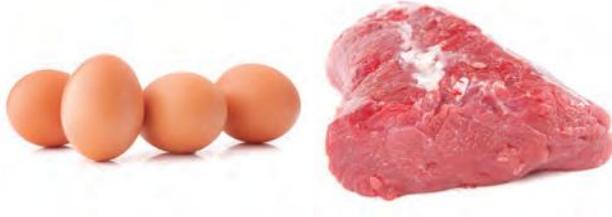


Wholemeal bread

Iron

Iron is needed to help red cells carry oxygen around the body to all the tissues. It is found in lean meat, liver, dried beans and green leafy vegetables. Iron from meat is more easily absorbed by the body than iron from vegetable foods. It is possible to increase iron absorption from vegetable foods by including some meat or food containing vitamin C with the meal. Red meat and liver provide the best sources of iron.

Good sources of iron



Eggs

Red meat



Taro leaves



Green leafy vegetables



Peanuts



Liver



Beans

Anaemia is an illness or disease caused by not having enough food containing iron, vitamin B12 and folic acid. Anaemia causes the blood to become very thin and weak. When people are anaemic, they look pale, feel weak and get tired easily.

Iodine

Iodine is found in fish and shellfish and in vegetables that grow where there is iodine in the soil (usually near the sea). In some inland areas where the soil is poor in iodine, vegetables are also low in iodine, and people may not get enough of this mineral in their food. Iodine is needed by your body to control the rate at which your body works (metabolic rate). Controlling the metabolic rate is important for proper growth.



In adults, a lack of iodine can lead to a swelling of neck called goitre.

Calcium

Calcium is needed for bone formation and healthy teeth (99 per cent of calcium in your body is in your bones). This is why calcium is so important for young people in their growing years. A good supply of calcium throughout life is essential to help to prevent osteoporosis developing later on, particularly for women.

Osteoporosis causes weakening of the bones so that they break easily. Calcium also helps the nerves and muscles to function properly. Milk and dairy foods provide the best source of calcium, and eating too few dairy products may lead to calcium deficiency. Other sources of calcium are sardines and canned salmon (with bones), sesame seeds and green leafy vegetables. Extra calcium is required during pregnancy.

Good sources of calcium



Milk



Taro



Green leafy vegetables



Canned salmon



Seaweed



Cheese



Fish

Zinc

Zinc is needed for growth, wound healing and reproduction. It is also an important mineral for young people. Sources of zinc in the diet include lean meat, liver and oysters. Wholemeal bread, cheeses, wheat germ and lentils provide lower but significant amounts.

It is quite difficult for the body to absorb zinc from vegetable foods. It is important to eat some meat or other sources of zinc regularly to be sure of getting enough of this mineral.



Wholemeal bread and cheese

Sodium

Sodium is one mineral that has been causing concern to health authorities. Found in salt, sodium raises blood pressure in some people. High blood pressure can 'trigger' strokes and heart attacks.

Sodium is an essential nutrient in a person's diet, but as salt tastes good to most people there is a tendency to eat too much. An adult needs less than one gram of salt per day. It is important that you limit the amount of salt you eat. This means avoiding too much takeaway and snack foods. You should also use less salt when cooking and at the meal table.

Remember, you get used to the taste of salt. The more you eat the more you like it. It is good practice to reduce the amount of salt gradually so you can taste the food and not the salt!

Activity 6



- 1 Some people are healthier than others. Find or draw a picture of a really healthy teenager and paste it in your exercise book. Comment on his or her skin, hair, teeth, figure and expression.
- 2 Would you describe yourself as really healthy?
- 3 Make a poster on 'Good health and vitality'. Make your message clear.

Water

Between 60 and 70 per cent of your body weight is made up of water. It is present in every cell. Imagine being lost in the wilderness with nothing to eat or drink. You can survive without food for a few weeks, but you can only live without water for a few days. Water is absolutely essential for life.

Water is probably the most abundant and readily available nutrient. It is needed by the body to transport other nutrients, cells, hormones and wastes around the body and between various organs.

The chemical reactions that occur in your body cannot take place without water. Water acts as a solvent (a fluid containing a dissolving substance) so that reactions can take place in your body.

As water moves around the body, it collects poisonous materials and wastes. It dilutes them and allows them to be flushed away in urine, moist exhaled air and perspiration.

Water also acts as a lubricant. It forms a part of and regulates many body processes such as digestion and circulation.

You need to drink about 2 litres of water every day. Your need for water is controlled by your brain. Thirst is a result of your brain registering this need.

You need extra water in hot weather when you have been sweating, and when you have lost water by vomiting, bleeding, having a cold, a fever or diarrhoea.

Dietary fibre

Dietary fibre, also called roughage or bulk, is an important part of a healthy diet. It is necessary for certain body functions. In particular, fibre affects the passage of food through the gut, the absorption of nutrients and excretion of waste products.

Fibre is found in cereals, fruits, vegetable, legumes, seeds and nuts. Along with water, fibre bulks up the contents of the intestines and bowel. This helps to remove waste faster and more easily through the system, reducing the incidence of constipation—a very common problem.

Your body needs a lot of different types of fibre from different sources such as cereals, fruits, vegetable, legumes, seeds and nuts.

Activity 7



Design an advertising slogan to promote water as a nutrient. Make posters of your slogans and display them around the school.

Unit 3.3

Food choices

Since you were quite young, you have been deciding what to eat. Every day you must make choices—not just once, but many times. Sometimes, the choice may be influenced by other people or circumstances.

Activity 8

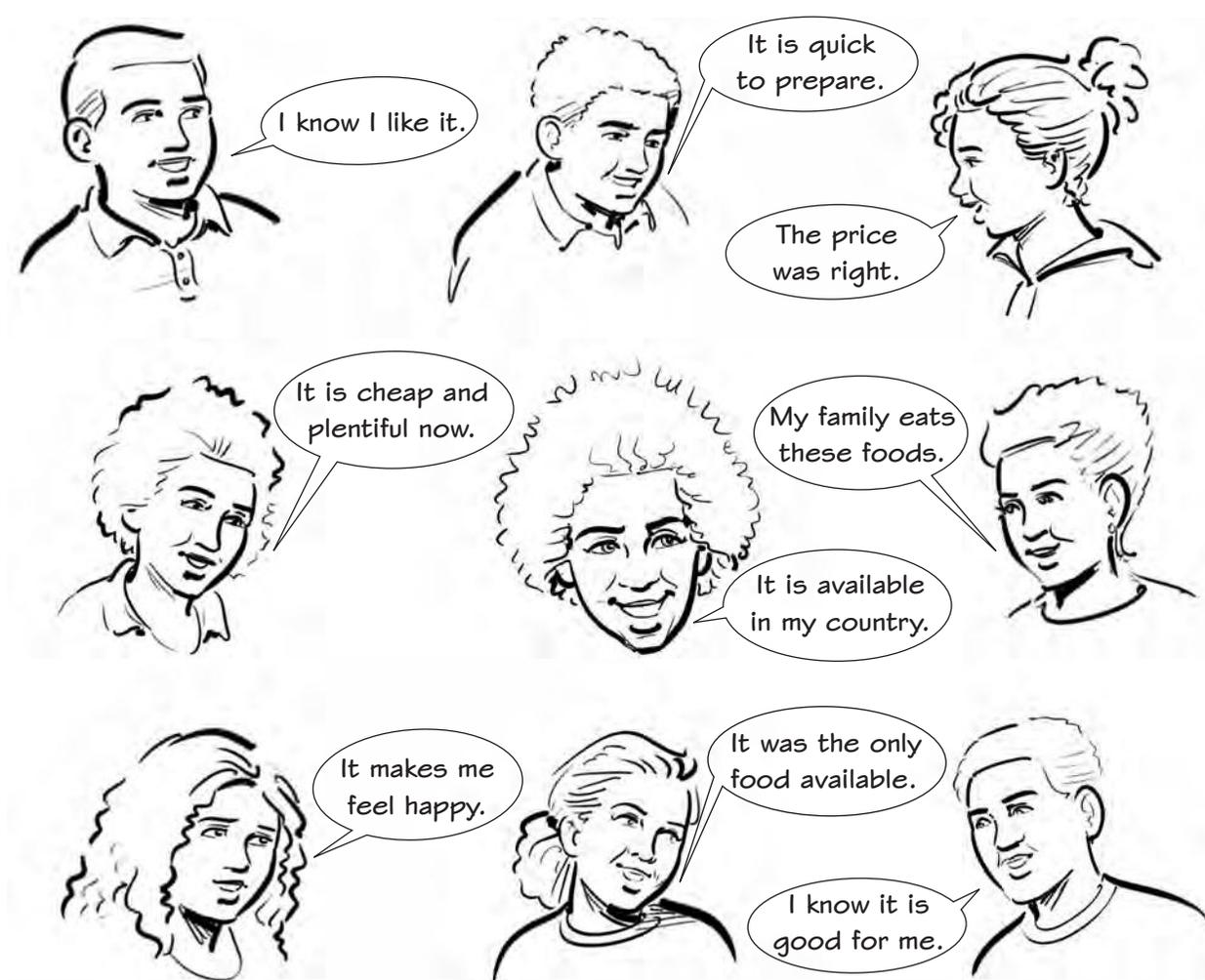


- 1 Make a list of all the foods you ate yesterday.
 - a Group them into meals or snacks.
 - b Underline those you chose to eat. Alongside each food say why you chose it.

- c Divide into groups and talk about your lists. Write down ten different reasons for the food choices you and your friends made.
- 2 Which foods do you like most? Which do you dislike most?
 - 3 Which foods do you think are the healthiest? Which foods are the least healthy?
 - 4 Are there any foods that you are not allowed to eat for any reason, for example, religious or cultural reasons?

Food habits

If you take a close look at what you eat and why you eat it, you will see that you have formed eating habits for many different reasons. Food satisfies hunger, but it also satisfies personal, emotional and social needs. The diagram below shows how your food habits may have developed. Understanding these reasons can help when planning meals.



Activity 9



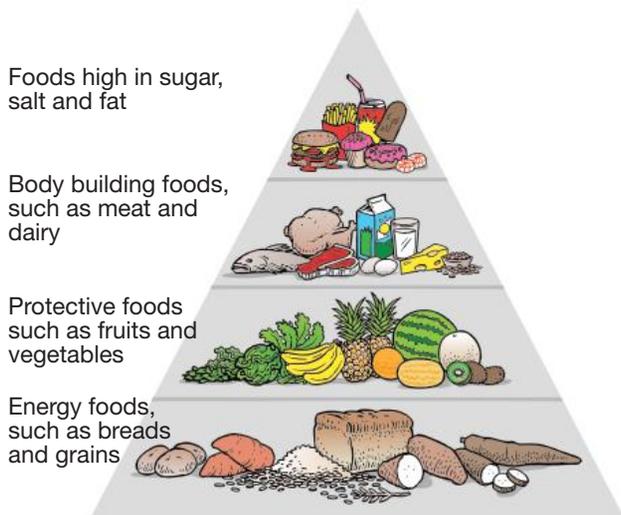
Choose five of the most important things that influence your eating habits. List them in order of importance to you.

Meal customs

Mealtime customs vary among the many different nationalities and ethnic groups of the Pacific Islands. For example, dinner in the evening is the main meal of the day for some families, especially those in villages. However, those of European descent eat their most significant meal at lunchtime. Pacific Island feasts are festivities that can be enjoyed by family, friends or an entire village. Music is usually played while the food is eaten. Instead of a table, bowls and baskets of food may be laid out on mats or on banana leaves. Sunday dinners and meals for other special occasions are often cooked in stone ovens or in the umu in Makira, gua bii in Malaita and motu in other parts of Solomon Islands.

Food guidelines

Food guidelines are guides or directions that help people to select healthy foods.



Food pyramid

Activity 10



- 1 Study the food pyramid below. Describe how you can use the pyramid when planning meals.
- 2 Use the food pyramid to plan a suitable meal for a person with special needs, for example, a child who has just started school, a pregnant woman or an elderly person.
- 3 Keep a record of the food you eat over a period of one week. Analyse this information using the food pyramid to see if the food eaten is nutritious and well balanced.

Cooking for special dietary needs

No matter what a person's age is, everyone needs the same basic nutrients for energy, to enable growth and repair of body tissues, and to regulate body processes. However, a person's age and stage of life does affect the amount of the nutrients their body needs to meet specific requirements for growth and development.



Pregnant women

A pregnant woman's diet must provide for the development of her baby. She needs protein, B group vitamins, vitamin C, folacin, calcium and iron to meet the needs of the developing foetus.

Strong tea, coffee and alcohol, and highly seasoned and too much fried food should be avoided during pregnancy, and meals should be balanced.

Infancy and early childhood (birth to 2 years)

From birth to 2 years is a period of very fast growth. The birth weight of infants doubles in the first six months of life. Children in this age range require a diet that is high in energy, protein and calcium in order to support the growth of bones and tissue.

Childhood (approximately 2 to 11 years)

From 2 to 11 years, there is a steady increase in height and weight. It is often a period of intense physical activity. Only a gradual increase in nutrients is needed. However, foods that contain a lot of nutrients should be consumed.

Adolescence (12 to 18 years)

During adolescence, there is an increased need for all nutrients to meet the needs of rapid growth. Adolescence is often a period of intense physical activity, and a growth spurt occurs until adult height is reached. Nutrient foods rather than energy foods are important, and there is an increased need for calcium and exercise to maximise peak bone mass.



The table below provides information on nutrient needs for different people.

	Nutrient needs
Pregnant women	Vitamins C and B group, folate, calcium, iron, protein and carbohydrates
Breastfeeding mothers	Vitamins D, B12 and B9 (folic acid), calcium, iron, protein and carbohydrates
Infancy and early childhood (0–2 years)	Vitamins D, E, K, B group, C and A, calcium, iron, protein, extra complex carbohydrates, phosphorus, fats, fruits and vegetables and plenty of fluid to drink
Childhood (2–11 years)	Vitamins A, C, D, E, K and B group, iron, calcium, protein, carbohydrates, phosphorus and fats
Adolescence (12–18 years)	Vitamins A, D, E, K and B group, calcium, iron, protein, carbohydrates, phosphorus and fats
Adulthood (19–50 years)	Vitamins A, C, D, E K, thiamin, riboflavin, niacin, B6, folate, B12, panthothenic acid and biotin, calcium, iron, protein, carbohydrates and dietary fibre
Late adulthood (50+ years old)	Vitamin D, B12, E and C, calcium, iron, protein, complex carbohydrates

Activity 11



- 1 Plan a nutritious meal to meet the nutrient needs of two people from different groups in the table above.
- 2 As part of your plan, answer these questions.
 - a How much time do I have?
 - b What ingredients do I need?
 - c What cooking equipment do I need?
 - d How will I serve the meal?
 - e How can I make it look and taste good?

4

Marriage and social issues

My goals

- ★ Explain what marriage is.
- ★ Discuss the differences between modern and traditional marriages or wedding ceremonies.
- ★ Discuss the advantages and disadvantages of modern and traditional marriage.
- ★ Investigate the advantages and disadvantages of people marrying within their clan, between islands and other islands or countries (intermarriage).
- ★ Describe factors that influence the choice of who to marry.
- ★ Discuss what to look for when choosing a future wife or husband.
- ★ Explain the importance of communication when arranging marriages and in the family.
- ★ Share experiences on the importance of communication.
- ★ Discuss barriers and skills to effective communication.
- ★ Role-play barriers and effective communication when arranging marriages and solving conflicts in the family.
- ★ Analyse a case study of barriers to effective communication.
- ★ Describe the qualities of a person you would like to marry.
- ★ Explain what is meant by the term 'social issues'.
- ★ Describe social issues (barren families, domestic violence, property ownership, teenage pregnancy, sexually transmitted diseases (STI), divorce, separation, wantok system).
- ★ Explain causes, effects and ways of coping with these issues.

Unit 4.1

Types of marriage



Activity 1



- 1 Have you attended a marriage ceremony? Describe it.
- 2 Explain the meaning of marriage.

- 3 Explain the difference between a marriage and a wedding?
- 4 Describe the main features of a modern marriage ceremony.

In Solomon Islands, marriage is considered to be a very important ceremony or ritual because it brings two different families, tribes or communities together. Solomon Islands is a diverse cultural country that practises both patrilineal and matrilineal systems. Patrilineal means inheritance and clan is traced through the father of the family. Matrilineal refers to inheritance and clan membership being passed through the mother and her side of the family.

One common practice in Melanesian communities is bride price where the groom's family pays a price in gifts and money to the bride's family.

Traditional marriages in Solomon Island societies are practised in different ways. If a boy and a girl from the Marovo culture in the Western Province want to get married, the boy must tell his parents first. The parents discuss the matter with their extended family members. If they agree, arrangements are made to approach the girl's parents or family to discuss a possible marriage. If both sets of parents agree, then the girl's parents will notify their relatives. It is the duty of the boy's parents to give a certain amount of money (\$0.20–1.00) to each of the girl's brothers who are present during the announcement. This is to show respect to the bride's brothers. This process is called 'nanava'. The uncle of the bride usually makes the announcement. The intended couple is not allowed to live together until the wedding has taken place.

Bride price is not the custom everywhere, for example, the Shortland Islands custom does not include this tradition.

'There is no such thing as buying a bride for a price in our culture,' a source from Maleali village in the Shortland Islands said. He explained that the practice of not buying their bride goes back to the days of their ancestors.

'In our custom, the parents of an intending groom will approach the girl's parents because it is against our culture for the man to make the moves himself,' he said.

There are two ways of asking a girl to marry in the Shortland Islands culture. One way is for the parents of the pair who intend to get married to meet and discuss among themselves if it is appropriate for their children to get married.

Another way is through arranged marriage, where a chief will choose the wife for a boy who wishes to get married.

Unit 4.2

Who can I marry?

In most societies, there are rules about people you can or cannot marry. Two common rules are described as exogamous and endogamous. These are both found in Solomon Islands. Exogamous means you must marry outside a particular group. Endogamous means you must marry within a certain group.

In Isabel and many other parts of Solomon Islands there is exogamous marriage based on clans. Everyone belongs to a particular clan, named after a bird, animal or tree. This is the clan's totem. There may be only four or five clans on one island.

Most Solomon Islands communities have clans, and so do many other communities in the world. In some areas, people believe that all the members of one clan are descended from one ancestor, who lived a very long time ago. Many

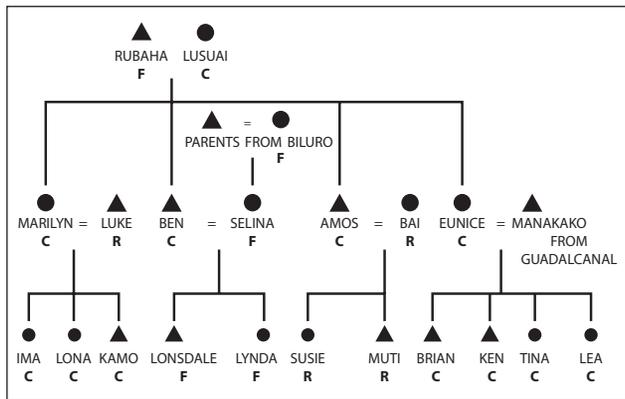
Core Strand: Family studies

clans are connected with traditional religions. People believed that they were descended from a god or spirit, who was connected with the animal or tree of their clan.

Tikopians in the eel fish clan, for instance, believed that the eel fish could help them when they fought, by making their bodies as slippery as eel-fish so that the enemies could not hold them.

In Isabel, people take their clan from their mother because Isabel is matrilineal, meaning that everything is inherited from the mother, including land and clan. In patrilineal areas, everything is inherited from the father.

Below is a family tree from Isabel drawn some years ago. It shows the children and grandchildren of two people: Rubaha and Lusuai and the clans they joined. You will see that all the children of Lusuai became members of the crocodile clan because their mother Lusuai was in the crocodile clan. When Lusuai's daughters, Marilyn and Eunice, married, their children also became members of the crocodile clan because they took the clan of their mothers. However, when Lusuai's sons, Ben and Amos, married, their children became members of different clans, frigate and rogisi, the clans of their mothers.



Key: C = Crocodile
F = Frigate
R = Rogisi clan

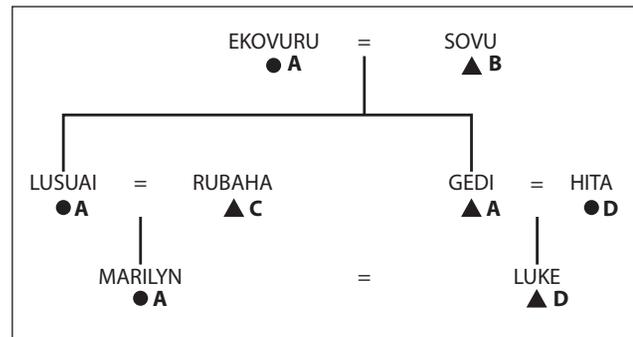
Who can you marry?

Clans are important in knowing who you can marry.

In most areas in Solomon Islands, people must marry someone from a different clan, that is, they follow the exogamous system.

Dr Pogolomana wrote a book on Isabel clans. He says that traditionally, if a person married someone of the same clan, they would be killed or sent away as a slave to an enemy area. Punishment is less strict today, but the rule is still followed.

Clans are partly important in making sure that people who are closely related do not marry each other, although in Isabel, Ben's children and Marilyn's children, who are cousins, could marry each other because they are from different clans. As you can see below, Marilyn herself was married to her cousin. She was the daughter of Lusuai, and Luke, her husband, was the son of Lusuai's brother Gedi. Both Lusuai and Gedi were children of Ekovuru and Sovu.



According to European custom, and in many areas of Solomon Islands, Marilyn would not be allowed to marry Luke, as they are cousins.

Activity 2



- 1 Would you be allowed to marry your cousin, that is, the son or daughter of your uncle or aunt?
- 2 If you have clans, would you be allowed to marry someone from the same clan? What would people do to you if you did?
- 3 Make a list of relatives you are not allowed to marry.

Clan is also important in the prevention of arguments over land. For instance, the children of Marylyn and Eunice will all have land in their mother's area. If they are allowed to marry each other, there might be land problems. Ben will not get land in his mother's area but in his wife's area when he marries. His children will get land in his wife's area, that is, their mother's area, not in Lusuai's area. So they could marry Marilyn's children without causing land problems.

In some areas there are endogamous rules or customs. For instance, many parents in Malaita prefer their children, especially the girls, to marry people who speak the same language, or at least someone from Malaita.

Notice, however, that in other ways Malaita is also exogamous like Isabel. People are not allowed to marry people of the same clan. So it is possible for an area to have both endogamous and exogamous customs.

Marrying between Islands and outside Solomons

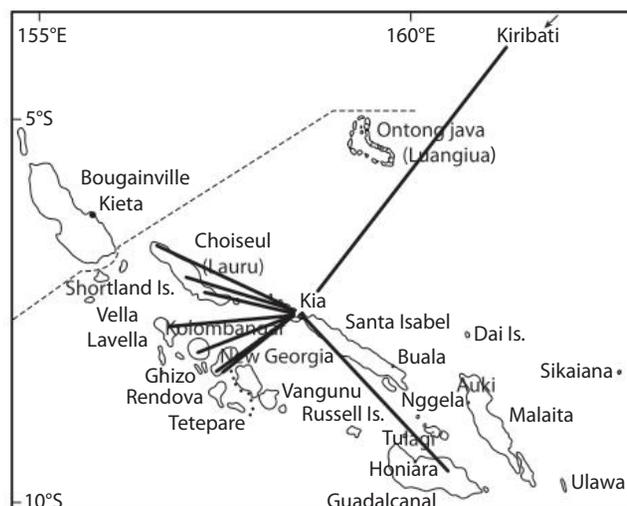
In the past, most marriage rules and customs were concerned with who you could or could not marry within your own island. However, in modern times, with increased travel, people are also marrying people from other islands or even from overseas.

Activity 3



The map below shows the home areas of some of the people who married the children of Rubaha and Lusuai.

- 1 This family eventually contained people from many different islands and all over Isabel. How many different islands were involved?
- 2 How many members of your extended family have married people from different language groups or different islands? Make a list of places or draw a map like the one below to show where they come from.



Home areas of people from outside Isabel who have married into one Isabel family from Kia

It is less common for people from Malaita to marry people from other islands or overseas. This is partly due to the tradition of endogamy described above. However, another reason for the difference between Malaita and Isabel is bride price. Malaita has a bride price for girls. Many people do not like girls marrying outside the area, perhaps because they might not get the bride price. Isabel people give gifts at marriage but there is no real bride price and many parents do not worry if their children marry people from other islands.

This is common in Solomon Islands. In places such as Malaita, where bride price is important, people follow an endogamous custom and like

their children to marry within the island. In places such as Isabel or Western Province, where there is less emphasis on bride price, people more often marry people from other islands.

Marriage to people from other areas may also be encouraged by the matrilineal system. In a matrilineal area such as Isabel, a man from outside can marry a woman and get land to live on because she will inherit land. If a man from outside marries into a patrilineal area such as Malaita, their wife will not have inherited land so they will not have land to live on in their wife's area. If a man from a matrilineal area such as Isabel, where girls inherit the land, marries a girl from a patrilineal area such as Malaita, where boys inherit the land, neither of them will have land! However, if a girl from a matrilineal area marries a man from a patrilineal area they will both have land!

One hundred years ago marriage between people of different islands was rare. This was because people did not travel much. They did not get jobs in other areas, they did not have a common language, and many people were afraid of people from other islands or thought of them as their enemies.

Activity 4



- 1 Make a list of changes that have caused marriage between people of different islands to become more common.
- 2 Do you think it will become common or less common in future? Give reasons.
- 3 Write down two reasons why it is good for Solomon Islands if people marry people from different islands and three problems, which can occur if a person marries someone from another island. Think of how it will affect the children as well as the parents.
- 4 Discuss the advantages and disadvantages of marrying a person from another island, another culture or another country.

Some Australian customs

In the early days of European settlement in Australia, a man's eldest son usually inherited all of his land. All his other children would get no land. Younger children either had to ask to live on their brother's land, go and find work, or buy land somewhere else. This system of inheritance is called primogeniture. This is the traditional system of inheritance in Britain and was followed in Australia because most of the early settlers who came to Australia were from Britain, and Australia was a British colony.

Nowadays, most Australians make a written will before they die. This says who should inherit their land and property. This may not follow the primogeniture system. Things are also changing, as there are now many people who have migrated to Australia from outside Britain, including other parts of Europe, Asia and Africa, and they often follow the customs of the areas they come from.

In Solomon Islands, the eldest son may inherit control of the land but he does not own all the land.

Activity 5



- 1 Write one advantage and one disadvantage of all the land going to the eldest son. Think of what might happen to the extent of a man's land if it is divided between his sons and his grandsons for many generations.
- 2 Australians who came from Europe had no clan. They are usually free to marry anyone they like, although many Australian parents prefer their children to marry someone in their community, not someone from a different country or race. Do you think people should be free to marry anyone they like or should they have to follow the choice of their parents or the customs of the place they come from?

Unit 4.3

Getting married

Finding the right marriage partner is very important. In Solomon Islands, some people choose their own partner while others marry someone chosen by the family.

Arranged marriage

In most Solomon Islands societies in the past, the selection of a husband or wife was always done by the families of the young people involved. This was because everyone considered that a marriage was really a link between two families or clans, and therefore it was community business to arrange marriage and not the business of the young people. The question of whether they were in love was not important.

Sometimes, an arranged marriage was a way of bringing peace between two warring clans, or sometimes it was a way of joining two clans into one powerful clan. Arranged marriages are still common in some parts of the world such as India.

Arranged marriages are also normal in some parts of Solomon Islands and Papua New Guinea. However, the idea of selecting your own wife or husband is becoming more acceptable in many places where customs are changing.

Bride price

As was discussed earlier in the chapter, in Solomon Islands on islands such as Malaita, the bride price is still an important part of the arrangements for marriage. Bride price is not a payment; it is an exchange. The family that hands over a woman is losing a valuable member who could produce many goods for the family. The things that are handed over in exchange for the woman represent a lot of hard work by the man's family, and they will compensate the woman's family for their loss.

The exchange tries to make everything fair. It also makes sure that the woman and man try hard to make their marriage successful because their families have put so much effort into the marriage. If a man and woman want to split up, the families will try hard to get them back together again.

These days cash has become a part of the bride price in most areas, and sometimes the cash has become more important than the goods.



A man from Kwaio counts out shell money for bride price.

Significance of wedding ceremonies

A wedding is always marked by a ceremony of some kind, but the kind of ceremony varies a lot from culture to culture. Some are short and simple, such as a wedding at the magistrate's office, but others are long and complicated, cost a lot of money and involve many people.

There are a lot of reasons for having a special ceremony. One reason is to mark the marriage clearly in the minds of all those who attend so that everyone will know that those two people are married. A second reason is to recognise the religious significance of starting a new family and the expected start of a new life in the form of children to come in the future. A third reason is to make it clear to the newly married couple that what they are doing is very important and it is not something that can be given up easily.



Marriage certificate

These days, many people register their marriage with the government and obtain a marriage certificate, which is a legal document. Many people are married in a church where the marriage is recorded both in the church and with the government.

Activity 6



- 1 In groups, discuss and debate the advantages and disadvantages of a modern and traditional marriage.
- 2 If you were to marry, which type of wedding ceremony would you prefer—modern, traditional or mixture of the two? Give reasons for your answer.

Marriage counselling

To help young people make their marriage successful, there are special marriage preparation sessions that are run by most of the churches. These sessions are very useful because customs are changing and some people need help to adjust to the changes. Sometimes, marriages break up because the man and woman find that they cannot solve their problems. Usually when this happens, their relatives try to help and sometimes they succeed.

There are also people today such as pastors, priests and welfare workers who have the skills to advise married couples on ways to overcome their problems. There are many kinds of marriage guidance available to those who need it. Some people believe that young people today do not try hard enough to make their marriages succeed. This might be true or it might be that there are more difficult problems to deal with these days.

Unit 4.4

Social issues in Solomon Islands

Social issues relate to matters that can affect family life, relationships and any issues that affect the community, such as alcohol and drug abuse, domestic violence, unemployment and marriage and family breakdown.

Alcohol

Alcohol is a problem in both urban and rural areas of Solomon Islands. In urban areas, men who drink alcohol can spend a lot of money on buying it. This can mean that there is not enough money left over to buy food, clothing and other household necessities, and to pay for education.



As a result, a lot of families cannot buy a variety of foods. Children of such families can show signs of malnutrition. They can also run out of money for food before the next pay day and have to borrow money from other wantoks that they fail to pay back and so remain in debt for a long period of time. This may cause unhappiness and shame within the family.

Alcohol is one of the main causes of domestic violence and broken families in Solomon Islands. Constant drinking also causes a person to become less effective in their job and risk becoming unemployed.

Alcohol can affect a person's health as well. Alcoholics usually become overweight, and this can lead to other diet-related diseases such as obesity, high blood pressure, cirrhosis, cancer, gout and diabetes.

Alcohol causes most car accidents, which can result in serious injury or even death.

Activity 7



Imagine you are married and answer the questions below in your exercise book.

- 1 Do you see your spouse as a friend and work mate?
 - Yes
 - No
 - Sometimes
- 2 How do you handle family problems?
 - Leave unsolved
 - Solve immediately
 - Talk it over

3 Who makes the important decisions in the family?

- Husband
- Wife
- Children
- Both (husband and wife)
- Other relatives

4 Do you spend enough time discussing things that are important with your wife/husband?

- Seldom
- Sometimes
- Always
- Never

5 Why did you marry your spouse?

- To get away from a destructive home environment
- For social status and financial security
- To give into family pressure to marry (arranged marriage)
- Seek stability of a permanent partner
- To have children

6 What do you expect of your spouse?

- To be exactly like me
- Do what I say without questions
- Do things perfectly
- Accept him/her as he/she is

Social problems

Domestic violence

Domestic violence, particularly husbands abusing their wives, is a serious problem in Solomon Islands. Women need to know that they should seek assistance from the police and that they can take their husband to court for beating them. There is legislation in Solomon Islands that states violence is illegal. The country's Criminal Code states that all kinds of violence against any person are criminal acts.



Men protesting against violence against women

Broken marriages and families

Conflict within a family can sometimes lead to a break-up in the family. All people quarrel sometimes, and arguments are a normal part of the family life. However, if the quarrels become very bad, they can turn into fights and then violence.

Violence usually causes members of a family to suffer mental as well as physical problems, and children can experience many kinds of harmful effects. Wives and children who suffer from physical abuse are often too confused or ashamed to look for help, but there are many places where help can be obtained, including the local church and other community groups.

Separation and divorce

If a marriage fails and the couple separates permanently, they usually get a divorce. A divorce often involves bad feeling between the couple, and there is sometimes conflict between the two families. When a marriage has been legally recognised, it is necessary for the divorce to be made legal by a court.

Childless families

Some couples have no children for different reasons, including medical reasons. Couples without children usually try hard to have some of their own, or they decide to adopt some. In an extended family, it is often possible to adopt children from relatives.

Disputes over property ownership

Ownership of parents' property after they die has become an issue in some families. Children often dispute who should own property left by a deceased parent.

To avoid such disputes, parents should make a will. A will is a legal document that states how their property will be shared by their children

or others. Personal property can include houses, cars, registered land, shares in any business, bank accounts and other personal items. Customary land cannot be included in a will because it belongs to a tribe or clan.

To make a will, people have to consult a public solicitor or private lawyer to fill in a will form. In order for the will to be valid, it has to be signed by witnesses at the same time in the presence of a public solicitor or private lawyer. The person making the will chooses a trusted person to be executor to make sure that the intention of the will is carried out correctly.

If there is no will made for a person's property or the will has not been prepared according to the law, the court has the right to administer or share the deceased's property under the Will Probate and Administration Act. This simply means that the court will decide who should get the deceased person's property.

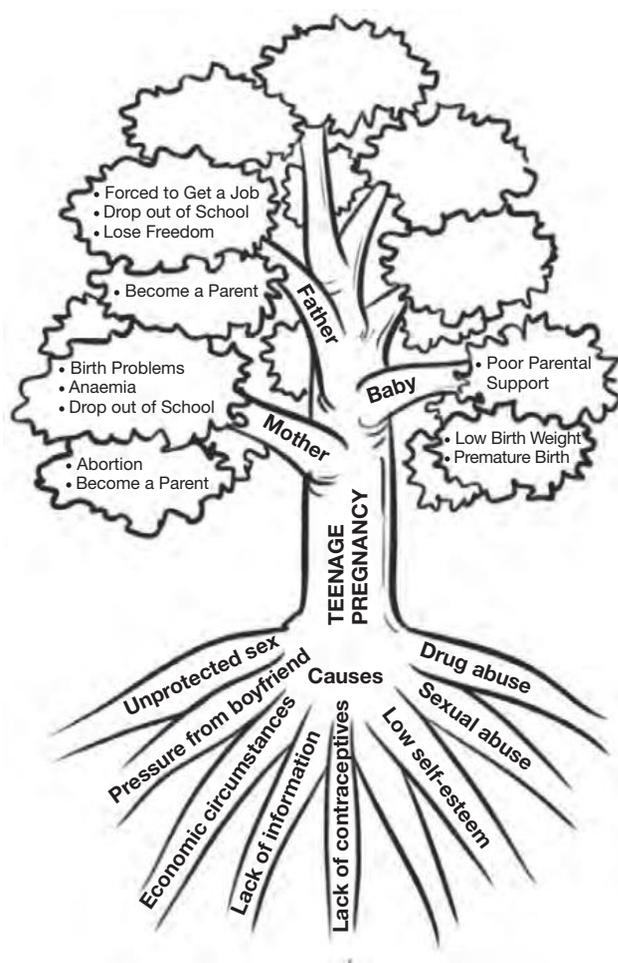
The order of beneficiaries or people who benefit is as follows:

- surviving spouse (husband or wife)
- children of the deceased (both legal and illegitimate)
- parents of the deceased
- brothers and sisters of the deceased.

It is very important for parents who have a lot of valuable personal property to make a will to avoid disputes over property ownership by their children.

Teenage pregnancy

Teenage pregnancy is defined as adolescent pregnancy in a female between the ages of 10 and 19 years. Teenage girls have not reached physical maturity and so may not be physically ready for childbirth. This can lead to many problems for both the mother and the baby. These risks are present regardless of whether or not the young woman is married.



Problem tree

The best time for a woman to have children is between 20 and 35 years of age. This is the time when women are in the best physical, psychological and social state to get pregnant and deliver a healthy child.

Sexually transmitted infections and HIV AIDs

Sexually transmitted infections (STI) and HIV AIDs are passed from one person to another by sexual intercourse with an infected person. The bacteria or virus are carried by body secretions (semen, vaginal fluids or blood from an infected person). STIs and HIV AIDs are not spread

through casual contact such as shaking hands. STIs and HIV AIDs are major causes of ill-health and infertility among males and females.

Activity 8



- 1 Write a brief explanation of each of the social problems identified in this unit. Can you think of any other problems that affect Solomon Islands society?
- 2 Choose a social problem and draw a problem tree that captures the problems associated with the issue. Make sure you include:
 - the causes (the roots of the tree)
 - who is affected (the branches)
 - how they are affected (the leaves).

Wantok system

The traditional Solomon Islands lifestyle encourages strong kinship ties between relatives. People are obliged to share with each other and to assist their relatives in times of need. This is because survival depends on strong kinship ties and sharing.

In today's society, the lifestyle of Solomon Islander families is changing rapidly. These changes are due to Western influences, for example, caring for relatives and wantoks has now become a burden or difficulty in urban areas where survival depends very much on money.

Activity 9



- 1 In pairs or groups, discuss the advantages and disadvantages of the wantok system.
- 2 Discuss the importance of effective communication in family relationships, especially in the wantok system.

Two families

Laila and Nela have been very close friends from primary school to university. They have always enjoyed each other's company and shared many things together, even their secrets and personal stories. Laila comes from a family of four while Nela comes from a family of three. Both girls are now working in the Ministry of Energy and Mines. Laila and Nela come from two different family backgrounds.

Laila's family is not strict and she enjoys a lot of freedom. Little was expected of her from her parents so she does whatever she likes and whenever she likes. Her family only discusses things together when a problem arises but more often they turn a blind eye to problems. The family rarely has prayer and discussion times.

Laila's younger sister Amy was expelled from Grade 6 for bringing and selling alcohol in her school. Laila's two brothers Mike and Nick are still in Junior Secondary School but they always have discipline problems. Her parents are both working and usually work until late. Laila's father's payday is always the most hated day as he usually spends his salary in the casino and on his friends, and then comes home with nothing.

Laila got involved with a boy she met and three months later has discovered she is pregnant. She is devastated and does not know what to do. She fears her father very much as he is a very violent man. She knows no one in her family would listen to her so she has shared her problem with Nela. Life in Laila's family has become more challenging as the children have grown older.

Nela comes from a very caring and loving family who begin each day with family prayer and discussions. Then Nela and her young brothers, who are 16 and 14, set off for the day knowing what is expected of them when they return home from work and school.

Nela's father and mother are both working but they return home as soon as they finish work to help their children. Nela and her mother do the cooking, and her brothers and father do the gardening and cleaning around the home. Then in the evenings the family go to church, something the children always look forward to. After church they return home to have their evening meal and family discussions. They spend this time talking about what their day was like and the children express their personal and school needs and wants. They also discuss issues affecting individuals and the family as a whole and decide on ways to deal with them. The parents give advice to their children on how they can use their resources to help them perform well in school. They emphasise family expectations about standards, values, roles and responsibilities. The parents also guide their children on what they would like to do in the future. The family sometimes gets involved in community-organised activities, and they help to evaluate the strengths and weaknesses of such activities for improvement in the future.

Activity 10



- 1 Compare Laila and Nela's families in terms of how much time the parents spend communicating with their children.
- 2 Suggest ways in which Laila's family can improve their family life.
- 3 Do you find it easy or hard to talk with your father or your mother? Explain why.

5

Pattern adaptation

My goals

- ★ Make adaptations to the garment chosen such as culottes, basic trouser and basic skirt blocks.
- ★ Write instructions to sew culottes, dress style, and short trousers with a zip.

Unit 5.1

Basic block pattern adaptation

Pattern adaptation means patterns can be kept and modified to the style you wish to make.

You will be required to adapt patterns for some of the garments below:

- pleated culottes
- flared culottes
- laced trousers
- tracksuit trousers
- bermuda shorts
- dress.

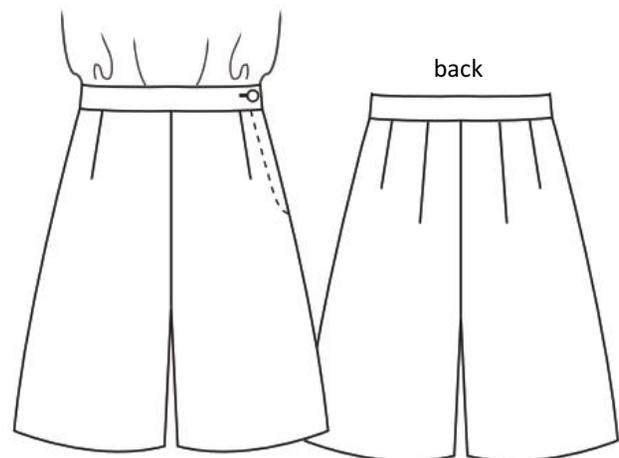
The guidelines given below contain the techniques and processes that you will require to adapt and construct each garment. Make sure you read all the instructions carefully before you begin the actual drafting, adapting, cutting out and construction of the garment.

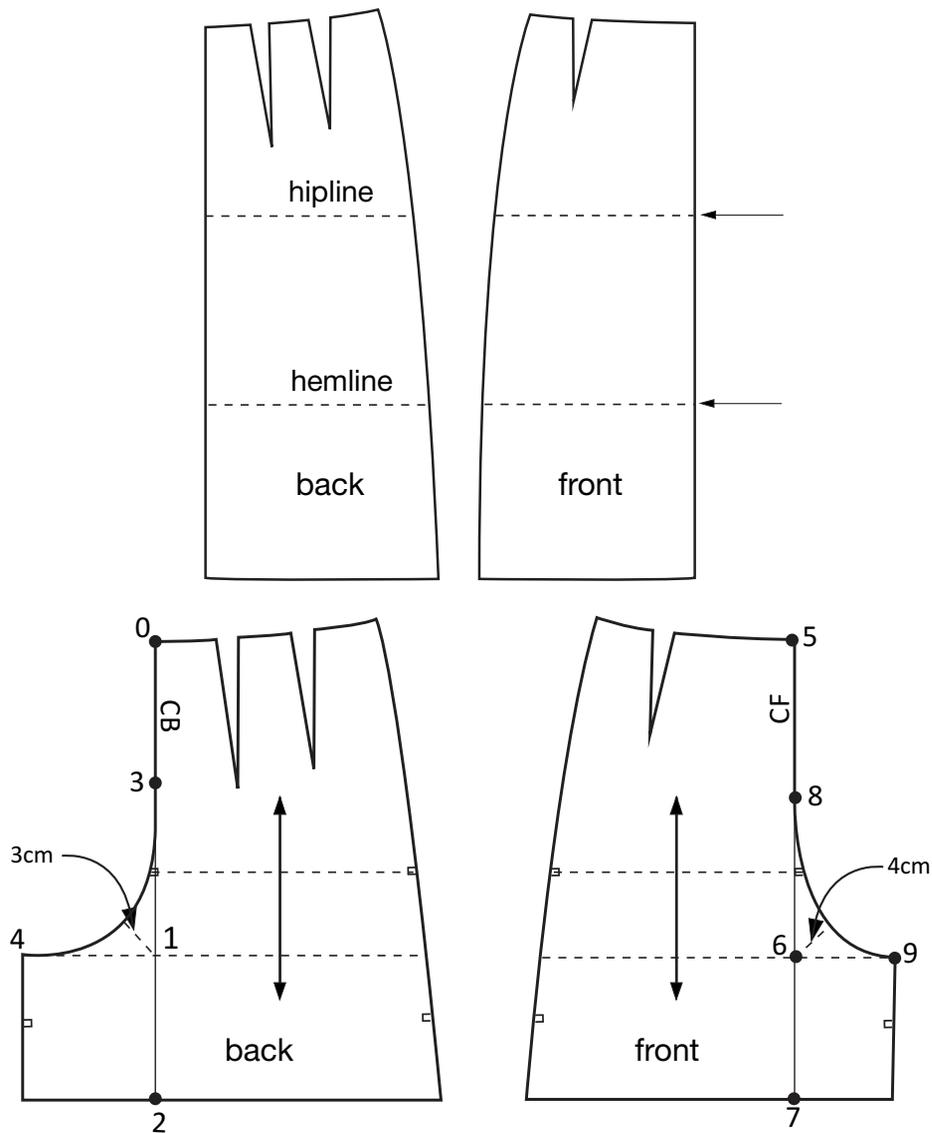
Activity 1



On the piece of paper provided, follow the instructions and with your teacher's help draft the culottes pattern.

Drafting your culottes pattern





Draw around a straight skirt pattern and mark the hipline. Mark the hemline depth. Cut off.

Front pattern

- 1 Mark 5 at the centre of the front waist.
- 2 5 to 6 is the body rise measurement plus 1.5 cm.
- 3 5 to 7 is the finished length measurement. Square across.
- 4 8 is midway between 5 and 6.
- 5 6 to 9 is one-eighth of the hip measurement minus 2 cm. Square down to the hemline.
- 6 Join 8 to 9 with a curved line touching the point 4 cm from 6.

Back pattern

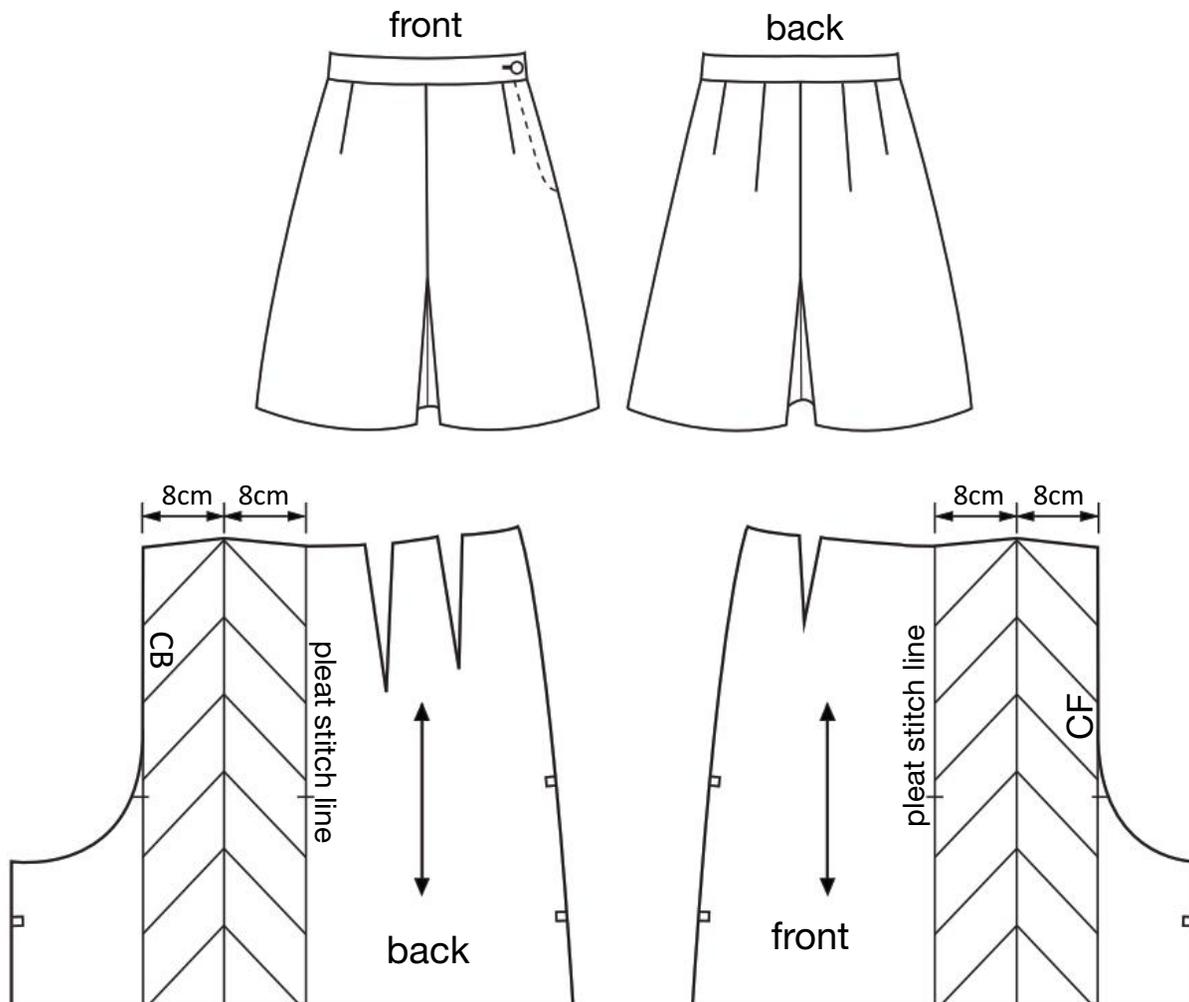
- 1 Mark 0 at centre back waist.
- 2 0 to 1 is the body rise measurement plus 1.5 cm.
- 3 0 to 2 is the finished length measurement.
- 4 1 to 3 is half of 0 to 1 plus 1 cm.
- 5 1 to 4 is one-eighth of the hip measurement plus 2 cm. Square down to the hemline.
- 6 Join 3 to 4 with a curved line touching the point 3 cm from 1.

Activity 2



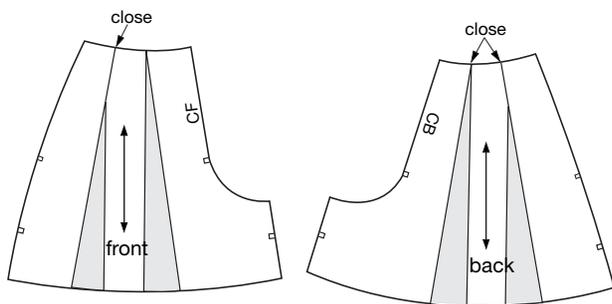
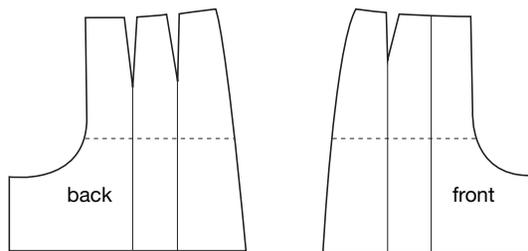
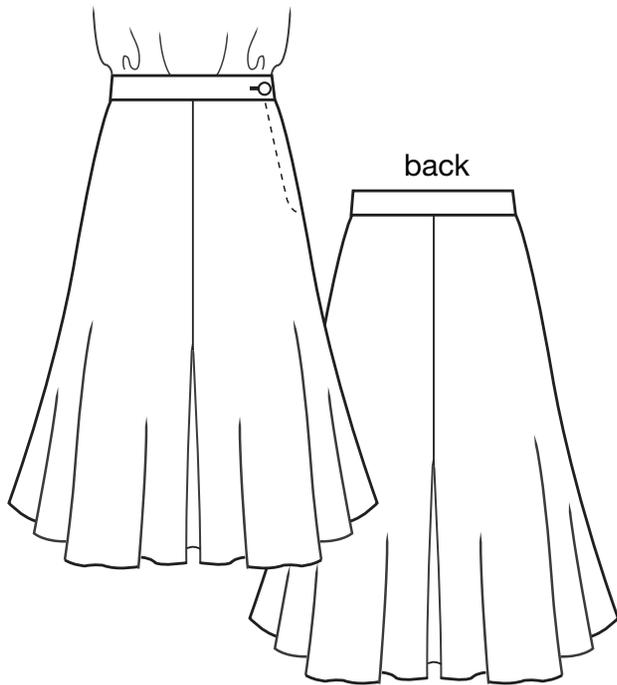
On the piece of paper provided, follow the instructions and with your teacher's help draft the pleated culottes or flared culottes pattern.

Pleated culottes



- 1 Trace around the culottes pattern.
- 2 Separate the inside leg sections from the skirt section.
- 3 On a new piece of paper, trace around the skirt sections. Add an 8 cm vent pleat (total 16 cm) to the centre front and centre back.
- 4 Place the inside leg sections to the edge of pleat and trace around.
- 5 Fold the pleats towards the inside seams and cut out the patterns.

Flared culottes (optional)



1 Trace around the culottes pattern.

Front pattern

2 Drop vertical lines from the front dart and a point halfway between the dart and the centre front.

3 Close dart to make flare at the hemline. Open the other vertical line to make the same amount of flare.

4 Trace around the pattern on a new piece of paper. Cut out.

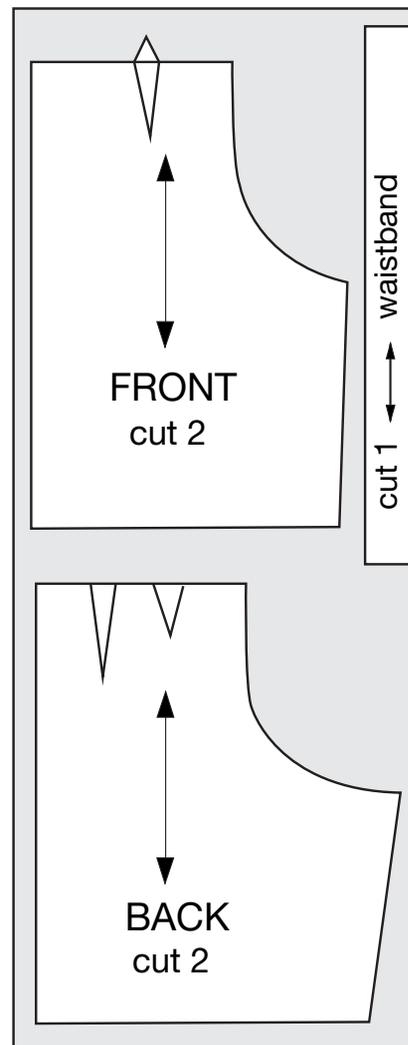
Back pattern

5 Drop vertical lines from the base of the darts to the hem.

6 Cut out the pattern and cut up the lines.

7 Close darts to make a flare at the hemline.

8 Trace around the pattern on a new piece of paper. Cut out.

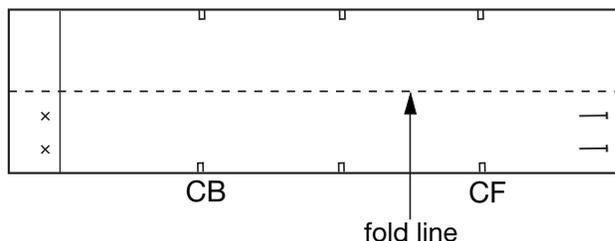


Layout of culottes

Sewing the culottes

- 1 Pin the darts, tack and machine.
- 2 Pin the crotch seams, placing the back pieces together and the front pieces together on right sides. Pin, tack and machine. Make a flat seam.
- 3 Pin, tack and machine the side seams, leaving space for a zipper on the right side.
- 4 Machine and neaten the open seams.
- 5 Pin, tack and machine the zipper.
- 6 Pin, tack and machine the inner leg seam using a flat seam.
- 7 Cut out the waistband.

Note: Straight waistbands are satisfactory if they are set on the waistline and are made in widths from 2.5 to 8 cm.



- 8 Draw the waistband the exact length and double the width. Mark the centre back, centre front and side seam, and mark the fold line. Add an under wrap of 4 cm. Mark any buttonholes required.
- 9 Pin the waistband to the culottes. Tack and machine.
- 10 Make the hem on the legs of culottes 2 cm. Pin, tack and machine.

Trousers

Use the trouser block (see page 11) and shorten to desired length. Use instructions to cut waist band and draft pockets as in the skirt pattern.

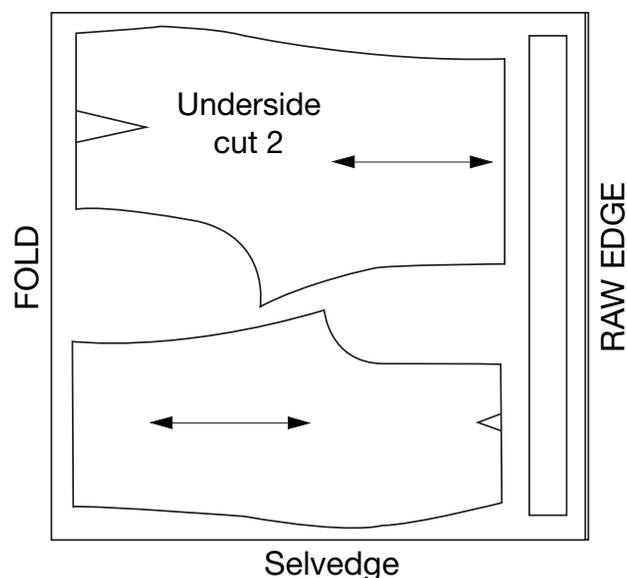
Your short trousers should have the following features:

- fitted waistband
- front and back darts
- patch pockets
- fly zip on the front

- buttonhole
- button

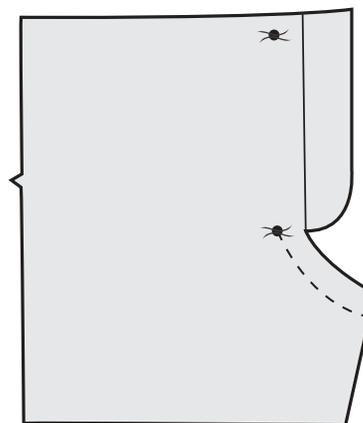
Instructions for sewing short trousers

- Fabric: head cloth
- Width: 150 cm
- Length: 230 cm
- Matching threads
- 1 x button
- Lining for the pocket



Pattern layout for male and female trousers

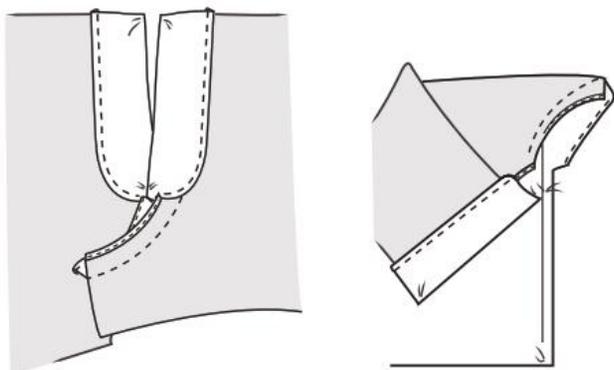
- 1 Before cutting out the garment, add an extension of 6 cm from the cutting line as shown in the following diagram.



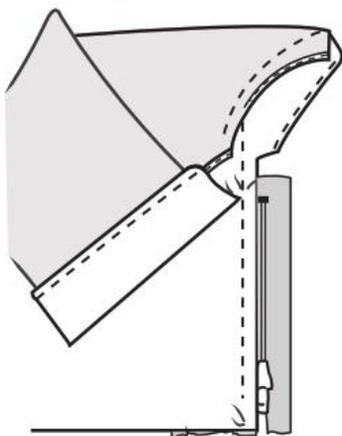
- 2 Mark the original seam line with tailor's tacks.

Extension Strand: Clothing and Textiles

- 3 Sew the seam up to the zipper opening.
- 4 Zig-zag and neaten or clean finish edges separately.



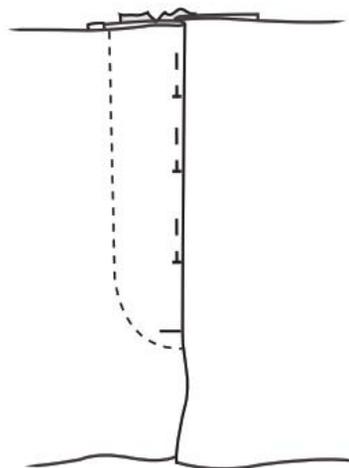
- 5 Press the seam flat and open, lining up the tailors tacks.
- 6 Roll the left-side only, 1 cm forward from the press line. Make sure it lies forward, past the bottom seam line, for at least 1.5 cm.



- 7 Lie the zipper under the rolled edge, with the fold close to the teeth.
- 8 If possible, turn the needle.



- 9 Right side up, pin opening closed, matching the tailor's tacks. Do not remove these pins until the end.
- 10 Turn to the wrong side, and sew the other side of the zipper to the flap only, from top to bottom.



- 11 With the garment right side up, lightly mark a line 3.5 cm from the pinned edge, and below the metal stop on the bottom of the zipper.
- 12 Sew from the top to the bottom. Remove pins.
- 13 Sew the waistband.
- 14 Sew the button and buttonhole.

Activity 3



On the piece of paper provided, follow the instructions and with your teacher's help draft the tracksuit pattern.

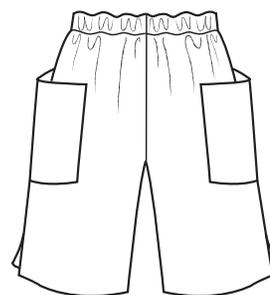
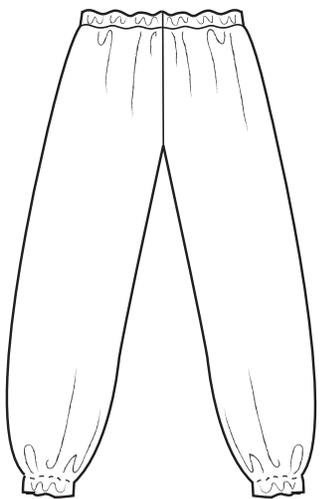
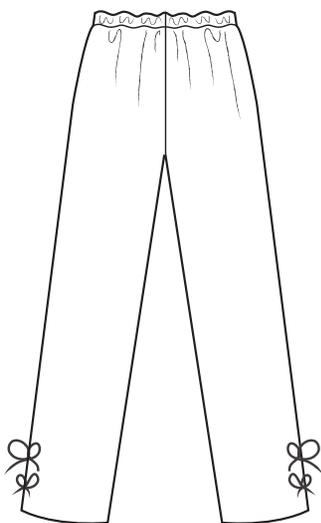
Short trousers

Optional

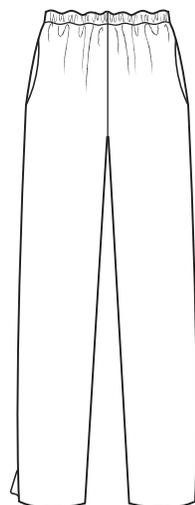
Trousers can be made in various lengths depending on their function or purpose. There are three types of trousers. You can select to make one of the following:

- side slit trousers
- laced trousers
- tracksuit trousers.

Use your trouser blocks to make side slit, laced or track suit trouser patterns and sew it.



Making tracksuits from trousers



Unless otherwise stated, 1.5 cm seam allowances are included. Seams are pinned, tacked and stitched with the right sides together, the edges matching and pressed open.

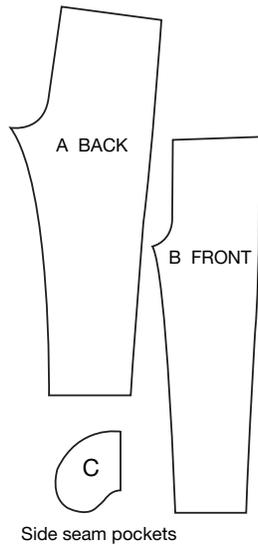
The waistband is elastic so there are no problems with fastenings. Seam pockets and neat side slits are design extras.

Instructions for sewing tracksuits

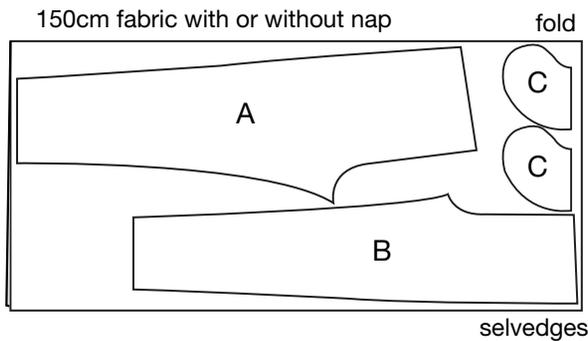
Fabric: suitable fabrics*

- Width 90 to 150 cm - light or medium weight
- 250 cm to 1.50 m woven fabrics or knitted; 2.10 m - stretch towelling or velour jersey
- Matching thread
- 1 m of 2.5 cm wide elastic
- Card

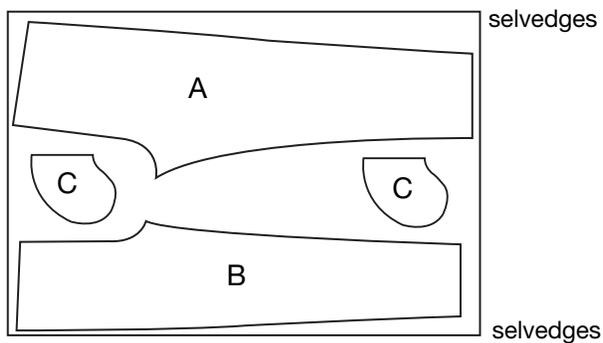
***Note:** Not recommended for heavy tweed, velvet, corduroy or stiff fabrics.



Pattern pieces



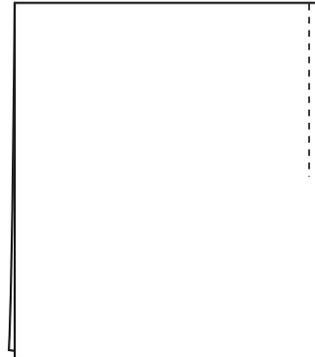
Two widths of 90cm-wide fabric with right sides together. For nap fabrics place with nap running in same direction.



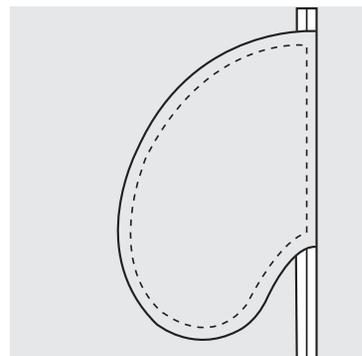
Cutting layouts

How to sew

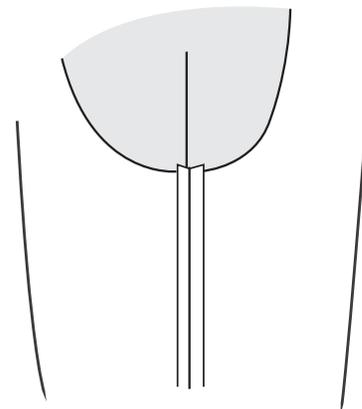
- 1 Matching the dots, pin a pocket piece to each side seam edge of the front and back. Stitch together between the dots. Press the pockets outwards.



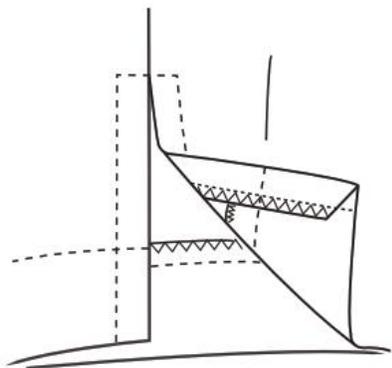
- 2 Stitch the side front to the side back along the outside leg seams, from the waist to the top edge of the pocket, matching the dots and snips and keeping the pocket pieces free.



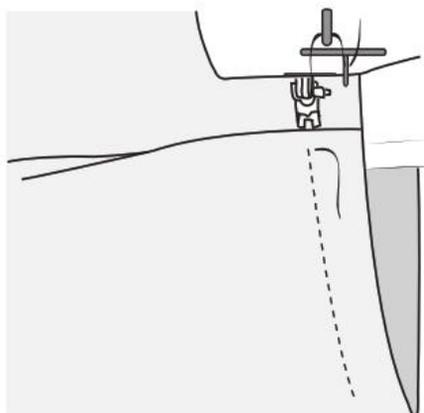
- 3 Stitch the outside leg seams from the lower edge of the pocket as far as the lower dot. Leave the seam open below the dot for the ankle slit.



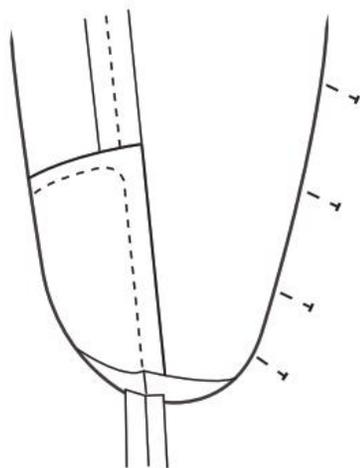
- 4 Matching the dots and snips, stitch the pocket pieces together around the curved outer edge. Press the pocket flat on to the front, pressing the crease along the seam where the pocket seam joins the front.



- 5 Matching the snips, stitch the fronts to the backs along the inside leg seams.



- 6 Turn one trouser leg right-side out and thread it through the other leg, so that the right sides are together and the seams match.



- 7 Pin the legs together along the centre front and centre back seams, matching the snips and inside leg seams. Tack and stitch the crotch seam and press. Turn to right side.

- 8 Neaten the waist edge. Fold 4 cm to the wrong side. Stitch 3 cm from the folded edge, leaving an opening for the elastic. Stitch again close to the folded edge. Cut the elastic to fit, plus 2 cm for join. Thread through the casing and stitch ends.



6

Floral art

My goals

- ★ Identify suitable plants and flowers for floral arrangements.
- ★ Use suitable plants and flowers to make a flower garden in the school.
- ★ Identify different ways to make simple and advanced flower arrangements.
- ★ Apply the decision-making process to making floral arrangements for different occasions—wedding, party, birthday, church services, funeral, office setting, Christmas and Graduation.
- ★ Discuss the importance of floral arrangements.



Unit 6.1

Selecting plant materials

Activity 1

As a class gather as many flowers and as much foliage as you can find in your local area.

Planning your flower arrangement

The key to creating a successful flower arrangement is being able to choose the right kinds of flowers, leaves and other plant materials or foliage based on what is available and the look that you would like to achieve.

When planning your flower arrangement and choosing your materials, you should consider the following.

Colour

Flowers and foliage come in all kinds of colours and hues; even the shades of green in various kinds of foliage can differ greatly.

The colour wheel below shows all of the available colours and their shades or hues, as well as how the different colours relate to each other. For example, colours that appear next to each other on the wheel are called complementary colours. Colours that appear opposite each other on the wheel are referred to as contrasting colours. The following photos show two flower arrangements: one uses complementary colours and the other uses contrasting colours.



Complementary colours



Contrasting colours

The colour wheel can be used as a guide when you decide what colour or colour combinations will feature in your arrangement.



Colour wheel

You might also decide that you want to feature only one colour in your arrangement. Using different shades or hues of the same colour can make a very attractive arrangement.

When choosing colours, you should always take into account the container you will be using as well as the setting, for example, the colour of the tablecloth that your arrangement will be displayed on.

Size and shape

Flowers and foliage come in many different sizes and shapes. You will need to consider how the size of the flowers or leaves will influence the shape and size of your final arrangement as well as the overall impact, and choose accordingly. You should consider using the larger flowers and leaves at the base of your arrangement and the smaller flowers and leaves at the edges or top of the arrangement.

The shape of the various flowers and foliage available will also influence your arrangement. There are three main categories of shape:

- spiky
- rounded
- filler.



Spiky flower and foliage



Rounded flower



Filler foliage

Using a combination of two or all three of these shapes can create a successful arrangement and will allow you to create a range of overall shapes and effects.

Texture

Like shape and size, the texture or feel of the plant surfaces that you use in your arrangement will also have an impact on how your arrangement looks. Plants can be prickly or smooth, hairy or velvety soft, dull or shiny.



Velvety flower

Mood

When choosing flowers and foliage for your arrangement, you need to keep in mind the mood, idea or sentiment that you want to reflect. An arrangement for a wedding, for example, will differ from an arrangement for a funeral.

Activity 2



Working in small groups, do the following activities.

- a Divide the flowers and foliage that you have gathered into groups according to their colour, size and shape and texture.
- b Discuss the kind of mood that you think the various flowers and foliage could be used for to create an arrangement, and begin to plan your arrangement.
- c Create a flower arrangement and present your work to the rest of the class.

Unit 6.2

Preparing plant materials

Knowing how to prepare your flowers and foliage is crucial to creating an arrangement that not only looks good, but also lasts for as long as possible.

Preparing your flowers and foliage

It is important to remember the following points when gathering your materials:

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



When preparing the flowers and foliage for your arrangement you should:

- ensure that the vase and container that you are using has been thoroughly washed and filled with clean water

- always handle the flowers gently and by their stem
- remove all leaves at the lower end of the stem or branch, especially from any parts that will be submerged in the water in the vase or container, and ensure that the flowers sit above the water
- remove any dead leaves or prickles
- use a sharp knife or scissors to create a fresh cut on each stem before you place them in the vase
- leave stems in water until you use them; do not let the plant materials lie around on the table to dry out.

Note that leaves and flowers will rot if they are covered by water for any length of time as bacteria clogs the plant cells and prevents water from moving up the stems.

Take note of the following points once your arrangement is complete:

- place the arrangement out of the sun and away from drafts
- put it in a cool place at night to prolong the life of the flowers
- check the water level of the container daily and ensure that it is full of water
- change the water and trim the stems occasionally to prolong the life of the flowers.

Selecting a container

Your choice of a container or vase is an important consideration. You need to use a container that matches or enhances the look, mood and impact of your final arrangement and suits your choice of plant materials.



Extension Strand: Home Management

Any vessel that is watertight can be used as a vase. You should:

- use a tall vase for an arrangement that uses long stems and a shorter or squat container for shorter stemmed plant materials
- choose a vase colour depending on whether you want the vessel to stand out or be more subtle
- make sure that the vase fits with the setting for your arrangement, for example, choose a more formal vessel for a floral arrangement for a wedding or special occasion.



Other equipment

There are various tools available that will assist you in making the most of your arrangement. Chicken wire that sits in the container and secures the stems so that the arrangement stays in place is very useful.

Activity 3



Working in small groups, prepare a short presentation to the rest of the class that highlights the main points to remember when preparing your plant materials and selecting a container to create a floral arrangement.

Unit 6.3

Creating a school flower garden

Growing flowers in your school garden is an easy and enjoyable way to learn more about flowers and provide you with materials to create floral arrangements. Not all varieties of flowers will be available or are able to grow in your local climate. Some of the best flowers to grow include orchid, helicon, ferns and ginger. Look around your local area. Are there other flowers that you think would grow well in your school flower garden?

The flower arranger's garden

Personal taste plays a big part in what you grow. Some people will go for a lot of colours; others may prefer shape and texture or mixed foliage.

Planning the garden

When planning the garden, remember to allow plants plenty of room to develop. The plants that are suitable to plant in your garden are in their groupings below:

Perennial plants

These plants are woody with sturdy stems. They have a life span of two years or more. Perennial plants include ferns, rabbit's foot, hare's-foot fern, fan-maiden hair fern, leather leaf fern, bougainvilleas and crotons.



Fern



Bougainvillea

Annual (yearly) plants

These plants have a life span of two years or less. They include the herbs that have soft bodies such as lemon tea grass, cosmos plants, all lilies, sunflowers, gladiolas and orchids.



Orchid



Lily



Sunflower

Biennials and bulbs

These plants have a life span of two years or less.



Daisy



Daffodil



Zinnia



Helicon



Ginger



Marigold

Whatever your preference, choose plants with room colourings in mind and grow only the varieties or colours that will be of use to you when decorating. If the garden is large enough, it is a good idea to grow some plants solely for garden decoration and to have others in nursery rows for cutting purposes only.

In many cases there will not be enough room to grow all the materials required, so very careful planning will be necessary.

If only a small space is available, it may make sense to grow mostly foliage plants and shrubs. Such a garden is labour-saving because once the plants are established they will need little attention.

The positioning of each group of plants in the garden needs a great amount of care and the same rules should be observed here as for a flower arrangement. Try to keep different-shaped foliage and colours next to each other, allowing for variation in height and bearing in mind how much the plant will grow. Poor planning and planting in the garden will have the same impact as incorrect placement of stems in a flower arrangement. And, of course, it will be far more difficult to remedy without uprooting the plants.

Activity 4



- 1 In groups, visit the school grounds to identify areas where a flower garden could be grown.
- 2 In small groups, plan a flower garden for your school. You will need to think carefully about the types of flowers that grow best in the local environment and climate.
- 3 Use the steps below to make a flower garden in the area identified:
 - set a goal
 - identify and select resources
 - make a plan of action
 - put the plan into action
 - evaluate the plan of action once the project is completed.

Caring for the garden

A little pruning may be necessary to keep the plants in good shape, and trimmings can be used in floral arrangements. But however much you may require certain pieces, be fair to the plant and do not prune too vigorously as this will spoil its natural growth. Always cut (never tug) and do not leave snags of wood to die back.

Benefits of growing a flower garden

What is the benefit of growing your own garden? Besides keeping the surroundings clean and beautiful, it can give you satisfaction and pleasure. It can also provide income for the family through sales of the flowers.

Activity 5



- 1 In groups, draw up a program to care for your garden.
- 2 Can you think of other benefits from growing a flower garden that are not stated in the paragraph above?
- 3 Write a paragraph explaining whether or not growing a flower garden is a worthwhile project to do after leaving school.

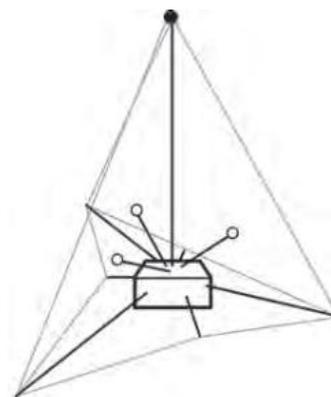
Unit 6.4

Floral arrangement designs



There are many different shapes you can use when making a flower arrangement.

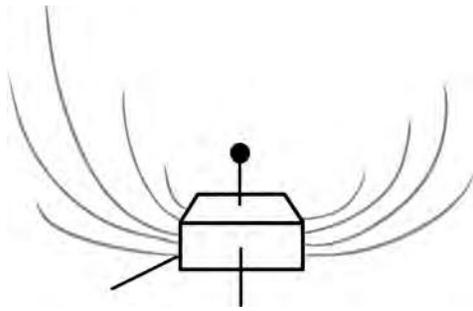
Pyramid



A pyramid arrangement has a triangular base and is very tall. It can be used as a table centrepiece. You will need to choose flowers or greenery with long strong stems to add the structure to your arrangement. The base is made up of flowers with trailing flowers along the stem, such as orchids, which allow you to form the triangular base. Standard flowers with shortened stems can be used to fill out the base.



Crescent

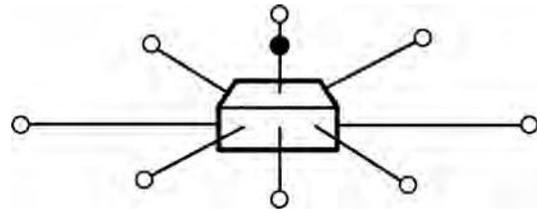


A crescent arrangement can be challenging to achieve because its two ends are uneven. The flowers need to be placed carefully in order to create a balanced and stable end result.

To achieve the right balance and impact, you will need to choose your flowers and foliage carefully. On each end you need to use long stems. Ideally choose ones that have a natural bend to create the crescent shape. At the base of the arrangement, use any flowers with a relatively large flower and add additional greenery or smaller flowers to fill in the gaps.

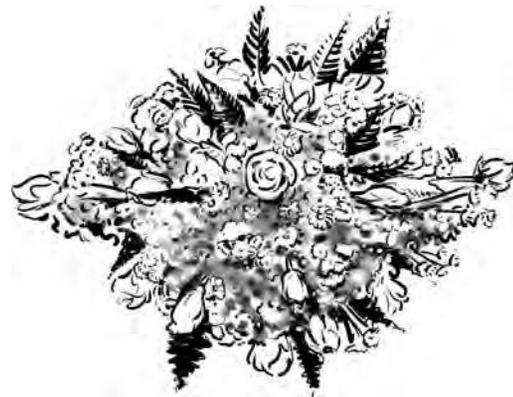


Horizontal

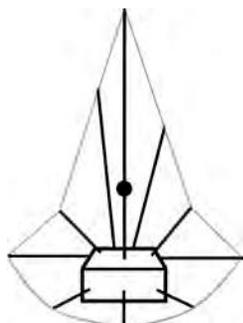


A horizontal arrangement tends to be low and wide—usually twice as long as its height. It is classically symmetrical, meaning that it is the same length on both sides and the placement of flowers and foliage is even on both sides. These kinds of arrangements make an excellent table centrepiece.

You need to use one type of flower to create the skeleton (or basic shape) of the arrangement. Leaves or other foliage such as fern stems fill in the gaps and form the overall shape. A second and third type of flower is then added as well. The stems should be kept longer on the sides and progressively shorter as they reach the centre. This produces the desired effect of a long and flat arrangement.



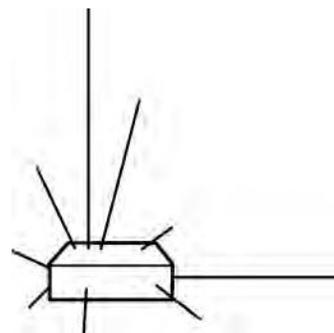
Inverted T



An inverted T arrangement is shaped like an upside down capital T. Again, this arrangement requires careful choice of flowers and foliage and a well-planned and balanced approach to their placement. The aim is to create a long, vertical central arm and two long, horizontal arms on either side of the central arm. A central arm using flowers or foliage with a strong and straight stem so that they stand up straight is placed in a low container. Two side arms, again using strong and straight stems, are added to create an inverted T shape. Shorter and smaller flowers and foliage are used to build around the base of the central arm.



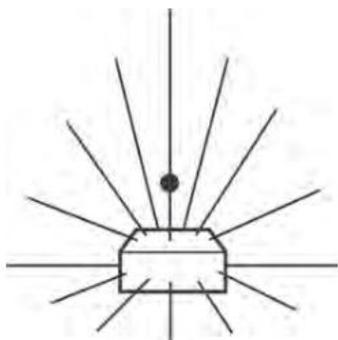
L shape



An L-shaped arrangement is based on a capital L. The biggest challenge with this arrangement is ensuring that it is stable. If it is too top-heavy, there is a risk that it will topple over. This kind of arrangement is usually put on a table to decorate the corner of a room. A basic L shape is created using flowers or foliage with strong and straight stems. Then more foliage and flowers are added at different angles to the two struts to build up the shape and to create a strong base.



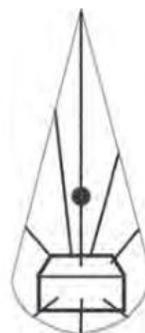
Fanned



The fanned arrangement is shaped like a fan or the tail of a male peacock. In order to build the fan, flowers with long and strong stems must be used. As this arrangement has a flat back, it is best placed against a wall. The basic fan shape is created and the effect built up by adding stems to fill the gaps. Ideally only one or two types of flowers should be used. Other flowers are added around the base and ranged in height so that the base flows up and reinforces the fan shape.



Vertical



A vertical arrangement is a tall and narrow arrangement. It is ideal for a corner or a narrow space. Long and strong-stemmed flowers and foliage are needed to begin the arrangement and create the basic shape. More flowers and foliage of varying length are then added to create the long, narrow shape. The flowers and foliage need to be packed tightly and close to the centre to ensure that the shape is maintained.



Activity 6



- 1 Choose one of the floral arrangement designs discussed in this unit and plan your own arrangement by creating a detailed sketch showing the types of flowers and foliage, colours and shapes that you would include.
- 2 If you have the materials and equipment available, create a floral arrangement that best fits your plan and design.

Unit 6.5

Floral designs for different occasions

Every year, people celebrate different events or occasions such as birthdays, weddings, graduation, funerals and important religious events such as Easter, Christmas and so on. Flowers arranged in different styles contribute to the beauty, enjoyment and joy of these events.

The wedding

Wedding flowers create the setting for the wedding ceremony. The number of flower arrangements for the wedding ceremony depends on the flower arranger as well as the bride and groom's choice and preference. In most cases, in Solomon Islands, the flower arrangements both in the reception area and the church depend on the flower arranger who decides on a suitable arrangement.

Church arrangement for a wedding

Each church will have its own likes and dislikes, and it is important to get permission to have decorations inside the church. Some churches allow flowers on the altar; others prefer them behind the altar. Try to use the church's own vases because these are usually in keeping with the church furnishings.

The flowers at the altar should be simple but with flowers that will show up well from a distance. It is traditional to use white at the altar.

The main flower arrangements stand on either side of the aisle as the main part of the wedding service takes place there. These flowers may be all white or in colours that are linked to the bridal party colours.

When arranging a pair of vases, it is important to share the flowers carefully so that each vase has the same materials. This is called identical or symmetrical arrangements. Whatever the chosen shapes, always set the height of it first, then the width. This can be done by standing well back after each piece has been placed in position. Once you have the outline, work on the centre, taking care to see that the materials and colours are brought in sweeps rather than blocks of different colours or shapes. When working with really big groups, it is important to have long flowing materials.

Wedding bouquets

Flowers for the bride and her bridesmaids are almost as important as the dresses. The colour and the shape of the bouquets form an essential part of the general scheme. This work is carried out by the professional flower arranger. Flower colours should ideally match the bridesmaids' clothes or the bride's if she is wearing a colour different from white.





Church flowers

Church flowers differ in some ways from other forms of flower arrangement. Viewed from a distance, the arrangements need to have a definite line or mass so that they can be seen. The large open space of the church interior can dwarf the size of the arrangement.

The church has certain colours that are used for different Sundays during the church year, in addition to special colours for festivals. The background colour in each church remains constant. If it is dark, then blooms in white or pastel colours will be more visible. Receding colours such as violet can be introduced in the focal point and will then be contrasted against the pale flowers. Grey leaves or variegated foliage may also help when pastel flowers are scarce. With a light background, pale flowers will be more visible if some dark green foliage is placed behind them.

Every church seems to have at least one set of containers that match the altar vessels. In addition, there will be containers to use on pedestals in other parts of the church. Flower arrangements can be traditional, modern or interpretive. Whatever style is chosen, the end result should be dignified and reverent and suit the occasion.

Flowers at home

Any home will benefit from having freshly cut flowers to add colour and brightness to a room. Planting and growing flowers in the garden around your home and settlement will also add to the attractiveness and pleasantness of your environment. It is hard not to smile when you see bright flowers.

Flowers as a gift

Flowers make very good gifts, and if you are lucky enough to have flowers growing nearby, you do not need to spend any money. Flowers can be given on any occasion, such as birthdays, or to say thank you or sorry.

Activity 7



- 1 Practise making floral arrangement in groups.
- 2 Plan floral arrangements for a graduation ceremony or a wedding.

7

Food preservation

My goals

- ★ Describe traditional methods of food preservation (smoking, sun-drying foods such as nabo, clam shell, cassava).
- ★ Express opinions on traditional methods of preservation from different communities (kakake, taro, cassava).
- ★ Discuss the advantages and disadvantages of the selected traditional methods of preservation.
- ★ State foods that can be traditionally preserved.
- ★ Explain ways to avoid wasting food.
- ★ Demonstrate one traditional food preservation method.
- ★ Identify modern preservation methods.
- ★ Explain modern preservation methods.
- ★ State how to use modern food preservation in the home.
- ★ Demonstrate modern preservation methods in a practical lesson.
- ★ Describe and competently demonstrate preparation and presentation skills using modern preservation methods.
- ★ Make a nutritious dish using modern preserved food.

Unit 7.1 Traditional food preservation methods

Food comes from animals and plants. Once the animal has been killed or milked, the egg laid, or the plant has been harvested, changes begin to take place that eventually will result in food spoilage. This deterioration is brought about by enzymes, which occur naturally in foods, and micro-organisms that are present in the air.

For thousands of years, people living in the Pacific Islands have experienced times of plenty and times of hunger. Even in difficult times, people could survive by eating preserved foods that had been put aside for times of emergency.

Making foods last from times of plenty to times of scarcity is a well-known traditional skill in all Island countries. Because people knew how to make food last, they were able to build up food supplies. These supplies helped them to survive droughts and hurricanes. Storing or preserving food was also an important part of preparation for war, feasts, ceremonies and long voyages.



Different countries had their own way of drying, salting, smoking and fermenting food for long storage. People knew many ways to keep food fresh for up to a week without a refrigerator. In modern times, new ways to make food last longer have come to the Pacific Islands. Some of these methods are used in both rural and urban areas.

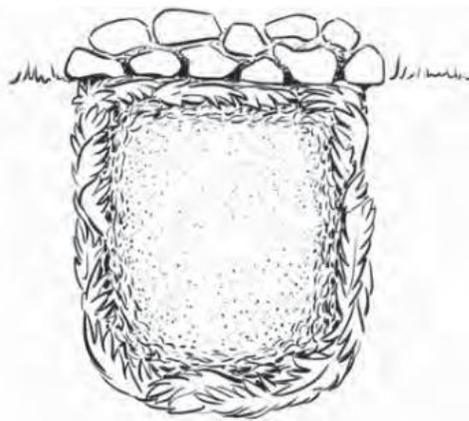
It seems that the traditional ways to preserve and store local food are being forgotten. Today, when there is a drought or hurricane, people depend on imported foods such as rice and flour, which are usually provided by overseas aid.



Preservation pits

In the old days, many Pacific Islanders preserved large amounts of root crops, bananas and breadfruit. They placed these foods in pits dug in the ground. All good farmers had a number of pits in which they kept their surplus food. Sometimes, a whole village would fill in a pit in preparation for a feast or special ceremony.

A good farmer was often judged by the number of preservation pits he had. Putting food away in the pits was like investing money in the bank. Farmers could use this extra food in exchange for other goods such as dried fish or salt.



Activity 1



- 1 List two traditional methods of food preservation used in your community or village.
- 2 Briefly describe one of the methods you have listed.
- 3 Give three reasons why it is important to use traditional methods of food preservation.

Types of food preservation

Food preservation is to do something to food to make it last longer. In tropical countries such as Solomon Islands, the warm, wet weather makes food go bad quickly. Tiny living things in the air called germs, moulds and yeast get into the food and cause it to spoil.



Different islands in Solomon Islands have different traditional methods of preserving food. The two most common methods are drying and smoking.

Drying foods

Root crops, breadfruit, fruits, shellfish and fish can be preserved by drying. Drying takes most of the water out of the food. Moulds and germs cannot grow without water so the food lasts for a long time. For some foods, especially fish, salt is added before foods are dried. This helps to make the food last longer.

It is important that fresh fruits and vegetables are sliced or cut into small pieces before drying. This increases the amount of air that touches the surface of food. The air removes the liquid in the food quickly so that it dries out.

Good foods for drying include:

- raw breadfruit peeled and cut into slices approximately 1 centimetre thick
- cooked breadfruit peeled and cut into slices 5 centimetres thick
- ripe breadfruit pulp
- raw taro cut into slices approximately 1 centimetre thick
- ripe bananas cut lengthwise into 3 slices
- grated cassava

- fish (cleaned with the head cut off):
 - large fish cut in half
 - small fish, opened up and flattened
 - shellfish threaded onto a coconut midrib.



Food can be dried:

- by making a dryer from a rack of split bamboo or wire netting, or from a piece of corrugated iron, which is placed in the sun
- over a low heat from a fire
- using a special dryer made from wood or bamboo covered with plastic, which protects the food from flies and allows the food to dry more quickly.

Drying ngali nut

It is common practice for many families in the village to collect ngali nuts during the nut season and preserve them for special occasions such as Christmas or New Year's celebrations.



Smoking ngali nuts (North Malaita)

- 1 Gather matured ngali nuts that have fallen onto the ground into a bag or woven basket.
- 2 Crack or break the nutshells with a good-sized stone or rock (preferably use a river stone, the same type used for motu) to remove the nut flesh.
- 3 Remove the nut membranes (skin) from all the nuts.
- 4 Prepare a 1-metre bamboo* (preferably green bamboo) with one end closed and the other open.
- 5 Fill the bamboo with the fresh nuts, tapping the bamboo on the ground slowly to compact the nuts, until it is almost full. Leave a 5–10 centimetre space at the opening.
- 6 Roll up several dead hamata** (Lau dialect) leaves to fit the bamboo opening and push them through the bamboo opening to close and seal it.
- 7 Heat the closed bamboo on the heated stones in the motu.
- 8 Place the filled bamboo over the fireplace in a bush kitchen. The everyday smoke and

heat from the fireplace will dry the nuts, thus preserving them.

- 9 The smoked nuts will keep for more than a year.

*There are two coloured (green and yellow) giant bamboos in Solomon Islands. It is better to use the green ones.

**Hamata leaves look similar to cut-nut leaves and the tree is usually found where nuts are grown. It is used because it cannot rot or develop mould. The leaves must be dead leaves, not fresh green ones.

Baking ngali nut

- 1 Gather matured ngali nuts that have fallen onto the ground into a bag or woven basket.
- 2 Empty the bag or basket of nuts and spread them on the kitchen floor to enable the rotten nut pulp to dry. This can be done overnight. (You can even remove the rotten pulps before drying them.)
- 3 Once the nuts are dry, crack or break the nutshells with a good-sized stone or rock (preferably use a river stone, the same type used for motu) to remove the nut flesh.
- 4 Remove the skin (membrane) of the nut and place the nut flesh into a dish. (If the nut skin is dry, soak in a dish of water for a few minutes before removing the skin.)
- 5 Before lighting the motu, remove the small stones in the motu and replace them with the big stones that are used for placing on food when baking.
- 6 Use the nutshells, coconut shells and firewood to make the fire.
- 7 Place the small stones on the firewood when the fire is alight.
- 8 Check that the heat of the fire will not burn the nuts. When the right temperature is reached, remove all the small stones and put them on one side of the motu, and the big stones at the bottom of the motu on the other side. (All other unburnt firewood and charcoal that might burn the nuts must also be removed.)

- 9 Use sinu* (Rannogga dialect) leaves if not using banana leaves. Place several leaves in the motu overlapping each other to make a hollow in the motu. Check the temperature after you have laid the leaves by placing your hands on the leaves. If the appropriate temperature is reached, place all the small stones removed earlier onto the leaves.
- 10 Pour the nuts onto the stones in the motu. Then place the big motu stones onto the nuts until the nuts are all covered.
- 11 Cover the motu with old used leaves** or dry banana leaves. (Do not use fresh leaves as they will trap heat and form moisture, which will not dry the nuts.) Then cover the motu with copra sacks/bags.
- 12 When the nuts are cooked, uncover the motu and remove all the stones (small and big) until you are left with just the nuts. Store the baked/dried nuts in a woven basket laid with sinu leaves and cover the nuts properly to keep the nuts fresh and white. If you have a traditional kitchen, store them over the fireplace so that the heat and smoke from the fire preserve them. Fill an airtight container/ bucket or empty milo/milk tins.

- 13 The nuts will keep for more than a year.

*Sinu is the best leaf to use for baking the nuts. Banana leaves can be used if sinu is unavailable.

**Leaves used for covering the motu must be previously used leaves or the dead banana leaves that can be collected from banana trees. Do not use fresh leaves.

Drying clam shells

- 1 Collect clam shells from the sea or reef.
- 2 Remove the flesh or meat from the shells, wash and remove unwanted parts.
- 3 Put in a saucepan, and boil until the shells are soft in order to skewer the meat.
- 4 Arrange using a stick.
- 5 Put in the sun to dry with a wire cover on top to protect from flies. When it is ready, it can be eaten dry or added to slippery cabbage.



Taro with dried ngali nut

Ingredients

- Ngali nuts (dried/smoked)
- Baked/grilled taro
- Dessertspoon of water

Equipment

- Wooden bowl
- Pounding stick
- Bowl or dish

Method

- 1 Crack nuts between two stones and remove the shells.
- 2 Pound the ngali nuts in a wooden bowl with a pounding stick. Continue pounding the nuts until they are soft and fine with no lumps.

- 3 Add 1 dessertspoon of warm water to the nut mixture to keep it moist and continue pounding it until it has a smooth, soft, moist texture.
- 4 Wrap the nut mixture in leaves and warm it on warm charcoal while you prepare the taro.
- 5 Pound baked or grilled taro in the wooden bowl.
- 6 When the taro is soft and fine, add the nut and continue to pound until both taro and the nut mixture are combined.
- 7 Serve with fish.

Salted and sun-dried fish

Any type of fish can be dried but the preparation varies according to the size of the fish.

Cleaning

Fish must be properly gutted, scaled and washed in cold water.



Scaling fish

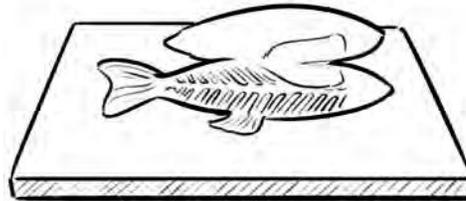
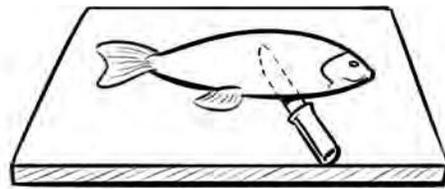


Gutting fish



Washing fish

Salting



Splitting the fish

Preparation for salting differs depending on the size of the fish.

- Small fish do not need any cutting.
- Medium-sized fish should be split through the back into separate halves or with parts of the head or tail holding onto each half (butterfly).
- Large fish can either be filleted with the skin left on or scored deeply at 25 millimetre intervals.
- Very large fish must be filleted and the flesh cut into 25-centimetre strips.

There are two common ways of salting fish.

Option 1

- Rub salt into the ridges and flesh of the fish.
- Shake off excess salt and spread the salted fish on racks or poles raised above ground level. A piece of corrugated iron is also effective and can be used instead of racks or poles.

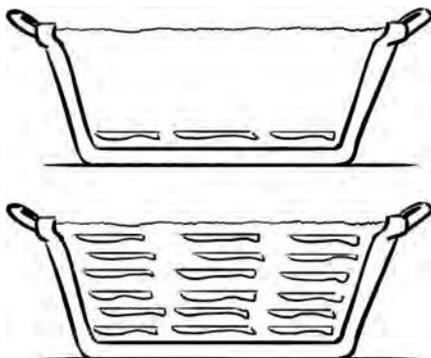


Option 2

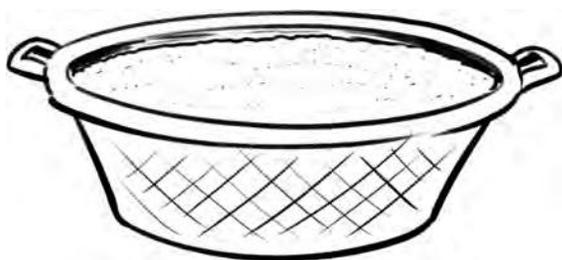
- The salted fish can be arranged in a container and kept for three to four days. This is to allow more water from the flesh to drain out.
- After three days, the fish is washed in salt or cold water to remove the superficial salt before drying on a rack.



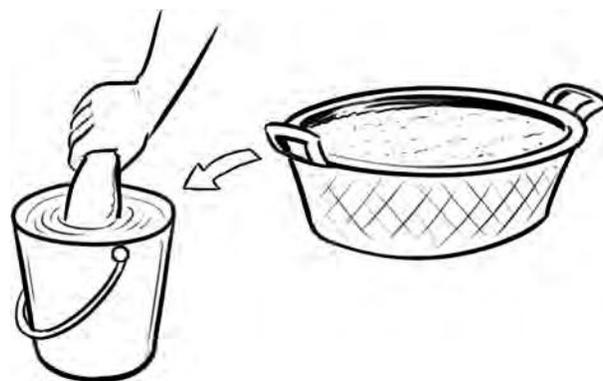
Filling container with salt



Fish layered and covered with salt



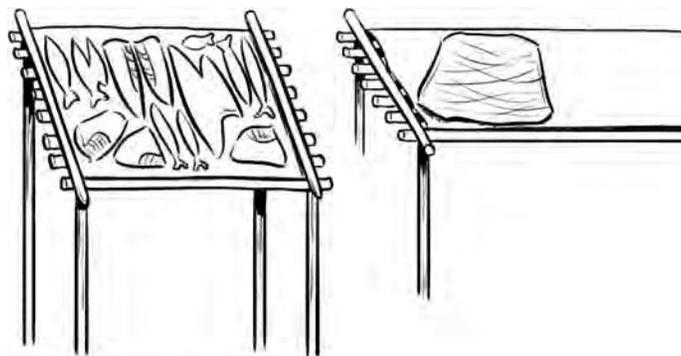
The fish is left in the container for 3-4 days.



Salted fish is washed to remove salt crystals.

Sun drying

Turning the fish is important so that both sides of the fish dry evenly. The drying process takes only two days during good dry days. It takes more days for hard dried fish and during bad weather.



Fish drying on rack

Fish piled up and covered

Storage

Fish can be kept in plastic bags tightly tied or sealed and stored in airtight containers for two to five months.



Smoking foods

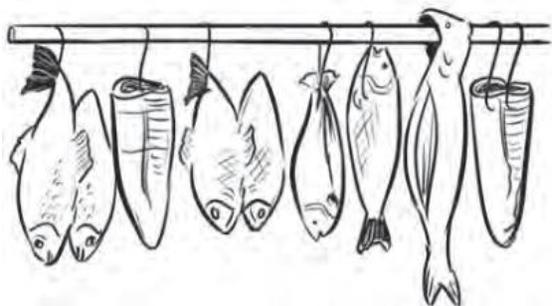
When food is smoked, some of the water inside it is lost. The smoke and resin from the wood goes into the food, giving the food a special taste. The loss of water and the smoke and resin preserve the food. Resin is a strong-smelling substance in some types of wood that comes out in the smoke when the wood is burnt. A drum or an open fire can be used to smoke fish.

Good foods for smoking include:

- fish
- shellfish
- meat
- whole breadfruit.

Smoking fish

- 1 Build a fish bed.
- 2 Light a fire underneath using coconut husks.
- 3 Clean the fish thoroughly.
- 4 Place the fish onto the fish bed and cover with banana leaves.
- 5 Turn the fish when the smoked side turns brown.
- 6 Turn the fish two to five times.
- 7 If the fish is thoroughly dry, place it onto the fish drier over the motu. This will keep the fish for long time.



Fish hung on a pole ready for smoking



Smoking fish

Note: Preserved fish can be eaten dry with sago and root vegetables or cooked in coconut cream with green leafy vegetables.

Activity 2



- 1 Copy the table below into your exercise book and write down three advantages and three disadvantages of using traditional methods of food preservation.

Advantages	Disadvantages
?	?

- 2 In groups, research and complete the table below by filling in the food supply that is available and the method of preservation that would be most useful for the type of food. The first example has been done for you.

Food supply available	Most suitable method of preservation	When it is used
Ngali nut	Smoking	During custom feasting to make nut pudding
?	?	?

- 3** In groups, carry out the following activity and record what you have observed. Be prepared to share it with the class.
- Three or four days before the lesson, mix some flour with water to form a paste. Leave it uncovered. Note the growth of mould and bubbles of gas from the yeast.
 - Two days before the lesson, get two ripe fruits. Bruise one by dropping it and then leave it on a plate. Keep the other fruit in a cool place. During the lesson, compare the quality of the two fruits.
 - The day before the lesson, pick some green vegetables. Put some leaves in a closed plastic bag and some in a bag with holes in it. Tie up the tops of both bags. Wrap some leaves in a banana leaf and put in a cool place. Leave some other leaves on a plate. Note which leaves stay fresh the longest.
 - Get some baking yeast. Mix it with flour and water, and see how the gas produced by growing yeast makes the mixture rise.
- 4** In your island group, choose one particular traditional preservation method and demonstrate to the class how it is done.

Activity 3



- In groups, practise either smoking or sun drying food.
- Record and evaluate the success of the activity.

How to extract sago

- Cut down the sago tree (just before flowering).
- Use an axe to cut out the bark or skin off the sago log.
- Use an adze or the back of an axe to beat or chip off the sago pith (or fibre).



- Put the chipped pith into a trough, large container or bucket of sago starch.



Extension Strand: Food and nutrition

- 5 Leave extracted sago liquid in the sun for some time until the sago starch sets.
- 6 When the starch is set, remove the water and put the starch in the sun to dry.



- 7 Pack the dry sago starch as shown in the pictures.



- 8 Repeat steps 4 to 7 until the water is clear.
- 9 The sago starch is now ready for cooking.



Banana sago pudding

Ingredients

- 1 cup sago flour
- 1/2 cup water
- 4–5 ripe bananas
- thickened coconut cream

Method

- 1 Heat the banana leaves.
- 2 Mash the ripe bananas.
- 3 Put the sago in a bowl.
- 4 Add water and mix well.
- 5 Add mashed banana and mix thoroughly.
- 6 Add extra water if necessary.
- 7 Scoop the sago mixture onto heated banana leaves and secure them with banana fibres.
- 8 Repeat step 7 until all the sago mixture is wrapped in banana leaves.
- 9 Bring a half-filled pot of water to boil.
- 10 Drop the sago parcels into a pot of boiling water until cooked.
- 11 Place the cooked sago pudding onto a flat tray.
- 12 Spread the thickened coconut cream over the sago evenly.

Thickened coconut cream

Ingredients

- 1 mature dry coconut and its juice

Method

- 1 Scrape the coconut into a bowl.
- 2 Add the coconut juice and extract the cream.
- 3 Pour the cream into a pot and simmer to thicken.
- 4 Spread the thickened cream over banana sago pudding (or pumpkin pudding).

Unit 7.2

Modern methods of preserving foods

Modern methods of preserving foods such as canning or freezing are invaluable when the tools or technology are available. You need bottles, freezers or electric machines to can foods or seal them in a vacuum, and you will need electricity or another source of power to run a refrigerator or freezer. Some of these methods can be very expensive, so it is usually better to buy canned and bottled foods from the store.

Canned and bottled foods

Foods are canned or bottled using the following process.

Meat, fish, vegetables and fruits are cooked at a high temperature to kill all the germs. The food is then put into clean cans or bottles and sealed. When the food cools, it shrinks and leaves a space inside where there is no air. This is called a vacuum (a space inside a sealed container that has no air in it). Germs and moulds cannot live in this vacuum. The food is preserved because the heating and vacuum have killed any organisms in the food.

Food will last for a year or more in well-sealed cans or bottles. In hot climates, the flavour and nutritional value of the food lessens the longer it is stored.



Activity 4



- 1 In the table below, list four examples of canned and bottled foods that can be bought from the store.

Examples of canned foods	Examples of bottled foods
?	?
?	?
?	?
?	?

- 3 Why are modern methods of food preservation very expensive compared to traditional methods?
- 4 What two things killed the organisms in the canned or bottled food?
- 5 How long do foods last in well-sealed cans or bottles?

Banana chips

Serves 8

Ingredients

- 2 green cooking bananas
- oil for frying
- salt to taste (optional)

Method

- 1 Pour oil into a pot to heat.
- 2 Peel the bananas and cut them into thin slices.
- 3 Put them on paper-covered plates and sprinkle with salt.
- 4 When the oil is very hot, fry the banana slices until they are a pale gold in colour.
- 5 Drain on paper and serve immediately.

Domestic refrigerator

One of the best storage units, especially in a tropical climate, is a refrigerator. A refrigerator can reduce the rate at which food will spoil. The low temperatures slow down the growth of bacteria and the rate of chemical changes in food.

Freezer compartment



The freezer compartment of a refrigerator has temperatures ranging from 4–18 degrees Celsius. Perishable foods such as meat, poultry, fish, shellfish and blanched vegetables are stored here for many months or even up to a year.

Frozen foods must be carefully packaged to prevent loss of moisture. Uncovered frozen food dries out easily, producing freezer burn. Freezer burn makes the food drier and tougher.

Star-rating system for freezer compartments and freezers

Rating	Maximum (°C)	Period for which food can be kept frozen
*One	-6°	Up to 1 week
**Two	-12°	Up to 1 month
***Three	-18°	Up to 3 months
****Four	-25 – 30°	At least 3 months

FT113, 1999, University of the South Pacific

Middle compartment



The middle compartment is the most spacious storage area of the refrigerator. Generally, the temperature found here ranges from 4–10 degrees Celsius. This means the temperature is cold to coldest as you move up the storage area.

Both raw and cooked food is stored here, but the length of the time it can be stored depends entirely on the type of food and temperature used. For example, fresh eggs can be stored up to four months and leftovers for only a day.

The table below shows recommended refrigeration temperatures for a variety of foods.

Food	Storage temperature		Shelf life in the home
	°C	°F	
Fish	0 – 2	32 – 35	1 – 2 days
Shellfish	0 – 2	32 – 35	1 day
Meat	0 – 2	32 – 35	3 – 5 days
Minced meat and offal	0 – 2	32 – 35	2 – 3 days
Poultry (chicken)	0 – 2	32 – 35	2 days
Fruit juices	0 – 2	32 – 35	7 – 14 days
Milk	1 – 3	34 – 38	5 – 7 days
Cream	1 – 3	34 – 38	5 days
Cheese	0 – 7	32 – 45	Variable (1 – 3 months)
Butter	0 – 4	32 – 40	8 weeks
Oil and fat	2 – 7	35 – 45	Variable (6 months)
Margarine	2 – 7	35 – 45	Variable (8 weeks)

FT113, 1999, University of the South Pacific

The crisper compartment



In the crisper compartment, the temperature is cool, ranging from 4–11 degrees Celsius. Fresh fruits and vegetables are stored here for five to seven days. It is important to wash fruits and vegetables under running water before storing them in the fridge. Some fruits and vegetables will last longer if they are also sealed in plastic bags.

Preventing the transfer of odour

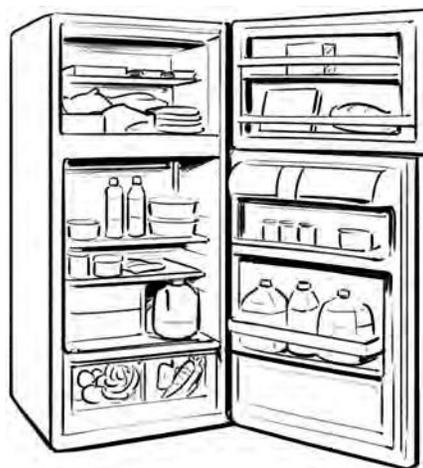
Foods such as smoked meats, fish and uncooked clamshells must be carefully wrapped so that their strong smell does not transfer to other foods.



Refrigeration guides

The following storage guide can help you to use your refrigerator to best advantage.

- Always cool warm food to room temperature before putting it in the refrigerator, otherwise other foods may be spoiled and increase running costs.
- Open the door of the refrigerator for a short time only to prevent warm air going into it as this can spoil other foods and increase running costs.
- Wrap perishable food such as meat, fish and shellfish separately, and store in the freezer compartment if you want to keep them for a longer period.
- Throw out food that is going off because putting it in the coldest part of the refrigerator will not stop it deteriorating further.
- Cover cooked foods that are not likely to be reheated before storing and store them on the shelf above uncooked foods. This prevents bacteria and food-poisoning organisms transferring from uncooked food to cooked foods.



- Avoid storing foods with a strong smell, such as seafood and some cheeses, near milk and fresh eggs. These foods are susceptible to tainting. It is best to wrap foods with a strong smell.

Extension Strand: Food and nutrition

- Enclose fruit and vegetables in boxes or polythene plastic bags and place in the crisper compartment.
- Transfer highly acidic and salted food to glass or plastic containers before refrigerating.
- Wrap food in plastics for protection from drying and odours from other foods. These plastics can be bought and reused.

Activity 5



If the school has a freezer or you have one at home, check it to see if food is being stored correctly.

8

How to best present yourself

My goals

- ★ State what is meant by the terms 'posture' and 'grooming'.
- ★ Discuss the importance of good and bad posture in relation to health.
- ★ Describe how to improve grooming or appearance.
- ★ Explain the meaning of greetings.
- ★ Demonstrate appropriate skills in greeting and entertaining people.
- ★ Role-play good ways to approach people.
- ★ Demonstrate an attractive and unattractive appearance in class.
- ★ Analyse case studies on personal posture, grooming and entertaining.

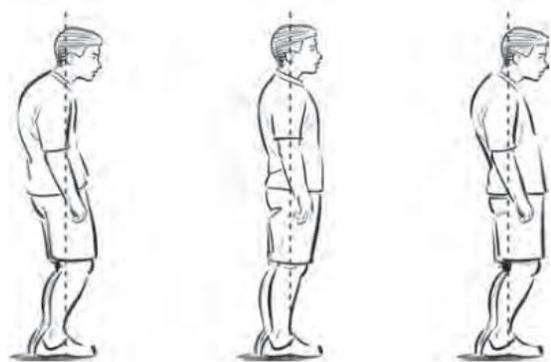
Unit 8.1

Personal posture

Posture is about how you move your body—how you sit, stand, walk and bend.

People with good posture hold their heads and back straight with their shoulders back and their stomachs pulled in. People with poor

posture often have rounded shoulders, push their stomachs forward, and bend their knees when standing or walking, with their heads leaning either forward or back.



Poor posture can cause problems, including back pain and headaches, and in the longer term, damage to your spine and joints.

It is also widely recognised that your posture can both reflect and affect your moods and your level of confidence and sense of well-being. For instance, if you are feeling happy and confident, you are more likely to hold your head high, your shoulders back and your back straight. At the same time, if you are feeling unmotivated, sad or lacking in confidence, you are more likely to slouch your shoulders and drop your head.

Extension Strand: Family studies

By improving your posture, many experts argue that you can also improve your mood. As you are sitting at your desk in your classroom or the next time you go for a walk, stop and observe your posture. Try sitting or walking with a straight back, your head held high and your shoulders rolled back, and see whether you agree with this theory. Do you feel more confident?

Your posture can also affect the way others see you. For example, if you are walking with your shoulders up and back, your head held high and your back straight, you are more likely to appear confident and therefore make a good impression on other people. However, if you are slouching your shoulders and hanging your head down as you walk along, you will often appear less confident and approachable to other people.

Activity 1



- 1 In pairs, take turns practising a good posture while you are:
 - sitting
 - standing
 - walking.Help each other by giving feedback on how you could improve your posture.
- 2 Discuss the assertion that 'by improving your posture, many experts argue that you can also improve your mood'. Do you agree? Why or why not? Share your responses with the rest of the class.
- 3 In your exercise book, list some of the positive outcomes of having a good posture, both on how you feel and how others see you.

Sitting posture

Sitting on the ground

People in Solomon Islands are more used to sitting on the ground than sitting on chairs. Some people feel it is more modest to sit with their knees together and legs both to one side of the

body. This sitting posture becomes uncomfortable quickly as the body is not evenly balanced and the back is not upright.

Sitting cross-legged on the ground is better than sitting with legs to one side as the back is upright and the body is evenly balanced. People can sit comfortably like this for a long time. However, in some cultures such as Tikopia, it would be considered wrong for a woman to sit cross-legged.

Sitting on a chair

There is a correct way of sitting on a chair. Put your bottom firmly into the base of the chair, with your backbone fitting into the shape of the chair. Pull your head and shoulders up and back. Pull your stomach muscles in. Relax slightly but do not slump. Put your knees together and rest both feet together and evenly on the floor. Rest your hands in your lap. This is good sitting posture. It feels comfortable and is best for your back.



Learners, and people who sit for long periods such as typists, need to have good posture or they will get pain in their backs.

Try the following sitting position. Sit on the edge of a chair, with your head and shoulders slumped forward squashing your chest, your knees wide apart and your feet turned on their sides. This is bad sitting posture. It can lead to back pain and damage your back in the long-term and should be avoided.



Standing posture

Imagine that someone has attached a piece of wire to the top of your head and is pulling up on it. Stand tall. Lift your head up. Tuck your chin in and smile. Lift your shoulders up and back. Tighten your muscles and then relax slightly. Pull your stomach muscles in and breathe deeply and evenly. Place your feet a little way apart from each other and rest your weight evenly on both. You should feel comfortable and look relaxed. This is good posture for standing.

Now try this. Stand up, with head and shoulders slumped forward, squashing the chest. Slump your stomach muscles to make them bulge. Rest your weight first on one foot and then on the other. Stand as sloppily as you can. This is bad standing posture. It becomes uncomfortable quickly and looks unattractive.

Walking

To walk with a good posture, start with a good standing posture. Lift your shoulders up and back and relax your arms, letting them swing gently as you walk. Try not to let your slippers or shoes drag or shuffle. Try walking with a steady head.

Bending

Drop something on the floor. Bend and pick it up. Did you bend your body from the waist, or bend your body at the knees? It is better for your posture and the health of your back if you bend at the knees. This is particularly important when

you are picking up a heavy object; otherwise you risk straining your back, which can lead to permanent damage and chronic back problems.



Boarding vehicles

It is often difficult to climb onto the back of a truck or utility without it being unsafe and awkward, especially for women and girls wearing skirts or dresses. Look at others and notice how some people do it more smoothly than others. The safest option is to hold onto the vehicle firmly and swing your legs over the edge of the tray.

When you are getting into the seat of a taxi or car, it is less awkward to sit your bottom in first, and then swing in your legs and the rest of your body.

Activity 2



- 1 Sit in a comfortable and attentive way with good posture, as if you were listening to an interesting speaker.
- 2 Stand in a comfortable, confident way with good posture, as if you were addressing a school assembly.
- 3 Walk in a confident way and with good posture, as you would if you were walking around the market.
- 4 Weed the garden, taking care to bend and move safely.
- 5 If you can, practise boarding vehicles in a safe and graceful manner.

Unit 8.2

Personal grooming

The term ‘grooming’ relates to your appearance, how you take care of yourself and how you look, including your hygiene practices, how you dress and how you wear your hair. Like your posture, your grooming can affect your health and can both reflect and affect how you feel about yourself, your mood and how others see you.

To a large extent, your approach to grooming also reflects your personality, upbringing, and family and cultural background. We all live in different circumstances and have varying access to hygiene products, such as soap and deodorant, as well as to clean clothes. Any discussion about grooming and appearance therefore needs to take all of this into account.

Nevertheless, taking pride in your appearance can be an important element in helping you to build and maintain your self-esteem, as well as your general health and well-being. In other words, if you feel good about yourself and how you look, you are more likely to feel confident and have a healthier and more positive outlook.

How to improve your grooming or appearance

As discussed above, taking pride in your appearance and paying more attention to your general health and hygiene can have a positive influence on how you feel about yourself.

Some of the key aspects of good grooming practices include:

- washing your hair and body regularly with soap
- keeping your hair tidy
- brushing your teeth twice a day
- washing and changing your clothes regularly
- whenever possible, wearing clothes that fit your body shape and size

- seeking medical attention for any health problems, including sores or infections
- exercising regularly
- eating a nutritionally balanced diet
- getting enough rest and sleep.



Activity 3



- 1 In pairs, discuss what you think is meant by the following statement: ‘Your grooming can affect your health and well-being and can both reflect and influence how you feel about yourself, your mood and how others see you.’
- 2 Make a list in your exercise book of the ways in which good grooming practices can:
 - improve your health and well-being
 - reflect how you feel about yourself and your mood
 - influence how you feel about yourself and your mood
 - influence how others see you.
- 3 Share your ideas with the rest of the class.

Tips on grooming

Hands

Try to keep your hands as clean as possible. This is especially important before you eat and after you have used the toilet. Aim to keep your hands clean, smooth, soft, and free of cuts, sores and scabies, with well-shaped clean fingernails and no hard, rough skin.

Activity 4



- 1 Wash your hands with soap and water. Dry them on a clean towel.
- 2 If you have sores or scabies, apply ointment. Then rub a little hand cream onto your hands. This should make your hands feel soft and smooth. Hand cream helps to get rid of hard, rough skin.
- 3 Using a small pair of scissors or a nail file, trim your fingernails into an attractive shape. Clean under your fingernails.

Face, skin and teeth

There are many different skin types, and some people's faces are more prone to pimples and other skin conditions, especially teenagers. The most important thing is to wash your face regularly with a mild soap.

Healthy skin is an even colour, clean and smooth and smells nice. No matter where you live, you need to wash all over your body at least once a day with soap and water. This is especially important for women and girls during their monthly period, to prevent bad body smells.

Brushing your teeth twice a day is important because this keeps your mouth healthy and free of germs and plaque that can damage your gums and teeth.



Activity 5



- 1 Wash your face and body with soap and water. Don't get soap in your eyes. Rinse your face with clean water. Dry it with a clean towel.
- 2 If you have pimples, don't squeeze them. Wash your face often to keep it as clean as possible. Try to avoid eating fatty food.
- 3 Squeeze some toothpaste onto a toothbrush and clean your teeth. Rinse with clean water.
- 4 If you have loose mucus in your nose, blow it out using a tissue or handkerchief.
- 5 Look at your eyes in a mirror. Are they red and sore? If they are, you should seek medical advice. You may need eye-drops or even glasses.

Hair

Clean, nicely styled hair is necessary if you are to look well groomed. Whether your hair is long or short, you can experiment with different styles to suit your face, body build and age. Do you like long hair, short hair or big hairstyles? Many Solomon Island girls have long hair and style it into plaits, rolls, twists and tails. Study your face and see how neatly styled hair can help to improve your appearance.

Remember that your hair should provide an attractive frame for your face. If your hair looks good, it helps to make you feel good.

Some people put pig fat or coconut oil on their hair to make it look shiny. When the fat or oil goes bad, it gets a very bad smell. This is not a good custom. You can buy hair creams and hair oil in stores that do not have a bad smell.



Activity 6



- 1 Kill lice in your hair by using a suitable liquid.
- 2 Wash your hair, using warm water and shampoo. Use a clean towel to dry off excess water, and dry your hair in the sun.
- 3 Wash your comb before using it to comb clean hair. Never comb newly washed hair with a dirty comb. Do not share your comb with friends as you will also share their lice, dirt and grease.
- 4 Try combing your hair in different ways. Experiment with different hairstyles.

Improving your figure

People have different body shapes. Some people are naturally thin and others are not, some are tall and some are short. The most important thing to focus on when it comes to your body and general well-being is being healthy. A healthy body needs good nutrition and regular exercise.

Nutrition

Everyone needs to eat nutritionally balanced meals every day. You can maintain a healthy body and feel good following these tips:

- eat a variety of foods from the three main food groups every day
- eat more fruit and vegetables—at least five serves a day
- eat fewer foods that are high in fat, sugar and salt
- avoid skipping meals—ideally, eat three meals and two snacks throughout the day and try to eat breakfast every day
- drink plenty of clean water
- eat sensible portions and avoid over-eating.

Exercise

Regular exercise such as walking, gardening, doing housework and playing sport will help you to be healthy and have more energy. It will also make you feel good.

A great way to ensure that you are getting regular exercise is to join a sports team, such as a soccer, netball or basketball team. This is also a way of meeting new people and learning new skills.



Not judging others

We are all different from each other. Look at the people around you. You are different from everyone else. There are 7 billion people in the world. Do you think that any two people are the same?

Each person who has ever lived has been a unique individual, with their own experiences, emotions, preferences and tastes, as well as thought processes and beliefs. There is no one right way that everyone should behave, look or dress.

Activity 7



Write one page on the following topic: 'What makes me a unique individual?'

Attractive qualities

In the same way that no person in the world is the same as any other person, people also have different ideas about what is attractive and what is not attractive. Different people value different qualities.

Here are some qualities that are considered attractive by some people and in some cultures. Look critically at the list. Do you agree with each point? Why do you think a list such as this might be problematic?

- The body should not be too fat or too thin. An attractive body is one where the weight is in proportion to the height, with firm muscles and a healthy appearance.
- Skin should be clean, smooth, an even colour, and with no infected sores.
- The face should have a happy expression, a ready smile, white teeth and alert eyes.
- Hair should be neatly styled to provide an attractive frame for the face.
- Clothing should be suitable for the time and place where it is worn, not in need of repair, and with pleasing colours and designs.
- Body movements should be graceful and attractive.
- Voice and conversation should be interesting and pleasing to listen to.
- Behaviour should follow what is socially acceptable depending on where you live.
- An attractive character usually means that a person has the qualities of honesty, kindness, loyalty and respect for others, works conscientiously, and so on.

A list such as this is problematic, because it does not take into account that everyone has a different idea of what is attractive or important. In other words, this list is based on a subjective view of what can be called 'attractive'. For example, some people naturally have a larger or thinner body shape than others. What one person considers 'interesting and pleasing' conversation might not be for someone else, and not everyone has access to hygiene products and clean and repaired clothing.

What is considered 'attractive' also varies across different cultures. For example, Tongans, Samoans and some African societies traditionally admire large, well-built people. In countries such as Australia and the United States of America, many people feel a lot of pressure to be very thin, even when this means risking their health and well-being. What is considered 'attractive' can also change over time as fashions change.

Do you agree that rather than focusing on 'attractiveness', it is more important to focus on being healthy and looking after yourself?

Activity 8



- 1 Read the following statement and, in pairs, discuss the questions below:
Today some people think women should be as thin as possible. Girls and women who follow this idea are risking their health and are in danger of developing an eating disorder. With the television and music videos that are now shown on local television and in advertising, these kinds of ideas are beginning to spread in Solomon Islands.
 - a Should Solomon Islanders follow fashions from overseas?
 - b Have you noticed a change in the way Solomon Islands society views thinner body shapes?
 - c Have you noticed a change in the way you and your peers think about your body shape?
- 2 Summarise your responses and share them with the rest of the class.

Making a good first impression



During your life, you will meet many people for the first time. Everyone uses visual cues, such as facial expressions and gestures, to make an initial assessment of someone they meet. Are they friendly or do they pose a threat? Am I interested in meeting them or should I avoid them? People also use other cues such as how the person speaks (are they loud and aggressive, quiet and shy or calm and friendly?) and how they look or present themselves.

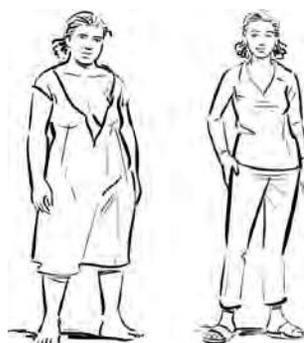
These are the kinds of things people first notice when encountering someone:

- facial expression
- general appearance, including hygiene, clothing and hairstyle
- posture and body movements
- tone of voice.

Can you think of anything else that make a good or bad impression?

Just as you are using these cues to make an assessment or judgement, other people are doing the same with you. It is important to be aware of the impression you are making on others, especially when the other person's impression of you is important and could affect your future opportunities, such as in a job interview.

In instances such as a job interview, you might only have one opportunity to make a good impression on the person who is conducting the interview. It is therefore important to take care with your appearance and the manner in which you present yourself.



Look at the table below. Do you agree with these descriptions of what makes a good and bad impression? Can you think of any others? Think about your local community and culture. Are there any different visual cues that can give a good or bad impression?

	Good impression	Bad impression
Facial expression	Bright alert eyes, ready smile, attentive expression	Dull eyes; bored, cross, worried, nervous or angry expression; eyes wander when someone is speaking to them
Hair style	Neatly styled hair providing a nice frame for the person's face	Untidy hair
Style of clothing	Neat overall appearance	Clothes not suitable for the place and time they are worn; style does not suit person's body build; displeasing combination of colours and fabric patterns; wearing no bra; clothes appear dirty and creased; overall unattractive appearance
Posture or body movements	Standing, walking, sitting or dancing in a graceful and attractive manner	Slouched standing; sitting with legs apart; shuffling walk; fiddling with nose, hair, ears or clothing; rough, jerky movements; spitting, chewing gum, biting nails; picking nose; unattractive body movements
Voice	Varied voice tone that is pleasing to the ear; voice loud enough to be heard but not too loud	Dull monotonous voice tones; shrill or harsh yelling; unpleasant laughter; voice too soft or too loud

Activity 9



- 1 In your exercise book, explain why you think it is important to make a good first impression.
- 2 Identify five key things that you first notice about a person when you meet them.
- 3 In small groups, prepare three short role-plays that show someone making a good or a bad first impression. Present your plays to the class and invite the rest of the class to judge whether the impression that you are demonstrating is a good or bad one.

Reserving judgement

What do you think is meant by the saying ‘don’t judge a book by its cover’? Have you ever heard it before?

This saying means that people should avoid making a judgement based only on how someone appears, as this can only give you an impression of someone. Like reading a book, it is not until you have had a chance to get to know someone that you can really know what they are like.

As much as it is important to acknowledge that everyone can judge others and be judged by others based on first impressions, it is also important to remember that first impressions can be wrong. It takes a long time to get to know another person’s true personality and character. Sometimes, you will get a good first impression about someone, but later change your opinion. The reverse is also true. It is important to reserve your judgement based on your first impression and keep an open mind.

Unit 8.3 Entertaining and greeting guests

Greeting people



Solomon Islands cultures have different customs about what is correct behaviour when greeting someone. In some cultures, women will be criticised for shaking hands with family. In many circumstances, a person should not look another person in the eye, especially if they are a younger or lower status person talking to an older or higher status person.

Sometimes, it can be difficult to know when meeting someone from a different ethnic group or culture if you should follow your ideas and customs or theirs. Probably if they are in your area, you should follow your customs and you should return the courtesy if you are in their area. If you are in a town like Honiara, you may have to mix customs.

A good example is knocking on a door. In Europe, it is polite to knock on a door or house before being invited inside. In Solomon Islands, you would not normally knock on the door of a private house but call out or even just enter. You have to decide which to do according to where you are and who you are visiting. It is not always easy to know the right way to behave.



When you are introduced to someone smile, shake hands firmly, reply to the greeting, remember the person's name and, if culturally acceptable, look into the other person's eyes when you are speaking.

A bad impression is given if you do not smile, give a limp handshake or squeeze the other person's hand too tightly, mumble a greeting or do not look at the person to whom you are being introduced.

Entertaining people

It is very important to make your guests feel welcome and comfortable. It is also important that you are comfortable and are yourself. Ideally, you should appear interested when your guest is speaking to you, ask questions, talk about interesting topics, know about current events, let the other person speak without interruption, be tactful, try not to hurt the other person's feelings, disagree tactfully so as not to start a fight or heated debate and speak clearly and confidently.

You will risk making your guest feel unwelcome if you yawn and appear bored, talk a lot about yourself, continuously interrupt the other person, disagree violently, are aggressive in manner, raise your voice and become angry if others do not agree with you, walk away while someone is talking to you, use bad language, show your ignorance, speak too quickly or too softly and are unable to talk about interesting topics or current events.

Activity 10



- 1 Make an honest list of the good and bad points that apply to you when meeting other people. How could you improve yourself to make a better impression?
- 2 Think of someone you know. Without telling them, make a list of their good and bad points when they meet and entertain people.
- 3 In pairs, take turns role-playing meeting people and making a good or bad impression. Practise different types of greetings.

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Solomon Islands Home Economics

Year **9**

Learner's Book

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