

Solomon Islands

Primary Social Studies

Teacher's Guide

Year 5



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Introduction to the Teacher's Guide

This Teacher's Guide supports the *Solomon Islands Primary Social Studies Learner's Book Year 5*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing you use will vary according to your own circumstances.

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

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

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

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

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

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

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

Outcomes-based education and the learner-centred approach

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

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

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

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

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

The approach of the Learner's Book

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

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

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

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

The Learner's Book and the syllabus

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

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

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

Timing of the syllabus

The time available for Year 5 Social Studies is five periods of 40 minutes per week. While some teachers may find that they do not have time to complete all the activities in the Learner's Book, others may complete them all with time to spare. If you do not have time, leave out some sections and move on to the next topic. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every strand of the syllabus. If you have very quick learners, make up extra exercises that challenge them to think about the topic in greater depth.

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

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

Yearly program planner

The yearly program planner shows the Year 5 learning program for the Primary Social Studies course and the suggested teaching times based on eight teaching weeks per term and 32 teaching weeks per year.

Term 1											Periods	Term 2										Periods	
Week	1	2	3	4	5	6	7	8	9	10	40	1	2	3	4	5	6	7	8	9	10	40	
	Changes in the Way We Live TCC 40 periods 8 weeks											Growing up in Solomon Islands CS 25 periods 5 weeks					Money REA 15 periods 3 weeks						
Term 3											Periods	Term 4										Periods	Periods for year
Week	1	2	3	4	5	6	7	8	9	10	40	1	2	3	4	5	6	7	8	9	10	40	160
	Money REA 15 periods 3 weeks					Our National Government GL 25 periods 5 weeks							Natural Hazards PS 10 periods 2 weeks					Solomon Islands in the Region PS 30 periods 6 weeks					

Strand titles

TCC Time, Continuity and Change

CS Culture and Society

REA Resources and Economic Activities

GL Governance and Leadership

PS Place and Space

Teaching methods

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

Fieldwork and excursions

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

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

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

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

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

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

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

Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork, collecting the information through one or more of the techniques explained in this section, and organizing the information in a logical and clear manner. In Year 5, you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions in a questionnaire.

Many of the units in the Years 4 and 5 English course teach learners about research and report writing, so you should know what learners are doing—you could even share an exercise as part of their English course.

Group work

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

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

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

- **Choose the topic.** Groups can only discuss topics that they know something about and that allow a range of points of view or opinions. You cannot discuss a topic such as ‘How are volcanoes formed?’ because there is only one answer to the question and answers are either right or wrong. You can discuss ‘How can people who live near volcanoes prepare for what to do if the volcano erupts?’ There are many different answers and each learner can have different ideas.
- **Set the objective.** Make sure groups know exactly what to discuss and have a set of clear questions to answer. It is not enough just to say ‘discuss this topic’.
- **Organize the groups.** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all wantoks. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organize the seating.** Good discussion will take place only if learners face each other in a circle. You cannot have a discussion with someone’s back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms, you may allow some groups to have their discussion outside.
- **Circulate and listen to progress.** It is best to do this only after giving time for discussion to start. Try to make sure that everyone is given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, give some extra questions or ask individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used.** In Year 5, most learners will want to use Pidgin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if all in the group speak it, but try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Report back.** It is often a good idea to appoint a ‘Chair’, who will report back to the whole class at the end, but this is not always

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

Debate and discussion

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

Debates are good for encouraging learners to form their own opinions about a topic. Even in Year 5, we should encourage this, using simple topics such as ‘Do you think girls and boys should be treated equally?’. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

Presentations

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

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

Other types of presentations are:

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

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

Graphs and statistics

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

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

Research interviews and questions

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

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

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

Guest speakers

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

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

Visits

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

Case studies

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

Assessment: recording, monitoring and reporting

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

A good system for learner assessment involves:

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

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

Purpose of assessment

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

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

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

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

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

Summative assessment tells you what learners have learnt or can do after a whole section of teaching, for example a unit or chapter test. Tests must assess skills as well as knowledge. You should test whether or not learners can read a thermometer, use a compass or interpret directions using a compass, as well as test the factual knowledge they have learnt.

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

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

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

Principles of assessment

To ensure that assessment is effective, assessment practices should:

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

Assessment techniques

Assessment techniques include the following:

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

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

Recording learners' achievements

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

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

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

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

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

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

Monitoring learners' achievements

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

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

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

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

Reporting learners' achievements

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

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

Calculation of progressive achievement level for formative assessment

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

Calculation of progressive achievement level for summative assessment

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

Calculation of overall achievement level—formative and summative assessment

To calculate the overall achievement level, you need to add progressive achievement levels for formative and summative assessment and divide by 2. An award is issued to the learner in the form of a coloured certificate in recognition of their achievement. The table below shows achievement levels and the corresponding achievement awards.

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

Meetings with parents, learners and other stakeholders

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

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

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

Resources for Primary Social Studies

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

General resource items

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

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

School atlas of Solomon Islands	Spoons	Vines
Scissors	Squared paper	Wall maps for Solomon Islands, the Pacific region and the world
Set square	Sticks	Water
Small stones and sea shells	Sticky labels	Wax crayon
Soap	Stiff card	Weather vane
Social studies atlas of Solomon Islands	String	
Split pins or safety pins	Thermometer	
	Thread	
	Torches	
	Tracing paper	
	Trundle wheel	

Chapter 1 Changes in the Way We Live

Strand: Time, Continuity and Change

Suggested periods: 40 (8 weeks)

Sub-strand statement

There have been many changes and improvements in Solomon Islands since the introduction of rules and regulations. The missionaries and colonial administrators first introduced rules and regulations during the early contact days so that people could live peacefully in an orderly society.

General learning outcomes

Learners should:

- 5.1.1 know how people contact and interact with relatives, communities and people from other islands (U)
- 5.1.2 recognize the values, traditions, histories and languages of Solomon Islands (S)
- 5.1.3 understand some common rules and regulations set up by early colonial administrators and missionaries (U)
- 5.1.4 identify some changes and improvements within their communities (S).

Specific learning outcomes

Learners should be able to:

- 5.1.1.1 discuss in small groups the various ways in which people contact each other in communities and other islands
- 5.1.2.1 dramatise a scene in which the islanders contact other groups within Solomon Islands
- 5.1.3.1 identify and list some common rules and regulations imposed by colonial administrators and missionaries
- 5.1.4.1 draw and list some changes and improvements within their communities.

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify places on a map.	Pacific Islands wall map	<p>Activity 1 Study the Pacific Islands map on page 6 of the Learner's Book together with learners. Outline the three main ethnic groups—Melanesians, Polynesians and Micronesians—and explain the different characteristics of each. Ask questions about the map. Locate the three major ethnic groups in the Pacific region. You can use a large wall map.</p> <p>Some characteristic of the three major ethnic groups are:</p> <ul style="list-style-type: none"> • Melanesians—dark skin, very curly hair, live on large islands • Polynesians—light skin, straight hair • Micronesians—lighter skin, wavy hair, live on many small islands 	Page 6
Identify countries in the Pacific region.	Pacific Islands wall map	<p>Activity 2 Ask learners to begin by studying the map on page 6 for 3 minutes. Ask them to read 'Where did our ancestors come from?' in the Learner's Book. Talk through the text with learners. Ask questions to check that they have understood what they have read.</p> <p>As learners complete the table, supervise those who need help. Collect learners' books to mark or ask learners to exchange books then go through the table together.</p>	Page 7
Locate routes on a map.	Pacific Islands wall map, world wall map	<p>Activity 3 Before learners begin this activity ask them to silently read 'The first foreigners' on pages 8 and 9 of the Learner's Book. Ask learners questions about the text, explain some new words and discuss the picture. Ask learners to share a similar story they may have heard.</p> <p>This activity provides learners with the skills to find out the routes some European explorers followed. Assist them to trace the map.</p>	Page 9
Communicate findings orally and in written form.		<p>Activity 4 Organize learners into groups of four. Begin the lesson by asking them to share how they interact with friends in school, or in their communities. Explain the activity before learners complete it. At the end of the lesson, ask each group to share their findings with the whole class.</p>	Page 9

Processes and skills	Resources	Teacher's support notes	Learner's Book
Record information.		<p>Activity 5 Before explaining Activity 5, allow learners time to independently read 'Interaction and culture' on page 10 of the Learner's Book, then ask questions about the text and picture. When learners have completed the activity, collect their work and mark it. Choose some learners to share their work with the class.</p>	Pages 10–11
Communicate ideas orally and in written form based on knowledge and experience.		<p>Activity 6 Organize learners in pairs for this activity. Ask some pairs to share their list with the class. You may record their ideas on the board.</p>	Page 11
Find information using appropriate sources.		<p>Activity 7 Read and explain the activity to the class. Organize learners into groups of four to undertake the activity. Ask one person from each group to share their lists with the class.</p>	Page 12
Communicate ideas orally and in written form.	Large sheets of paper	<p>Activity 8 This is a brainstorm exercise. Organize learners into groups of four. Start by writing the question on the board. Ask volunteers to say what they think and record their answers on the board. Give each group a large sheet of paper to write the question and record their answers on.</p>	Page 12
Identify appropriate people and ask relevant questions.		<p>Activity 9 Homework Learners silently read 'Changes in the way we live' and examine the photos on pages 12 and 13 of the Learner's Book. Ask questions to ensure they understand the task they are required to do. Talk about the changes illustrated in the photos. Ask learners to share other changes they can think of. Record their responses on the board. Learners complete the activity as homework.</p>	Page 13

Processes and skills	Resources	Teacher's support notes	Learner's Book
Communicate findings orally.		<p>Activity 10 This activity follows on from Activity 9. Organize learners into groups of four to discuss their findings. Ask each group to present their findings to the class. Summarize each group's findings to conclude the lesson.</p>	Page 14
Identify and classify appropriate information.		<p>Activity 11 Explain the activity to the class. Ask learners for some examples before they begin the activity independently. They should copy the table into their exercise books to complete the activity.</p>	Page 14
Record information about own culture.		<p>Activity 12 Ask learners to read the instructions for this activity. Encourage learners by giving an example. While learners are beginning the activity, move around the class to see what they write. You may ask learners to read their paragraphs to you independently.</p>	Page 15
Collect and record information.		<p>Activity 13 Homework Learners should read 'Language' on page 15 of the Learner's Book before they begin. Talk to them about the text and ask them to give examples of their own. Record their examples on the board. Explain the activity and ask questions to ensure that they understand what they need to do. Ask them to copy the questions into their exercise books and remind them that they will share their homework with the class in the next lesson.</p>	Page 16

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify appropriate people and ask relevant questions. Collect and record information.		<p>Activity 14 Homework Before beginning this activity, ask learners to tell the class about their findings for Activity 13.</p> <p>Learners should read the information under 'Pijin', 'Dress', 'Music', 'Gardening and settlement' and 'Diet' on pages 16 to 20 of the Learner's Book. Ask questions about the text and pictures to make sure they understand what they have read. Learners may give some of their examples about changes in their own communities or other communities. Record their ideas on the board. Explain the task to learners. Ask them questions to make sure they know what they have to do.</p>	Page 21
Process and communicate collected information.		<p>Activity 15 This activity follows on from Activity 14. Organize learners into groups of four and ask them to copy the table into their exercise books. In their groups, learners share and record their findings in their charts. Each group will choose a leader to present their group's findings to the class.</p>	Page 21
Process and communicate collected information.		<p>Activity 16 Homework You may start the lesson by revising the information under 'Pijin', 'Dress', 'Music', 'Gardening and settlement' and 'Diet' on pages 16 to 20 of the Learner's Book. Read and explain the activity. Ask learners questions to make sure they understand what they have to do.</p>	Page 22
Communicate ideas and beliefs.		<p>Activity 17 Learners should read 'Christian missions and health' on page 22 of the Learner's Book. This activity needs proper planning with learners as well as the community. Organize learners into groups of four. Allow them to choose, discuss and plan a simple project from the list in the Learner's Book or a project of their own choice.</p> <p>If the project needs a lot of work, learners should draft a letter to the Head Teacher outlining their intention and how they want to carry it out. This activity provides a good opportunity for learners to express their ideas orally and then in writing. The activity may take several days.</p>	Pages 23–24

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Find information using appropriate sources.</p> <p>Identify places on a map.</p>	<p>Permanent marker</p> <p>Tracing paper</p> <p>Solomon Islands wall map</p> <p>Solomon Islands map showing hospitals</p>	<p>Activity 18</p> <p>Organize learners into groups of four. Read and explain the activity to the learners and give them all a sheet of tracing paper.</p> <p>Alternatively, photocopy the map and distribute it to learners to mark and label the hospitals. If your class is big enough, allocate a group to each province. This activity may take two days. Display each group's work on the classroom wall.</p>	<p>Page 24</p>
<p>Collect and record information.</p> <p>Locate places on a map.</p> <p>Work with a group to complete a task.</p>	<p>Tracing paper</p> <p>Solomon Islands atlas</p> <p>Solomon Islands wall map</p>	<p>Activity 19</p> <p>Learners silently read 'Church schools' on pages 24 to 25 of the Learner's Book, then discuss the text together. Read the instructions and explain the activity to learners. Allow learners to do the activity individually or in groups. A large map of the province can be displayed to show schools around the island.</p>	<p>Page 25</p>
<p>Find information to create and interpret a timeline.</p>		<p>Activity 20</p> <p>Learners silently read 'Government schools' on pages 25 to 26 of the Learner's Book, then discuss their experience of school.</p> <p>Explain the activity to learners. Ask questions to make sure they know what they have to do. If your school is in an urban area, learners should find out when their religion or church started in their area.</p> <p>Learners must conduct research before beginning their timeline. They should complete this activity as homework.</p>	<p>Page 26</p>
<p>Communicate own viewpoints orally and in writing.</p> <p>Take responsibility and work effectively as a group.</p>	<p>Large sheets of paper</p>	<p>Activity 21</p> <p>This is a debate activity. Organize learners into groups of four and explain what 'debate' means.</p> <p>Ask learners to read and explain the instructions aloud to make sure they understand what to do. Learners write their ideas on large sheets of paper.</p> <p>For the debate, each group presents their point of view to the class. Remind other groups to listen and ask questions or provide constructive criticism.</p> <p>Conclude the lesson by summarising all learners' viewpoints.</p>	<p>Page 27</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Express and record ideas.	Large sheets of paper	<p>Activity 22 This is a brainstorming exercise. Organize learners into groups of four and discuss the activity with the class before they begin. Move around each group and provide guidance if needed. Ask the groups to share their viewpoints with the class. Allow learners to record each group's findings in their exercise books.</p>	Page 27
Communicate own viewpoints orally and in writing.		<p>Activity 23 Before learners begin the activity, ask them to read the information on page 28 of the Learner's Book. As a class, brainstorm what types of laws learners already know about. Read the information on page 28 of the Learner's Book and discuss with the class. Organize learners into groups of five and explain to them how to dramatize ideas before they begin the activity. Conclude the lesson with each group presenting their dramas to the class. Make positive and encouraging remarks at the end of each group's presentation.</p>	Page 29
Find information using appropriate sources.		<p>Activity 24 Before beginning the activity, learners silently read 'Trade' on pages 29 to 31 of the Learner's Book. Lead a discussion of the pictures and text by asking questions. Allow learners to complete the activity in pairs. Ask each pair to share their work with the class. Collect their work and mark it.</p>	Page 31
Identify places on a map. Find information using appropriate sources.	World wall map	<p>Activity 25 Ask for a volunteer to read the instructions for the activity and explain it to the class. Then read and explain the instructions and the example to learners. Ask learners to think of other products and the countries they originate from. You may ask learners to research things that are imported into Solomon Islands, for example packet noodles, soap, or canned corn beef. Learners may bring products from home to class and sort them according to where they were made. Learners may paste the labels of these products onto a big sheet of paper to display in class. This activity may take two days.</p>	Page 31

Processes and skills	Resources	Teacher's support notes	Learner's Book
Communicate own viewpoints in writing.		<p>Activity 26 Start the lesson by brainstorming why we need services such as roads, wharves, bridges, etc. What happens when these services are not available in our islands or communities? Learners may share their experiences. Ask learners to study the pictures and write two or more sentences on why we need these services in our country. Collect their work and mark it.</p>	Page 32
Identify and classify appropriate information.		<p>Assessment activity Ask learners to copy the table into their exercise books. Go through the examples in the Learner's Book and ask learners to complete the rest of the table independently. Collect learners' books for marking and recording purposes.</p>	Page 32

Activities and assessment answers

Activity 1 (page 6)

Learners will complete this activity as a class.

Activity 2 (page 7)

Melanesia	Polynesia	Micronesia
1 Vanuatu	1 Tonga	1 Kiribati
2 Papua New Guinea	2 Easter Island	2 Tuvalu
3 Solomon Islands	3 Tahiti	3 Marshall Islands
4 New Caledonia	4 Marquesas Islands	4 Caroline Islands
5 Fiji	5 Samoa	5 Marianas Islands
6	6 Hawaii	6 Guam
7	7 New Zealand (Maori)	7
8	8 Cook Islands	8

Activity 3 (page 9)

- Learners may answer Spain or Britain.
- Mendaña's first stop in the Pacific was Santa Isabel.

Activity 4 (page 9)

Some possible answers are as follows.

Ways of interacting in earlier times	Ways of interacting now
Blowing a conch shell	Writing letters
Meeting at the market place	Telephone
Doing traditional activities	Email
Feasting	Playing sports
Beating wooden drums	Attending workshops, meetings, conferences
Paddling canoes to other places	Attending weddings

Activity 5 (page 11)

Some possible ways in which learners' families may contact their relatives or friends are: mobile phone, radio, service message, fax, letter, telephone, through another person, etc.

Learners' reasons will depend on their own experience.

Activity 6 (page 11)

Learners' answers will depend on the type of groups and activities they participate in. Possible answers are:

- singing group
- birthday party
- sports team
- wedding
- school cultural activity
- official opening of a community project
- class picnic
- graduation day.

Activity 7 (page 12)

Learners' answers will depend on the outcome of the group discussion.

Possible answers are:

- radio
- mobile
- letter
- telephone
- fax
- public notices
- through other people.

Activity 8 (page 12)

1 Learners' answers will depend on the outcome of the group discussion.

Possible answers are:

- bride price
- appointment of a Chief
- feasting after funeral.

Activity 9 (page 13)

Some possible answers are as follows.

Our customs	Changes
Bark clothes	Dress, trousers
Wooden canoe	Boat with outboard motor

Activity 10 (page 14)

In groups of four, learners discuss their findings from Activity 9. One learner from each group presents findings to the class.

Activity 11 (page 14)

Cultural symbol	Plant	Animal	Other	Purpose (use)
Trochus shell necklaces		✓		
Bamboo strip necklaces	✓			
Shell money		✓		
Bird feathers		✓		
Tattoos			✓	
Cultural dress	✓			
Food dishes	✓	✓		
Languages			✓	

Activity 12 (page 15)

Learners' answers will depend on the language they speak fluently and how they can translate in written form.

Activity 13 (page 16)

Learners' answers will depend on what languages they, their family and their neighbours speak.

Activity 14 (page 21)

Learners' answers will depend on their findings from the elders they interview.

Activity 15 (page 21)

Learners' answers will depend on the elders they interviewed for Activity 14.

Activity 16 (page 22)

Learners' answers will depend on the group of people they research.

Activity 17 (pages 23–24)

This is a practical activity and results will depend on the project your class carries out.

Activity 18 (page 24)

Learners' answers will depend on which province each group traces, marks and labels.

Activity 19 (page 25)

Learners' answers will depend on which province they trace, mark and label.

Activity 20 (page 26)

Learners' answers will depend on which province or community they come from.

Activity 21 (page 27)

Learners will express their own viewpoints about their chosen topic.

Activity 22 (page 27)

Learners' answers will depend on each group's brainstorm. The definition of the two words can be found in the glossary at the end of the Learner's Book.

Activity 23 (page 29)

Learners will express their ideas in a group drama. Possible scenarios are:

- a conflict between families
- beating of children
- school punishment.

Activity 24 (page 31)

Infrastructure means 'basic structures and facilities necessary for a country to function efficiently'. Examples are:

- roads
- bridges
- transport
- buildings.

Export products are products that a country sells to other countries.

Some Solomon Islands export products are:

- timber
- fish
- gold
- logs.

Import products are products that a country buys from other countries. Some Solomon Islands import products are:

- computers
- cars
- phones
- trucks.

Activity 25 (page 31)

- 1 Solomon Islands trades with Australia, New Zealand, Japan, China and other Pacific Island countries.
- 2 New Zealand—milk, butter, meat; Australia—machinery parts, petrol, wheat; Japan—cars, trucks and buses; China—electrical goods, clothing.

Activity 26 (page 32)

Learners will complete this activity as a class. Some possible answers are as follows.

The photo at top left represents infrastructure—Helps people and things move from one place to another more quickly. Infrastructure makes people's lives easier.

The photo at bottom left represents export products—We sell our goods and products to other countries to bring in money. We use the money to pay for services such as health and education. People sell goods to earn money to improve their livelihoods.

The photo on the right represents import products—We import goods that we don't have or make in the Solomon Islands. We form relationships with the countries from which we import goods.

Assessment activity (page 32)

Some possible answers are as follows.

Advantages	Disadvantages
1 Introduction of law and order	Tambu sites destroyed
2 Modern medicine	New diseases
3 Modern clothes	Pijin words mix with our languages
4 Schools	School books are expensive
5 Clinics	Some rules and laws are against our customs
6 Freedom to practise new religions	Conflict among different religious groups

Chapter 2 Growing up in Solomon Islands

Strand: Culture and Society

Suggested periods: 25 (5 weeks)

Sub-strand statement

In Solomon Islands, there are both traditional and non-traditional cultural practices. People need patience, tolerance and courage to overcome the many challenges that may be encountered when communicating with groups with different cultural practices and beliefs.

General learning outcomes

Learners should:

- 5.2.1 know how to interpret features on maps (S)
- 5.2.2 know that cultural challenges are encountered while growing up (K)
- 5.2.3 understand the values, beliefs and traditional practices of different groups in Solomon Islands (K/U)
- 5.2.4 appreciate that growing up with other groups is part of learning (A)
- 5.2.5 recognize the importance of duties and obligations at home and school in the learning process (S).

Specific learning outcomes

Learners should be able to:

- 5.2.1.1 locate the islands that are occupied by the three main ethnic groups on a map
- 5.2.2.1 identify cultures which bring learning while socializing with other groups
- 5.2.3.1 describe the traditional practices of the different groups in Solomon Islands

5.2.3.2 dramatise a selected cultural event

5.2.4.1 list some examples of the challenges that are inevitable in life

5.2.5.1 discuss the importance of duties and obligations (for example cooking, washing etc).

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identifying places on a map.	Solomon Islands map	<p>Activity 1 Start the lesson by asking learners to show where they live on the map in the Learner's Book. You could use a wall map if there is one available. Discuss the direction N (north) at the top and the scale shown at the bottom left-hand side of the map. Allow learners to complete the activity in pairs. Collect their work to mark or go through the corrections together as a class.</p>	Page 34
Communicate own viewpoints.		<p>Activity 2 Learners begin by silently reading Elena's, Sogo's and Tony's stories on pages 35 and 36 of the Learner's Book. When they have finished, conduct a class discussion. Organize learners into groups of five to do the activity. Ask learners to elect one person from each group to present their findings to the class. Encourage learners to listen to and ask questions of each presenter.</p>	Page 36
Record own viewpoints.		<p>Activity 3 Ask learners to read the instructions for the activity. Ask questions to make sure they understand what they need to do. Supervise those who need assistance. Conclude by asking learners to share their work in pairs or with the class.</p>	Page 37
Record information about text. Analyze data.		<p>Activity 4 Before beginning Activity 4, learners silently read 'People in Solomon Islands' on pages 37 to 39 of the Learner's Book. Ask questions and talk about the pictures and information in the table. Organize learners into groups of three to do the activity. Supervise those who need assistance. Conclude by asking learners to share their findings with the class.</p>	Page 39
Use a map to obtain information.		<p>Activity 5 Organize learners into groups of three and ask them to copy the table into their exercise books before beginning the activity. Learners elect one person from each group to present their findings to the class. Collect their work and mark it.</p>	Page 40

Processes and skills	Resources	Teacher's support notes	Learner's Book
Record and present information about own families and communities.		<p>Activity 6 Read and discuss with learners 'The diversity of Solomon Islands' on page 40 of the Learner's Book. Talk about the picture and discuss the meaning of 'gender' and other words that learners may not understand. Ask learners to talk about diversity in their families or communities. Organize learners into groups of four to complete the activity. Supervise those who need assistance. Conclude by asking learners to share their findings with the class.</p>	Page 41
Share own viewpoints with others.		<p>Activity 7 Ask learners to begin by silently reading 'Our society' on page 41 of the Learner's Book. Ask questions to check that they really understand the text. Discuss the pictures with the class. Organize learners in groups of five to complete the activity. Supervise those who need assistance. Conclude by asking learners to share their findings with the class.</p>	Page 42
Record information through interviewing. Organize and share information collected through interviewing.		<p>Activity 8 Homework Explain to learners that they will ask someone in their family about a traditional song or story. Remind learners that they must record the song or story in their exercise books because they will share it with the class in the next lesson.</p>	Page 43
Record information about own beliefs.		<p>Activity 9 Ask learners to read through the activity. Ask them to explain what they are going to do. Brainstorm some ideas with the class before allowing learners to work independently. Conclude by allowing them to share their idea with the class or in groups.</p>	Page 43

Processes and skills	Resources	Teacher's support notes	Learner's Book
Interpret and record information.		<p>Activity 10 Ask learners to begin by silently reading 'Our changing cultures' on pages 43 to 45 of the Learner's Book. Conduct a class discussion by asking learners questions about themselves relating to the text. Organize learners into pairs and encourage them to continue the discussion. Supervise those who need assistance. Conclude by asking learners to share their findings with the class.</p>	Page 45
Record information through a survey. Communicate findings of a survey.		<p>Activity 11 Homework Explain to learners what they have to do. Remind them that they will share their survey with the class in the next lesson.</p>	Page 46
Record information about own family.		<p>Activity 12 Before explaining this activity, allow time for some learners to present their survey results to the class. Learners silently read Jeremy's story on page 47 of the Learner's Book. Discuss the information with them. Briefly go through the instructions for the activity then allow them to complete it independently. Supervise those who need assistance. Conclude by asking learners to share their findings with the class.</p>	Page 47
Record own viewpoints.		<p>Activity 13 Organize learners into groups of four. Brainstorm some of the skills they learn at home before allowing them to complete the activity. Supervise each group and conclude by asking groups to share their findings with the class.</p>	Page 48
Communicate own feelings and beliefs.		<p>Activity 14 Ask learners to begin by silently reading 'Life skills for boys and girls' on pages 48–49 of the Learner's Book, then read aloud together as a class. Discuss the text and the pictures by asking questions. Encourage learners to ask questions if they need more explanation. Explain the activity before learners complete it independently. Conclude by asking learners to share their answers with the class.</p>	Page 49

Processes and skills	Resources	Teacher's support notes	Learner's Book
Share and record own viewpoints.		<p>Activity 15 Ask learners to begin by silently reading 'Young people's expectations' on page 50 of the Learner's Book. Ask some learners to explain the text to the class. Conduct a discussion by asking a few questions relating to the text and learners' experiences in their own communities. Organize learners into pairs to complete the activity. Ask learners to present their answers to the class at the end of the lesson. You might write their answers on a big chart to display on the classroom wall.</p>	Page 50
Communicate feelings and beliefs.		<p>Activity 16 Organize learners into groups. Allow them time to read the activity and ask one learner to explain what they are going to do. Allow learners to complete the activity. Conclude by asking each group to present their answers to the rest of the class.</p>	Page 51
Communicate and share own viewpoints. Make decisions.		<p>Activity 17 Ask learners to begin by silently reading 'Changes in young people's behaviour' on page 51 of the Learner's Book. Ask some questions about the text and discuss each bullet point with the class. Encourage learners to share some of their own experiences. Learners then read the instructions for the activity silently. Ask questions to make sure they understand what to do. Organize learners into groups of five and allow them to complete the activity. Supervise each group and conclude with each group sharing their answers with the class.</p>	Page 52
Communicate and share own viewpoints.		<p>Activity 18 Organize learners in small groups to do the activity. Supervise each group and conclude with each group sharing some of their ideas with the class. Note: 'traditional dish' refers to any traditional way of preparing a local meal.</p>	Page 53

Processes and skills	Resources	Teacher's support notes	Learner's Book
Find and record information using maps.	Solomon Islands map	<p>Activity 19 Ask learners to silently read 'Traditional food preparation' on pages 53 to 54 of the Learner's Book. Ask learners questions about the recipes and pictures, for example which recipes are similar to theirs? Organize learners into pairs to do the activity using the map on page 34. Check each pair to see their mapping skills. Note: A wall map of Solomon Islands must be put up on the board because the map provided in the Learner's Book does not cover all the islands in Solomon Islands.</p>	Page 55
Identify appropriate people to obtain information from.		<p>Activity 20 Homework This activity requires learners to interview an elder at home. Before explaining the instructions for the activity, allow time for learners to share any type of traditional cooking method they know.</p>	Page 56
Share collected information with the class.		<p>Activity 21 This activity follows on from Activity 20. Ask learners if they encountered any problems when doing the activity at home. List and discuss their responses. Organize learners into groups of four to discuss their recipes. Encourage learners to ask questions of each presenter. Comment positively on each group's presentation.</p>	Page 56
Record information in the table.		<p>Assessment activity Allow learners to read the activity silently. Explain and let them do it. Collect books for marking and recording purposes. Go through the examples in the Learner's Book and ask learners to complete the rest of the table independently. Collect books for marking and recording purposes.</p>	Page 56

Activities and assessment answers

Activity 1 (page 34)

Learners will have their own answers for Questions 1 to 4.

- 5 South (S)
- 6 North (N)
- 7 West (W)
- 8 South-west (SW)
- 9 North-west (NW)
- 10 Malaita Province

Activity 2 (page 36)

Learners will give their own opinions for the three questions.

Activity 3 (page 37)

Learners will write about their own experiences.

Activity 4 (page 39)

- 1 Melanesian
- 2 Unspecified
- 3 5.5%. Learners calculate this by adding the numbers of people in each population group, then dividing their total by 100. They can check that this percentage is correct by adding up the percentages given for each population group in the last column. The answer should be the same.

Activity 5 (page 40)

1

Melanesian	Micronesian	Polynesian
Guadalcanal Isabel Malaita Reef Islands Santa Cruz Makira Savo Big and Small Ngella Russell Island	Wagina Gizo Shortlands	Rennel and Bellona Sikaiana Island Lord Howe Island Darf Pileni Matema Nifiloli Nukapu Anuta Tikopia

- 2 Learners will have different answers, depending on where they come from.

Activity 6 (page 41)

Learners will have different answers.

Activity 7 (page 42)

Learners will have different answers.

Activity 8 (page 43)

Learners will have different stories or songs.

Activity 9 (page 43)

For this activity, answers will vary depending on learners' ideas and feelings.

Activity 10 (page 45)

Learners can have different answers. Below are some possible answers.

- 1 Christina was uncomfortable about wearing a grass skirt and participating in traditional dancing.
- 2 Christina's aunt helped Christina by explaining that:
 - it is important to keep traditions and culture alive
 - many generations of women had passed on the skills of traditional dancing and making grass skirts to the young girls
 - Christina may want to teach her own children these skills.
- 3 Learning to make traditional things helps us to know our culture and enables us to pass the skills on to our children, so that the skills can live on.
- 4 Learners will have different viewpoints.

Activity 11 (page 46)

Learners' answers depend on who they surveyed. Some possible answers are as follows.

Ways of living/ culture	Changes that have occurred	People's opinions about these changes
Food	Now a bigger choice of food than before, especially in the stores.	I like to eat different types of food. However, new foods are expensive, and small children ask for many things.
Dress	Dresses are now colourful and sleeveless. Some dresses are long and some are short.	I would like a new colourful dress but it will be expensive.
Trade	There are now more things from other countries, like furniture and food.	Because of trade, there are better ways of living.
Physical change (for example buildings, roads)	Now we have tar roads and big, tall buildings.	Tar roads make life easier, as travel is quicker, and bigger buildings mean more space.
Languages	We now mix Pijin with English words.	Traditional words are being lost.

Activity 12 (page 47)

Learners will have different factual reports about their families.

Activity 13 (page 48)

Learners will have different skills. Some common skills are:

Skill	Teacher
<ul style="list-style-type: none"> • cooking • learning Motu • sweeping the house • washing clothes, pots and plates 	mother, grandmother, aunt or sister
<ul style="list-style-type: none"> • cutting firewood 	mother, father, grandfather, uncle or brother
<ul style="list-style-type: none"> • tending to garden • making a bow and arrow or a sling • building a house 	father, uncle or brother
<ul style="list-style-type: none"> • fishing • hunting pigs, opossum, birds or flying foxes 	father, grandfather, uncle or brother
<ul style="list-style-type: none"> • weaving a mat, basket or hat 	mother, grandmother or aunt

Activity 14 (page 49)

Learners will have different answers.

Activity 15 (page 50)

Learners will have different answers.

Activity 16 (page 51)

Possible answers are as follows:

- 1 Young people will become sad and form gangs.
- 2 Some illegal activities could be:
 - forming gangs to steal
 - breaking into houses
 - drinking alcohol and causing disturbance in the community
 - stealing other people's property
 - destroying school property
 - planting and selling marijuana to other young people and smoking marijuana
 - brewing alcohol such as kwaso or homebrew and selling it to people.

3 Honiara, Auki, Gizo, Makira, Tulagi, Buala, Lata, Taro etc. because they are the headquarters of each province. There are more people, more shops, officers and job opportunities.

Activity 17 (page 52)

Learners will have different answers.

Activity 18 (page 53)

Learners will have different answers.

Activity 19 (page 55)

- Masi masi from Isabel Province on Isabel Island
- Bia from Balalae Island in the Shortland Islands in the Western Province
- Nambo from Temotu province

Activity 20 (page 56)

Learners' answers will depend on the people they interview.

Activity 21 (page 56)

Learners' answers will depend on the information they collected from Activity 20.

Assessment activity (page 56)

Possible answers are as follows.

Ethnic group	Similarities	Differences
Melanesian	<ol style="list-style-type: none"> 1 Food preparation 2 3 	<ol style="list-style-type: none"> 1 Local language 2 Culture 3
Polynesian	<ol style="list-style-type: none"> 1 Food preparation 2 3 	<ol style="list-style-type: none"> 1 Local language 2 Culture 3
Micronesian	<ol style="list-style-type: none"> 1 Food preparation 2 3 	<ol style="list-style-type: none"> 1 Local language 2 Culture 3

Chapter 3 Money

Strand: Resources and Economic Activities

Suggested periods: 30 (6 weeks)

General learning outcomes

Learners should:

- 5.3.1 know that money is a form of exchange (K)
- 5.3.2 know that money has value because a nation has wealth (K)
- 5.3.3 know that there is a system for handling a nation's money (A)
- 5.3.4 understand that banks earn money by charging fees for handling other people's money (U)
- 5.3.5 appreciate the importance of planning to save and use money (A).

Specific learning outcomes

Learners should be able to:

- 5.3.1.1 explain the differences between various types of exchange (for example cash, credit, bartering)
- 5.3.2.1 list five different uses of money in the community
- 5.3.2.2 select examples of money from a collection of pictures that show coins, notes, bank cards and traditional forms of money, and explain whether each is considered valuable
- 5.3.2.3 find out why we use banks
- 5.3.2.4 identify the services that banks offer to people
- 5.3.2.5 identify proper ways of spending and saving money (for example planning or budgeting, record keeping and banking need).

Processes and skills	Resources	Teacher's support notes	Learner's Book
Analyze a picture.		<p>Activity 1 Start the lesson off by brainstorming with learners. Ask questions such as: how did our people long ago trade or buy goods? Encourage learners to talk freely. Talk about the pictures in the Learner's Book. Go around the class and listen to their discussions. You can ask learners to write down their discussion points in their exercise books. Conclude the lesson by asking learners to share what they have discussed to the whole class.</p>	Page 58
Identify and record appropriate information.		<p>Activity 2 Learners silently read 'Subsistence living' on pages 58 and 59 of the Learner's Book. Allow some volunteers to explain the text in their own words. Talk about the text by asking questions. Now read and explain the activity. Learners complete the given table with appropriate words. Collect their work and mark it.</p>	Page 59
Describe own traditional practice in written form. Cooperate in group decision making		<p>Activity 3 Ask for volunteers to read 'Early and traditional money' on pages 59–60 of the Learner's Book. Talk about the text and the pictures by asking questions. Allow learners to read the text again independently and complete the activity. Conclude the lesson by asking a few learners to share with the class what they have written.</p>	Page 60
Identify places on a map. Communicate views.	Solomon Islands map	<p>Activity 4 Ask learners to form into pairs and read 'Development of modern money' on page 61 of the Learner's Book. Discuss the text and the pictures. Organize learners in small groups. Explain the activity and allow learners to complete it. Conclude the lesson by asking learners to share what they have discussed with the whole class.</p>	Page 61

Processes and skills	Resources	Teacher's support notes	Learner's Book
Collect and record information on money usage.		<p>Activity 5 Homework Start the lesson by brainstorming how learners and their families use money. Read 'Using money' on page 62 of the Learner's Book. Talk about the text and the pictures.</p> <p>Point out to learners that they will have to collect and record information at home on questionnaires. Ask them to copy the questions in their exercise books and complete the activity as homework.</p>	Page 63
Analyze and compare information. Work with a group.		<p>Activity 6 This is a follow up on Activity 5. Go over the instructions with learners and organize them into groups of four. Allow each group to select a representative to present their points to the whole class. Allow other groups to listen to the presenting groups and ask questions or comment.</p>	Page 63
Identify and process information to come to appropriate conclusions. Work in groups using cooperative learning skills.		<p>Activity 7 Ask learners to read 'Spending and saving money' together on pages 63 to 64 of the Learner's Book. Provide an example of a spending plan and go through it with learners. Talk about the text then read and explain the activity. Learners will work in pairs to do their home spending plan. Assist those who need help to ensure that they do this activity properly. Ask some pairs to present their plan to the class.</p>	Page 64
Identify appropriate people and ask relevant questions.		<p>Activity 8 Homework Learners read the information on page 64 of the Learner's Book in groups then brainstorm different ways of earning money. Point out to learners that they will need to collect and record information from their community for this activity. Ask them to do this activity in their exercise books as homework.</p>	Page 65

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Collect and record information. Compare information.</p>		<p>Activity 9 Learners will do this activity as homework. Before beginning the activity, allow time for learners to share their homework from Activity 8 then brainstorm what learners like to spend money on. Learners silently read 'Spending money' on page 65 of the Learner's Book. Talk about the information. Ask volunteers to explain the text in their own words. Remind learners that they must always check the glossary for the meanings of any new words. Read and explain the activity. Ask learners to copy the table in their exercise books and complete the activity as homework. Remind learners that the homework will be covered first thing in the next lesson.</p>	Page 65
<p>Communicate findings. Develop good relationships with others and work cooperatively.</p>		<p>Activity 10 This activity follows on from Activity 9. Organize learners in pairs to compare the prices they collected in the previous activity. Check that they answer the questions correctly. Conclude the lesson by going through the answers together with the whole class.</p>	Page 66
<p>Communicate and record own beliefs.</p>		<p>Activity 11 Read and discuss 'Saving for emergencies' on page 67 of the Learner's Book. Ask volunteers to explain the text in their own words. Discuss different types of emergencies. Explain the pie graph. Conclude by allowing learners to share what they have written to the class.</p>	Page 67
<p>Compare information. Listen to the views of others.</p>		<p>Activity 12 This activity follows on from Activity 11. Organize learners into groups of four to identify differences in pie graphs. Ask learners to record the differences and share with the class.</p>	Page 67

Processes and skills	Resources	Teacher's support notes	Learner's Book
Ask relevant questions.		<p>Activity 13 Read and discuss 'Keeping records' on page 67 of the Learner's Book with learners. Check the glossary at the end of the Learner's Book for the definitions of 'revenue' and 'expenses'. Explain the terms from the table so that learners know what they mean. Ask learners to copy and complete the table in their exercise books. Assist learners to complete the table.</p>	Page 68
Discuss and share information on the given text.		<p>Activity 14 Learners read 'Planning and setting goals' on pages 68 to 69 of the Learner's Book. Talk about the information and the pictures. Define 'essential' and 'non-essential' for learners. Collect their work and mark it. Review the lesson by asking learners to compare their views on essential and non-essential items.</p>	Page 69
Analyze data. Record information. Work with a group.		<p>Activity 15 Ask all learners to read aloud 'Budget' on pages 70 to 71 of the Learner's Book. Girls take the part of Erika and boys take the part of her uncle in the conversation. Discuss what a budget is. Explain the activity and read through the information in the table. This activity will take two days of group work. Collect learners' work and mark it.</p>	Pages 72–73
Analyze information. Record information about own family.		<p>Activity 16 Learners read 'Family budget' on page 73 of the Learner's Book. Discuss the information and the table. Make sure learners understand what budgeting means. Point out, too, that the Family Budget table on page 73 refers to money earned and spent in a fortnight, while questions 3 and 4 in the activity refer to spending and saving over a month. Collect their work and mark it.</p>	Page 74

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify and record appropriate information. Calculate answers from given data.		<p>Activity 17 Start the lesson by brainstorming what learners think a personal budget is. Read Bobby's story on page 74 of the Learner's Book together and discuss the key points of Bobby's budget. Conclude by asking the answers from learners.</p>	Page 75
Analyze data. Work with a partner.		<p>Activity 18 This activity follows on from Activity 17. Organize learners into pairs and review Bobby's story. Ask learners to read and explain the questions before asking them to complete the activity.</p>	Page 75
Record personal information.		<p>Activity 19 Revise the concept of budgeting and why people have budgets. Make sure learners understand what they have to do for this activity. Check that they draw up their own personal budgets correctly. Collect their work and mark it. Conclude the lesson by drawing up an example of a personal budget on the blackboard, based on learners' findings.</p>	Page 76
Analyze a picture. Work with a partner.		<p>Activity 20 Discuss the picture on page 76 of the Learner's Book with the class. Allow learners to complete the activity. Collect their work and mark it.</p>	Page 77
Calculate revenue, expenses and profit. Work with a group.		<p>Activity 21 Teachers must inform parents about this activity. Write a letter to the parents two days before the activity is to be done. The money collected will go towards a class party at the end of the term. The learners should do the selling during break time. Organize learners into groups of four. Explain the instructions and ask the group leader to keep the record of the money, which has to be collected at the end of the activity. Guide and keep a close watch to the groups' selling and collection of money for the next two days. Note: If you cannot write a letter then ask the Head Teacher to give you \$50.00 to buy the peanuts. Share the peanuts equally among the groups.</p>	Page 77

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Calculate revenue, expenses and profit. Analyze data. Communicate and share information. Work with a group.</p>		<p>Activity 22 This activity follows on from Activity 21. Read 'Expenses', 'Revenue' and 'Profit' on pages 78 to 79 of the Learner's Book. Talk about the information and the picture. This activity requires each group to check on the outcome of their fruit-selling activity. Make sure that each group keeps an accurate record. Make sure they calculate the profits by deducting the total expenses from total revenue. Give learners some time to discover the answers by themselves before you discuss the answers as a class. Profit = Revenue – Expenses Check every group's record and help learners to correct any mistakes which arise. Remind learners that they have to present their reports in the next lesson.</p>	Page 78
<p>Calculate revenue, expenses and profit. Analyze data. Communicate and share information.</p>	Large sheets of paper	<p>Activity 23 This activity follows on from Activities 21 and 22. Distribute a large sheet of paper to each group. Check that every group writes down correct answers to the given questions. Ask each group leader to present their group's business report to the class. The money collected will be used for class party at the end of term.</p>	Page 80
<p>Calculate expenses and profit.</p>		<p>Activity 24 Read and discuss Mark's story on page 80 of the Learner's Book. Discuss the idea of profit and how Mark used his profit wisely. Go through the activity then allow learners to complete it in their exercise books. Ensure that learners understand the activity well. Go around and check learners' work. Conclude the lesson by asking learners about Tina's revenue, expenses and profit.</p>	Page 81
<p>Communicate and share own viewpoints.</p>		<p>Activity 25 Start by brainstorming some of the small businesses that operate close to where learners live. What type of business are they? How long they have been operating? Explain the activity then allow learners to do it in pairs.</p>	Page 81

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify appropriate people to give information through asking questions. Make generalizations based on information.</p>		<p>Activity 26 Invite a bank officer or a business teacher to talk about how a business can be successful. Before the talk, ask learners to prepare questions to ask the speaker, using 'why', 'what', 'who', 'where', 'how', and 'when'. These are some examples of questions that learners should prepare before the speaker delivers the presentation to the class.</p> <ul style="list-style-type: none"> • Why is it important to start a business? • What will happen to the profit? • Who will benefit from the business? • When is the best time for me to start my business? • If I start my business now, how will I cope with my study or school work? <p>Make sure that learners listen attentively to the speaker. Remind learners to take notes on any important information they hear.</p>	<p>Page 82</p>
<p>Communicate and share own viewpoints.</p>		<p>Activity 27 Ask learners to silently read 'Banking' on pages 82 to 84 of the Learner's Book. Discuss the information and the pictures with learners. Allow learners to share any of their experiences on banks and their services. Have learners make guesses at what they think the terms 'savings', 'loans', 'payments to other countries' and 'currency exchange' might mean. Discuss the advantages and disadvantages of joining a credit union as a class.</p>	<p>Page 84</p>
<p>Identify appropriate people to give information through asking questions. Record information.</p>		<p>Activity 28 Homework Ask learners to copy the questions in their exercise books and complete the activity for homework. Go through the questions and remind them to record their answers because they will be sharing their findings with the class in the next lesson.</p>	<p>Page 85</p>
		<p>Assessment activity Before completing the assessment activity, allow time for learners to share their homework from Activity 28. Explain the instructions for this activity to learners. Ask them questions to make sure that they understand what they have to do. Collect their work and mark it.</p>	<p>Page 85</p>

Activities and assessment answers

Activity 1 (page 58)

The people in the picture are exchanging fish with taro and pig with shell money.

Activity 2 (page 59)

Learners will come up with different answers. Possible answers are as follows:

Type of exchange	Goods exchange
1 Between individuals	Fish for taro
2 At a wedding	Shell money for bags of taro
3 Compensation	Traditional money
4 Land dispute	Food and custom money
5 To a Chief	Food and shell money

Activity 3 (page 60)

Learners will come up with different forms of traditional money depending on which province they come from.

- 1 Some possible answers are shell money, feather money, dolphin teeth, etc.
- 3 Answers will depend on learners' home provinces. Some people still use traditional money. They may use it for bride price, compensation for disputes over land, fights, opposite sex disputes, etc.

Activity 4 (page 61)

Islands identified can be Malaita, Guadalcanal, Choiseul, Savo etc.

Activity 5 (page 63)

Learners' answers will depend on who they interview.

Activity 6 (page 63)

Learners' answers will depend on their answers from Activity 5.

Activity 7 (page 64)

Learners will come up with their own answers.

Activity 8 (page 65)

Learners' answers will depend on the people they interview. Some possible answers are:

- selling cooked food, weaved mats, baskets and other artefacts, betel nut, fruits and vegetable, firewood and fish
- driving a taxi or bus, providing labour (working for someone).

Activity 9 (page 65)

Learners' answers will depend on what they like to buy from the shops.

Activity 10 (page 66)

Learners' answers will depend on the things they want to buy after checking the three shops they visited for Activity 9.

Activity 11 (page 67)

Learners' answers will depend on the things their wantoks usually ask their family for.

Activity 12 (page 67)

Learners' answers will depend on their findings from Activity 11.

Activity 13 (page 68)

Total revenue \$41.30

Total expenses \$8.00

Profit \$33.30

Activity 14 (page 69)

Item	Essential	Non-essential
Rice	✓	
Coca-Cola		✓
Ice-lolly		✓
Vegetables	✓	
MP3 player		✓
Clothes	✓	
Necklaces		✓
Pots	✓	

Activity 15 (pages 72–73)

Erika's earnings	Erika's earnings per month	Money spent	
\$5.00 every morning	\$25.00 a week, or \$100.00 a month	Ice-cream \$6	
Selling buns	\$29 a week, or \$116 a month	Chips \$3.75	
Selling empty cans	\$12.00 a month	Mum's present \$32.00	
	Total earned in a month \$228.00	Total spent in a month \$41.75	Monthly balance \$186.25

Activity 16 (page 74)

- Learners' answers will depend on their viewpoints.
- Food.
- \$710.00 each month.
- \$204.00 each month.
- Learners' answers will depend on their experience.
- Learners' answers will depend on their viewpoint.

Activity 17 (page 75)

Money earned (income)	\$50.00 pocket money \$30.00 paper money	Money spent (expenses)	\$20.00 bus fares \$40.00 food
Total money earned (income)	\$80.00	Total money spent (expenses)	\$60.00
Savings	\$20.00		

Activity 18 (page 75)

- \$20 on bus fares and \$40 on food = \$60
- \$20
- Learners' answers will depend on their viewpoints.
- To earn extra money.
- Learners' answers will depend on their viewpoints.
- Thirty months.

Activity 19 (page 76)

Learners' answers will depend on how much money they have.

Activity 20 (page 77)

- 1 People usually sell their produce at the market.
- 2 They sell fruits, food crops, fish, shells etc.
- 3 Canoe, taxi, bus, walking, boat, ship etc.
- 4 Customers.
- 5 The seller, farmer and/or producer.

Activity 21 (page 77)

Learners' answers will depend on how much money they have and how much they decide to sell their fruit for.

Activity 22 (page 78)

Learners' answers will depend on their answers from Activity 21.

Activity 23 (page 80)

Learners' answers will depend on the answers from Activity 21 and Activity 22.

Activity 24 (page 81)

Tina's revenue	10 pineapples at \$5 each
	$10 \times \$5 = \50.00 revenue
Tina's expenses	Taxi fare \$12, bus fare \$3 and market fee \$3
	Total expenses = \$18.00
Tina's profit	Revenue – expenses $\$50 - \$18 =$ profit of \$32.00

Activity 25 (page 81)

Learners will come up with different answers. Some possible answers are as follows:

- expenses are higher than revenue, resulting in no profit
- profits are quite small
- no proper planning of the business
- misuse of the business money
- goods are expired
- no marketing of the business
- unclean environment
- poor treatment of customers.

Activity 26 (page 82)

Learners' answers will depend on the speaker they are listening to.

Activity 27 (page 84)

Some possible answers are:

- helps you to get into habit of regular saving
- source of money if you need a loan.

Activity 28 (page 85)

Learners' answers will vary.

Assessment activity (page 85)

Learners' answers will depend on their one-month family financial record.

Chapter 4 Our National Government

Strand: Governance and Leadership

Suggested periods: 25 (5 weeks)

Sub-strand statement

Solomon Islands has a democratic system of government. This means that the people are represented by elected members of Parliament, who determine government policies that are then carried out by the executive arm of government.

General learning outcomes

Learners should:

- 5.4.1 know the structure of the SI National Government (K)
- 5.4.2 know the process of electing the Members of Parliament (K)
- 5.4.3 understand that the National Government is formed by selecting ministers from elected Members of Parliament (U)
- 5.4.4 analyze the responsibilities of Members of Parliament
- 5.4.5 be aware that the laws of the country are important for nation building (K)
- 5.4.6 realize that law and order contribute to nation building, by ensuring a peaceful society (U).

Specific learning outcomes

Learners should be able to:

- 5.4.1.1 describe the structure of the SI National Government
- 5.4.2.1 outline the process of electing the Members of Parliament
- 5.4.3.1 name the national Members of Parliament for the provinces
- 5.4.4.1 state that the Prime Minister is elected by Members of Parliament
- 5.4.5.1 describe four responsibilities of government ministers
- 5.4.6.1 give five laws made by our government
- 5.4.6.2 list four advantages of obeying the country's law and four disadvantages of not obeying the law.

Processes and skills	Resources	Teacher's support notes	Learner's Book
Communicate and record own viewpoints.	Large sheets of paper	<p>Activity 1 Start the lesson by asking learners to read the instruction and write down what they think 'National Government' means. When learners have written in their exercise books, ask them to share their responses with a partner or to the whole class. You can record learners' responses on a large sheet of paper for future reference. Ask them to read the story about Paul and Mark on pages 87 and 88 of the Learner's Book and compare it with their initial responses.</p>	Page 87
Communicate and share own viewpoints. Work with a group.		<p>Activity 2 Read together with learners 'Structure of the National Government' on pages 88 to 89 of the Learner's Book and discuss the diagram. Organize learners into groups of five. Allow them to write their responses for each question and ask each group to share their answers.</p>	Page 89–90
Analyze and compare information.		<p>Activity 3 Read and discuss 'Electing Members of Parliament (MPs)' on pages 89 to 91 of the Learner's Book. Ask learners to look at the 'Populations and constituencies' table of Solomon Islands provinces on page 91. Allow them to study the table carefully before they answer the questions.</p>	Page 92
Interpret a timeline. Communicate and record information.	Up-to-date list of the Members of the Parliament	<p>Activity 4 Ask learners to form into pairs and read 'Voting' on page 92 of the Learner's Book and discuss. Remind them to study the timeline in the Learner's Book carefully before answering the questions.</p>	Page 93–94
Identify appropriate people and asking relevant questions to obtain information.		<p>Activity 5 Homework Talk about the political parties in Solomon Islands. As a teacher, you need to do your own research on this matter to help learners. Read through the instructions with learners. Ask them to find out about the political parties in Solomon Islands for homework. Remind them to record their findings in their exercise book and prepare to share their findings in class.</p> <p><i>Tip</i> Some political parties are: People's Alliance Party (PAP), Solomon Islands Democracy Party (SIDP), OUR Party.</p>	Page 95

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Communicate and share ideas through a role-play.</p>		<p>Activity 6 Before beginning this activity, allow time for learners to share their homework from Activity 7. Learners read 'Holding elections' on pages 94 to 95 of the Learner's Book carefully. Ask for volunteers or choose learners to perform roles for the election. Involve the remaining learners as voters in the role-play. They can vote on an issue developed in Activity 2 on page 89.</p>	<p>Page 96</p>
<p>Work cooperatively with others and record appropriate answers.</p>	<p>Large sheets of paper Crayons and/or coloured pencils</p>	<p>Activity 7 Organize learners into groups. You should vary the groups so that learners do not work with the same group all the time. Read and explain the instructions for the activity. Ask learners to make posters that candidates might have used during election campaign. Refer back to Activity 2 on page 89 and the issues each group raised about making school decisions. Develop posters about school issues.</p>	<p>Page 97</p>
<p>Explain how problems might be solved and what might happen.</p>		<p>Activity 8 Learners silently read 'Responsibilities of a Member of Parliament' on pages 98 to 99 of the Learner's Book. Organize learners into groups of three for the activity. Encourage learners to give reasons for the choices they make in their groups. Give time for each group to present their findings to the whole class. Discuss whether the choices they make will assist communities or individuals.</p>	<p>Page 99</p>
<p>Work cooperatively with others and record appropriate answers. Ask relevant questions.</p>	<p>Current list of Ministries</p>	<p>Activity 9 Learners silently read 'The work of the National Government' and 'The work of Government Ministries' on pages 100 to 101 of the Learner's Book. Conduct a discussion session by asking questions about the text and pictures. Ask learners to study the drawing on page 102 carefully before doing the activity. They should identify and write at least five services that the National Government provides for the people. Ask them to further identify the ministries that provide the services. Help learners to write three questions about the work of the National Government.</p>	<p>Page 102</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Read and understand information.		<p>Government income and expenses Go through the text and diagram carefully with learners. Make sure they understand the process. Choose four groups to represent Government income and five groups to represent Government Spending. Use imaginary money to show how the money comes and goes out.</p>	Page 103
Communicate and share information through a role-play.		<p>Ministry of Education Go through the process of making this book carefully with learners. Make sure they understand it. The chart illustrates the stages in the production of a text book for use in schools. Divide the class into six groups. Assign each group a job in the process of making this book. They then role-play what they do and explain their jobs.</p>	Page 104
Record and explain answers to given questions.	Current lists of Ministries and Ministers of the National Government Newspaper articles	<p>Activity 10 Provide some newspaper articles or information sheets on the current Ministries and Ministers of the National Government in the class. Ask learners to do the activity. You may invite guest speakers who have worked in Government Ministries to speak and answer prepared questions.</p>	Page 105
Identify appropriate people and ask relevant questions.		<p>Activity 11 Homework Allow learners time to study the instructions for this activity. Remind them to ask members of their family to help them with this research. The learners should copy each question into their exercise books and use it to record their findings. They should present their findings to the class in the next lesson.</p>	Page 105

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Obtain information from a variety of media.</p> <p>Collect data through interviews or observations.</p>		<p>Activity 12 Before explaining Activity 12, allow time for learners to present their homework from Activity 11.</p> <p>Read and discuss 'The work of the National Parliament' on page 106 of the Learner's Book. Explain the terms used. Organize learners into groups and discuss the questions in this activity. Encourage learners to share their findings to the whole class. Re-enact the seating arrangement in the classroom.</p> <p><i>Suggestion:</i> If you are teaching in Honiara, organize a visit to the National Parliament or invite a guest speaker from the National Parliament Office to give a talk to the class. If you are teaching outside of Honiara, invite a guest speaker who has been involved in National or Provincial Government to speak and answer questions.</p>	Page 107
<p>Process information using appropriate conventions.</p>		<p>Activity 13 Read through the instructions for this activity with learners. When they have finished the activity, collect their exercise books and mark their work.</p>	Page 107
<p>Listen to the viewpoints of others.</p> <p>Record correct answers and communicate own beliefs.</p>		<p>Activity 14 For this activity learners will survey other learners in the school, using the statements in the table and any other statements they would like to add. They may present their findings to the class.</p>	Page 108
<p>Express own viewpoints on social issues.</p>		<p>Activity 15 Learners silently read 'Rules' on page 108 of the Learner's Book. Talk about the text with them. Ask learners to share their experiences of any rules they know about.</p> <p>For this activity, learners choose one topic from the list. Read and explain the activity. You may start the lesson by brainstorming on one topic so that learners understand what they have to do.</p>	Page 109

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Express own viewpoints on social issues. Formulate questions (if inviting guest speakers).</p>		<p>Activity 16 Read and discuss 'Laws' on page 109 of the Learner's Book. Use the questions in the Learner's Book to lead the discussion. Ask learners to write their answers in their exercise book. Remind them to hand in their book at the end of the session for marking. Read 'The importance of law' on pages 108 to 109 of the Learner's Book to find answers to the questions. <i>Suggestion:</i> Invite a police officer to your class to give a talk on their roles and the laws of Solomon Islands.</p>	Page 110
<p>Express own viewpoints on social issues.</p>		<p>Activity 17 Read and explain the activity to learners. When they have completed the table in their exercise books, ask learners what they did when they saw the law or rule being broken.</p>	Page 110
<p>Communicate and record ideas.</p>		<p>Activity 18 Ask learners to read the instructions and copy the table into their exercise books to complete the activity. Collect their work and mark it. Ask learners to share their work with the class.</p>	Page 111
<p>Determine how different values and viewpoints may impact on the community.</p>		<p>Activity 19 Organize learners into groups of three and ask them to make a list of three effects of obeying and disobeying the laws of Solomon Islands.</p>	Page 111
<p>Listen and ask relevant questions. Record and analyze information.</p>		<p>Activity 20 Homework Before explaining the activity, ask learners to study 'Making a new law in Parliament' on page 112 of the Learner's Book. Talk about the process carefully so that learners understand. Learners carry out their research at home. Encourage them to record their findings and be prepared to do a presentation in class. <i>Suggestion:</i> Consult an elder or someone in the community if you are unsure of the community rules.</p>	Page 113

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Communicate and share own viewpoints. Give correct answers to questions in a given time. Make generalizations based on information.</p>		<p>Activity 21 Organize learners into groups of four and ask them to discuss the questions in the Learner's Book. Remind them to record their answers to each question in their exercise books. Encourage learners to share their responses with the class or go through the answers with them at the end of the session.</p>	Page 113
<p>Give correct answers to questions in a given time.</p>		<p>Activity 22 This activity is a revision to assess learners on what they have been learning through the chapter. Read and explain the instructions then allow learners to complete it in their exercise book.</p>	Page 114
<p>Identify major features on maps. Apply information to a map.</p>	Solomon Islands map	<p>Assessment activity Provide maps of all the provinces of Solomon Islands to learners. Ask them to trace the map of their province and show the boundaries and write names of the constituencies for the National Parliament. They should also find out and include the name of the Member of Parliament for each constituency. Collect their work and mark it.</p>	Page 115

Activities and assessment answers

Activity 1 (page 87)

Learners will come up with a range of answers. When they have given their words, tell them that the National Government is the body that governs a country. The National Government makes many important decisions about the everyday affairs of the country.

Activity 2 (pages 89–90)

Learners' answers will vary. Some possible answers are:

- 1 Learning, rules, extracurricular activities.
- 2 Call a meeting, get the class reps and class captains, invite the school leadership to visit the classes. Nominate someone, ask for volunteers, vote or elect someone to speak on your behalf.
- 3 Choose someone who is good at public speaking.

Activity 3 (page 92)

- 1 Check current statistics and inform learners accordingly.
- 2 Renbel.
- 3 Renbel has a population of 3041 and one constituency, while Malaita has a population of 137,596 and 14 constituencies.
- 4 Learners will come up with a range of reasons. Here are some possible answers:
 - to represent them in the parliament or talk on their behalf in the parliament
 - to help to develop infrastructure or important services such as schools, clinics and police posts.

Activity 4 (pages 93–94)

- 1 SI gained its independence on 7 July 1978.
- 2 The answer will depend on the year you are in. Up until 2012, there had been nine national elections since Independence.
- 3 At the time this book was printed, the next election was due in 2014.
- 4 Learners' answers will vary depending on their age.
- 5 Learners' answers will vary depending on the province in which they live.
- 6 Learners' answers will vary depending on the province in which they live.
- 7 Learners' answers will vary depending on the province in which they live.
- 8 Learners' answers will vary depending on the province in which they live.

Activity 5 (page 95)

Answers may vary depending on learners' findings from their homework.

Some of our political parties are: Solomon Islands Democratic Party (SIDP), OUR Party, Solomon Islands Party for Rural Advancement (SIPRA), People's Alliance Party (PAP)—this is one of the most prominent parties in Solomon Islands.

Activity 6 (pages 96–97)

This activity is a role-play and should involve the whole class.

Activity 7 (page 97)

Learners are to design their own campaign posters. Use issues and representatives from Activity 2 to form their campaigns.

Activity 8 (page 99)

- 1 Learners' answers will vary.
- 2 Learners' answers will vary depending on the needs of their communities. Here are some possible answers:

	What I want my MP to do for my community	Reasons
1	Buy water tanks	So people have clean, safe water to drink
2	Build better roads	So people can travel safely and more quickly
3	Provide solar power for all the houses	So houses will be more energy-efficient
4	Organize waste management	So our environment will be clean and hygienic
5	Plant a community garden	So the community can grow and share vegetables
6	Repair school buildings	So children can attend class and gain an education

Activity 9 (page 102)

- 1 Learners study the drawings and see the types of services the National Government provides. They think about their constituency and list five services that the National Government provides for the people. Possible answers are: providing health clinics, schools, police post; building roads, bridges, airstrips, wharves, market houses; ensuring water supply; providing ships, aeroplanes, solar panels etc.
- 2 Possible answers are: Ministry of Education, Ministry of Health, Ministry of Police, Ministry of Works and Infrastructure and Ministry of Provincial Government.

Activity 10 (page 105)

Answers will depend on the current list of Ministries and Ministers.

Activity 11 (page 105)

Answers for 1 and 3 will depend on the current Parliament.

2 The Speaker's role is to chair meetings of Parliament.

Activity 12 (page 107)

1 The Government sits on the left side of the chamber.

2 The leader of the opposition sits opposite the Prime Minister so that they can discuss and argue about issues.

3 The Speaker sits in the centre to make sure every member has a chance to speak and that discussions are peaceful.

Activity 13 (page 107)

1 peaceful

2 Members

3 Prime Minister

4 opposition

5 agree

Activity 14 (page 108)

Learners' answers will depend on the people they are interviewing.

Activity 15 (page 109)

Learners' answers will depend on which topic they choose.

Activity 16 (page 110)

1 It is important to obey laws because laws protect people.

2 If you break the law you might be taken to court and if found guilty, you would have to pay a fine or go to prison.

3 It is the job of the police to enforce the law.

Activity 17 (page 110)

Learners' answers will depend on which rules and laws they see being followed or broken that week.

Activity 18 (page 111)

Learners' answers will depend on their views on the following rules or laws. Some possible answers are as follows.

Rule or law	Why do we have this rule or law?
Cross the road only when safe	To prevent injury or death
Help with the work at home, such as cooking	To make life easier for the rest of the family
Ask permission before you use other people's things	To respect other people's property
Use resources carefully, for example firewood and paper	Because these resources are limited
Take care of things that belong to you and to others	To make things last longer and to respect other people's property
Keep houses, schools, villages and towns clean	To prevent germs and disease spreading
Collect rubbish and throw it away in the proper place	To keep areas clean and tidy
Solve disagreements peacefully and fairly	To maintain peace and harmony

Activity 19 (page 111)

Some possible answers are as follows.

	Effects of obeying the laws of Solomon Islands	Effects of disobeying the laws of Solomon Islands
1	A peaceful nation	There will be no law and order
2	People live happily	Troubled nation
3	More visitors to our country	More criminals

Activity 20 (page 113)

Answers may vary. Accept any possible answers that are relevant to your community as in the example in the Learner's Book.

Activity 21 (page 113)

Some possible answers are as follows.

- 1 If there were no laws, people would be fighting each other, stealing, having no respect for each other and their property, etc.
- 2 It is important for people to come from other countries to Solomon Islands to help us build our nation, encourage business opportunities and provide jobs to our people.
- 3 Members of Parliament make the laws of Solomon Islands.
- 4 Laws are made in Parliament.

Activity 22 (pages 114–115)

- 1 50
- 2 National Government
- 3 Governor-General
- 4 four years
- 5 democracy
- 6 candidate
- 7 voters
- 8 independent
- 9 Prime Minister
- 10 services
- 11 coalition
- 12 constituency
- 13 leader of the opposition
- 14 court
- 15 Cabinet

Assessment activity (page 115)

Learners' answers will vary depending on their provinces and current constituency boundaries.

Chapter 5 Natural Hazards

Strand: Place and Space

Suggested periods: 10 (2 weeks)

Sub-strand statement

Natural hazards are events such as volcanic eruptions, earthquakes, floods, huge waves and landslides. We cannot avoid natural hazards. The effects of natural hazards are sometimes enormous and great changes may occur in people's lives. We have to find ways to respond to natural hazards, particularly in certain locations and conditions.

General learning outcomes

Learners should:

- 5.5.1 know some of the signs of potentially hazardous natural events (K)
- 5.5.2 know that natural events can be hazardous (U/K)
- 5.5.3 understand the effects of natural hazards on people (U)
- 5.5.4 be aware that natural hazards can change the way people live (U/A)
- 5.5.5 know some measures to take when natural disasters happen (U/K).

Specific learning outcomes

Learners should be able to:

- 5.5.1.1 identify some causes of natural hazards that the community has experienced
- 5.5.2.1 give some examples of damages caused by hazardous natural events
- 5.5.3.1 recognize some of the warning signs of hazardous events
- 5.5.4.1 explain the impact natural hazards have on people and the environment
- 5.5.5.1 respond to hazardous natural events in a sensible way (for example: flood—go to a higher ground; earthquake—stay away from the house; landslide—leave the affected area quickly).

Processes and skills	Resources	Teacher's support notes	Learner's Book
Reflecting on and evaluating the given information.		<p>What is a natural hazard? Before learners begin the activity, ask them to read 'What is a natural hazard?' and study the pictures on page 117 of the Learner's Book.</p> <p><i>Tip</i> A natural hazard is a threat of a naturally occurring event that will have a negative effect on people or the environment. Many natural hazards are interrelated; for example earthquakes can cause tsunamis and drought can lead directly to famine. A natural hazard becomes a natural disaster when it affects people, officially causing more than 10 deaths, injuring 100 people, or causing more than US\$16,000,000 of damage.</p>	Page 117
Express knowledge and experience orally and in written form.		<p>Activity 1 Begin by brainstorming the meaning of 'natural disaster', giving examples. Write learners' responses on the board and discuss them before they complete the activity independently. Ask learners to copy the table into their exercise books to complete.</p> <p>Organize learners in pairs. Do an example with the whole class on the board before they start the activity in their exercise books. Conclude the lesson by allowing each pair to present their experiences to the class.</p>	Page 117
Identify and explain patterns, make appropriate conclusions and record answers.		<p>Activity 2 Learners silently read 'When do tropical cyclones occur in Solomon Islands?' on page 118 of the Learner's Book. Discuss the questions about the pattern of rainfall from November to April. Organize learners into pairs to complete the activity. Assist learners who have difficulties.</p> <p><i>Tip</i> A tropical cyclone is a storm system characterized by a large low-pressure centre and numerous thunderstorms that produce strong winds and heavy rain. Tropical cyclones are also referred to as hurricanes, typhoons, tropical storms, cyclonic storms, tropical depressions and simply cyclones.</p>	Page 119

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Find information using the appropriate sources.</p> <p>Collect and record information, make appropriate conclusions and explain patterns.</p>	<p>Buckets</p> <p>Spoons or sticks</p> <p>Water</p>	<p>Activity 3 This activity is an experiment. Before the lesson, ensure that the resources needed are ready for learners to do the experiments and be able to answer the questions.</p> <p>Ask learners to silently read 'How do tropical cyclones form?' on page 119 of the Learner's Book. Prepare some questions for discussion about the diagram of the cyclone cloud and the photograph of cyclone Zoe. Make sure all learners watch and participate. Organize learners into groups of four to carry out the experiment.</p>	<p>Page 121</p>
<p>Collect and record information, and locate local areas on a map.</p>		<p>Activity 4 Learners begin by forming into pairs and reading 'Cyclone Namu' on pages 122 to 123 of the Learner's Book. Help learners to locate Guadalcanal Plains and the three rivers on the map and discuss the damages caused by Cyclone Namu. Learners then complete the activity independently.</p>	<p>Page 124</p>
<p>Communicate and express feelings based on knowledge and experiences.</p> <p>Explain how problems might be solved and what might happen.</p>		<p>Activity 5 Begin the lesson by asking some learners to share their experience of a cyclone or any natural disaster. Allow learners to read Elina's experience of cyclone Namu. Ask questions to make sure learners understand what they are reading about.</p> <p>Read and explain the instructions for the activity, and organize learners into pairs to do the activity. Assist any learners who are still unsure about what to do. Mark the learners' stories.</p>	<p>Page 125</p>
<p>Analyze data.</p>		<p>Activity 6 Allow learners to read through the activity and then talk about the table as a class. Explain the activity and ask questions to make sure learners understand what they have to do. Collect their work and mark it.</p>	<p>Page 126</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify places on a map.	Wall map of Solomon Islands	<p>Activity 7 This activity requires learners to locate places on the map on page 122 of the Learner's Book. This will help their map-reading skills. Organize learners into pairs to do the activity. If they cannot see the places on the map in the Learner's Book, point to them on a wall map. Collect their work and mark it.</p>	Page 128
Express ideas orally and in written form.	Map of the Pacific Ocean	<p>Earthquakes Earthquakes are also known as 'quakes', 'tremors' or 'temblors'. An earthquake is the result of a sudden release of energy in the earth's crust that creates seismic waves. At the earth's surface, earthquakes show themselves by shaking and sometimes displacing the ground. The vibrations of an earthquake are recorded by a seismograph, which produces a seismograph. The epicentre is the centre of the earthquake. When a large earthquake epicentre is located offshore, the sea bed sometimes moves enough to cause a tsunami. The shaking that occurs during earthquakes can also trigger landslides and occasionally volcanic activity.</p> <p>For this lesson, begin by asking learners to tell the class about their experiences with earthquakes. Encourage them to include such information as: when the earthquake happened; whether it was a small or large earthquake; how they felt; what they did for their safety; the damage caused; and what safety measures they will take if an earthquake occurs in the future.</p> <p>Read 'Why do earthquakes occur?' on page 128 of the Learner's Book with the class. Study and identify the earthquake zones on the world map. Ask learners some questions to determine their understanding of the text.</p> <p>Measuring earthquakes Learners silently read 'Measuring earthquakes' on pages 128 to 129 of the Learner's Book. Study and discuss the pictures and the Richter scale table. Ask some questions to find out their understanding of the information. Ask questions to ensure their understanding of the text.</p>	Pages 128–131

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Work cooperatively with others. Express ideas orally and in written form.</p>		<p>Activity 8 Begin the lesson by brainstorming some safety measures to follow when an earthquake strikes. Organize learners into groups and ask them to read the instructions for the activity. Supervise groups where needed.</p>	Page 132
<p>Locate places on maps. Calculate a given distance using a scale. Read given text to gain information.</p>	<p>Solomon Islands atlas Rope, string or midrib</p>	<p>Activity 9 Begin the lesson by brainstorming the word 'tsunami'. Ask learners to read the activity silently. Talk through the text, pictures and the map on pages 134 to 135 with learners. Ask some questions to make sure they understand what they have to do. Organize learners into pairs to do the activity. Move among learners to find out if they can locate Sumatra and use the scale to calculate the number of kilometres from Simulue Island to Sri Lanka. Ask them to explain how they did it. Learners may use a rope, string or midrib to mark the measurement on the scale and then use it to measure the distance from Simulue Island to Sri Lanka.</p>	Page 135
<p>Use an atlas to locate islands and earthquake epicentre and record answers.</p>	<p>Solomon Islands atlas</p>	<p>Activity 10 Begin the lesson by reading and talking about 'Tsunami of 2007' on page 135 of the Learner's Book. Ask learners what they know about this tsunami, which hit Western Province. Allow them to tell their stories. For learners of other provinces, ask them to share how they know about the event. Read and explain the activity then let learners complete it in their exercise books.</p>	Page 136
<p>Create and interpret timeline. Identify patterns and make appropriate conclusions.</p>		<p>Activity 11 Ask learners to read the instructions for the activity and discuss by asking questions. Ensure that learners understand what they have to do before allowing them to do the activity independently. Brainstorm with the class about what to do before a tsunami strikes. Record their responses on the board. Go through the list with the class.</p>	Page 137
<p>Locate local places on the Solomon Islands map.</p>	<p>Solomon Islands map</p>	<p>Assessment activity Read through the activity with the whole class. Ask questions to make sure learners know what they have to do. Suggest that they might mark places on the map with an asterisk (*) or other symbol. Collect their work and mark it.</p>	Page 139

Activities and assessment answers

Activity 1 (page 118)

In the first column, learners will list any or some of the natural hazards they have experienced, such as winds, heavy rains, landslides, floods, earthquakes, volcanoes, tsunamis, tidal waves, storms, wildfires and cyclones.

In the second column, alongside each of their listed natural hazards, learners will describe how it affected them, their family or the community.

Activity 2 (page 119)

- 1 November, December, January, February, March, April
- 2 May, June, July, August, September, October
- 3 Learners' answers will depend on what they think people should do during a cyclone. However, these are some possible answers.
 - Listen to your local radio or TV for further information.
 - Cut down trees or trim tree tops and branches so that they are well clear of your home.
 - Prepare an emergency safety kit to take with you.
 - Get under a strong table or bed.
 - Stay indoors (unless you are asked to evacuate) in the strongest part of the building.
 - Protect yourself with mattresses, rugs or blankets under a strong table or bench if the building starts to break up.
 - Know your nearest safe high ground and the safest access route to it.
 - Batten down your house, secure doors and board windows.
 - Be prepared.

Activity 3 (page 121)

- 1 Learners will come up with different observations of the experiment. One possible answer is 'the water formed a circle shape'.
- 2 The eye.
- 3 The eye in the middle of the cyclone is made when the wind of a cyclone spins around.
- 4 The wind of a cyclone spins around and upwards.

Activity 4 (page 124)

- 1 Greenish-brown.
- 2 The massive mudslides from the mountains made the river change colour.

- 3 Learners' answers will depend on their observation of the picture. However, some possible answers are: bridge, houses, road, land.
- 4 The logs that formed the dam came from trees that were swept into the river.
- 5 Learners will provide three safety tips. Some possible tips are listed below.
 - Construct walls or barriers to stop flood water entering your home.
 - Be prepared! Pack a bag with important items in case you need to evacuate. Don't forget to include needed medications.
 - If advised to evacuate your home, do so immediately.
 - Move immediately to higher ground.
 - Move essential items to an upper floor.

Activity 5 (page 125)

Learners write a story based on their personal experiences or imagine that they experienced a natural disaster. Mark their stories.

Activity 6 (page 126)

- 1 February
- 2 June
- 3 December, January, February, March
- 4 December, January, February, March
- 5 935

Activity 7 (page 128)

For questions 1 and 2, move around the class to observe if learners are following the instructions correctly, and identifying and locating the mentioned places on the map.

- 3 East
- 4 Namongali or Tamboko
- 5 Mt Gallego

Activity 8 (page 132)

Learners' answers depend on their group's discussion, design and plan.

Activity 9 (page 135)

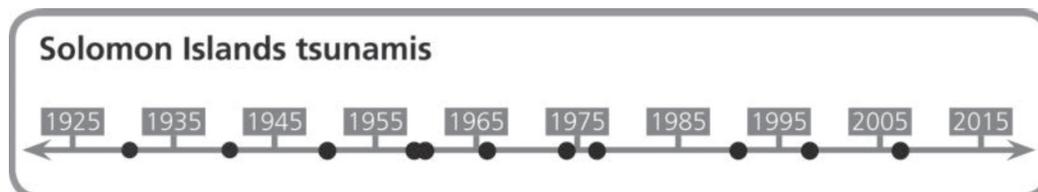
There are two activities. For the first one, move around the class to observe and ensure that learners identify and locate Sumatra on a map. For the second one, learners use the scale on a map to calculate the distance from Simeulue Island to Sri Lanka, which is about 1600 kilometres.

Activity 10 (page 136)

- 1 The island nearest to the epicentre would be Gizo, Simbo or Ranonnga.
- 2 About 50 km
- 3 600 km/h

Activity 11 (page 137)

- 2 The 11 tsunami dates in Solomon Islands are indicated by dots.



- 3 The average number of years between each tsunami is about 8 years. It could be predicted that there might be another tsunami in Solomon Islands in 2015.
- 4 Learners will have their own viewpoints. Based on the intervals of previous tsunamis, answers could be between one and ten years.

Assessment activity (page 139)

Learners will mark places that have been affected by natural hazards. Collect their books for marking and recording.

Chapter 6 Solomon Islands in the Region

Strand: Place and Space

Suggested periods: 30 (6 weeks)

Sub-strand statement

Natural and built features together form a landscape. Natural and human processes change landscapes. Patterns of features change with location. People make choices to use landscapes according to their features. Use of landscape by some people will affect others.

General learning outcomes

Learners should:

- 5.6.1 understand the location and patterns of settlement and the geographical factors that influence where people live (U)
- 5.6.2 describe some geographical features of Solomon Islands and neighbouring countries in the Pacific region (S)
- 5.6.3 appreciate that some countries in the region have important landscape differences from the Solomon Islands (U/A)
- 5.6.4 understand that people's use of landscape is influenced by the physical features (U)
- 5.6.5 know the location of Solomon Islands in the south-west Pacific in relation to the countries of the region (K).

Specific learning outcomes

Learners should be able to:

- 5.6.1.1 identify different locations and patterns of settlement and the geographical factors that influence where people live
- 5.6.2.1 list five physical features that are common to most Pacific countries
- 5.6.3.1 locate the countries in the Pacific region and their major physical features

5.6.4.1 identify ways in which people's use of landscape is influenced by the physical features

5.6.5.1 use the direction finder on a map to locate a country in relation to another.

Processes and skills	Resources	Teacher's support notes	Learner's Book
Use maps to locate countries.		<p>Activity 1 Solomon Islands is a member of the wider regional community. Understanding our place in the region helps us build stronger regional communities. Before learners begin the activity, ask a variety of questions that requires learners to name other countries in the Pacific Region. Organize learners into pairs and ask questions to make sure they know what they have to do. Focus on the skill of locating a place using a map finder. Ensure that learners use this skill to locate Solomon Islands in the south-west Pacific region.</p>	Page 142
Identify places on a map.	Pacific region map	<p>Activity 2 Read and discuss 'Our neighbour countries and their capital cities' on page 143 of the Learner's Book before asking learners to begin the activity. Put up a world map on the wall for learners to study. This is important because the map provided in the Learner's Book does not include some islands for other countries.</p> <p><i>Tip</i> Like other countries, Solomon Islands has close neighbour countries. They are the countries immediately surrounding it in all directions (north, east, south and west). They include PNG, Australia, Vanuatu, Fiji and New Zealand, further down south.</p>	Pages 143–144
Contribute own viewpoints.		<p>Activity 3 As a class, read 'The physical features of our neighbour countries' and about Anna and Tom on pages 144 to 145 of the Learner's Book. Read through the activity and explain that they should do it individually. Ensure that learners understand the questions before they do the activity.</p> <p><i>Tip</i> All countries have important physical features. Use Tom and Anna's wishes to go to Fiji and Australia to highlight some physical features mentioned in the speech balloons. Use their stories to introduce the term 'physical features'.</p>	Page 146
Express own viewpoints about pictures.	Pictures	<p>Activity 4 This activity builds on the work done in Activity 3.</p>	Page 146

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Observe and list issues that can affect the environment.</p>	<p>Local environment</p>	<p>Activity 5 Homework This activity is to be done as homework. Read and discuss it in class before learners do it for homework. Ensure that they complete the activity the next day.</p> <p>This activity allows learners to consciously pay attention to the physical features of their village, town or community. Emphasize that different places may have different physical features.</p> <p>The physical features of the learners' place may help to explain their reason for living there.</p>	<p>Page 147</p>
<p>Work in groups using cooperative learning skills.</p>		<p>Activity 6 This activity follows on from Activity 5. Organize learners into groups of four and ask learners to list physical features they noted for Activity 5. Apart from learning important features of the region, the essential skill in this activity is group work. Take time to explain to learners how to work effectively in their groups.</p> <p><i>Tip</i> In group work, the group will choose a group leader. A group leader will be responsible for the group's completion of the activity. The leader will ensure that all group members contribute to the activity. The leader is also the group's spokesperson.</p>	<p>Page 147</p>
<p>Work in pairs to identify major features and construct a school map.</p>		<p>Activity 7 Organize learners into pairs to do this activity. Make sure that learners remember to use labels, symbols, a key and compass directions on their maps. Display the maps in your classroom.</p>	<p>Page 147</p>
<p>Identify appropriate information.</p>		<p>Activity 8 Read and discuss the text with learners. This activity presents the features of other places in the region. Ask learners to get a sense of how other people who belong to those places might feel about their place. This should elicit how learners value features of other places.</p>	<p>Page 150</p>

Processes and skills	Resources	Teacher's support notes	Learner's Book
Work in groups using cooperative learning skills.		<p>Activity 9 This activity builds on the work done in Activity 8.</p>	Page 150
		<p>Where people live The reasons why people live in certain places vary a lot, and often have a lot to do with the features of a place and the opportunities that come along with these. However, some live in a place for other reasons, such as ethnicity, marriage ties and family obligations. Ask learners if they would choose their own place if they were given a choice. Their answers should indicate what influences them to live where they live.</p>	Page 151
Share and record own viewpoints.		<p>Activity 10 Learners silently read 'Why our island is called Paspasbarego' on page 151 of the Learner's Book. Talk about the story. Ask some volunteers to share how they get their village names. Explain the activity.</p>	Page 152
Identify appropriate people to gain information. Ask relevant questions and record answers.		<p>Activity 11 Homework Read 'Settlement patterns' and discuss with learners. Then read and discuss the activity in class before learners do it for homework. This activity allows learners to consciously pay attention to the names of the physical features of their village, town or community.</p>	Page 153
Communicate and process findings.		<p>Activity 12 This activity follows on from Activity 11. Organize learners into pairs, and ask them to discuss their homework (Activity 11). Then ask each pair to join another pair, and have each person explain their partner's findings. As a group, learners should then compare each of their findings and present their comparisons to the class.</p>	Page 154

Processes and skills	Resources	Teacher's support notes	Learner's Book
Identify appropriate information from pictures.		<p>Activity 13 As a class, discuss the pictures on page 154 of the Learner's Book. Read and explain the activity to learners. Assist those who need help.</p>	Page 155
Identify appropriate people to provide information and record answers.		<p>Activity 14 Homework Ask learners to copy the activity in their exercise books. This activity requires learners to ask their parents or any elder at home for help with the three questions.</p>	Page 155
Compare and contrast.		<p>Activity 15 This activity follows on from Activity 14. Learners must identify the similarities and differences between Pati's and their own stories.</p>	Pages 156–157
Communicate own viewpoints.		<p>Activity 16 This is a creative activity. Read and explain the activity to learners. When they have done it, collect their work and mark it. You may ask some volunteers to explain their imaginary island to the class or small groups.</p>	Page 157
Examine and analyse information.		<p>Activity 17 Organize learners into pairs to study the pictures together. Do one or two examples with the class before allowing them to complete the activity.</p>	Page 159
	Large sheets of paper	<p>Activity 18 Organize learners into pairs to do this activity, and read and explain the activity. Give a sheet of paper to each pair and allow time for them to do the activity. Ask each pair to present their chart to the class or in small groups. This activity provides an opportunity to introduce the two major categories of landscape: natural and built.</p>	Pages 159–160

Processes and skills	Resources	Teacher's support notes	Learner's Book
<p>Identify appropriate people to provide information. Ask relevant questions and record answers.</p>		<p>Activity 19 Homework People make choices to use landscapes depending on their features. Use of landscape by some will also affect others.</p> <p>For this activity, learners will ask people in their community some questions relating to the type of buildings they build or want to build. Remind learners that they must record the responses because they will present their findings in the next lesson.</p> <p>The focus of this activity is on recognizing the various uses of the landscape and the effects of these uses.</p>	Page 160
Analyze pictures.		<p>Activity 20 As a class, study the pictures on page 161 and then allow learners to do the activity. Conclude the lesson by allowing time for some learners to share their drawings with the class.</p>	Page 161
<p>Identify appropriate information. Share and record own viewpoints.</p>		<p>Assessment activity Discuss the assessment activity with learners before they do it. Learners can do this assessment as homework. The oral part of the assessment can be done in class. Learners can read from their written work in their oral presentation. The class can be divided into groups for presentation. Individual learners can be asked to assess how they think they have performed. This activity can take two or three days to complete.</p>	Page 162

Activities and assessment answers

Activity 1 (page 142)

- 1 Point to Solomon Islands on the map. It is south-west of the Pacific region.
- 2 Learners' books should include labels of the countries on the map.
- 3 Learners' answers could include:
 - Australia
 - Vanuatu
 - Fiji
 - New Caledonia
 - New Zealand

Activity 2 (pages 143–144)

Country	Capital city
Cook Islands	Avarua
Federated States of Micronesia	Palikir
Fiji	Suva
Kiribati	Tarawa
Marshall Islands	Majuro
New Caledonia	Noumea
Niue	Alofi
Palau	Koror
Papua New Guinea	Port Moresby
Samoa	Apia
Solomon Islands	Honiara
Tonga	Nuku'alofa
Tuvalu	Funafuti
Vanuatu	Port Vila

Activity 3 (page 146)

Learners' answers will depend on the places they draw and what they want to see and do there.

Activity 4 (page 146)

- 1 Waterfall, airport, mountains, building, desert, rainforest.
- 2 Learners' answers will vary. Some observations are:
 - The waterfall is beautiful.
 - The airport is busy.
 - The mountains are snowy.
 - The building is long and grey.
 - The desert looks hot.
 - There is a thick tree in the rainforest.

Activity 5 (page 147)

Learners' answers will depend on the environment they are observing and the community they live in.

Activity 6 (page 147)

Learners' answers will depend on the maps they drew in Activity 5.

Activity 7 (page 147)

Learners' answers will depend on their school ground. Ensure their maps have physical features labelled and include symbols, a key and compass directions.

Activity 8 (page 150)

Name of country	Location	Climate	Terrain	Natural resources
Solomon Islands	South-west Pacific region	Tropical	Mountains Rainforest Volcanoes	Gold Fish Copper Timber
Papua New Guinea	Western edge of Pacific region	Tropical	Mountains Coastal lowlands Rainforest Swamps Rivers	Gold Copper Timber Oil Fish Natural gas
Vanuatu	South Pacific region	Tropical	Mountains Coastal plains Volcanoes Rainforest	Hardwood Forests Fish Manganese
Fiji	South Pacific region	Tropical	Mountains Volcanoes Beaches Rivers Lakes	Gold Copper Fish Oil
Australia	Western Pacific region	Tropical/ temperate	Mountainous Deserts Forests Rainforest	Gold Copper Coal Minerals Cotton Fish Sugar Oil Timber
New Zealand	Southern Pacific region	Tropical/ temperate	Mountains Coastal plains	Fish Oil Gold Copper Coal Timber

Activity 9 (page 150)

Learners' answers will vary. Here are some possible answers.

Physical feature	Differences	Similarities
Climate	Temperate	Tropical
Terrain	Deserts, swamps	Mountains, volcanoes, coastal
Natural resources	Cotton, sugar, manganese	Fish, oil, copper

Activity 10 (page 152)

Learners' answers will depend on the name of their villages.

Activity 11 (page 153)

Learners' answers will depend on their culture and the features of their environment that they are observing and who they interview.

Activity 12 (page 154)

Learners will discuss their findings in pairs. Learners will need to listen to their partners in order to describe where they live to the other group and the class.

Activity 13 (page 155)

1 Physical features are:

Picture 1. Near a river with lots of coconut trees

Picture 2. In a valley with lots of grasses and banana plants

Picture 3. Near the seashore or beach with lots of coconut trees

Picture 4. Up the mountain with few coconut and banana plants, but lots of grassland

Picture 5. Building on stones over the sea

Picture 6. Settlement near a town

2 Learners' answers will depend on their own viewpoints.

Activity 14 (page 155)

Learners' answers will depend on the discussions they have with their parents or guardians.

Activity 15 (page 156)

Learners' answers will depend on the answers they gave for Activity 11.

Activity 16 (page 157)

Learners will all have different imaginary maps.

Activity 17 (page 159)

Picture no.	Landscape type (natural or built)	Landscape use	Effects of use
1	Natural	Farming	Fertilizer pollution
2	Built	Entertainment	Fun
3	Natural (volcano)		Trauma/death
4	Natural	Transport	River pollution
5	Built	Business	More space
6	Built	Cultural identity	Promotes culture
7	Built	Transport	Improves transport, Trauma/death
8	Built	Transport	Pollution
9	Natural	Tourist attraction/ conservation	Land problems
10	Natural	Tourist attraction	Land problems

Activity 18 (pages 159–160)

Learners' answers will vary depending on the type of landscape they draw.

Activity 19 (page 160)

Learners' answers will vary depending on the type of building designs they have in their community.

Activity 20 (page 161)

1 Some possible features are:

Picture 1 – Building has many windows to let cool air in during hot weather

Picture 2 – Building is underground to keep temperature level for very hot or very cold weather

Picture 3 – Raised-up building with open windows to let cool air in for hot and humid weather

Picture 4 – Building with glass windows and slanted roof to keep warm in cold weather

Assessment activity (page 162)

- 1 Learners' stories will vary, but should include the following.
 - Solomon Islands is located in the south-west Pacific region.
 - Papua New Guinea, Australia and Vanuatu are neighbours of Solomon Islands.
 - Learners will have their own reasons for why people choose to settle in different parts of Solomon Islands.
 - Natural landscapes—mountains, volcanoes, rainforest. Built landscapes—bridges, roads, buildings.
 - Learners' answers will vary. Refer to table in Activity 17 for some examples.
 - Learners' answers will vary. Refer to table in Activity 8 for some examples.
- 2 Learners will have different visual aids.

Appendix 1: Glossary

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

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

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

A

ancestor a member of your family who lived before you
appreciate to understand or recognize something's value or importance

artificial something that is not natural but made by people

Asian a person or thing from Asia. For example, a person from China

B

belief the thought or feeling that something exists or is true

Bill a written plan for a proposed new law to be discussed by Parliament

by-election an election to replace a Member of Parliament who has died or chosen to leave their position

C

census a count of people in a country at a particular time to find the total population

ceremony a special event to celebrate an achievement or to mark a traditional occasion

citizen a person belonging to a country by birth or by application

clan a group of people who all come from one common extended family

classify to decide which group or class something belongs to

climate the temperature and type of weather of a place

commerce trade and business dealings

communication to exchange or share information or meaning

consider to think something through carefully; to believe

constituency an area defined by electoral authorities; a group of people who elect a Member of Parliament to represent them

contact to write to or telephone someone, to communicate with someone

culture beliefs, way of life, and customs that are shared and accepted by the people in a society

currency the money used in a country. For example, dollars in Solomon Islands, vatu in Vanuatu, and kina in Papua New Guinea

D

delicate easily broken or damaged; needing extra care

democracy a system of government in which people elect the leaders of their country

deposit to place in. For example, to place money in a bank account

devastate to destroy or cause extreme damage

discover to find something or to learn something

diversity many different people, cultures, or things

E

economy a country's system of trading and producing goods to make money

emergency a sudden serious event or situation that needs immediate attention

employer a person or company that employs people to work

essential extremely important

ethnic relating to national, racial, or cultural origin

expense something that has to be paid for in money or time

explorer someone who travels to places to find out what they are like

F

fertilizer a substance used to make plants grow well

fiercely violently or wildly

forbade ordered somebody not to do something

G

gender one class of people or things. For example, man and woman in human beings

generation a group of people who are born around the same time

I	
individual	specific to one thing or person, different to everything or everyone else
infrastructure	the basic structures and facilities necessary for a country to function efficiently. For example, buildings, transport, or water
ingredient	something that is combined with other things to form something else, especially foods to make a particular dish
interact	to talk to or communicate with someone
J	
jewellery	rings, bracelets, necklaces, and other ornaments that people wear
L	
labour	work
law	rules made by the government that everybody in a country must obey
life skills	skills we need for survival in life. For example, making a garden, making a fire to cook with, or looking after our belongings and homes
M	
massive	huge in size
migration	when large numbers of people go to live in another area or country
modern	of present times; new or recent
moisture	liquid that can be on a surface or in the air
mudslide	when a lot of wet earth falls down a hill or mountain
N	
natural hazard	a threatening event that is caused by nature. For example, a cyclone
O	
occasion	a particular time when something happens

occur	to happen
offend	to make someone upset or feel hurt; to commit a crime
oral	spoken
overseer	someone who is in charge. For example, overseer of a project or a group of workers

P

persuade	to make somebody do or believe something
plate	a very large piece of the earth that can move and cause earthquakes
province	a small part of a country that has its own governing body
public servants	people who work for a country's government to provide services
purchase	to buy something

R

remote	far away from where other people live
resource	something that is useful, valuable, or informative
rule	an order or principle that says something is allowed or not allowed; to be in charge of or in control of

S

satellite	an object that moves around the earth in space
seismograph	an instrument for measuring and recording the strength and length of an earthquake
settlement	a place people have gone to build homes and make a new community
similarity	two or more things having the same features
spiral	a spinning circular movement up or down; an object shaped in a spiral
subsistence	producing enough food to survive but not more than is needed

T

tax	money paid to the government by people and businesses to help pay for public services
tropical	the hot and humid parts of the earth; or something coming from those areas
tuber	the thick part of a root or stem that can be eaten (such as a kumara tuber) or used to grow a new plant

V

valuable	very useful or important; worth a lot of money
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Z

zone	an area or a region
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Appendix 2: Lesson plan format

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

Appendix 3: Sample individual record form

Learner name:		Year:					Class:				
Strand:		Sub-strand:									
Assessment event	Specific learning outcome (use appropriate code)	Achievement levels (ratings)					Specific learning outcomes: A = achieved, PA = partially achieved, NA = not achieved Key: 0=NA, 1-4=PA, 5=A				
		0	1	2	3	4		5			
	Code										
1	5.1.1.1 <i>Discuss in small groups the various ways in which people contact each other in communities and other islands.</i>					*	A				
2	5.1.2.1 <i>Dramatise a scene in which the islanders contact other groups within Solomon Islands.</i>			*			PA				
3	5.1.3.1 <i>Identify and list some common rules and regulations imposed by colonial administrators and missionaries.</i>	*					NA				
4	5.1.4.1 <i>Draw and list some changes and improvements within their communities.</i>				*		PA				
Descriptive comments:											
Class teacher:		Signature:					Date:				

Appendix 5: Sample individual monitoring form

Learner name:		Class:				Year:			
Strand:		Topic/unit:							
Sub-strand:		Remarks: comment on learning progress: improved, steady or not improved							
Assessment event	Code	Specific learning outcomes: A = achieved, PA = partially achieved, NA = not achieved			Outcome assessed	A	PA	NA	
		A	PA	NA					
1	5.1.1.1				Discuss in small groups the various ways in which people contact each other in communities and other islands.	*			Improved from previous assessment event
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
Class teacher:		Signature:					Date:		

Appendix 8: Sample individual report form

Learner name:		Class:	Term:	Year:
Strand:	Sub-strand:		Specific learning outcomes: Achieved (A), partially achieved (PA) or not achieved (NA)	
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
5.1.1.1	<i>Discuss in small groups the various ways in which people contact each other in communities and other islands.</i>	*		
Descriptive remarks:				

Strand:		Sub-strand:		Specific learning outcomes Achieved (A), partially achieved (PA) or not achieved (NA)		
Code	Specific learning outcomes (use appropriate code)	A	PA	NA		
5.1.2.1	<i>Dramatise a scene in which the islanders contact other groups within Solomon Islands.</i>		*			
Descriptive remarks:						
Descriptive remarks from summative assessment:						
Overall achievement level:		Overall achievement award:				
School administration report on learner's behaviour and character						
Class teacher:			Signature:		Date:	
Class teacher comments:						
Head Teacher/Principal:			Signature:		Date:	
Head Teacher/Principal comments:						

Solomon Islands Primary Social Studies

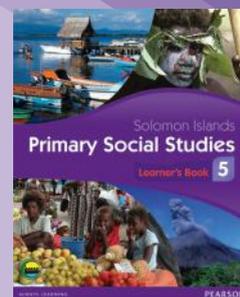
Teacher's Guide Year 5

The *Solomon Islands Primary Social Studies Teacher's Guide Year 5* is the teacher support material for the *Solomon Islands Primary Social Studies Learner's Book Year 5*.

The Teacher's Guide supports the chapters of the Learner's Book: changes in the way we live; growing up in Solomon Islands; money; our national government; and Solomon Islands in the region. Each section includes support notes on:

- processes and skills
- resources
- teacher's support activities
- Learner's Book references
- answers to the activities and assessments.

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



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