

Solomon Islands

# Primary Social Studies

Teacher's Guide

Year 3



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**Year 3**



**Solomon Islands Curriculum Development Division**

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**Funding support**

The development and publication of this series was funded by the Solomon Islands Government, with assistance from the New Zealand Agency for International Development.

**Pearson Australia**

(a division of Pearson Australia Group Pty Ltd)  
707 Collins Street, Melbourne, Victoria 3008  
PO Box 23360, Melbourne, Victoria 8012  
[www.pearson.com.au](http://www.pearson.com.au)

Publisher: Caroline Williams  
Project Manager: Andrea Davison  
Editor: Writers Reign  
Designer: Patrick Cannon

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First published 2013 by Pearson Australia  
2016 2015 2014  
10 9 8 7 6 5 4 3 2 1

Solomon Islands Primary Social Studies Year 3 Teacher's Guide  
978 1 4425 1002 9

Printed in Malaysia

Pearson Australia Group Pty Ltd ABN 40 004 245 943

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# Introduction

This Teacher's Guide is designed to help you to use the *Solomon Islands Social Studies Year 3 Learner's Book*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing will vary according to your own circumstances.

Each chapter in this Teacher's Guide gives the following information.

- 1 A strand and a sub-strand title, and a sub-strand statement
- 2 A list of general and specific learning outcomes, which should form the basis of your lessons. These learning outcomes are taken from the 'Outcomes and Indicators' section of the syllabus sub-strands.
- 3 Topics and timing information, which tells you how many 40-minute periods are required to cover each topic.
- 4 The following specific information for teaching each topic and doing the activities:
  - the page references in the Learner's Book that you should refer to
  - the aim of each activity—this is addressed to you and indicates what you should achieve during the lesson
  - the processes and skills that learners should learn or practise during the activity—these include intellectual and thinking skills such as reading and comprehension or discussion, as well as practical skills
  - the method you should use in doing each activity—this is a numbered set of steps for you to follow for the lesson
  - the answers for each activity.

## The outcomes-based approach

This Teacher's Guide is written for a Learner's Book that follows the outcomes-based approach to learning. This approach has been adopted by the Ministry of Education and the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 6.

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.

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

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

One way to understand this approach is to think of the more traditional approach of our schools as *banking education*. In banking education the teacher regards the learners as empty vessels to 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 them and reproducing them later. This can even be done successfully without the learner understanding fully what they are writing and reading.

The outcomes-based approach can be called *problem-posing education*. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school

or elsewhere. The job of the teacher is to build on this by posing problems to the learners to make them think about their own ideas and experiences, as well as adding new knowledge and skills. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages, and thus gain knowledge and ideas for themselves. They are then expected to express this new knowledge 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 to form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

This approach also emphasises the use of multiple intelligences. In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

## The approach of the Learner's Book

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

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

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

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

## The Learner's Book and the syllabus

The Learner's Book is based on the strands and sub-strands of the syllabus. Each chapter of the Learner's Book is based on a sub-strand of the syllabus, and the order of the chapters follows the order of the sub-strands.

Individual chapters, however, do not always follow the order of the general and specific outcomes in the sub-strands of the syllabus. 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 those outcomes. The best way to do this is not always to follow the exact order of the general and specific outcomes in the syllabus. In teaching, therefore, you should usually follow the order of presentation in the Learner's Book. As long as the outcomes are achieved, you have reached your goal.

The Learner's Book is full of illustrations: photos, pictures, maps and diagrams. These not just included for decoration. They should be regarded as an important part of your teaching. They are often just as important as the words of the book.

## The Teacher's Guide and the syllabus

The table on page vi is from the Social Studies syllabus. It shows you the total amount of time that should be spent teaching each of the topics covered by the Year 3 Learner's Book.

As a general guide, try to spend the indicated number of weeks teaching each strand of the syllabus. However, schools vary a great deal in the ability of their learners and it is unrealistic to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If you find you are unable to teach all the topics in a chapter in the time suggested, choose the most important topics and leave some of the rest. Try to teach at least some of every chapter in the Learner’s Book. If you have very quick learners, make up extra exercises that challenge them to think about the topic in greater depth.

### Program planner for Year 3

The following planner shows the entire learning program for Year 3 Primary Social Studies and the suggested teaching times based on 162 teaching periods per year.

		Term 1										Term 2																			
Week		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10										
Year 3		Chapter 1 Strand: Time, Continuity and Change Sub-strand: Changes Around Us 32 periods, 8 weeks										Chapter 2 Strand: Place and Space Sub-strand: Exploring Our Islands 24 periods, 6 weeks										Chapter 3 Strand: Place and Space Sub-strand: Weather and Seasons 8 periods, 2 weeks									
		<ul style="list-style-type: none"> <li>Old and new ways of doing things</li> <li>Examples of old and new ways of doing things</li> <li>Describe the things used in the past and how they have changed</li> <li>Things we use that bring changes in our society</li> <li>Draw events that show the impact of changes in technology</li> <li>Examples of changes in the ways we do things</li> </ul>										<ul style="list-style-type: none"> <li>Locate Solomon Islands on a world map and globe</li> <li>Use the compass symbol on a map of Solomon Islands to determine the directions north, south, east and west</li> <li>Locate the islands, seas, oceans, mountains, forest and lagoons on a map of Solomon Islands</li> <li>Give three examples of ways in which the natural landscape affects the way people live</li> <li>Identify ways in which people depend on their environment</li> </ul>										<ul style="list-style-type: none"> <li>Learn about weather</li> <li>Name the weather seasons</li> <li>Learn the three types of weather</li> <li>Describe rainy, windy, sunny and cloudy</li> <li>Types of weather that affect people and places</li> <li>Use symbols to show, record and measure rainfall and temperature</li> </ul>									

		Term 3										Term 4																			
Week		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10										
Year 3		Chapter 4 Strand: Culture and Society Sub-strand: Cultural Heritage—Important People, Places and Things 20 periods, 5 weeks										Chapter 5 Strand: Governance and Leadership Sub-strand: Village/ Settlement Elders 20 periods, 5 weeks										Chapter 6 Strand: Resources and Economic Activities Sub-strand: Using Things from the Land and the Sea 24 periods, 6 weeks									
		<ul style="list-style-type: none"> <li>Important people, places and things in the village/ settlement</li> <li>Show what people do in their daily lives</li> <li>Find out how people change the way they do things</li> <li>Say how people change</li> </ul>										<ul style="list-style-type: none"> <li>Village/ settlement elders</li> <li>Find out about village/ settlement elders</li> <li>Learn how people become elders</li> <li>Show some things that elders usually do</li> <li>Name the good things about elders</li> <li>Compare the things that a village/ settlement elder does</li> </ul>										<ul style="list-style-type: none"> <li>Name some useful things from the land and sea</li> <li>Things that we can use and cannot use again</li> <li>Show how people can earn money from the sea and land</li> <li>Show how people can earn money from working</li> </ul>									

## Teaching methods

It is important to plan and prepare before classes. The following are some teaching methods or approaches you can use to facilitate effective learning in your classroom.

### Fieldwork and excursions

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

Fieldwork is particularly important in the outcomes approach, which aims to link learning to the real needs of the learners. It should not be treated as 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, finally, follow-up work in the classroom. In Chapter 3 of the Learner’s Book, a simple example of fieldwork is shown in Activity 4 on page 63, where learners are taken outside to look at the clouds and describe what types of clouds they can see.

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

The best way is often to ask learners questions before they go that they can answer in groups, without too much help from you. The activities in the Learner’s Book will often provide the basis for the questions.

Fieldwork takes time and may have to be fitted in after the normal teaching time—in an afternoon or even weekend. Some fieldwork can often be done by giving questions to learners to do during their own time.

Fieldwork is difficult in town schools but should not be ignored by those schools. You may have to rely on questions that help learners to do the fieldwork in their own time, as described above. For instance, learners can be encouraged to go out and look at a river or stream, the sea and coastline or a farming area, at weekends.

### Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork; collecting the information through one or more of the techniques explained in this section; and organising the information in a logical and clear manner. In Year 3, 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.

Many of the activities in Year 3 Social Studies teach simple research and report writing. For example, a simple example of reporting is shown in Activity 11, Chapter 5 on page 97.

### 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 listening passively to the teacher, as is often the case in the whole class. Group work encourages learners to talk or do things for themselves cooperatively as part of the learning process. Learners discuss, share views and interact in their learning in small groups and present their collective work to the class. To ensure that group work achieves effective learning, preparation and class management is important for teachers.

Group work must be properly organised and supervised. You must not use it as an excuse to sit back and let learners get on with it. However, learners will often not talk freely if they know the teacher is listening, so you should 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 includes the following tasks:

- **Choose the topic:** Groups can only discuss topics that they know something about and which have different points of view or opinions.
- **Set the objective/s:** Make sure groups know exactly what to discuss and have a set of clear questions to answer or tasks to do with a clear timeframe. It is not enough just to say 'discuss this topic'.
- **Organise the groups:** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all *wantoks*. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot discuss anything 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 go and discuss outside.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all are being 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 3, most learners will want to use Pijin or their own language. 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.
- **Reporting back:** It is often a good idea to appoint a speaker or presenter 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. Ensure that the jobs of chairing, writing, presenting and recording are rotated so everyone uses those skills.

## Debate and discussions

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

Debates are good to encourage learners to share their own opinions about a topic. Even in Year 3, we should encourage this, using simple topics, such as the topic in Chapter 1—the good and bad things about old and new things. At this level, debates should be informal, allow learners to talk freely and you just control the debate to ensure no problems arise.

## Role-play and simulation

Role-play is a kind of group work in which learners are given a part to play, either in a discussion or a story. Role-plays encourage learners to participate, interact and learn through talking. Learners act as someone else. Role-play involves them in putting themselves imaginatively in the place of other people and trying to think, act and talk as they would. Role-play can be 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, or in the middle of a topic to motivate learners to learn more about the topic. This helps them to think about the ideas, emotions and feelings of those people. For example, 'Dramatise social actions' in peer groups using group work skills is a social action skill/process for Year 3. In Chapter 1, Activity 14 on page 12 of the Learner's Book, learners are asked to dramatise their findings in pairs.

Simulation is similar to role-play, but the emphasis is on a situation rather than the people. A simulated situation is similar to a real-life situation and learners can either be themselves acting in that situation or can do a role-play.

In order for a role-play or simulation to be successful, enough time and guidance should be given to learners to obtain enough information about the person and the situation to enable them to act and talk realistically when acting out the role-play.

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

## Use of atlases and maps

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

It is much easier for younger learners to use maps than to draw them. Maps drawn to accurate measurements are more difficult than sketch maps based on estimations. This Learner's Book provides opportunities for learners to read maps in Chapter 2. It asks learners to draw maps, sketch maps at first and later show compass directions on maps. All this must be done through practical exercises of following directions, locating places and showing symbols representing data on maps.

Atlases show small scale-maps of whole countries, continents and the world. If the school has atlases, use them in every lesson, so that learners get used to finding out where places in Solomon Islands and the world are. You should encourage learners to use these to locate any places mentioned in the Learner's Book.

## Photograph interpretation

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

Many learners may not be used to looking at photographs, so things on the photographs that are obvious to you may puzzle some learners. Remember that photographs are just colours and lines on paper and we have to use these to decide what the photograph shows. If you are not used to doing this it may not be easy. There may be some small 'boxes' in one part of a photograph and you may know that these are houses, but some learners may not recognise these as houses unless you point it out to them.

Be particularly careful of photographs of things some learners may have never seen. Even simple things like types of vehicles may be unfamiliar to people in some rural areas. Probably no one will have ever seen a train or a buffalo or snow, so you must point out what the photo shows, not just presume that learners see what you see. An example is shown in Chapter 3, page 58, showing people dressed warmly in snowy conditions.

Reality has three dimensions, but photographs have only two dimensions, so learners must get used to using perspective on photographs; that is, recognising that things which are close are large and things farther away are smaller. This can cause confusion sometimes. Remember also that one of the differences between a photograph and a map is that photographs show things from the side

and show perspective as we normally see them. Maps show things looking directly down from above and so do not have perspective.

### **Graphs and statistics**

Representing information through graphs and statistics is an important and effective way of teaching about some topics. Instead of providing a lot of information in words, representing it in a graphical or statistical way may be easier for learners to understand the importance of the information. In this Learner's Book, learners are introduced to some simple statistics. They are asked to find information about a topic, such as the numbers and origins of visitors and tourists, or exports of timber. All the statistics used in this book are simple and you should not use complicated ones in your teaching, or expect learners to remember statistics. They are there to illustrate a point, not to be learnt. An example is shown in a pictograph in Chapter 6, page 115.

### **Research interviews and questions**

There are different ways of doing research through interviews with people to collect information about a topic or asking questions about a text, picture or photograph. This could include informal chats; questions for particular people prepared in advance; or questions which learners use in small groups, pairs or individually. Learners ask the people at their various homes the same questions and in the next lesson they get back to the class to discuss their homework findings. This is an example of how learners do research questions and interviews with people, while in turn they are gathering information about other people. An example of doing research is shown in Chapter 2, Activity 4 on page 30. Learners are asked to find out if anyone in their village or settlement comes from a particular group's province.

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

### **Guest speakers**

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

It is important to prepare learners for guest speakers by ensuring that learners have prepared questions beforehand and are able to apply appropriate protocols to visitors. A head teacher/principal, another teacher or parents could be guest speakers. The learners need time after the visit to discuss what the responses were to their questions. For example, in Chapter 5, Activity 8 on page 96, the teacher invites a leader or elder to visit the class to talk about being a leader.

### **Visits**

Visits link with fieldwork. If possible, try to visit an area like the one you are talking about in the Learner's Book. This might include a plantation, a historical site, a fishing scale industry at Noro, or a chief's house. If you visit, make sure learners go with questions as for fieldwork, so they know what to look for and what to find out. In Chapter 6, Activity 23 on page 126, learners visit a local shop to record the different types of tinned fish available.

### **Case studies**

A case study is a detailed study of a particular area or topic. Presenting a case study helps learners to understand the reality of a particular topic. It helps to convert the abstract topics in the syllabus into concrete reality so learners will understand them better. In Chapter 2, learners look at the different islands in Solomon Islands to explore the potential that the islands.

## Glossaries

At the end of the book there is a glossary. This includes only words that are important in Social Studies. Other difficult words should be looked up in the dictionary or explained by the teacher. Learners should be encouraged to use the glossary whenever they come across a word in bold that they do not know or understand clearly. They do not need to learn these definitions. They should use the definition to make sure they understand the word and then practise using it. The real test is being able to use the word correctly in a sentence, not being able to repeat the definition.

## Assessment

Assessment is about helping learners to improve their learning and helping teachers to improve their teaching. It is an important ongoing process in teaching and learning and it should be used continuously, not only at the end after completing a particular topic.

Assessment should include formative assessment, which takes place throughout every teaching topic and every unit of the Learner's Book. *Formative assessment* emphasises continuous assessment as part of the teaching and learning process. 'Assessment for learning' focuses on using assessment information to improve teaching and learning as an ongoing process. This helps you to monitor each learner's progress on a continuous basis. The teacher should constantly observe and evaluate learners' achievement, collecting data on areas of improvement and new skills that they acquire. In doing this, teachers should focus on the general and specific learning outcomes stated in the syllabus. Learners should also be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

*Summative assessment*, for example a unit or chapter test, tells you what learners have learnt or can do after a whole section of teaching. This type of assessment focuses on 'assessment of learning' and is directed at ranking learners from their performance on the learning outcomes. This will also help teachers to devise ways of improving the learners' performances in the classroom. These tests are important but assessment should not be done only by test. Assessment must cover skills as well as knowledge. You should test whether learners can read a map or interpret a photograph as well as test the factual knowledge they have learnt.

*Diagnostic assessment* is the type of assessment that teachers are encouraged to do in order to identify the learner's ability or achievement level of a specific learning outcome. This helps you to identify the learner's ability and devise remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcomes should be given enrichment support to encourage them to maintain their achievement level.

## Assessment techniques

Some of the assessment techniques that can be used include the following.

### Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

### 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

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

### Group work assessment

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

### Other

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

## Assessment of specific learning outcomes using achievement levels

Learners' achievements will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes at Year 3 Social Studies in the Solomon Islands. Six levels are used to describe learners' achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2 and L1 to L0, the lowest. These levels will be used for assessment of individual learning outcomes.

Learners achieving at L0, L1 and L2 are considered to be at a critical level (LC) and need urgent assistance. Learners in this category must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L3+, which is a combination of L3 and L4, require assistance and must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L5 are considered to have reached the curriculum benchmark and should be given enrichment support in order to maintain their high standard.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Statement to identify the fifth and highest level of achievement	Criteria for judging learner's achievement	Achieved (A) Full mastery of learning outcome
L4	Statement to identify the fourth level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Statement to identify the third level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Statement to identify the second level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Statement to identify the first level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Statement to identify the lowest and last level of achievement	Criteria for judging learner's achievement	Not Achieved (NA) No mastery of learning outcome

## Assessment criteria as achievement levels

Following is an example of an assessment criteria framework for a specific learning outcome in Year 3 Social Studies. The statements in the table are assessment criteria for specific learning outcome 3.1.1.1. Each of the six levels describes the achievement of the learner.

Levels	Assessment criteria	Judgement criteria	Achievement awards
5	Describe the uses of five new technology types.	Able to describe the uses of the five new technology types.	Achieved (A) Full mastery of learning outcome
4	Describe the uses of four new technology types.	Able to describe the uses of the four new technology types.	Partially Achieved (PA4) Substantial mastery of learning outcome.
3	Describe the uses of the three new technology types.	Able to describe the uses of the three new technology types.	Partially Achieved (PA3) Moderate mastery of learning outcome
2	Describe the uses of the two new technology types.	Able to describe the uses of the two new technology types.	Partially Achieved (PA1) Minimal mastery of learning outcome
1	Describe the uses of only one new technology type.	Able to describe the uses of only one new technology type.	Partially Achieved (PA1) Minimal mastery of learning outcome
0	Unable to describe any uses of the new technology types.	Not able to describe the uses of the new technology types.	Not Achieved (NA) No mastery of learning outcome

## Recording learners' achievements

Teachers are encouraged to keep accurate records for 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. The recommended recording template is shown in Appendix 4.

Keeping up-to-date and accurate records is very important for monitoring and reporting learners' performance, progress and achievements. It is also useful for teachers to use and show the records during meetings with parents, the learner and other key stakeholders.

## Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. You should monitor individual learners' performance, progress and achievements at end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to parents, the learner 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 performance of all learners in the class against the performance of an assessed outcome at the end of assessment event. In this way you can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify learners who need enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 6.

## Reporting individual learners' achievement

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on each learner's performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education

requires more description of each learner’s performance. This means that the report must also provide a descriptive account of the learner’s achievement.

The reporting system no longer uses marks or grades; instead you need to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome. You should indicate this with an A, a PA (1–4) or an NA on the approved reporting form. At the end of each assessment period, you need 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 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. The recommended reporting template is shown in Appendix 10.

### Calculating progressive achievement levels for formative and summative assessment

To calculate the progressive achievement level for formative assessment, add the values of achievement levels for all outcomes assessed during the formative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for formative assessment. Similarly, to calculate the progressive level for summative assessment, add the value of achievement level for all outcomes assessed in the summative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for summative assessment.

### Calculation of overall achievement levels using formative and summative assessments

To calculate the overall achievement for each individual learner, add progressive achievement levels for formative and summative assessment and divide by 2. The number you get is the overall achievement level for the learner for that specific assessment period. The overall achievement level attained corresponds to an overall award for the learner (you should round off the calculated values to the nearest whole number). The award will be issued to the learner in the form of a coloured certification in recognition of the learner’s achievement.

The table below shows achievement levels, awards and certifications.

Overall achievement level	Performance descriptor	Achievement awards	Certificate position	Colour code	Objective grading system
Level 5	Learner is competent with 95–100% of the outcomes	Achieved with excellence	Gold	Yellow	A
Level 4	Learner is competent with 80–94% of the outcomes	Achieved with merit	Silver	Green	B
Level 3	Learner is competent with 50–79% of the outcomes	Achieved with minimum standards	Bronze	Blue	C
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below minimum standards	Critical level	No award	D
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below minimum standards	Critical level	No award	E
Level 0	Learner is not competent. Did not achieve outcomes	Not achieved	Critical level	No award	F

## 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 that learners can improve. This is a very important process because it involves giving proper feedback to both the learner and the teacher. The school administration can organise consultative meetings between teacher and parent, as well as teacher, parent and learner. If you have kept accurate records of the learner's performance, progress and achievements you will be able to identify the learning progress and pathway of the learner, and therefore determine appropriate remedial work for each learner. You will also then need to provide results after each remedial task has been carried out with the learner. Conducting such very important meetings will give parents and key stakeholders confidence for their children to be educated in our schools. These meetings are important links with parents and other key stakeholders.

## Links between Social Studies and other subjects

### Primary Social Studies links with other subjects

Other subjects	Sub-strand and level	Social Studies syllabus links
English	<i>Years 1–6</i> Listening, speaking; reading and writing objectives: Awareness and knowledge of objectives	<i>Years 1–6</i> English language skills are used in the learning, assessment and teaching of the Social Studies syllabus strands and sub-strands.
	<i>Year 1</i> Awareness of time: parts of days, weeks	<i>Year 1</i> Time, Continuity and Change: a child's lifetime event
Mathematics	<i>Year 2</i> Two and three-dimensional shapes: finding examples in the environment	<i>Year 2</i> Place and Space: Features of the neighbourhood; Simple maps with natural and built features
	<i>Year 2</i> Measuring time: learning days of the week and months of the year	<i>Year 2</i> Time, Continuity and Change: Our neighbourhood; Past and present
	<i>Year 2</i> Simple computation of money: giving change, buying goods	<i>Year 2</i> Resources and Economic Activities: Goods and services
	<i>Year 3</i> Computation of money	<i>Year 3</i> Resources and Economic Activities: Earning our living
	<i>Year 4</i> Location: locating positions on a map using letter and number coordinates	<i>Year 4</i> Place and Space: Locating the Solomon Islands; Labelling provinces and headquarters
	<i>Year 4</i> Decimal notation: money, solving problems involving price and quantity; Bar graphs: making vertical and horizontal bar graphs	<i>Year 4</i> Resources and Economic Activities: Work and occupation; Construct a simple bar graph showing the percentages (%) of people engaged in various occupations in the community
	<i>Year 5</i> Location: locating points on a map, finding points	<i>Year 5</i> Place and Space: Solomon Islands in the region; Using scale measurements
	<i>Year 5</i> Computation of money: solving problems	<i>Year 5</i> Resources and Economic Activities: Money; Constructing a family financial record showing money collected and spent over a month in different columns
	<i>Year 6</i> Pie charts; Calculating money	<i>Year 5</i> Resources and Economic Activities: Money; Pie chart of what wantoks want

Other subjects	Sub-strand and level	Social Studies syllabus links
Mathematics	Year 6 Bar graphs	Year 6 Culture and Society: Make a bar graph of differences of children in class (for example, hair colour)
	Year 6 Investigating time: understanding longer units of time: years, decades and centuries; Time zones in the Pacific and world	Year 6 Place and Space: Solomon Islands in the wider world Year 6 Time, Continuity and Change: Change and progress
Science and Agriculture	Year 1 Life and living: Living and non-living things	Year 1 Place and Space: The important features of where I live; Natural and built resources
	Year 1 Farming types of food from the garden	Year 1 Resources and Economic Activities: Our basic needs
	Year 2 Farming things that make farming successful	Year 2 Resources and Economic Activities: Goods and services
	Year 4 Organisms in their environment; Human impact on the environment	Year 4 Place and Space: Locating the Solomon Islands; Impact of human activity
	Year 6 Survival in living things; The solar system and the structure of Earth	Year 6 Place and Space: Solomon Islands in the wider world
Health	Year 6 Healthy communities and environment	Year 4 Place and Space: Locating the Solomon Islands; Impact of human activity
	Year 5 Healthy communities and environment	Year 6 Resources and Economic Activities: Using and managing resources
	Year 3 Healthy communities and environment	Year 2 Place and Space: Features of the neighbourhood

# Chapter 1: Old and new ways of doing things

## Strand

Time, Continuity and Change

## Sub-strand

Changes Around Us

## Sub-strand statement

Identify some common types of modern technology, for example radio, telephone, truck, OBM, TV, and compare the advantages and disadvantages of modern technology.

## General learning outcomes

Learners should:

- 3.1.1** know some common types of modern technology, for example, radio, telephone, truck, OBM, TV (u)
- 3.1.2** understand the advantages and disadvantages of modern technology (k)
- 3.1.3** appreciate the improvement of the standard of living caused by modern technology (a/v).

## Specific learning outcomes

Learners should be able to:

- 3.1.1.1** describe the uses of three new types of technology
- 3.1.2.1** give some examples of technology and the impacts of new technology on society, for example, radio, telephone, OBM, TV and solar power
- 3.1.3.1** draw three situations that show the impact of new technology
- 3.1.3.2** present examples that reflect the changes from traditional to modern living, brought about by the use of new technology.

## Topics and timing

Suggested periods: 32

There are seven topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done in each topic.

Topics	Activities	Periods
Old and new things	1, 2, 3, 4, 5, 6	8
What is good about new things?	7, 8, 9	4
Talking to each other	10, 11, 12, 13, 14	7
From kerosene lamp to solar power	15, 16, 17, 18, 19	7
Water supply in our homes	20	1
Musical instruments	21	1
Learning outcomes review	22, 23, 24	3
Assessment activity		1

# Introduction

Write the learning outcomes for the chapter (see page 1 of the Learner’s Book) on the board or on paper for display. Discuss the learning outcomes with learners and explain that these are to be achieved by the end of this chapter. You will review these learning outcomes at the end of the chapter.

## Topic: Old and new things

Pages 2–5

### Activity 1

#### Aim

To help learners to determine the differences and similarities between old and new things

#### Processes and skills

- Compare ideas, pictures or parts of pictures.
- Work in groups cooperatively.
- Draw and describe pictures.

#### Resources

- Pictures of some old and new things, for example pan pipe, telephone, bamboo etc.

#### Method

**Step 1** Start Activity 1 by asking learners to look at the pictures on page 2 of their Learner’s Book. Brainstorm what is meant by old and new things. Give examples. Record learners’ responses on the board or large sheet of paper. Talk about learners’ responses with them.

**Step 2** Allow learners to read the information on old and new things. Assist by explaining what the text is talking about.

**Step 3** Look at Activity 1. Discuss the pictures with learners. Ask questions to motivate them to speak, for example “What is each thing used for?”

**Step 4** Put learners in groups to complete the activity.

**Step 5** Collect books for marking.

**Step 6** Conclude by asking some groups to share their drawings with the whole class.

#### Answers

Answers will be drawn

Old things	New things
Pan pipes	Outboard motor
Bamboo flute	Flute
Tongs	Metal tongs
Dugout canoe	

### Activity 2

#### Aim

To help learners to identify and name other examples of old and new things.

#### Processes and skills

- Compare ideas, pictures or parts of pictures.

## Resources

- Charts

## Method

**Step 1** Explain the activity. Do one example with learners.

**Step 2** Allow learners to do the activity individually.

**Step 3** Collect books for marking.

**Step 4** Go through the answers with learners to sum up the lesson.

## Answers

Refer to Activity 1 suggested answers. Other possible answers are:

Old things we use	New things we use
Raft	Ship
Grass skirt	Mini skirt
Coconut leaf hat	Plastic hat, cloth cap
Shell coconut	Plate

## Activity 3

### Aim

To help learners to identify different old and new things at home

### Processes and skills

- Find information using appropriate sources.
- Work in pairs cooperatively.
- Draw and describe pictures.

### Resources

- Large sheets of paper
- A4 paper
- Crayons, pens and coloured pencils
- Markers

### Method

**Step 1** Talk about what is traditional and modern technology and give examples.

**Step 2** Ask learners about what old and new things they have at home. Allow them to explain how they use both old and new things in their daily lives.

**Step 3** Explain the homework activity.

**Step 4** Ask learners to copy the homework activity in their exercise books, in their language.

**Step 5** Remind them that they must record their findings because in the next lesson they will be presenting their findings in class.

### Answers

Learners' findings will depend on the type of old and new things they found at home. For example, old things could include: shell money, woven mats and bags, panpipes and bamboo flutes, a dugout canoe, traditional clothing. New things could include gas cookers, telephones, TV, mobile phones, water pipes, computers, MP3 players, laptops.

## Activity 4

**Note:** This activity will take two periods.

## Aim

To help learners to arrange and paste pictures according to the given headings

## Processes and skills

- Share ideas with teachers and class.

## Resources

- Large sheets of paper
- Scissors
- Glue
- Learners' drawings

## Method

**Step 1** Give out large sheets of paper and scissors to learners. Instruct learners to cut out the pictures they drew in Activity 3 and paste them according to the given headings in the Learner's Book.

**Step 2** When learners have completed their work, ask them to hang their paper on the wall for display and learners to view and discuss.

**Step 3** To summarise the lesson, get learners to take turns playing the game "I Spy" ("I spy with my little eye something beginning with the letter...") to identify the old and new things in the classroom. The rest of the class can try to guess what the object is.

## Answers

Answers will depend on what learners drew in Activity 3. See the previous answer for examples of new and old things that might be found around the learners' homes.

## Activity 5

### Aim

To help learners to reflect and discuss their findings in Activity 4

### Processes and skills

- Work in groups cooperatively.
- Share ideas with teachers and class.

### Method

**Step 1** Organise learners into groups of four, review group discussion rules and get them to do the activity.

**Step 2** While they are still discussing, go around and listen to their viewpoints and ideas. Interrupt when necessary to help learners understand what they are discussing.

**Step 3** Check that every group is demonstrating an understanding of the topic and following group discussion rules, such as giving everyone a turn to speak. (Refer to guidelines outlined under "Group work" on page vii of the Introduction.)

**Step 4** Conclude the lesson by telling learners what you observed as you moved around the class and asking each group to share what they discussed with the whole class.

### Answers

The groups' discussions will vary depending on the new and old things that each learner identified in Activity 3 and how they categorised the items in Activity 4. Teachers should encourage groups to discuss the common and old and new things that they drew and ask whether everyone agrees on whether the item is new or old.



**Step 2** Allow plenty of time for learners to read the instructions for the activity.

**Step 3** Assist learners who do not understand the instructions by explaining what they should do with the activity.

**Step 4** Ask learners to do the activity and check that they are doing it effectively.

**Step 5** When learners have finished the activity, collect their books for marking.

**Step 6** Review the activity with learners by asking them to share with the class what things they like and do not like.

## Answers

Learners' answers will be vary, but might include the following:

New thing	What I like about it	What I don't like about it
Radio	I can hear music and the latest news; warn people about bad weather such as cyclones and storms; a way of sharing stories	Noisy; costs money to buy one; costs money to run one because it needs batteries or electricity to play
Television	I get to see new films and TV shows; stories and footage from other parts of the world and see how other people live; see and hear the latest news	People watch too much and get lazy; sometimes bad things are shown on TV
Mobile phone	You can talk to people far away; get help when you need it; share news and stories with friends and family	Expensive to buy; need electricity to charge the batteries
Truck	It carries heavy materials, food and other goods from one place to another; people can ride on the back to get around	Expensive to buy and run as it needs petrol; creates pollution
Outboard motor	They make boats and canoes go faster; don't need to paddle; easier and quicker to reach places across the sea or down the river	Expensive to buy and run as it needs petrol; creates pollution; replaces canoes that are an important part of our culture and past
Solar power lights	They use the sun, which is free; don't need expensive electricity or kerosene to run; bring light to my home and village; I can read and do my homework at night	Expensive to buy; can be difficult to install
Aeroplane	I can travel to see other places all over the world; sick people can reach hospital quickly	Very expensive to buy a ticket; creates pollution; noisy
Ship	I can travel to visit other places especially in Solomon Islands; delivers food and other important items	Pollutes the oceans; expensive to run

## Activity 8

**Note:** This activity will take two periods.

### Aim

To help learners to present information about the text

### Processes and skills

- Collect and sort information.
- Reflect on information.
- Draw pictures.

### Resources

- Large sheets of paper
- Comic strip pictures

## Method

- Step 1** Ask learners to think of a time when they had an accident. In pairs, learners take turns to talk about what happened and how they were helped.
- Step 2** Read the first three sentences to learners and ask them to guess what might happen to Naolyn. Tell them to look at the picture and guess what might happen.
- Step 3** Ask learners to read the text on page 7 for twenty minutes, then talk about it with their partner.
- Step 4** Ask some questions to check that learners understand the text. For example:
- What did Naolyn climb?
  - Why wasn't she moving?
  - What did her sisters do?
  - Who helped Naolyn?
  - How long did it take to reach Taro Island?
  - What transport took Naolyn to Honiara?
- Step 5** Explain the activity and talk about drawing pictures in a comic strip form in sequence.
- Step 6** Learners can draw the three sequenced pictures in their exercise books.
- Step 7** Collect, mark books and give feedback on the comic strip pictures. Choose some to display.

## Answers

- 2 Outboard motor, stretcher, aeroplane and hospital.
- 3 Learners will draw different pictures but they should show the three events described in a, b and c and in the correct sequence.

## Activity 9

### Aim

To help learners to draw pictures showing objects of transport in Naolyn's story

### Processes and skills

- Work in groups cooperatively.
- Draw and describe pictures.

### Resources

- Pictures of different forms of transport

## Method

- Step 1** Ask learners to form groups of four.
- Step 2** Explain the word trans (across) and port (carry) and ask each group to talk about the word "transport" and what it means. Ask learners to find words in their language that mean the same as transport.
- Step 3** Learners read Naolyn's story again and find the names of things used to transport.
- Step 4** Explain the activity. Each learner will complete the activity in their exercise book.
- Step 5** Check that learners are doing the right thing and assist anyone who needs help.
- Step 6** When learners have completed this activity go through the answers with the class. Ask them to correct their own work.

## Answers

Learners' drawings should depict an outboard motor boat, stretcher and aeroplane.



## Activity 12

**Note:** This activity will take two periods.

### Aim

To help learners to describe the types of ways people sent messages long ago

### Processes and skills

- Work in groups cooperatively.
- Identify problems and suggest solutions.
- Listen to the viewpoints of others.
- Communicate findings.

### Resources

- Pictures of different types of communication methods or tools

### Method

**Step 1** Look at the pictures on page 10. Ask learners to guess what the people might be doing.

**Step 2** Write these words on the board and talk about what they mean: town crier, bell, shout a message, runners, ride a horse, blow a conch shell, drums, smoke signals.

**Step 3** Read the section “Sending messages long ago” and ask learners to say what they think each paragraph is about. Discuss the meaning of messages. Talk about the text by asking questions. Ask learners to share any story they have that is similar to what is in the text.

**Step 4** Organise learners into groups of four and explain the activity to them. Inform learners that each person in the group will present the results of their group work to the class.

**Step 5** Give the groups plenty of time to prepare their work and then ask each group to present their ideas to the class.

**Step 6** Acknowledge each group’s presentation by making positive comments.

### Answers

Learners’ answers will vary depending on each group’s ideas, but might include using a battery operated two-way radio, a canoe to cross the floods to reach the other village, tying a message to a kite and flying it across the sky, ringing bells, creating smoke signals or using a drum or conch shell.

## Activity 13

**Note:** This activity will take two periods.

### Aim

To help learners to show their understanding of the text through answering questions

### Processes and skills

- Explain text.
- Identify problems and suggest solutions.

### Resources

- Pictures of mobile phones or old mobile phones

### Method

**Step 1** Ask the class to brainstorm the following questions:

- What is a mobile phone?
- What are its uses?
- How do mobile phones affect people’s lives?
- Do you think everyone in Solomon Islands should have one? Why?
- Can you use one anywhere you go? How about right in the mountains of Guadalcanal?

**Step 2** Ask learners to look at the picture on the bottom of page 11 and explain what is happening to a partner.

**Step 3** Ask each pair to say what they thought happened in the story.

**Step 4** Read the section “Dan’s mobile phone” slowly to learners.

**Step 5** Explain the activity and ask learners to do the activity.

**Step 6** Collect books for marking and wind up the lesson by going through the answers.

### Answers

- 1 Dan bought the mobile because he wanted to talk to his family.
- 2 The three things that Dan can do with his mobile are: talk to his family, listen to music and take pictures.
- 3 At the end of the story, Dan’s mobile did not work.
- 4 Dan’s mobile did not work at the end of the story because the battery was flat. He forgot to switch off his mobile and to charge the battery.

### Activity 14

**Note:** This activity will take two periods.

#### Aim

To help learners to dramatise the story about Dan and his mobile

#### Processes and skills

- Work in pairs cooperatively.
- Dramatise social actions
- Share ideas with teachers and class.

#### Resources

- If possible, a mobile phone

#### Method

**Step 1** Put learners in pairs and ask them to read the section “Dan’s mobile phone” again and tell each other what happened in sequence.

**Step 2** Explain the activity. Check that learners understand what they will do in the role-play.

**Step 3** Allow time for pairs to practise their role-plays to present in the next period to the class.

**Step 4** Ask each pair to present their role-play to the class.

### Answers

Learners’ role-plays will all be different. This is an example of what they could do:

Dan: My friend, this is my new mobile.

Api: Okay, that’s good.

Dan: Its got music and can take pictures.

Api: That’s great! Can I see it?

Dan: Oh! It’s not working now. What is wrong? This must be a toy phone.

Api: Really?

### Topic: From kerosene lamp to solar power

Pages 13–16

### Activity 15

**Note:** This activity will take two periods.

## Aim

To help learners to list different things people in the village or settlement use for lighting

## Processes and skills

- Work in pairs cooperatively.
- Share and communicate ideas.
- Draw and describe pictures.

## Resources

- Lighting equipment or pictures of different types of lighting

## Method

**Step 1** Read the section “From kerosene lamp to solar power” on page 13 to learners.

**Step 2** Brainstorm with learners what things produce light at night. Record their responses on the blackboard.

**Step 3** Explain the activity and ask learners to select a partner. Explain that they must think of anything that can produce light that is useful to their family. They will describe the types of light to each other.

**Step 4** Learners draw pictures of lighting in their exercise books and share their pictures with another pair in a group of four.

**Step 5** Learners take their books home and share their pictures with their families. They should draw some more pictures of lighting at home.

**Step 6** Learners return to their groups of four and share their pictures from home.

**Step 7** Collect learners’ books for marking.

## Answers

Learners’ answers will vary, but may include candles, electric lights, torches and kerosene lamps.

## Activity 16

### Aim

To help learners to discuss and list some changes that Elizabeth will experience when using solar power

### Processes and skills

- Work in pairs cooperatively.
- Analyse pictures or photographs.
- Collect and sort information.

### Resources

- Pictures of solar lights

### Method

**Step 1** Tell learners to look at the pictures carefully on pages 13 and 14 and think about what each picture tells them.

**Step 2** Ask learners to make good guesses about what they think will happen in Elizabeth’s story.

**Step 3** Read the section “Elizabeth’s story” to learners.

**Step 4** Discuss the text and the pictures by asking learners questions. Explain each paragraph. Ask learners if they have seen a solar panel or if someone they know is using solar energy at home.

**Step 5** Explain the activity. Allow learners to do it in pairs.

**Step 6** Conclude the lesson by going through the answers with the whole class. Learners can mark their own work.

## Answers

Learners' answers will vary, but may include:

- She will not have to spend money to buy kerosene.
- She won't be in the dark because she can't afford to buy kerosene.
- She will enjoy the lights at night.
- She will be able to read, cook, clean and sew at night.

## Activity 17

### Aim

To help learners to use the pictures and make up a drama to tell a story

### Processes and skills

- Work in groups cooperatively.
- Compare ideas, pictures or parts of pictures.
- Dramatise social actions.
- Share ideas with teachers and class.

### Resources

- If possible, show the class a solar panel

### Method

**Step 1** Organise learners in groups of four and ask them to study the pictures.

**Step 2** Get learners to develop stories about the pictures and then move around and listen to their stories.

**Step 3** Inform learners that you will choose two groups to present their drama to the class.

**Step 4** While the two groups do necessary preparation before their presentation, instruct the rest of the class on what to observe in the presentations. They should think about how well the dramas give the meaning of the story and how they will give feedback to each group.

**Step 5** Ask learners to observe the two presentations and provide constructive feedback.

### Answers

The group presentations will vary, but could show the family's surprise at how the lights and electricity works, and the excitement of being able to do lots of things with the new light and electricity, such as using a sewing machine and listening to music on a radio and on an MP3 player.

## Activity 18

**Note:** This activity will take two periods.

### Aim

To help learners to make models of old or new things using used materials in the environment

### Processes and skills

- Make observations.
- Make models or parts of models.

### Resources

- Empty biscuit box, sago palm, coconut shells

### Method

**Step 1** Make a model from used or recycled materials from the environment.

**Step 2** Show the model you made to learners. Explain where you got the materials and how you made your model.

**Step 3** Explain the activity. Ask learners to decide what they want to make.

**Step 4** Ask learners to collect materials and bring them to the next class.

**Step 5** During the next class, check that every learner has all the necessary materials to make their model.

### Answers

Learners' models will vary, but may include a television, radio, mobile phone, oven, aeroplane and truck.

## Activity 19

### Aim

To help learners to display and describe the uses of models in the class

### Processes and skills

- Work in groups cooperatively.
- Share ideas with teachers and class.

### Resources

- Learners' models

### Method

**Step 1** Ask learners to display their models in the classroom. Learners who have made the same or similar models should display them together.

**Step 2** Ask each learner to talk about their model to the rest of the class. They should say what it is and what they used to make it.

**Step 3** Invite the Head Teacher/Principal or another teacher to visit and view the models.

**Step 4** Ask learners to comment on what they achieved and what they liked doing.

### Answers

Learners will all make different models using a range of materials. Encourage learners to ask their classmates questions about their models.

## Topic: Water supply in our homes

*Pages 16–17*

## Activity 20

### Aim

To help learners to describe how new things have changed people's lives in rural areas

### Processes and skills

- Work in groups cooperatively.
- Compare ideas, pictures or parts of pictures.
- Collect and sort information.
- Draw and describe pictures.

### Resources

- Someone from the local water authority or village or settlement leader to talk to the class about water supply
- Local water supplies suitable for visiting

### Method

- Step 1** Ask learners to look at pictures of water supply in the Learner's Book and possibly other pictures from the local council, village or settlement.
- Step 2** Brainstorm with learners about how people in their village or settlement get water for drinking, washing and showering. It could be through pipes, water tanks, streams, rivers or a ground well. Record their responses.
- Step 3** Look at the pictures on pages 16 and 17 and talk about how the water is being collected.
- Step 4** Read the text to learners while they listen carefully.
- Step 5** Talk about the text by explaining the key points of each paragraph. Talk about how the pictures help to explain what is in the paragraphs too.
- Step 6** Ask individual learners to choose a paragraph to read and say why they wanted to read that paragraph.
- Step 7** Allow learners to share any stories or experiences that are similar to those of the three people in the text.
- Step 8** Explain the activity and ask learners to work in groups of four. Review group rules. They can either draw a picture or dramatise a picture.
- Step 9** Sum up the lesson by asking each group to present their work to the class.

### Answers

Learners' answers will vary but are likely to include one of the following methods: pipes, water tanks, streams, rivers or a ground well.

## Topic: Musical instruments

*Pages 18–21*

### Activity 21

#### Aim

To help learners to describe the uses of old and new musical instruments

#### Processes and skills

- Work in groups cooperatively.
- Make generalisations supported by evidence.
- Share and communicate ideas.

#### Resources

- A range of musical instruments

#### Method

- Step 1** Ask learners to talk about their favourite music and how it is made, what tools or instruments are used and who plays them. If possible, invite a local musician to talk to the class about the musical instrument they use.
- Step 2** Put learners in groups of four and ask them to read the text together as a group.
- Step 3** Tell learners to study the pictures and ask them to talk about the way old and new musical instruments work.
- Step 4** Ask learners to share any stories they have regarding the uses of both old and new musical instruments.

**Step 5** Allow learners to discuss and describe how musical instruments make music.

**Step 6** Encourage learners to look for any simple things either inside or outside the classroom, which can produce some sounds or music.

**Answers**

- 1 Ensure that the groups correctly identify the keyboard, electric guitar and drum kit in the pictures.
- 2 Learners' answers will vary but should include the following: the keyboard has a speaker and music is created by hitting the keys on the keyboard to create notes and chords; the electric guitar is plugged into an amplifier and notes and chords are created by strumming the strings; the drum kit makes music when sticks are used to hit the drum pads and cymbals.
- 3 Learners will use different things to produce sound or music.

**Topic: Reflecting on what we have learnt**

*Pages 14–16*

**Activity 22**

**Aim**

To help learners to describe the uses and how the new things in the pictures help to change many lives of people

**Processes and skills**

- Work in groups cooperatively.
- Analyse pictures or photographs.
- Share and communicate ideas.

**Resources**

- Pictures of new musical instruments

**Method**

**Step 1** Ask learners to study the pictures on page 19.

**Step 2** Put learners into groups of four. Learners study the pictures and talk about the uses of the new things.

**Step 3** Encourage learners to share any experiences they have of how these new things change people's lives.

**Step 4** Give learners time to do Question 3 in their exercise books.

**Step 5** Collect learners' books for marking.

**Step 6** Discuss the answers together in the class.

**Answers**

1 Ensure that the groups correctly identify the boom box or radio and mobile phone in the pictures.

2–3 Learners' answers will vary, but may include the following:

Name	Changes
Mobile phone	Call for help and talk to friends and family in other places.
Radio	Listen to service messages, find information and listen to old and new stories, as well as music.

## Activity 23

### Aim

To help learners to describe and draw old and new things and their uses

### Processes and skills

- Work in groups cooperatively.
- Share and communicate ideas.
- Listen to the viewpoints of others.

### Method

**Step 1** Brainstorm some new things that learners may not have talked about in their work, for example MP3, TV, DVD player, computer.

**Step 2** Organise learners into groups of four.

**Step 3** Explain the activity and remind learners to use group rules. They should do Question 1 in their exercise books.

**Step 4** Move around the groups and praise groups that are working well together and following group rules.

**Step 5** Help groups who have any problems and make sure all learners are contributing.

**Step 6** Provide feedback to groups on how well they worked.

**Step 7** Collect books for marking.

### Answers

- 1 Learners' answers will vary but might include a mobile phone, a laptop or computer, a television, a DVD player, a MP3 player, a bicycle and old things such as a traditional pipe flute.
- 2 Learners' answers will vary but might include being able to talk to friends and family on a mobile phone, to do homework and play games on a computer or laptop, to watch movies on a television and DVD player, to listen to music on an MP3 player, to ride to a friend's house on a bicycle and to learn more about the past.
- 3 Learners' answers will vary but might include getting a job after school, working hard at school so that they can get a good education and a good job when they grow up.

## Activity 24

### Aim

To help learners to share and discuss the ideas on the recent activity

### Processes and skills

- Share ideas with teachers and class.
- Listen to the viewpoints of others.

### Resources

- Learners' drawings

### Method

**Step 1** Ask learners to go back to their groups for presentation.

**Step 2** Check that all groups get their task ready for class presentation.

**Step 3** Ask each group to present their work one at a time and ask learners to listen very carefully to each group's presentation.

**Step 4** Encourage learners to ask the different groups questions.

**Step 5** Give each group feedback on their presentation.

## Answers

Each group's presentation will be different. Encourage the other learners to ask the group presenting questions.

## Learning outcomes review

### Aim

To help learners to review their knowledge and understanding on what they have learnt

### Processes and skills

- Review the achievement of the learning outcomes.

### Method

**Step 1** Ask learners to read the learning outcomes on page 1.

**Step 2** Ask learners to comment about each outcome and what they learnt.

## Assessment activity

### Aim

To help learners describe how new things can help us

### Processes and skills

- Draw and describe pictures.
- Compare ideas, pictures or parts of pictures.
- Collect and sort information.

### Method

**Step 1** Explain the assessment activity. If it is difficult to find the pictures, you could ask learners to draw and colour them as neatly as possible.

**Step 2** Collect books for marking and recording purposes.

**Step 3** Summarise the lesson by asking learners to share some of their answers.

### Answers

**2-3** The accuracy of the drawings of the objects will vary. Teachers should check that learners' drawings or choice of photographs are correct to ensure that they know what each object looks like.

**4** Learners' descriptions of what the new things can do to help us will also vary but may include the following:

- Computer: find information on the internet
- TV: watch and hear new stories, including the latest news; see other parts of the world and how people live
- Mobile phone: send messages and talk to friends and family; call for help
- MP3 player: listen to music
- Radio: hear music, stories and the latest news; get warnings about bad weather
- Solar panel: get electricity for our house so we can have light at night.

# Chapter 2: Exploring our islands

## Strand

Place and Space

## Sub-strand

Exploring Our Islands

## Sub-strand statement

Know the location of Solomon Islands in the world. Give reasons why people choose to live where they do using the natural and built features in their environment.

## General learning outcomes

Learners should:

- 3.2.1** know the location of Solomon Islands in the world (k)
- 3.2.2** know the location of the land masses and seas of our islands (k)
- 3.2.3** appreciate the importance of built and natural features (a/v)
- 3.2.4** appreciate the reasons why people choose to live in specific areas (a/v)
- 3.2.5** understand the interdependence between people and the environment (u).

## Specific learning outcomes

Learners should be able to:

- 3.2.1.1** locate Solomon Islands on a world map and globe
- 3.2.1.2** use the compass symbol on a map of Solomon Islands to determine the directions north, south, east and west
- 3.2.3.1** locate the islands, seas, oceans, mountains, forest and lagoons on a map of Solomon Islands
- 3.2.4.1** give three examples of ways in which the natural landscape affects the way people live
- 3.2.4.2** give examples of places that are seen as special or important
- 3.2.5.1** identify ways in which people depend on their environment.

## Topics and timing

Suggested periods: 27

There are five topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done for each topic.

Topics	Activities	Periods
Solomon Islands in the world	1	1
Solomon Islands in the region	2	1
Solomon Islands	3, 4, 5, 6, 7, 8, 9, 10	10
Our villages and settlements	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	11
Nature affects how we live	21, 22, 23	3
Learning outcomes review Assessment activity		1

## Introduction

Write the learning outcomes for the chapter (see page 23 of the Learner’s Book) on the board or on paper to display. Discuss the learning outcomes with learners and explain that these are to be achieved by the end of this chapter. You will review these learning outcomes at the end of the chapter.

### Topic: Solomon Islands in the world

*Pages 24–25*

#### Activity 1

##### Aim

To help learners to locate Solomon Islands on the world map

##### Processes and skills

- Work in pairs cooperatively.
- Locate places on a map.

##### Resources

- Any old and new maps that can be displayed in the classroom

##### Method

- Step 1** Ask learners to imagine they are a bird flying and looking down at their school. If possible, take learners outside and up a hill so they are looking down on the school.
- Step 2** Take learners inside and ask them to draw what some of the places might look like from above. Talk about drawing maps.
- Step 3** Spend some time looking and talking about the world map. Locate countries and oceans.
- Step 4** Name some countries and ask learners to find them on the world map. Ask questions such as “Which country is closest to Australia?”
- Step 5** Explain the activity and read through all the questions. Put learners in pairs to do the activity.
- Step 6** Ask some learners to share their answers with the class.
- Step 7** Collect books for marking.

##### Answers

- 1 Blue or grey
- 2 Green, brown, pink, grey, mauve, purple, beige, yellow
- 3 Learners’ answers will vary.
- 4 Learners identify Solomon Islands on the world map.
- 5 Nauru
- 6 Papua New Guinea, Tuvalu, Vanuatu, Fiji or Australia
- 7 & 8 Learners’ answers will vary.

### Topic: Solomon Islands in the region

*Pages 26–27*

#### Activity 2

##### Aim

To help learners to locate Solomon Islands on the Pacific map

### Processes and skills

- Work in pairs cooperatively.
- Locate places on a map.
- Share and communicate ideas.

### Resources

- Map on page 26 of Learner's Book

### Method

- Step 1** Ask learners to say what an island is. Ask them to imagine they are birds flying over the Pacific Ocean. What will the islands look like from high above?
- Step 2** Spend some time studying and discussing the text on page 26. Ask learners to look at the islands on the Pacific map. Find island countries.
- Step 3** Discuss the word “region” and what is meant by Pacific region. Name some countries and ask learners to find them on the map. Ask questions such as “Which countries are closest to Guam, Vanuatu and Samoa?”
- Step 4** Explain the activity.
- Step 5** Put learners in pairs to do the activity.
- Step 6** Ask some learners to share their answers and then collect books for marking.

### Answers

Apart from identifying Solomon Islands, learners' answers will vary.

## Topic: Solomon Islands

Pages 28–36

### Activity 3

#### Aim

To help learners to find their own islands and provinces on the Solomon Islands map

#### Processes and skills

- Work in pairs cooperatively.
- Locate places on a map.
- Share and communicate ideas.

#### Resources

- Before the lesson, ask learners to collect materials such as empty cases, sand, stones, seeds and shells

#### Method

- Step 1** Ask learners to say who named their country and why they think their country is named Solomon Islands. Encourage learners to make good guesses that may not be correct but tell a good story. Encourage learners to ask questions such as “Why do you think the islands are in provinces?” Ensure that learners find and name their island/s and province.
- Step 2** Write some names of provinces on the board and ask learners to find them on the map. Ask questions such as “Which province is closest to Makira Province?”
- Step 3** Explain all the questions in the activity.
- Step 4** Put learners in pairs to do the activity.
- Step 5** Ask some learners to share their answers and then collect books for marking.

## Answers

- 1 Learners must find their province and identify its name.
- 2 Learners' answers will vary, but should demonstrate an understanding that a province is a defined area, territory or group of islands.
- 3 Learners' answers will vary.
- 4 Learners' answers will vary depending on what islands they have visited.
- 5 Learners' answers will vary according to their favourite province.

## Activity 4

**Note:** This activity will take two periods.

### Aim

To help learners understand the shape and size of Solomon Islands' provinces through making models using everyday materials

### Processes and skills

- Work in groups cooperatively.
- Locate places on a map.
- Make models or parts of models.
- Collect and sort information.
- Share and communicate ideas.
- Show concern and courtesy for others.

### Resources

- Large sheets of paper
- Cardboard
- Empty boxes, sand, stones, seeds, shells etc.

### Method

**Step 1** Put learners in groups that will total up to nine groups altogether.

**Step 2** Explain the activity and allocate a province to each group.

**Step 3** Show the example of a model in the Learner's Book. Each group should have a space in the classroom to work on their model.

**Step 4** Tell learners that they need to ask questions of people in their village or settlement about their group's province for homework.

**Step 5** Learners can continue with this activity in the next lesson.

### Answers

Learners will come up with different models depending upon the province they have been allocated. They should show some key features, for example lakes, mountains, lagoons, rivers, ports, airports etc.

## Activity 5

### Aim

To help learners to identify key things about their family, village or settlement or school, and represent these on a flag

### Processes and skills

- Draw and describe pictures.
- Draw simple symbols to represent data.
- Identify symbols and signs.
- Share ideas with teachers and class.

## Resources

- Crayons, coloured pencils, papers, marker pens

## Method

- Step 1** Ask learners to say where they think people who lived here a long time ago might have come from. Read the section “How people came to our islands” on page 31 and explain what the text is all about. Ask learners to compare the story of the naming of Solomon Islands to their own stories they told in Activity 3.
- Step 2** Make sure learners understand what the national flag means and the representation of the symbols and colours on the flag.
- Step 3** Explain the activity and ask learners to do it.
- Step 4** Encourage learners to insert traditional signs that represent people’s environment and culture.
- Step 5** Display all flags and ask learners to explain their symbols and colours.
- Step 6** Ask the head teacher/principal to visit the display and ask learners to tell their stories about their flags.

## Answers

Learners will demonstrate some key ideas about their family, village or settlement, or school through different designs of flags, using colours and symbols, for example blue with fish and canoes would show a village or settlement that depends a lot on the sea.

## Activity 6

### Aim

To help learners to use the directions of north, east, south and west (cardinal directions) to find places

### Processes and skills

- Identify symbols and signs.
- Use cardinal directions.
- Use prior knowledge.

## Resources

- Compass rose picture

## Method

- Step 1** Begin the lesson by taking learners outside and asking them to point to special things around them, for example a tall tree, the office, the road, the sea/lake/river, mountain, their classroom, the toilets, the gate or hedge. Ask learners to say how they would give directions to their partner to find things, for example “Go past our classroom to the office”. In pairs, learners use directions to find places.
- Step 2** Read the section “How people came to our islands” about Solomon Islands’ nine provinces on page 31. Make sure learners have a good understanding of where our islands are located in the different provinces.
- Step 3** Discuss the information in the table on page 32 so that learners understand the history of Solomon Islands. Use a Solomon Islands map so that learners can see where the provinces are located.
- Step 4** Read the text at the top of page 33. Ask learners to say if they can find any words about directions in the text. Write “north”, “south”, “east” and “west” on the board.
- Step 5** Take learners outside and point to the four directions. This activity will help learners see what north, south, east and west directions are. Ask questions such as:
- Where does the sun rise?
  - Where does the sun set?

- Where does the wind come from?
- Which direction do you travel in to go home from school?

**Step 6** In pairs, learners look at the compass picture on page 33. Learners can draw the compass in their exercise books and label the directions.

### Answers

Check drawings and encourage learners to use their language or Pijin to identify directions.

## Activity 7

### Aim

To help learners to identify provinces and use compass directions to show where provinces are on the Solomon Islands map

### Processes and skills

- Work in pairs cooperatively.
- Locate places on a map.
- Use cardinal directions.
- Share and communicate ideas.

### Resources

- Compass rose picture

### Method

**Step 1** Draw a compass rose on the board or large sheet of paper for display. Add a picture of a simple compass rose. Ask learners to study the Solomon Islands map on page 28 again and find the compass rose in the bottom right-hand corner.

**Step 2** Explain how learners can find directions on a map using the compass rose such as:

- Is Choiseul north or south of Guadalcanal?
- Which provinces are east of Western Province?
- Why is it called Western Province?
- Which is the southern-most province?

**Step 3** Explain the activity. Put learners in pairs.

**Step 4** Ask learners to complete the activity and collect books for marking.

**Step 5** Conclude the lesson by going through the answers with the class.

### Answers

**1–3** Learner's answers will depend on what province learners come from.

**4** North

**5** South-east

## Activity 8

### Aim

To help learners to identify different groups of people in Solomon Islands

### Processes and skills

- Work in groups cooperatively.
- Analyse pictures or photographs.
- Identify people.

### Resources

- Large sheets of paper and markers for each group

## Method

- Step 1** Ask learners to tell each other where they were born and where they live. Learners talk about the different groups of people they know of who live in Solomon Islands.
- Step 2** Put learners into groups of four to study and talk about the pictures on page 35.
- Step 3** Read the section “Different groups of people” on page 34 and explain the terms “Melanesian”, “Micronesian” and “Polynesian”. Ask learners where they think Asians might come from. Ask learners to turn to the maps on pages 24 and 26 and indicate to them some Asian countries as well as Australia and New Zealand.
- Step 4** Ask learners to tell each other which group they belong to.
- Step 5** Ask learners to complete the activity in their exercise books.

## Answers

Picture 1—Melanesian

Picture 4—Asian

Picture 2—Polynesian

Picture 5—European

Picture 3—Micronesian

## Activity 9

**Note:** This activity will take two periods.

### Aim

To help learners to compare the differences and similarities of groups of people in Solomon Islands

### Processes and skills

- Work in groups cooperatively.
- Identify people.
- Compare ideas, pictures or parts of pictures.
- Share and communicate ideas.
- Make generalisations supported by evidence.

### Method

- Step 1** Organise learners to form five groups that represent the five groups of people in Solomon Islands, then ask learners to do Question 1.
- Step 2** Tell learners to do Question 2 for homework. Learners need to find out if there are any people from the ethnic group living in their village, settlement or school.
- Step 3** At the next lesson, ask learners to complete the activity in their groups. They could dramatise some of the daily activities to show differences and similarities, for example types of food eaten.
- Step 4** Observe the groups' presentation and give feedback.

### Answers

Each group's presentation will vary depending on the ethnic group that they are assigned.

## Activity 10

### Aim

To help learners to compare the differences and similarities of groups of people in Solomon Islands

### Processes and skills

- Work in groups cooperatively.
- Find information using appropriate sources.
- Identify people.
- Draw and describe pictures.
- Share ideas with teachers and class.

## Resources

- Large sheets of paper
- Scissors, glue, marker pens

## Method

**Step 1** Direct learners to read Activity 10 and ask them what they need to do.

**Step 2** Give out a large sheet of paper and scissors to each group.

**Step 3** Ask learners to do the activity.

**Step 4** Pin each group's chart up on the classroom wall.

**Step 5** Conclude with a class discussion about the information on the charts.

## Answers

Each group's presentation will vary depending on the ethnic group that they are assigned.

## Topic: Our villages and settlements

*Pages 37–52*

## Activity 11

**Note:** This activity will take two periods.

## Aim

To help learners to show how their family groups form into clans and live in villages or settlements

## Processes and skills

- Find information using appropriate sources.
- Identify people.
- Draw and describe pictures.
- Share and communicate ideas.

## Resources

- Displays of pictures, words, songs and stories of families, villages or settlements.

## Method

**Step 1** Write the words “village”, “settlement”, “family”, “clan”, “tribe” and “group” on the board. Draw the diagram on page 37 in the Learner's Book on the board. Ask learners to say what they think the words and the diagram mean. Encourage learners to talk about their families, clans, villages or settlements.

**Step 2** Tell learners to read through the text on page 37 silently. Encourage learners to be involved in the discussion of the text.

**Step 3** Tell learners to talk about their family in pairs. Show how the family grows or extends when brothers or sisters get married and have children.

**Step 4** Explain the activity to learners and what they will do for homework, and answer any questions.

**Step 5** Inform learners that this homework will be presented in the next lesson.

**Step 6** During the next lesson, allow learners to share any language, pictures, songs and stories from their tribe or clan.

**Step 7** Make displays of pictures, words, songs and stories.

## Answers

Learners' answers will vary but will include language, pictures, songs, stories and possibly special tools and crafts that are unique to their clan.

## Activity 12: Malaita Province

### Aim

To help learners to use symbols to represent data on a map of Malaita Province

### Processes and skills

- Draw simple maps.
- Use cardinal directions.
- Make observations.

### Resources

- Map of Malaita

### Method

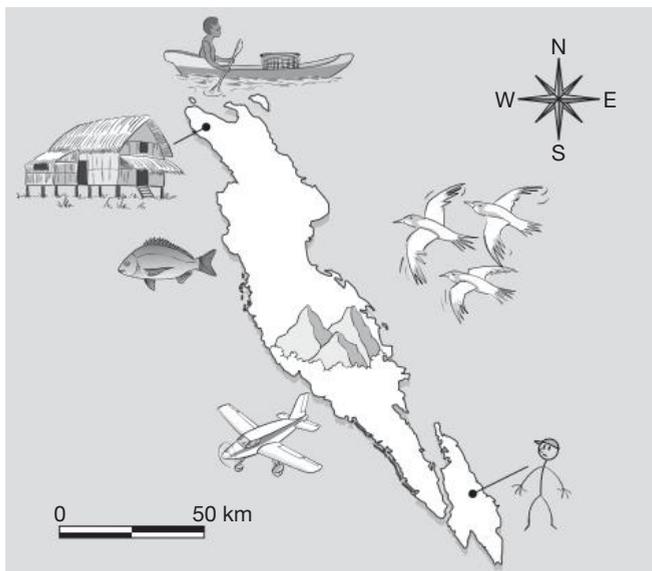
**Step 1** Ask learners to tell the class what they know about Malaita Province.

**Step 2** Ask learners if anyone is from Malaita Province. Check on the Solomon Islands map to find Malaita Province.

**Step 3** Read about Malaita Province on page 38 and discuss the key information in the text and on the map. Explain the activity and tell learners to draw their maps of Malaita in their exercise books.

**Step 4** Move around the class and give feedback to learners on their maps.

### Answers



## Activity 13: Guadalcanal Province

### Aim

To help learners to use symbols to represent data on a map of Guadalcanal Province.

### Processes and skills

- Draw simple maps.
- Use cardinal directions.
- Make observations.

### Resources

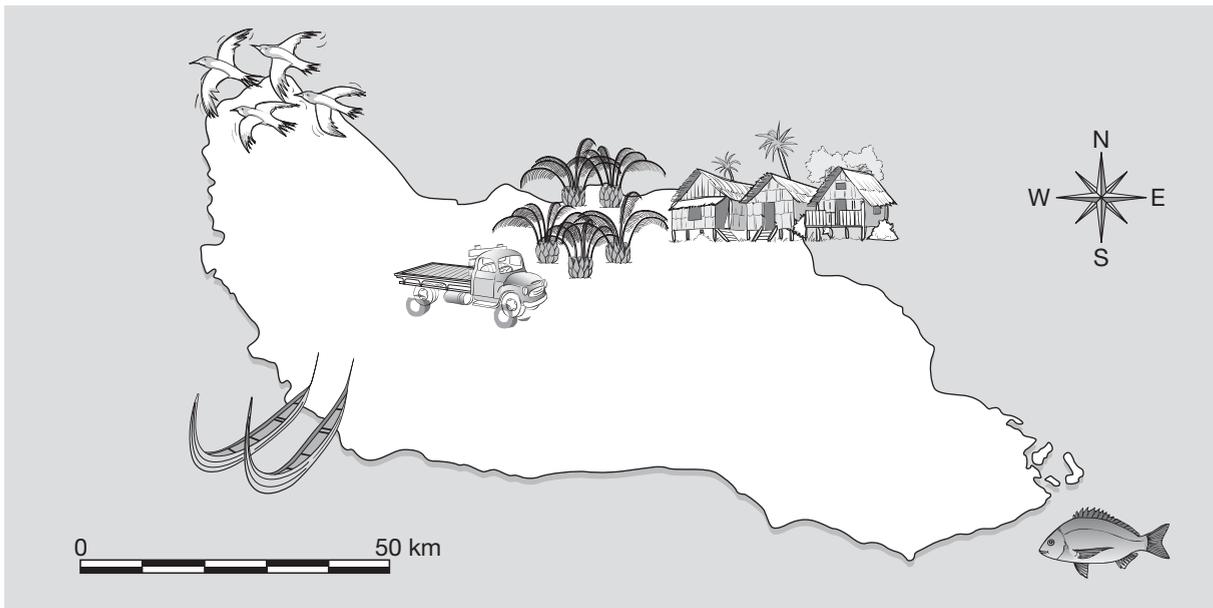
- Map of Guadalcanal

### Method

**Step 1** Ask learners to tell the class what they know about Guadalcanal Province.

- Step 2** Ask learners if anyone is from Guadalcanal Province. Check on the Solomon Islands map to find Guadalcanal Province.
- Step 3** Read about Guadalcanal Province on pages 39-40 and discuss the key information in the text and on the map. Explain the activity and tell learners to draw their maps of Guadalcanal in their exercise books.
- Step 4** Move around the class and give feedback to learners about their maps.
- Step 5** Collect books for marking and sum up the lesson by highlighting the important development on Guadalcanal such as Gold Ridge project and the oil palm plantation, the high mountains including Mountain Popomanaseu, large rivers and the fact that the capital of Solomon Islands Honiara is located on Guadalcanal Island.

## Answers



## Activity 14: Western Province

### Aim

To help learners to use symbols to represent data on a map of Western Province

### Processes and skills

- Draw simple maps.
- Use cardinal directions.
- Make observations.

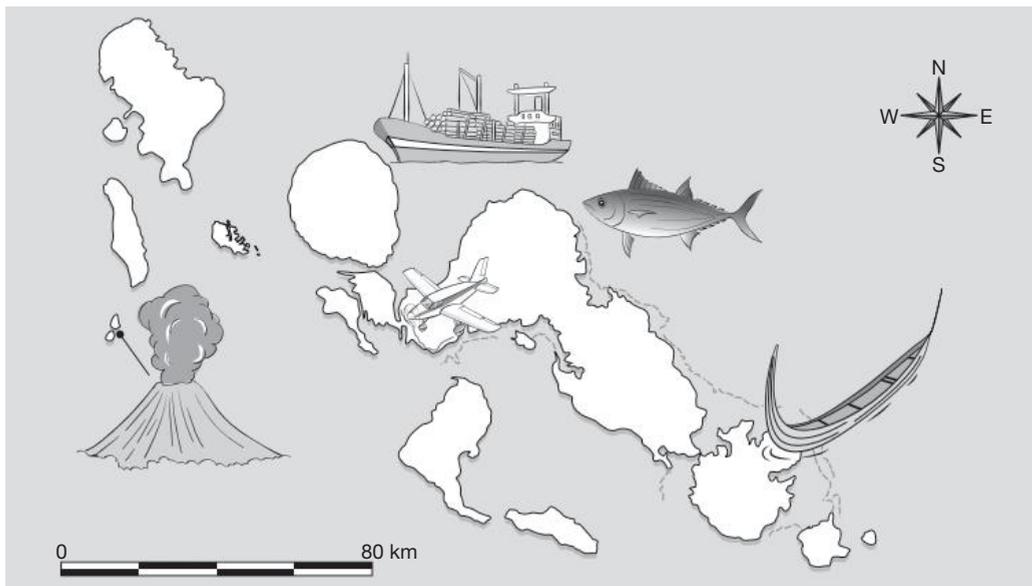
### Resources

- Map of Western Province

### Method

- Step 1** Ask learners to tell the class what they know about Western Province.
- Step 2** Ask learners if anyone is from Western Province. Check on the Solomon Islands map to find Western Province.
- Step 3** Read about Western Province on pages 41–42 and discuss the key information in the text and on the map. Explain the activity and tell learners to draw their maps of Western Province in their exercise books.
- Step 4** Move around the class and give feedback to learners about their maps

Answers



**Activity 15: Central Province**

**Aim**

To help learners to use symbols to represent data on a map of Central Province.

**Processes and skills**

- Draw simple maps.
- Use cardinal directions.
- Make observations.

**Resources**

- Map of Central Province

**Method**

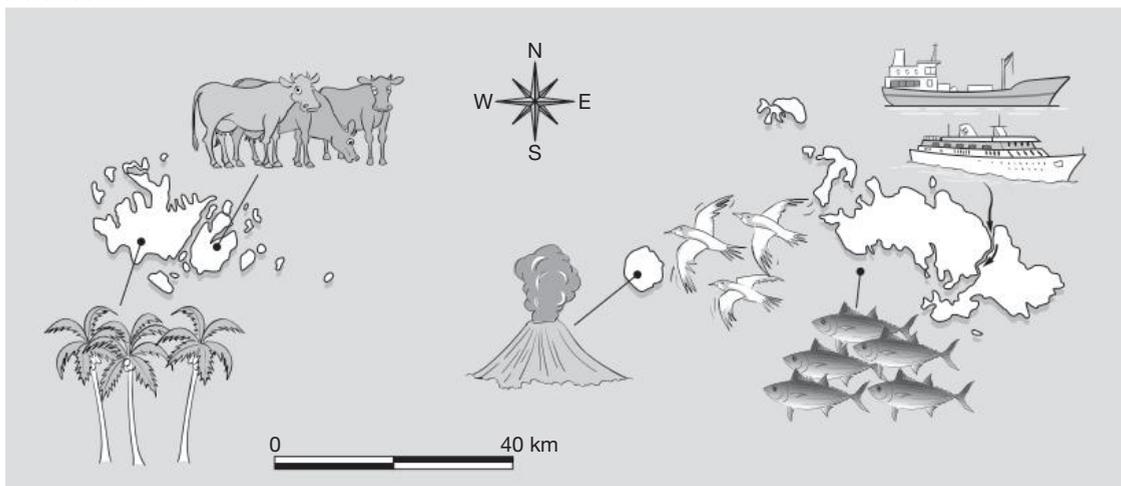
**Step 1** Ask learners to tell the class what they know about Central Province.

**Step 2** Ask learners if anyone is from Central Province. Check on the Solomon Islands map to find Central Province.

**Step 3** Read about Central Province on pages 43–44 and discuss the key information in the text and on the map. Explain the activity and tell learners to draw their maps of Central Province in their exercise books.

**Step 4** Move around the class and give feedback to learners about their maps.

Answers



## Activity 16: Isabel Province

### Aim

To help learners to interpret symbols on a map of Isabel Province and name some crops grown there.

### Processes and skills

- Work in pairs cooperatively.
- Locate places on a map.
- Use cardinal directions.
- Collect and sort information.

### Resources

- Map of Isabel

### Method

**Step 1** Ask learners to tell the class what they know about Isabel Province.

**Step 2** Ask learners if anyone is from Isabel Province. Check on the Solomon Islands map to find Isabel Province.

**Step 3** Read Muriel's story on page 45 to the class and discuss the key information in the text and the map. Explain the activity and tell learners to answer the questions in their exercise books.

**Step 4** Move around the class and give feedback to learners about their answers.

**Step 5** Collect books and give feedback about learners' answers.

### Answers

- 1 West
- 2 Coffee, kava, peanuts
- 3 Ground coffee for drinking

## Activity 17: Makira Province

### Aim

To help learners to use symbols to represent data on a map of Makira Province and identify special fishing equipment

### Processes and skills

- Draw simple maps.
- Use cardinal directions.
- Make observations.

### Resources

- Map of Makira Province

### Method

**Step 1** Ask learners to tell the class what they know about Makira Province.

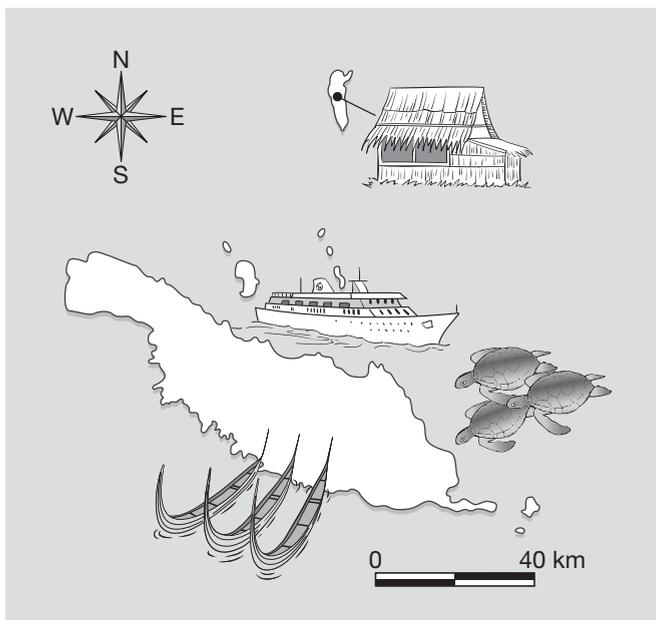
**Step 2** Ask learners if anyone is from Makira Province. Check on the Solomon Islands map to find Makira Province.

**Step 3** Read about Makira Province on pages 46–47 and discuss the key information in the text and on the map. Explain the activity and tell learners to draw their maps of Makira Province in their exercise books.

**Step 4** Move around the class and give feedback to learners about their maps as learners complete questions 1–3.

**Step 5** Ask learners to do Questions 5 and 6. Explain that Question 5 requires them to find the information in the text. Question 6 requires them to write their own stories about fishing equipment.

### Answers



**5** South Makira.

**6** Learners will write and tell their own stories about fishing equipment.

## Activity 18: Temotu Province

### Aim

To help learners to make a symbol that represents a province

### Processes and skills

- Work in pairs cooperatively.
- Make observations.
- Draw and describe pictures.
- Share ideas with teachers and class.

### Resources

- Cardboard, scissors, string, coloured paper, coloured pencils or crayons
- Pictures of frigate birds
- If possible, a person from Temotu Province

### Method

**Step 1** Tell learners to look at the map of Temotu Province on page 48. Ask learners to say something about the province that they have learnt from looking at the map, for example that the people must be very good sailors.

**Step 2** Ask learners to look at the pictures and words in the text and guess what the text might be about. Ask learners to read in pairs and try to explain what the key points are in each paragraph to each other. Read the text again to learners and ask questions, for example:

- In which direction would you travel from Santa Cruz to Reef Islands?
- What is the other name for Temotu Province?
- Why are frigate birds important to Temotu people?
- How many islands are there in Temotu Province?

- Step 3** Demonstrate to learners how to make a model of a frigate bird before you allow learners to do the activity.
- Step 4** Organise learners into pairs and explain the activity to them.
- Step 5** Ask learners to use the materials that they have collected.
- Step 6** When learners have all the required materials, instruct them to draw and cut out the shape of a frigate bird.
- Step 7** Provide coloured pencils, crayons and coloured paper so learners can colour their bird. Ask them to display their bird in the classroom.

### Answers

Learners will make their own frigate bird models.

## Activity 19: RenBel Province

### Aim

To help learners to identify different cultural things in Renbel Province

### Processes and skills

- Draw and describe pictures.
- Draw simple symbols to represent data.
- Identify values and viewpoints
- Share ideas with teachers and class.

### Resources

- Sheets of paper

### Method

- Step 1** Begin the lesson by asking learners to look at the map of RenBel Province on page 50. Ask learners what groups of people are living at RenBel Province. Share any stories about any interesting things that are found in RenBel Province.
- Step 2** Write the words “ponds”, “lakes”, “pandanus”, “tattoo” and “outrigger canoe” on the board. Discuss the differences between Renbel’s culture and the other provinces, for example people in other provinces use sago palm leaves to build their houses but in RenBel the houses are built of pandanus leaves. Read each paragraph to the class and discuss the differences.
- Step 3** Give out a piece of paper to each learner before you explain the activity.
- Step 4** Encourage learners to draw a tattoo that represents something important and meaningful to them.
- Step 5** As soon as learners complete their tattoo, ask each of them to explain their tattoo to a partner.
- Step 6** Display the tattoos in the class and ask some learners to talk about their tattoos. Ask other learners to say what they think the tattoos represent.
- Step 7** Sum up the lesson by informing learners that long ago in RenBel Province, only the chiefly tribes were allowed to tattoo their body. However, today many people tattoo their body as decoration.

### Answers

Learners will produce different patterns of tattoo.

## Activity 20: Choiseul Province

### Aim

To help learners to use symbols to represent data on a map of Choiseul Province

### Processes and skills

- Draw simple maps.
- Use cardinal directions.
- Make observations.

### Resources

- Map of Choiseul

### Method

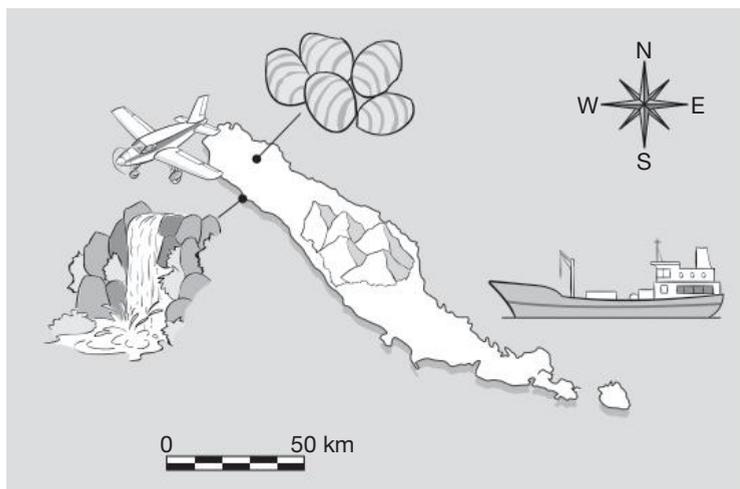
**Step 1** Read and explain the information about Choiseul Province on page 52 to learners. Ask some learners to read the text again and explain key points to the whole class. Inform learners that Choiseul was once part of Western Province and it is between Western and Isabel province.

**Step 2** Read and explain the activity to learners before allowing them to do it.

**Step 3** Walk around the class and give feedback on learners' work and mark their work too.

**Step 4** Conclude the lesson by asking learners to give feedback to partners on their maps and symbols.

### Answers



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## Topic: Nature affects how we live

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Pages 53–55

## Activity 21

### Aim

To help learners to describe the different types of landscapes where houses have been built

### Processes and skills

- Work in groups cooperatively.
- Compare ideas, pictures or parts of pictures.
- Make observations.
- Make generalisations supported by evidence.
- Share ideas with the teacher and class.

## Resources

- Large sheets of paper, pens, pencils, crayons

## Method

- Step 1** Begin the lesson by asking learners where their houses have been built. Are they built on a valley, hill, plain or sea? Encourage learners to talk about the different landscapes that they have seen where houses are built. Ask learners to discuss the pictures on page 53 and talk with a partner about the different types of landscapes.
- Step 2** Organise learners into groups of four and present them with a large sheet of paper, pencils and pens.
- Step 3** Explain the activity and allow learners to do it. Tell learners that they will select one speaker to present their group work to the class.
- Step 4** Check that each group completes their task before asking them to do their presentation.
- Step 5** Encourage learners to ask questions when each group presents their work.

## Answers

Each group will provide different answers but their responses should recognise villages or settlements in different places depending on the type of land they own and way of life that they live.

## Activity 22

### Aim

To help learners to find and collect information about things that people use from their surroundings

### Processes and skills

- Find information using appropriate sources.
- Listen to the viewpoints of others.
- Draw and describe pictures.

### Method

- Step 1** Start the lesson by asking learners to look at the pictures in the Learner's Book on page 54 and say what the pictures tell us about things we use in our surroundings or the environment. Explain about the importance of the environment in both towns and country areas. People need land to build houses, keep various animals, make gardens, grow food crops and fruits, and also make plantations. People depend on their environment for survival and to make money to live.
- Step 2** Explain the homework to learners and ask them to copy the instructions in their exercise book. Tell learners that they need to write down what they find out.
- Step 3** Ask learners to explain what they will do for this homework. What should they look for and what questions will they ask in order to understand the different things that people use and do in their environment.
- Step 4** Remind learners that this homework will be discussed in the next lesson.

### Answers

Learners' answers will vary but may include fish, coconuts, fruit and vegetables grown in gardens, and timber from trees.

## Activity 23

### Aim

To help learners to compare things that are different and things that are the same that people use from their surroundings

### Processes and skills

- Work in groups cooperatively.
- Collect and sort information.
- Review different values and viewpoints.
- Share ideas with teachers and class.

### Resources

- Large sheets of paper, pens, pencils, crayons

### Method

**Step 1** Inform learners that they will share the information they have collected as homework.

**Step 2** Put learners into groups of four to do this activity and give out sheets of paper.

**Step 3** Tell learners that they will share their findings with the class.

**Step 4** Give learners time for discussion before each group does their presentation.

**Step 5** After each group's presentation, ask other group members to ask questions and give feedback.

### Answers

Each group will present different answers depending on their findings from Activity 22, but they should show comparisons of similarities and differences.

## Learning outcomes review

### Aim

To help learners to review their knowledge and understanding on what they have learnt

### Processes and skills

- Review the learning outcomes.

### Method

**Step 1** Ask learners to read the learning outcomes on page 23.

**Step 2** Ask learners to comment about each outcome and what they learnt.

## Assessment activity

### Aim

To help learners understand about the different parts of Solomon Islands

### Processes and skills

- Draw simple maps.
- Use cardinal directions.

### Method

**Step 1** Explain the activity.

**Step 2** Ensure that learners understand what they have to do by asking questions of individual learners. Move about the room and observe learners.

**Step 3** Collect books for marking.

**Step 4** Give feedback to learners on how well they have achieved the learning outcomes of the chapter.

### Answers

- 1 Map of Solomon Islands to be copied in their exercise book.
- 2 Write in the correct names of the islands.
- 3 Show the correct compass directions on the map.

# Chapter 3: Weather and seasons

## Strand

Place and Space

## Sub-strand

Weather and Seasons

## Sub-strand statement

Identify ways that people's homes are affected by weather and seasonal patterns.

## General learning outcomes

Learners should:

- 3.3.1** appreciate why people need certain weather seasons (a/v)
- 3.3.2** understand that weather and seasons affect people (u)
- 3.3.3** know the effects of types of weather and seasons on themselves and their surroundings (k)
- 3.3.4** know seasonal weather patterns (k).

## Specific learning outcomes

Learners should be able to:

- 3.3.1.1** list the types of weather seasons
- 3.3.1.2** state activities that are possible on rainy, sunny, cloudy and windy days
- 3.3.2.1** identify some effects of seasonal changes on people and the environment, for example flooding on the road
- 3.3.3.1** use appropriate words to describe weather conditions, for example rainy, sunny, cold, hot, windy
- 3.3.4.1** use simple icons to illustrate weather and simple equipment to measure and record rainfall and temperature, for example an improvised rain gauge, thermometer.

## Topics and timing

Suggested periods: 8

There are two topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done for each topic.

Topics	Activities	Periods
Weather	1, 2, 3, 4	4
How weather affects us everyday	5, 6	2
Learning outcomes review		1
Assessment activity		1

## Introduction

Write the learning outcomes for the chapter (see page 57 of the Learner's Book) on the board or on paper to display. Discuss the learning outcomes with learners and explain that these are to be achieved by the end of this chapter. You will review these learning outcomes at the end of the chapter.

## Topic: Weather

*Pages 58–63*

### Activity 1

#### Aim

To help learners to describe what weather is in their own words and give examples

#### Processes and skills

- Use prior knowledge.
- Share ideas with teachers and class.
- Draw and describe pictures.

#### Method

**Step 1** Start the lesson by asking questions about the day's weather. Ask learners to give reasons why they like or dislike the day's weather.

**Step 2** Write the word "weather" on the board and ask learners some questions, for example:

- What does the word mean?
- What words do we have in local languages and Pijin to talk about the weather?
- Can you use the word in a sentence?

**Step 3** Ask learners to do the activity in their exercise books and share their pictures and words with a partner.

#### Answers

Learners' answers will vary.

### Activity 2

#### Aim

To help learners to talk about the differences and similarities of weather conditions and give examples of different things that people do in different weather conditions

#### Processes and skills

- Work in groups cooperatively.
- Share and communicate ideas.
- Identify values and viewpoints.
- Listen to the viewpoints of others.

#### Resources

- Pictures of different types of weather
- A bag of ice or ice cubes
- Large sheets of paper
- Pencils, crayons, markers

## Method

- Step 1** Start the lesson by asking learners what they like to do most depending on whether it is rainy and sunny. Record their responses on the board.
- Step 2** Write some key words in the text on the board, for example “affects our lives”, “light clothes”, “tropical climate”, “hotter” and “cooler” and talk about their meaning. Read the text on “Weather” on page 58 slowly to learners.
- Step 3** Ask some volunteers to explain what the text is about. Now explain the text again in their language or Pijin. Ask some questions about the text, for example:
- What do you know about “cold”? (Learners may have seen refrigerators, bags of ice or felt cold.)
  - What is snow? (You can explain this further or show learners pictures of snow and how people living in cold countries feel.)
- Step 4** Talk about the two pictures on page 58. Ask learners to explain what is happening in the pictures and if they were ones in the pictures how would they feel. Which conditions would they prefer and why? Encourage learners to offer as many ideas as possible about the two pictures.
- Step 5** Read and explain the activity. Another option is for learners to draw instead of listing the activities their family can do.
- Step 6** Put learners into groups. Remind them about the group work rules. Give feedback to the groups as they do their tasks.
- Step 7** Ask each group to share what they have achieved.

## Answers

Learners’ answers will vary, but may include the following:

Type of weather	Activities
Sunny day	Go for a swim or a walk, work in the garden, climb a tree, play sport
Rainy day	Read a book, stay inside, draw a picture, write a story, cook, sew, play games
Rainy night	Stay inside, read a book, play music, draw a picture, write a story, cook, sew, play games
Windy day	Fly a kite, hang out washing to dry, go surfing, sit outside the house to relax
Cloudy day	Go for a swim or a walk, work in the garden, climb a tree, play sport
Moonlit night	Look at the stars, sit outside

## Activity 3

### Aim

To help learners to describe the types of weather seasons in Solomon Islands

### Processes and skills

- Work in groups cooperatively.
- Analyse pictures or photographs.
- Draw and describe pictures.

### Method

- Step 1** Ask learners what they know about the types of weather seasons in Solomon Islands. Record their ideas on the board along with their language or Pijin names for weather seasons.
- Step 2** Read the text on “Weather seasons” to learners.

**Step 3** Draw a table on the board with two columns. Head one column Wet Season and the other Dry Season. Ask learners to say what happens in each season and write their words in the columns. Record the type of season that learners are experiencing now.

**Step 4** Put learners into groups of four. Learners look at the pictures on page 62 and talk about what type of weather is happening in each picture.

**Step 5** Allow each group to present their discussion ideas to the class. Record their feedback on the board then ask learners to draw two types of weather in their exercise books.

### Answers

Learners' answers will vary.

## Activity 4

### Aim

To help learners to describe the different types of clouds by watching the sky

### Processes and skills

- Work in pairs cooperatively.
- Make observations.
- Draw and describe pictures.

### Resources

- Clouds in the sky

### Method

**Step 1** Ask learners to explain what clouds are made of.

**Step 2** Read the section on “Clouds” on pages 62–63 together and ask learners to say what the text means.

**Step 3** Talk about the pictures with learners and the names of clouds.

**Step 4** Put learners in pairs then explain the activity. Learners go outside and draw the clouds in their exercise books. Help learners to name the clouds.

### Answers

Learners' answers will depend on what clouds they see during the outdoor activity.

## Topic: How weather affects us every day

*Pages 64–66*

## Activity 5

### Aim

To help learners to explain how the weather affects their everyday activities

### Processes and skills

- Analyse pictures or photographs.
- Explain text.
- Draw and describe pictures.

### Resources

- Sheets of paper for each learner
- Large sheet of paper

## Method

- Step 1** Start the lesson by asking learners to share how the weather affects their lives, for example when it rains they won't play outside. What do they like and dislike about the weather?
- Step 2** Ask learners to look at the picture on page 64 and say what they think is happening in the picture.
- Step 3** Read the story of Jerry, Joy and their two boys to the class. Ask learners to say what happened first, and then next and what happened at the end, to check that learners understand.
- Step 4** Read the activity and ask learners to explain what they have to do. Give each learner a sheet of paper to draw on.
- Step 5** Move about the class and make sure learners understand what to do.
- Step 6** At the end of the lesson, ask some learners to explain their work to the class. Learners can paste their drawings on a large sheet of paper on the classroom wall.
- Step 7** Ask learners to bring empty plastic drinking bottles as shown in the pictures on page 65 to the next lesson.

## Answers

Learners' answers will vary.

## Activity 6

**Note:** This activity will take two periods.

## Aim

To help learners to make an improvised rain gauge to measure and record rainfall and temperature

## Processes and skills

- Work in pairs cooperatively.
- Analyse pictures or photographs.
- Find information using appropriate sources.
- Make equipment.
- Collect and sort information.

## Resources

- Plastic drinking bottles
- Strips of paper
- Markers
- Scissors
- Pots
- Rulers

## Method

- Step 1** Ask learners why we measure rainfall. Why do we need to know how much rain has fallen over time?
- Step 2** Ask learners to look at the pictures on pages 65–66 and tell a partner what is happening in each picture. In class, ask pairs to explain what they think is happening in the pictures.
- Step 3** Talk through the activity step by step. Explain the pictures shown in the activity. Make sure learners understand what to do. You can help to cut the plastic containers.
- Step 4** Tell the head teacher/principal that you need a safe place to put the rainfall gauges during the day.

**Step 5** Draw an example of a rainfall chart showing the days of the week on the board. Ask learners to copy the chart into their exercise book. Help learners to record the rainfall on their charts and talk about their results.

**Answers**

Charts will show individual rainfall records.

**Learning outcomes review**

**Aim**

To help learners to review their knowledge and understanding on what they have learnt

**Processes and skills**

- Review the learning outcomes.

**Method**

**Step 1** Ask learners to read the learning outcomes on page 57.

**Step 2** Ask learners to comment about each outcome and what they learnt.

**Assessment activity**

**Aim**

To help learners to identify some effects of weather types on people and the environment

**Processes and skills**

- Summarise information.

**Method**

**Step 1** Explain the assessment activity. Give one example before asking learners to do the activity.

**Step 2** Collect books for marking.

**Answers**

Weather condition	Weather effects
Raining	Level and flow of rivers and streams increases Plants absorb the water and grow Flooding can occur
Sunny	Ground hardens and puddles dry up Light bounces off the ocean and shiny surfaces
Windy	Trees sway Sea is choppy Wet clothes dry quickly

# Chapter 4: Our cultural heritage: important people, places and things

## Strand

Culture and Society

## Sub-strand

Cultural Heritage—Important People, Places and Things

## Sub-strand statement

Understand some traditional and non-traditional cultural features and show the ways cultural heritage is passed on to others for the continuity of a society.

## General learning outcomes

Learners should:

- 3.4.1** know the different types of cultural heritage (k)
- 3.4.2** understand that there are traditional and non-traditional cultural heritages (u)
- 3.4.3** be aware that culture and heritage reflect the way people live (k)
- 3.4.4** appreciate the importance of passing on features of cultural heritage to others for the continuity of a society (a/v).

## Specific learning outcomes

Learners should be able to:

- 3.4.1.1** identify the different types of cultural heritage, for example historical sites
- 3.4.2.1** give simple examples to illustrate the impact of cultural heritage on people
- 3.4.3.1** identify cultural changes that affect the way people live
- 3.4.4.1** list three examples of the features of cultural heritage that are passed on, for example language, arts, music etc.
- 3.4.5.1** record three cultural features and say why they are important.

## Topics and timing

Suggested periods: 19

There are four topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done for each topic.

Topics	Activities	Periods
Important people	1, 2	2
Important places	3, 4, 5, 6	4
Our culture	7	1
Important things	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18	11
Learning outcomes review Assessment activity		1

## Introduction

Write the learning outcomes for the chapter (see page 68 of the Learner's Book) on the board or on paper to display. Discuss the learning outcomes with learners and explain that these are to be achieved by the end of this chapter. You will review these learning outcomes at the end of the chapter.

## Topic: Important people

*Pages 69–71*

### Activity 1

#### Aim

To help learners to understand that important people in the community have important jobs to do

#### Processes and skills

- Work in groups cooperatively.
- Find information using appropriate sources.
- Identify people.
- Use prior knowledge.

#### Resources

- Sheets of paper for each group

#### Method

**Step 1** Ask learners to talk about what they know about the words “community”, “village” and “settlement”.

**Step 2** Write the heading “Important people in the community” on the board. Ask learners to say what sort of important people they have in their village or settlement. Write their responses on the board.

**Step 3** Explain the activity carefully. Put learners into groups of four and give one or two groups one question depending on how many learners in the class. For example, Group 1 could answer Question 1, Group 2 Question 2 or Groups 1 and 2 could both answer Question 1. Ask them to list the work that their leader does on a sheet of paper. Give them time to complete it.

**Step 4** Ask each group to present what they have discussed and listed to the class. Other groups can ask questions and make comments.

#### Answers

Learners' answers will vary. These answers may help.

- 1 Every village or settlement should have a chief. A chief looks after the people, organises them to do communal work, organises feasts, settles land disputes and knows the tribe's genealogy.
- 2 Most villages and settlements have someone who can cure ailments. A custom doctor uses herbs taken from trees and plants to treat illness.
- 3 Each village should have a village or community organiser. Their job is to make sure the village is clean and to organise feasts, games and other village or community gatherings.

### Activity 2

Many villages or settlements have a church pastor to lead church services and teach people about God.

## Aim

To help learners to identify important people in the country and what they do

## Processes and skills

- Work in groups cooperatively.
- Express opinions.
- Listen to the viewpoints of others.
- Reflect on information.
- Use prior knowledge.

## Resources

- Newspaper and magazine photos of important people

## Method

**Step 1** Put learners into groups of four. Ask them to look at the photographs on page 70 and talk about what each of the people in the photographs does.

**Step 2** Give learners time to go through the other questions and talk about the answers.

**Step 3** Ask learners to answer the questions in their exercise books.

**Step 4** Ask each group to share with the class what they have found out.

**Step 5** Give time for groups to ask questions of each other and add more information to their lists.

## Answers

Learners' answers will vary. These answers may help.

**2** Teachers help children to learn.

**4** A nurse treats sick people.

**5** A nurse in a clinic or hospital uses tablets, plaster, bandage, injection needles, stethoscope, etc.

**7** A church minister or pastor teaches people about the Bible, conducts church services.

## Topic: Important places

*Pages 71–75*

## Activity 3

### Aim

To help learners to identify important places in Solomon Islands

### Processes and skills

- Draw and describe pictures.
- Share and communicate ideas.
- Work in pairs cooperatively.

### Resources

- Pictures and names of important places

### Method

**Step 1** Read the section “Important places” on page 71 to learners.

**Step 2** Brainstorm with learners the important places in their village or settlement. Write their responses on the board.

**Step 3** Explain the activity carefully. Ask learners to draw their pictures. Give them time to share their pictures with a partner.

**Step 4** Collect books for marking.

**Step 5** Summarise the lesson by asking learners to say what they learnt from their partner's pictures.

### Answers

Learners' answers will vary depending on their choice of important places. Places could include a church, a beach picnic area, a river picnic area, school, local meeting place, a hall, village centre etc.

## Activity 4

### Aim

To help learners to understand the significance of special places

### Processes and skills

- Work in groups cooperatively.
- Analyse pictures or photographs.
- Identify values and viewpoints
- Listen to the viewpoints of others.

### Resources

- If possible, organise a visit to a memorial site.

### Method

**Step 1** Ask learners to study the photograph on page 72. Ask them the following questions:

- What can you see?
- What is it made of?
- Who do you think made it?
- What is it for?

Record their responses on the board.

**Step 2** Ask learners to sit quietly while you read the section "A special place to remember people" on page 72. Explain what is meant by a memorial site.

**Step 3** Put learners into groups of three and explain the activity. Ask them what are important group work rules. Move around the groups and listen to their discussions.

**Step 4** Ask two groups to present to the class what they had discussed. Ask the rest of learners to listen carefully to the presentations and ask questions and make comments.

### Answers

Learners' answers will vary but these answers may help.

- 1 Flags, a tower, writing on stone tablets.
- 2 To remember those who have done good things for the country. The war memorial site in the photograph is to remember those people from Solomon Islands who died in the Second World War.

## Activity 5

### Aim

To help learners to understand that there are places that are restricted to some people

### Processes and skills

- Work in groups cooperatively.
- Analyse pictures or photographs.
- Use prior knowledge.
- Listen to the viewpoints of others.

### Resources

- If possible, a village or settlement elder to talk to the class about taboo sites

## Method

**Step 1** Brainstorm with learners by asking the following questions:

- What is a shrine?
- Have you ever seen a shrine?
- What do people do when they visit a shrine?

Record their responses on the board.

**Step 2** Read the section “A taboo place” on page 73 and explain to learners why only certain people are allowed to go to a taboo place. Ask learners to talk about their experiences of taboo places and what they know about them.

**Step 3** Explain the activity to learners. Put them into groups of three. Give them time to do the activity.

**Step 4** Go through the activity. Ask some groups to share what they have discussed.

## Answers

- 1 A taboo place (shrine).
- 2 A place that cannot be accessed just by anybody. Only certain people are allowed to visit it.
- 3 A taboo place is important because it is where important or sacred things are kept, for example skulls of warriors, chiefs, foremothers and forefathers, places where ancestor spirits can be worshipped etc.
- 4 Learners answers will vary depending on whether they have seen a taboo place or not.

## Activity 6

### Aim

To help learners to understand that there are some important places that are made naturally

### Processes and skills

- Analyse pictures or photographs.
- Collect information.
- Identify patterns.
- Sort information.
- Make observations.

### Resources

- Field trip to natural places
- Map of Solomon Islands

### Method

**Step 1** Take learners outside the classroom on a field trip or walk around the school and identify some places that are made by nature, for example a beach, bush or forest, a stream, a river, a mountain in the distance, a hill. Ask learners to think about how it might have been made and what it is made of.

**Step 2** Ask learners general questions such as:

- What is a lake?
- Do you have a lake at or near your village or settlement?
- What do you do there?
- Is it a big lake?
- What is in the lake?
- Have you ever climbed a mountain?
- Where was the mountain located?
- How high was the mountain?

**Step 3** Read through the activity and explain the questions. Give learners time to complete their answers in their exercise books.

**Step 4** Collect books for marking.

**Step 5** Ask some learners to share their answers.

### Answers

Learners' answers may vary.

Photograph A

- 1 Lake Tengano is in Rennell Island in the Rennell and Bellona Province.
- 2 Tilapia fish
- 3 It has water in it because there is underground water coming out from the bottom of the lake.
- 4 It was made naturally by nature.

Photograph B

- 5 A mountain, a hill.
- 6 It is made of soil, ground, stones, rocks, trees.
- 7 It was made naturally by nature, possibly by land being pushed up by volcanic activity or some land being washed away by rivers.
- 9 Other things not made by people in the village or settlement are rivers, streams, rocks, stones, trees, beaches etc.

## Topic: Our culture

*Pages 76–77*

### Activity 7

#### Aim

To help learners to identify the things that people do in their daily lives or cultural activities

#### Processes and skills

- Work in groups cooperatively.
- Distinguish past, present and future.
- Compare ideas, pictures or parts of pictures.
- Use prior knowledge.

#### Resources

- Travel magazines (Solomon Airlines) or other magazines, newspapers, travel brochures with photos of special places in Solomon Islands

#### Method

**Step 1** Read the section on “Our culture” on page 76 to learners. Ask them what they know about the way people did things in their daily lives in the past.

**Step 2** Put learners into groups of three and explain that each group will look at one photograph. Give each group a photograph to talk about: A, B or C.

**Step 3** Explain that photograph B shows a painting of a man making a canoe. Learners are asked to talk about making a painting. Also ask them to talk about making a canoe. Give them time to complete their discussion.

**Step 4** Ask some groups to share what they have talked about.

### Answers

Learners' answers will vary.



**Step 3** Collect books for marking.

**Step 4** Choose some pairs to present to the class what they have found out.

## Answers

Learners' answer will vary.

- 1 Feather money in Temotu is used to settle disputes, pay compensation and for bride price.
- 2 Learners can draw any custom money that they know, for example tafuliae (Malaita), bakiha (Western).
- 3 The Isabel people play the pan pipes. Other forms of traditional music include bamboo band and water beating.
- 4 Learners draw any other forms of traditional music tool that they know and label it.
- 5 Learners' answers will vary depending on whether or not their villages or settlements practise traditional weddings.

## Activity 10

### Aim

To help learners to identify the features and colours of the national flag of Solomon Islands

### Processes and skills

- Analyse pictures or photographs.
- Identify symbols and signs.
- Draw and describe pictures.

### Resources

- Green, yellow and blue-coloured pencils or crayons

### Method

**Step 1** Before they look at the Learner's Book, ask learners to draw the national flag in their exercise books. Ask learners the following questions:

- Why do we have the national flag?
- Why is it an important symbol of the nation?
- How does it make us special as a nation?

**Step 2** Put learners in pairs. Ask each pair to look at the flags they have drawn and compare them. Explain the activity. Ask learners to talk with their partners about the colours, symbols and design. Give them the colour pencils or crayons once they are ready. Give them time to draw the flag.

**Step 3** Ask each pair to display their work in their books.

### Answers

Learners should draw the features of the national flag and colour it correctly.

## Activity 11

### Aim

To help learners to identify things that they would like to have

### Processes and skills

- Draw and describe pictures.
- Identify values and viewpoints.
- Work in pairs cooperatively.
- Listen to the viewpoints of others.

## Resources

- Head teacher/principal to talk to learners about things that they would like to have at school

## Method

**Step 1** Go around the class and ask learners what are the things that they would like to have.

Put up their responses on the board.

**Step 2** Explain the activity and allow time for learners to do it.

**Step 3** Collect books for marking.

## Answers

Learners' answers will vary depending on the things that they would like to have.

## Activity 12

### Aim

To help learners to identify the things that they normally want to do at home after school

### Processes and skills

- Dramatise social actions in peer groups using group work skills.
- Identify values and viewpoints.
- Listen to the viewpoints of others.
- Share ideas with teachers and class.

### Method

**Step 1** Have a general discussion about the things learners like to do at home after school. Write their responses on the board. Discuss why they want to do them.

**Step 2** Put learners into groups of three. Explain that the groups are going to dramatise what each learner likes to do and show their drama to the class. Give learners time to prepare their presentation.

**Step 3** Ask groups to present their dramas to the class.

### Answers

Learners' answers will show a range of different activities.

## Activity 13

### Aim

To help learners to identify what they would like to do in the future

### Processes and skills

- Identify values and viewpoints.
- Listen to the viewpoints of others.
- Distinguish past, present and future.

### Method

**Step 1** Ask learners what is meant by the word "future" and explain the meaning in their language or Pijin. Have a general discussion on what learners would like to do in the future.

**Step 2** Explain the activity. Ask learners to think about what they might want to do. Tell them they can list several things.

**Step 3** Ask learners to go around the class and share what they want to do in the future and why they want to do it.

## Answers

Learners' responses will vary.

## Activity 14

### Aim

To help learners to identify the daily activities that they want to do

### Processes and skills

- Work in groups cooperatively.
- Express opinions.
- Compare ideas, pictures or parts of pictures.
- Identify values and viewpoints.
- Listen to the viewpoints of others.

### Resources

- Large sheets of paper

### Method

**Step 1** Go around the class and ask learners what they want to do daily. Write up their responses on the board.

**Step 2** Put learners into groups of four and explain the activity. Give learners ample time to complete it.

**Step 3** Ask groups to record answers on large sheets of paper.

**Step 4** Ask some groups to share what they have written to the class.

### Answers

Learners' answers will vary. These suggested answers may help.

- 1 Jane does not want to be late, she wants to move fast, the school is far from her home.
- 2 Combing their hair makes a person look smart.
- 3 Mark helps his mother because no one else does, he loves cooking.
- 4 Learners' answers could include going walking in the bush, going swimming, fishing, diving or canoeing, going to the garden, going for a bus ride, playing soccer and netball, relaxing and doing nothing.

## Activity 15

### Aim

To help learners to identify the things that people do every day

### Processes and skills

- Analyse pictures or photographs.
- Compare ideas, pictures or parts of pictures.
- Draw and describe pictures.

### Method

**Step 1** Brainstorm with learners the things that people do every day and write their responses on the board.

**Step 2** Explain the activity carefully. Ask learners to do the activity on their own. Give them time to complete it.

**Step 3** Ask some learners to share what they have written with the class.

**Step 4** Collect books for marking.

### Answers

Learners' answers will vary.

## Activity 16

### Aim

To help learners to identify what family members do every day

### Processes and skills

- Draw and describe pictures.
- Find required information.
- Ask how and why questions.

### Resources

- People at home

### Method

**Step 1** Introduce the activity.

**Step 2** Explain to learners that this activity is to be done at home in their exercise books. Learners will need to explain the activity in their language. Encourage them to ask for help from their parents or other members of the village or settlement.

### Answers

Learners' answers will vary.

## Activity 17

### Aim

To help learners to identify common things that all Solomon Islanders do daily

### Processes and skills

- Dramatise social actions in peer groups using group work skills.
- Collect and sort information.
- Share and communicate ideas.

### Method

**Step 1** Go through Activity 16, which was done as homework. Ask some learners to dramatise what they have found out and drawn.

**Step 2** Put learners into groups of three and introduce Activity 17. Ask learners to discuss what they have to do in the activity. Learners can talk about their answers and then write their answers in their exercise book.

**Step 3** Ask some learners to read out their list to the class.

### Answers

Learners' answers will vary but will probably included such things as cooking, washing, eating, telling stories, worshipping, working in the offices or in the gardens.

## Activity 18

### Aim

To help learners understand why people do things differently today compared to the way they used to do them in the past

### Processes and skills

- Work in groups cooperatively.
- Analyse pictures or photographs.
- Distinguish between past, present and future.
- Use prior knowledge.

## Resources

- A display of old and new things

## Method

**Step 1** Brainstorm with learners. Ask them about the changes in the way people do things today compared to the past.

**Step 2** Put learners into groups of three and explain the activity. Review group rules with learners. Move around the room and give feedback on how well the groups are working.

**Step 3** Choose people from each group to speak about what their group found out about the difference between the way things were done in the past compared to now.

**Step 4** Ask learners to talk about what they have learned about the way things are done now compared to the past.

**Step 5** Ask learners to explain how things are passed on. Give examples of the ways that people pass on knowledge, for example by observing someone doing the activity.

## Answers

Learners' responses will vary.

## Learning outcomes review

### Aim

To help learners to review their knowledge and understanding on what they have learnt.

### Processes and skills

- Review the learning outcomes.

### Method

**Step 1** Ask learners to read the learning outcomes on page 68.

**Step 2** Ask learners to comment about each outcome and what they learnt.

## Assessment activity

### Aim

To help learners to reflect on what they have learned

### Processes and skills

- Draw and describe pictures.
- Use prior knowledge.
- Work in pairs cooperatively.
- Communicate findings.

### Method

**Step 1** Remind learners that this is an important activity because they need to think about what they have learned.

**Step 2** Give learners time to answer Questions 1, 2 and 3.

**Step 3** Ask learners to copy the table and talk about the answers with a partner, and then to fill in the column themselves.

**Step 4** Collect books for marking.

## Answers

Learners' answers will vary. Some possible answers for Question 5 include through story-telling, doing by participating, observing, making mistakes and trying again, listening and asking questions.

# Chapter 5: Village or settlement elders

## Strand

Governance and Leadership

## Sub-strand

Village/Settlement Elders

## Sub-strand statement

Show the different kinds of leaders in the community and give reasons why people become leaders.

## General learning outcomes

Learners should:

- 3.5.1** know the different kinds of leaders in the village or settlement (k)
- 3.5.2** understand how people become leaders in the community (u)
- 3.5.3** appreciate the importance of having leaders in the village or settlement (a/v).

## Specific learning outcomes

Learners should be able to:

- 3.5.1.1** identify leaders in their communities, for example chief, elders, provincial members and church leaders
- 3.5.2.1** explain two ways in which a group chooses its leader
- 3.5.3.1** identify the qualities of a good leader
- 3.5.3.2** give three examples of the roles and responsibilities of a leader.

## Topics and timing

Suggested periods: 20

There is one topic in this chapter. The table below indicates how many periods should be allowed for this topic, as well as the activities that need to be done.

Topics	Activities	Periods
The role of an elder	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	18
Learning outcomes review		1
Assessment activity		1

## Introduction

Write the learning outcomes for the chapter (see page 87 of the Learner's Book) on the board or on paper to display. Discuss the learning outcomes with learners and explain that these are to be achieved by the end of this chapter. You will review these learning outcomes at the end of the chapter.

### Topic: The role of an elder

*Pages 88–100*

#### Activity 1

##### Aim

Learners should be able to talk about some of the things that elders do

##### Processes and skills

- Identify people.
- Share and communicate ideas.
- Draw and describe pictures.
- Analyse pictures or photographs.

##### Method

**Step 1** Ask some learners to say what they know about village or settlement leaders and what they do.

**Step 2** Ask learners to copy the diagram on page 89 in the Learner's Book into their exercise books.

**Step 3** Explain the activity and what they will draw and write in the boxes.

**Step 4** Remind learners to look at the pictures carefully and write what they can see.

**Step 5** Collect books and provide feedback on how well learners carried out the tasks.

##### Answers

There will be a range of things that elders do, for example look after land, make decisions about where people may live, help families, hold feasts, listen to arguments and make decisions.

#### Activity 2

##### Aim

To help learners to name some leaders in the village or settlement

##### Processes and skills

- Analyse text.
- Analyse pictures or photographs.

##### Resources

- Pictures of leaders in Solomon Islands, the region and the world displayed in the classroom

##### Method

**Step 1** Ask learners to look at the pictures with a partner and say what they think the people do.

**Step 2** Ask learners to look at the words and select which words should be in the spaces in the sentences.

**Step 3** Tell learners to copy the sentences into their exercise books and fill in the correct words in the spaces.

**Step 4** Mark the work in class and ask learners to correct any mistakes.

## Answers

- a Lebu is a village or settlement elder.
- b A principal is a school leader.
- c A pastor is a church leader.
- d Parents are leaders in the family.
- e Ray is a youth leader.
- f Sally is a Girl Guides leader.
- g Melinda is a sports team captain.

## Activity 3

### Aim

To help learners to identify leaders in their village or settlement

### Processes and skills

- Find information using appropriate sources.
- Identify people.

### Resources

- Photographs of male and female leaders

### Method

**Step 1** Ask learners to look at the pictures and guess who the people might be and what they might be doing.

**Step 2** Tell learners to copy the table into their exercise books and fill it out.

**Step 3** Ask some learners to read out the leaders in their village or settlement.

**Step 4** Collect exercise books and provide feedback.

### Answers

Learners' answers will vary.

## Activity 4

### Aim

To help learners to work in a group to show what leaders do in their village or settlement

### Processes and skills

- Draw and describe pictures.
- Share ideas with teachers and class.

### Resources

- Sheets of paper
- Crayons, pens, markers, pencils

### Method

**Step 1** Hand out sheets of paper to learners and explain the activity.

**Step 2** Ask some learners to present their drawing to the class.

**Step 3** Ask some readers to read their sentences to the class.

**Step 4** Present the completed drawings on the display board.

### Answers

Learners' answers will vary.

## Activity 5

### Aim

To help learners to say how people become leaders

### Processes and skills

- Work in pairs cooperatively.
- Dramatise social actions.
- Justify value positions and viewpoints.

### Resources

- Displays of village or settlement leaders

### Method

**Step 1** Organise learners to work in pairs. Ask learners to tell each other what they think are the skills that a good leader needs to have.

**Step 2** Read the section “How do people become elders?” on page 92 with learners and discuss the key points.

**Step 3** Explain the activity.

**Step 4** Ask learners to share opinions on how they choose village or settlement leaders then make a role-play to show their ideas.

**Step 5** Ask learners to comment on the role-plays.

**Step 6** Give feedback to learners about what their role-plays showed in selecting leaders.

### Answers

Role-plays should show people who listen to others, people who can organise others, people who plan, people who can speak well, people who care about others, people who can make decisions.

**Note:** Organise for an elder to visit the class when it is time to do Activity 8.

## Activity 6

**Note:** This activity will take two periods.

### Aim

To help learners to show what leaders do

### Processes and skills

- Work in pairs cooperatively.
- Analyse pictures or photographs.
- Ask how and why questions.
- Find required information.

### Method

**Step 1** Begin the lesson by discussing the pictures on page 93. Encourage learners to understand that an elder in a village or settlement must know how to organise people to do the activities in the pictures. The elders must also take a lead in doing the activities.

**Step 2** Ask learners to discuss the information and pictures on page 94 on the work of an elder. Ask learners to guess what each picture is showing. Ask learners to think of other types of work that elders can show people in a village or settlement.

**Step 3** Explain the activity to learners and allow each pair to discuss the pictures again in relation to what village or settlement elders must do.

**Step 4** Ask learners to develop two questions about each picture which begin with what, when, why, who, where or how. For example, “Where did the elders get the material to build the house?”

**Step 5** Organise other pairs to answer each other's questions. Listen to learners' answers and when necessary correct any answers or questions.

## Answers

Possible questions that learners can ask are:

- What will the elder need to build the house?
- How does the elder plant the cabbages?
- Why do the elders keep piglets?
- Where will the elders sell the cocoa pods?

## Activity 7

### Aim

To help learners to share answers to the questions they asked in Activity 6

### Processes and skills

- Work in pairs cooperatively.
- Listen to the viewpoints of others.

### Resources

- Learners' questions

### Method

**Step 1** Recap on the last activity before introducing this activity.

**Step 2** Explain the activity to learners and allow them to do it.

**Step 3** Walk around the class and listen to learners' discussions.

**Step 4** Praise learners' efforts in their paired discussion.

### Answers

Learners' answers will vary depending on the questions they developed in Activity 6.

## Activity 8

### Aim

To help learners to ask questions about leadership

### Processes and skills

- Ask appropriate questions.
- Listen to the viewpoints of others.
- Share ideas with teachers and class.

### Method

**Step 1** Inform learners about the visit of a leader and what they will talk about.

**Step 2** Explain the activity to learners and decide who will welcome and thank the speaker.

**Step 3** Ask learners to write up some questions to ask the speaker. Make sure the questions are relevant and about leadership.

**Step 4** Provide a seat as soon as the speaker arrives. Then ask the learner selected to welcome the speaker.

**Step 5** Allow the speaker to present their speech on leadership and encourage learners to ask their questions.

**Step 6** Ask the learner selected to thank the speaker.

**Step 7** Conclude the lesson by discussing what learners have learnt from the speaker.

## Answers

Possible questions that could be asked are:

- What do you need to become a leader?
- Why is it important to be a role model?
- Who is helping you in your work as a leader?
- When will the people ask for help?

## Activity 9

### Aim

To help learners to explain some of the things an elder will do when they becomes a leader

### Processes and skills

- Work in groups cooperatively.
- Identify values and viewpoints.
- Listen to the viewpoints of others.

### Resources

- Paper, pens, markers, pencils

### Method

**Step 1** Inform learners about the activity and help them to do it.

**Step 2** Assist slower learners and collect books for marking.

**Step 3** Go through the answers with the class.

### Answers

Learners' answers will vary, but may include the following:

- 1 Help other people to improve their standard of living. Feed people, care for people, build a clinic for the people etc. Build a school, make a plantation, start off small scale businesses for people.

## Activity 10

**Note:** This activity will take two periods.

### Aim

To help learners to role-play to show ways that an elder helped the people

### Processes and skills

- Work in groups cooperatively.
- Dramatise social actions.

### Method

**Step 1** Organise learners in groups of four and explain the activity.

**Step 2** Encourage learners to think about a story where an elder helped the people and make their role-play out of that story.

**Step 3** Check that all groups prepare their role-play well before presenting them during the next period.

**Step 4** Ask learners to comment positively on each group's presentation.

### Answers

Learners will dramatise in various groups about how elders helped people in different ways.

## Activity 11

### Aim

To help learners to identify and draw four things that elders do to help other people

### Processes and skills

- Draw and describe pictures.
- Describe other people's value positions.

### Method

**Step 1** Share any story you know about what elders do to help other people. Make the story interesting for learners to listen to.

**Step 2** Explain the activity to learners and ask them to tell a story about the picture they drew in their exercise book.

**Step 3** Assist slower learners if they need help.

**Step 4** Collect books for marking.

**Step 5** Wind up the lesson by asking volunteers to show some of their pictures and display them.

### Answers

Learners will come up with different answers depending on what they saw and heard.

## Activity 12

### Aim

To help learners to identify what family relatives think a good village or settlement elder needs to do

### Processes and skills

- Identify people.
- Describe other people's value positions.
- Share and communicate ideas.
- Share ideas with teachers and class.

### Resources

- People at home

### Method

**Step 1** Recap from the previous lesson on the importance of how an elder can become a good leader in the village or settlement.

**Step 2** Explain the activity to learners and get them to copy the instruction for this activity into their homework book in their language or Pijin.

**Step 3** Give an example to assist learners to understand what they have to do.

**Step 4** Inform learners that female elders are capable of becoming elders because there are many societies who inherit the matrilineal landownership. Also many females are educated so they are capable of becoming elders.

**Step 5** Remind learners that this homework will be corrected in the next lesson.

## Activity 13

### Aim

To help learners to recognise similarities and differences between leaders

### Processes and skills

- Draw and describe pictures.
- Compare ideas.

### Resources

- Sheets of paper
- Crayons, pens, markers, coloured pencils

## Method

- Step 1** Go through the homework from Activity 12 with learners before you go through the section “What is the same and different?” with learners. Ask a fluent reader to read the text. Then ask learners to explain what the text is about.
- Step 2** Give out paper to learners.
- Step 3** Ask learners to do the activity.
- Step 4** When they complete their drawings, display learners’ work in the classroom.
- Step 5** Conclude the lesson by asking the class to discuss the differences and similarities of the elders.

## Answers

Drawings and photographs will differ but it’s important for learners to compare similarities and differences.

## Activity 14

**Note:** This activity will take two periods.

### Aim

To help learners to recap on the last lesson and discuss the difference and similarities between leaders, particularly in regard to gender differences

### Processes and skills

- Define problems, issues and solutions.
- Justify value positions and viewpoints.
- Find information using appropriate sources.

### Resources

- Learners’ pictures

### Method

- Step 1** Make sure learners have their drawings or pictures from the previous activity in front of them.
- Step 2** Instruct learners to work in pairs and discuss similarities and differences between the elders.
- Step 3** Talk about men and women leaders and ask learners to think about why there are sometimes only male leaders such as members of parliament.
- Step 4** Put learners into groups of boys and girls and ask them to give examples of men and women leaders, and say why women should be members of parliament. Learners will prepare key points for a simple debate in the next period. They need to talk to people about whether women should be Members of Parliament.
- Step 5** Ask groups to present the outcomes of their discussions and compare these.
- Step 6** Tell learners to bring any pictures of Solomon Islands and other countries’ national leaders to class the next day.

## Answers

Responses will vary but remember to encourage learners to see similarities and differences.

## Activity 15

### Aim

To help learners to name some national leaders and well-known people in Solomon Islands and other countries

### Processes and skills

- Find information using appropriate sources.
- Compare ideas, pictures or parts of pictures.
- Use prior knowledge.
- Share ideas with teachers and class.

### Resources

- Photographs of well-known people from the Solomon Islands and other countries

### Method

**Step 1** Instruct learners to take out the pictures they bring from home.

**Step 2** Introduce the activity to learners and get them to match the pictures.

**Step 3** As a whole class, discuss the work of the leaders and how they become well known around the country, region and the world.

**Step 4** Paste the pictures on a chart and display them on the wall.

**Step 5** Sum up the lesson by asking learners how every leader is special in their own leadership.

### Answers

Learners' responses will vary.

## Learning outcomes review

### Aim

To help learners to review their knowledge and understanding on what they have learnt.

### Processes and skills

- Review the learning outcomes.

### Method

**Step 1** Ask learners to read the learning outcomes on page 87.

**Step 2** Ask learners to comment about each outcome and what they learnt.

## Assessment activity

### Aim

To help learners to think about what elders and leaders do in their settlement or village

### Processes and skills

- Identify people.
- Use prior knowledge.

### Method

**Step 1** Ask learners to copy the table on page 100 into their exercise books.

**Step 2** Explain what they have to do and check they understand.

**Step 3** Collect exercise books for marking.

# Chapter 6: Using things from the land and the sea

## Strand

Resources and Economic Activities

## Sub-strand

Using Things from the Land and the Sea

## Sub-strand statement

Show the different ways that people work to earn their living, the economic activities people perform in the community and the types of resources they use.

## General learning outcomes

Learners should:

- 3.6.1** know that people work to earn their living
- 3.6.2** know the different types of economic activities people perform in the community
- 3.6.3** understand the different types of resources.

## Specific learning outcomes

Learners should be able to:

- 3.6.1.1** list different ways people earn their living
- 3.6.2.1** discuss different forms of farming, fishing or gardening in the community
- 3.6.3.1** report on how families in the community earn their living
- 3.6.3.2** write two examples for each of renewable and non-renewable resources.

## Topics and timing

Suggested periods: 25

There are three topics in this chapter. The table below indicates how many periods should be allowed for each topic, as well as the activities that need to be done for each topic.

Topics	Activities	Periods
Using our land and the sea	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11
Work that people do	11, 12, 13, 14, 15, 16	6
Earning money from fishing	17, 18, 19, 20, 21, 22, 23	7
Learning outcomes review Assessment activity		1

## Introduction

Write the learning outcomes for the chapter (see page 101 of the Learner's Book) on the board or on paper to display. Discuss the learning outcomes with learners and explain that these are to be achieved by the end of this chapter. You will review these learning outcomes at the end of the chapter.

## Topic: Using our land and the sea

Pages 102–113

### Activity 1

#### Aim

To help learners to name and draw any useful things they know from the sea and from the land

#### Processes and skills

- Work in pairs cooperatively.
- Use prior knowledge.
- Compare ideas, pictures or parts of pictures.
- Make observations.
- Draw and describe pictures.
- Share and communicate ideas.

#### Method

- Step 1** Discuss the meaning of the word “useful” and how it is used in a sentence in their language or Pijin. Briefly ask learners to name the useful things that they can see around them in their classroom. Encourage learners to participate in the discussion. Jot down learners' responses on the blackboard.
- Step 2** Take note that Solomon Islands has a lot of useful things or resources both on the land and in the sea and people depend on them for survival. Inform learners that without these useful things, many people in Solomon Islands would be hungry and live a poor life.
- Step 3** Ask learners to talk about the pictures on pages 102–103 with a partner and the uses of the many things from the land and sea.
- Step 4** Allow learners to read the instructions of the activity by themselves then ask them questions to check that they understand what they have to do.
- Step 5** Go around the class and assist any learners who need help.
- Step 6** Walk around the class and mark learners' exercise books while they are working and give feedback.
- Step 7** Conclude the lesson by asking some learners to say what useful things they know in the sea and on the land.

#### Answers

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

Land	Sea
Fern	Fish
Green coconuts	Shells
Coconut crab	Seaweed
Vegetables	Turtle
Fruits	Tuna

## Activity 2

### Aim

To help learners to select from a list of words and put them under their correct headings

### Processes and skills

- Collect and sort information.
- Use prior knowledge.

### Method

**Step 1** Recap from the previous activity by asking learners to name some useful things from the land and sea.

**Step 2** Tell learners to do this activity on their own in their exercise books.

**Step 3** Ask learners to read the instruction of the activity together.

**Step 4** Help explain the activity to them in their language.

**Step 5** Move around and check that learners understand what they have to do. Give them half an hour to do the activity.

**Step 6** Collect books for marking.

**Step 7** Conclude the lesson by going through the answers with learners.

### Answers

Useful things on the land: trees, orchid, palms, ferns, rocks.

Useful things in the sea: sand, fish, shells, seaweed, coral, rocks.

## Activity 3

### Aim

To help learners to discuss, compare and list the useful things that are found on the land

### Processes and skills

- Work in groups cooperatively.
- Compare ideas.
- Make observations.
- Use prior knowledge.
- Share ideas with teachers and class.

### Resources

- Collection of natural materials displayed in the classroom or pictures of “useful things” from the land and the sea
- Natural materials

### Method

**Step 1** Ask learners to look at the pictures on pages 103–105 and say what they are. Write the following words on the blackboard: eat, sell, food, money, building materials, clothes, tools, medicines. Talk about the meaning of the words and what they have to do with the pictures.

**Step 2** Ask learners what are some of the harmful and dangerous things in the forest and what cautions they take whenever they visit the forest. Remind learners that the forest is also a home to many animals and plants that play an important role in our environment.

**Step 3** Inform learners that there are many other things that can be found in the forest apart from the pictures provided.

- Step 4** Put learners into groups of four to do the activity. Review rules for working in groups. Assist those groups who do not understand what to do with the activity. Note that learners do not use the things shown in the pictures.
- Step 5** Walk around and check on the groups while they do the activity. Give feedback on how well the groups are working.
- Step 6** Get the groups to present their list to the class and give feedback on the task.
- Step 7** Highlight the importance of the things on the land.

### Answers

Learners' answers will vary and consideration should be given to each group's answers. Learners would list things such as fruits (not bananas), vegetables, trees for medicines, pandanus for weaving, coconut crab, seeds, bark.

## Activity 4

### Aim

To help learners to name other useful things which are found on the land

### Processes and skills

- Work in groups cooperatively.
- Make observations of familiar things in their environment.
- Collect and sort information.
- Share ideas with teachers and class.

### Resources

- Sheets of paper

### Method

- Step 1** Write the word “plantation” on the board. Ask learners if they have plantations near their village or settlement. Read the section on top of page 106 and explain the text. Ask learners to say what a plantation might look like. Provide pictures of plantations or take learners to visit a plantation. Ask learners to say how plantations can be useful to us.
- Step 2** Put learners into groups of four to six. Allocate a picture on page 106 to each group, for example Group 1 could study the picture of chickens, Group 2 the picture of peanut plants etc.
- Step 3** Ask learners to talk about how chickens, ducks, cows, peanut plants, crabs and pigs are useful to us. Ask learners to read the text on page 106.
- Step 4** Explain Activity 4 and supervise the groups as they collect useful things from their surroundings.
- Step 5** Set aside a space for each group to display the things they collect.
- Step 6** Allow learners to look at the collection of things and ask each group's speaker to name the things they have collected and say how they are useful to us.
- Step 7** Ask learners to look at what things are the same and what things are different.
- Step 8** Some useful things may need to be returned to the environment after they have been “used”. Provide feedback to each group on their selection and explanations.
- Step 9** Remind learners that the next day's lesson will be a field trip to a forest or other special land or sea place.

### Answers

Learners should collect as many things as they can and name them either in English or their own language.

## Activity 5

### Aim

To help learners to discover and record the useful things found on a field trip

### Processes and skills

- Visit some special places.
- Make observations.
- Draw and describe pictures.
- Collect information.
- Identify patterns.
- Sort information.

### Resources

- Pictures in the Learner's Book
- Sheets of paper
- Forest, bush, plants, animals

### Method

- Step 1** Go through the activity then explain the rules to learners while in the forest, for example work in pairs and look after your partner, do not hold any plants or animals, listen to the sounds around you, stay on the path, make no unnecessary noises, respect others.
- Step 2** Give out paper to learners and ask them to take a pencil with them. When all the necessary preparations have been made, take learners on the field trip to the forest, bush or other special place.
- Step 3** As soon you reach the special place, tell learners to draw any useful thing they see. Explain to them that almost everything they see is useful but they need to know how it would be used.
- Step 4** Tell learners to ask how and why questions about the things they draw.
- Step 5** To summarise the lesson, ask learners to finish off their drawings. Collect all the papers and glue them on a big chart and display them in the classroom. Ask how and why questions of the learners about their useful things.

### Answers

Answers will depend on what learners have seen on the field trip.

## Activity 6

**Note:** This activity will take two periods.

### Aim

To help learners to talk about the useful things they found in the river and the sea

### Processes and skills

- Work in groups cooperatively.
- Make observations.
- Use prior knowledge.
- Draw and describe pictures.
- Collect and sort information.

### Method

- Step 1** Read the section "Useful things from the river" on page 107 then ask learners to name some useful things we get from the river and list their responses on the board. Read through the text again and check the list to add more things.

- Step 2** Tell learners to look at the pictures on page 107 and say what useful things they can see.
- Step 3** Ask learners to name what they know about things we use from the sea. Make a list on the board. Tell learners to look at the pictures on page 108 and in pairs talk about what they see in each picture. Add more things to the list on the board.
- Step 4** Organise pairs to make groups of four. Ask learners to explain what they have to do in Activity 6. Check that everyone understands what has to be done.
- Step 5** Ask learners to do the activity in their exercise book.
- Step 6** Go around the class to check on each group's work.
- Step 7** To conclude the lesson, choose learners to read out their lists and show their drawings. Discuss the many things from the river and the sea that can be eaten, or made into attractive products such as earrings, buckles, necklaces, macramé for house decoration etc.

## Answers

Learners will draw different things that can be eaten or sold from the sea.

## Activity 7

### Aim

To help learners to listen to other people's views on the useful things they have on their islands

### Processes and skills

- Work in groups cooperatively.
- Work in pairs cooperatively.
- Share ideas with teachers and class.
- Dramatise social actions.

### Method

- Step 1** Choose two learners to take the roles of Dick and Vinia in the play on page 110. Read the play with them and give them time to practise the play to present to the class.
- Step 2** Tell learners they are going to watch a play about two people talking about useful things on their islands. Ask learners to listen carefully and see if they can remember some of the useful things on the islands mentioned in the play.
- Step 3** Ask the two learners to present the play then ask learners what were some of the useful things mentioned in the play.
- Step 4** Tell learners to form into two groups according to their gender (that is, male and female).
- Step 5** Ask the girls to read what Vinia is saying while the boys read what Dick is saying.
- Step 6** Ensure that you listen carefully to how learners pronounce the words and interrupt by correcting any words that are being pronounced incorrectly.
- Step 7** Ask learners to get into pairs to do Question 2. They discuss in their language or Pijin things that can be used again.
- Step 8** Choose pairs to say what they have discussed.

## Answers

Learners' answers will vary but may include reusing plastic bags, bottles, tin cans, packets, etc.

## Activity 8

### Aim

To help learners to show some ways that people can use things again

### Processes and skills

- Work in pairs cooperatively.
- Ask how and why questions.

- Find required information.

### Method

- Step 1** Review what Dick and Vinia said about using things again and ask learners to share their answers for Question 2 in Activity 7 to introduce Activity 8.
- Step 2** Put learners into pairs to do the activity. Go through one example with learners, for example “How would you use empty rice bags? It can be used for a basket or umbrella by sewing the bags together.”
- Step 3** Ask learners to do the activity. Move around to listen to their discussions about the pictures on page 111.
- Step 4** Explain to learners that there are many other things that can be used again, for example old clothes can be used for rugs, empty plastics can be cut and made into plastic flowers for decoration, used tyres can be cut open and filled up with soil for planting vegetables or flowers.
- Step 5** Remind learners that when they get home to ask parents or any elders about how they use the things that can be used again. Tell them that this will be discussed in the next lesson.
- Step 6** Conclude the lesson by reminding learners to keep whatever used things they come across that can be reused. This is important as it saves money and helps the environment.

### Answers

Learners will discuss the different things that they know that can be used again for other purposes.

## Activity 9

### Aim

To help learners to draw some examples of things that can be used again

### Processes and skills

- Work in pairs cooperatively.
- Draw and describe pictures.
- Make observations.

### Resources

- Pictures of objects that have been reused

### Method

- Step 1** Go through Question 3 in Activity 8 with learners and make a list of things that their village or settlement used again. Write learners' answers on the blackboard and assist by explaining how those things can be used again.
- Step 2** Instruct learners to turn to page 112 of their Learner's Book and do the activity in pairs.
- Step 3** Check that learners understand what they have to do and assist anyone who is not sure.
- Step 4** As soon as learners complete this activity, collect their books for marking.
- Step 5** Conclude the lesson by asking volunteers to draw on the blackboard their three examples of things that can be used again.

### Answers

Learners' answers will vary.

## Activity 10

### Aim

To help learners to describe the disadvantages of over harvesting the useful things from the land and sea

## Processes and skills

- Work in pairs cooperatively.
- Identify problems and suggest solutions.
- Justify value positions and viewpoints.

## Method

**Step 1** Begin the lesson by asking fluent readers to read the section “Things that cannot be used again” on page 113. Explain the information to learners by drawing examples on the blackboard of the many useful things that once taken cannot be replaced again. Explain that landowners should consider very carefully before taking these things. Remind learners that the national government is enforcing a lot of policies and laws to conserve a lot of our resources for future generations to use and enjoy.

**Step 2** Explain the activity to learners by going through the pictures below the activity.

**Step 3** Ask learners to read the questions together and explain each question clearly to any learners that need extra assistance.

**Step 4** Go around the class and check that learners understand what they are doing.

**Step 5** Make sure pairs complete the activity before asking them to exchange exercise books for marking. Go through the answers with the whole class. Listen to learners’ answers and give positive feedback to their ideas.

## Answers

Learners’ answers will vary but some possible answers are:

- 1 There will be nothing left for the future generation.
- 2 The people will not have any materials to build their houses, no medicines to cure sicknesses, many animals’ habitats will be destroyed, soil erosion and water pollution will occur.
- 3 There will be no fish left for future generations to eat or sell for money.

## Topic: Work that people do

*Pages 114–120*

## Activity 11

### Aim

To help learners to show the various activities and the tools and equipment that people use to earn money

## Processes and skills

- Work in groups cooperatively.
- Share and communicate ideas.
- Dramatise social actions.
- Share ideas with teachers and class.

## Resources

- Carton or boxes
- Garden tools
- Fishing equipment
- Carving tools

### Method

- Step 1** Ask learners to look at the map of Western Province on page 114 and say in which part of the province they can find Nusa Banga.
- Step 2** Read the section “Work that people do” with learners and discuss the pictures. Explain to learners that the activities are undertaken by the Nusa Banga people to earn a living.
- Step 3** Ask learners if they know of any other activity that people can do to earn money.
- Step 4** Put learners into four groups and give each group one of the four activities: fishing, gardening, carving or weaving.
- Step 5** Tell the groups to do Question 2. Each group should then decide how to present their particular activity as a role-play to the rest of the class.
- Step 6** Assist any group encountering difficulty and when all the groups are ready ask them to present their role-plays one by one to the class.
- Step 7** Conclude the lesson by highlighting the importance of these activities and why people undertake these activities.

### Answers

Learners will dramatise the different activities in the class in groups.

## Activity 12

### Aim

To help learners to name the specific activities that the Nusa Banga people do to earn money

### Processes and skills

- Find information using appropriate sources.
- Collect information.
- Identify patterns.
- Sort information.

### Method

- Step 1** Ask learners to look at the pictograph on page 115 and see how the Nusa Banga people earn their living. Explain what the pictograph represents and ask questions such as:
  - Do more people do fishing or carving?
  - Do more people do farming or hunting?
  - What activity is the most popular?
- Step 2** Explain the activity to learners and check that they know what to do. Tell learners to look at the pictures on page 117 and use them to help them do the activity.
- Step 3** Check that all learners have completed the activity before you collect books for marking.
- Step 4** Summarise the lesson by asking learners to name the various activities that fit under the headings.

### Answers

Fishing activity	Farming activity	Diving activity	Plantation activity
1 Line fishing	1 Seaweed	1 Fish	1 Coconut
2 Net fishing	2 Poultry	2 Shell	2 Cocoa
3 Spearfishing of fish	3 Piggery	3 Seaweed	3 Oil Palm
4 Diving	4 Clam shell	4 Bechdemar	4 Kava

## Activity 13

### Aim

To help learners to show that they understand some of the ways that the Nusa Banga people earn money

### Processes and skills

- Locate places on a map.
- Define problems, issues and solutions.
- Communicate findings.

### Method

**Step 1** Ask learners to read the section “Work that people do” on page 114 and study the pictograph on page 115 again. Explain the pictograph again.

**Step 2** Ask learners to read the questions and answer them in their exercise books.

**Step 3** Walk around the class and check that learners can do the activity.

**Step 4** Collect books for marking.

**Step 5** Sum up the lesson by going through the answers with learners.

### Answers

Some possible answers:

- 1 Nusa Banga is in Roviana Lagoon at Western Province
- 2 Fish and sell the fish for money, plant vegetables for sale.
- 3 Fishing and hunting are two ways of getting food.
- 4 They sell their products to earn money, then they use the money to buy other things they need.
- 5 Other people on Nusa Banga would buy their products.
- 6 Learners’ answers will vary.

## Activity 14

### Aim

To help learners to show some of the different jobs that people do to earn money

### Processes and skills

- Express opinions.
- Identify values and viewpoints.

### Method

**Step 1** Begin the lesson by asking learners to go through the pictures on pages 117 and 118. Discuss the different types of farming and fishing with learners.

**Step 2** Ask learners if they know about any other types of farming and fishing. Write learners’ responses on the blackboard. Discuss other jobs that people do to earn money.

**Step 3** Ask learners what being “for” or “against” means. Talk about choosing and what they might like to do to earn a living. Learners tick whatever activities they wish to do if they are living in a village or settlement.

**Step 4** Go through the activity with learners by asking them individually about their choices.

**Step 5** While learners do the activity, draw up the table on a chart to record learners’ choices. Put up the chart on the wall so learners can look at other learners’ choices.

**Step 6** Record learners’ choices on the chart in a tally system and see how many learners prefer which activities. Ask them why they chose the specific activities and for what reasons.

### Answers

Learners’ answers will vary.

## Activity 15

### Aim

To help learners to discuss and share their personal choices with others

### Processes and skills

- Work in groups cooperatively.
- Identify values and viewpoints.
- Listen to the viewpoints of others.
- Compare ideas.

### Method

**Step 1** This is an oral activity so organise learners in pairs.

**Step 2** Recap on the last activity before explaining what learners will do with this activity.

**Step 3** Walk around the class and listen to the discussions. Make sure you intervene if necessary. Learners must have good reasons for their choices.

**Step 4** Conclude the lesson by summarising some of the different discussions you have heard.

### Answers

Learners' answers should be based upon their answers in Activity 14.

## Activity 16

### Aim

To help learners to talk about the types of farming, fishing and other jobs done to earn money in their village or settlement

### Processes and skills

- Find information using appropriate sources.
- Ask how and why questions.

### Resources

- People in the village or settlement to interview

### Method

**Step 1** Explain the activity and ask learners to copy the table into their exercise book.

**Step 2** Explain that it is important to know how people in their village or settlement earn money.

**Step 3** Ask them to interview five people around their village or settlement and record their responses in their exercise book.

**Step 4** To summarise the lesson, ask learners to write some how and why questions to ask in their interviews and share them with a partner.

### Answers

Learners' answers will vary.

## Topic: Earning money from fishing

Pages 120–126

## Activity 17

### Aim

To help learners to reflect on what they have read and seen, and show examples in drawings

### Processes and skills

- Use prior knowledge.
- Draw and describe pictures.
- Reflect on what they found out.

### Method

**Step 1** Ask learners to name the different fish they know. Ask some of them to draw the fish on the blackboard before reading the section “Earning money from fishing” on page 120 and looking at the pictures on pages 120 and 121.

**Step 2** Explain the activity to learners and help them to do it.

**Step 3** Check and mark learners’ work when you walk around.

**Step 4** Sum up the lesson by asking learners to describe the type of fish that their relatives usually catch while they go out fishing. Learners who live in an urban area can refer to the type of fish they see at the market and eat at home.

### Answers

Learners’ answers will vary.

## Activity 18

### Aim

To help learners to show some outcomes from an activity

### Processes and skills

- Identify symbols and signs.
- Place events in sequence.
- Work in pairs cooperatively.

### Method

**Step 1** Recap on the last lesson and ask learners to read the section “Earning money through fishing” on pages 120–122. Ask learners to explain the information and diagram to the class. The diagram illustrates the cycle of fishing activity done daily as a way of earning money and food for the family. Tell learners that sometimes the fishermen or women share the fish with close relatives, especially if they catch a lot of fish.

**Step 2** Ask learners to do Question 1 and only assist those who are having difficulty.

**Step 3** Check learners’ work to ensure that they have completed the activity before they discuss their list with a partner.

**Step 4** Walk around the class and listen to the discussions.

**Step 5** Conclude the lesson by asking some learners to share their list with the whole class.

### Answers

Some possible answers could be:

- sort fish out according to sizes
- clean the fish
- separate the fish for sale and consumption
- cook the fish to be eaten
- sell the fish to get money.

## Activity 19

### Aim

To help learners to show the sequence of the activity of fishing

### Processes and skills

- Place events in sequence.
- Draw and describe pictures.

### Method

- Step 1** Ask learners to look at the picture on page 123. Ask learners what they think might be happening.
- Step 2** Ask learners to say what they know about fishing in a canoe. Write some of their key ideas on the blackboard.
- Step 3** Read Diliva's story on page 123 and ask learners to listen carefully to what Diliva does in order to survive. Ask questions to check learners' understanding of the sequence.
- Step 4** Tell learners to read the story about Diliva to themselves and choose the parts that they like.
- Step 5** Ask learners to look at their ideas on the board and whether they can add to Diliva's story. Remind learners that many fishermen and women use a fishing line for fishing as Diliva did. However, they might undertake different fishing techniques to catch fish.
- Step 6** Tell learners to draw the parts of the story they like in their exercise books.
- Step 7** Check learners' work and mark it.
- Step 8** Conclude the lesson by asking all learners to read the text about Diliva together.

### Answers

Learners' answers should be in drawing form.

## Activity 20

### Aim

To help learners to talk about and recite a poem about fish

### Processes and skills

- Dramatise social actions.
- Share ideas with teachers and class.
- Listen to a poem and discuss their feelings, ideas and opinions.

### Method

- Step 1** Write up the poem on a chart or the blackboard.
- Step 2** Ask learners if they know what a poem is. Compare a poem to a song and talk about any poems they might know in their own language or Pijin.
- Step 3** Ask any fluent reader in the class to read the poem to the class.
- Step 4** Read the poem again and ask learners to say what they think the poem is about. Ask learners to choose a line they like and read it. Then ask them to read each line after you.
- Step 5** Ask learners to read by themselves and make some actions for each line.
- Step 6** Read the poem together using actions.
- Step 7** Ask learners to collect labels from tinned fish and bring them to the next two classes.

## Activity 21

### Aim

To help learners to name some of the steps in the fish canning process

### Processes and skills

- Analyse pictures or photographs.
- Compare ideas, pictures or parts of pictures.
- Collect and sort information.

- Place events in sequence.

### Method

**Step 1** Ask learners to get into pairs and look at the pictures on page 124. The pairs should discuss what they think is happening in each picture. Choose learners to say what they have talked about.

**Step 2** Go through the text and pictures on page 124 and compare it with what learners have already talked about.

**Step 3** Choose a learner to explain each of the steps that are involved in the process of making tinned fish.

**1** Catching the fish from the sea.

**2** Getting the fish to the factory for cleaning and canning.

**3** Selling the tinned fish in the shops.

Explain to learners that there is a fish cannery at Noro, Western Province. If your school is located in the nearby area of Noro then organise for your class to visit the cannery.

**Step 4** Tell learners that it is important to bring the labels of the different tinned fish to the next class.

**Step 5** Remind learners that the labels will be displayed and discussed in class in the next lesson.

**Note:** Organise a visit to a shop for Activity 23.

## Activity 22

### Aim

To help learners to talk about and sing a song about fishing

### Processes and skills

- Listen to the viewpoints of others.
- Justify value positions and viewpoints.

### Resources

- Labels from canned fish

### Method

**Step 1** Ask learners to talk about the canned fish labels they brought to class. How many different types are displayed?

**Step 2** Write up the song on a chart or on the blackboard.

**Step 3** Review the poem from Activity 20 and ask learners to say the poem with actions.

**Step 4** Ask learners to read the lyrics of the song on page 125 and say if it looks similar to the poem. Ask them what the song means.

**Step 5** Teach learners the tune and make sure they follow the tune and sing the lyrics. Sing the song several times.

**Step 6** Remind learners that they will undertake a visit to a shop tomorrow.

## Activity 23

### Aim

To help learners visit a shop to see the various tinned fish on sale

### Processes and skills

- Collect information.
- Identify patterns.
- Sort information.
- Draw and describe pictures.

## Resources

- Shop with canned fish for sale

## Method

**Step 1** Tell learners about the visit and ask them to take their exercise book and a pencil with them. Ask learners to copy the table on page 126 into their exercise books.

**Step 2** Tell learners about the rules that they should follow while in the shop, for example no unnecessary noises, not touching anything and respecting others.

**Step 3** Take learners to the closest shop from your school. Make sure that learners look at the different tinned fish while the class is at the shop. Tell learners to copy some labels onto their charts.

**Step 4** After spending fifteen minutes at the shop, take learners back to the classroom and collect books for marking.

**Step 5** If there is time, review the visit or review at the beginning of the next lesson. Ask learners about their findings and what they know about selling canned fish.

## Learning outcomes review

### Aim

To help learners to review their knowledge and understanding on what they have learnt.

### Processes and skills

- Review the learning outcomes.

### Method

**Step 1** Ask learners to read the learning outcomes on page 101.

**Step 2** Ask learners to comment about each outcome and what they learnt.

## Assessment activity

### Aim

To help learners to understand that some things can be used again and other things cannot be used again

### Processes and skills

- Draw and describe pictures.
- Make observations.

### Method

**Step 1** Explain to learners that things such as trees can be grown again and again. Things such as gold do not grow like trees and can only be taken once.

**Step 2** Ask learners to copy the table into their exercise book. Walk around and check on learners' work.

**Step 3** Collect books for marking and wind up the lesson by going through the answers.

### Answers

Things we can use again, for example trees	Things we cannot use again, for example gold
Fish	Copper
Shell	Oil
Seaweed	Silver

## Appendix 1: Glossary

<b>boarded (to board)</b>	to go onto a ship
<b>clan</b>	a group of people who are family
<b>climate</b>	the type of weather in an area
<b>communicate</b>	to give others information by talking or writing
<b>dangers</b>	situations where we can be hurt
<b>earn</b>	to work for money
<b>gear</b>	equipment; for fishing this includes fishing net, hooks and a sharp knife
<b>hardship</b>	difficulties
<b>memorial sites</b>	places that have been built to remember special events, like the Second World War
<b>slipped</b>	fell over
<b>stretcher</b>	a type of bed that is used to move injured or sick people to the hospital
<b>survival</b>	staying alive and well
<b>town crier</b>	a person who used to shout messages to people, before there was radio and newspapers
<b>tribe</b>	a large group of extended families
<b>tropical</b>	very hot and humid
<b>weather</b>	sunshine, wind, rain and snow

## Appendix 2: Suggested teaching methods

A range of strategies for helping learners to achieve the overall learning outcomes is shown here.



## Appendix 3: Lesson plan format

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

## Appendix 4: Sample individual record form

<b>Learner name:</b>		<b>Year:</b>					<b>Class:</b>				
<b>Strand:</b>		<b>Sub-strand:</b>									
<b>Assessment event</b>	<b>Specific Learning Outcomes</b> (use appropriate code)	<b>Achievement levels</b> (ratings)					<b>Specific Learning Outcomes</b> Achieved (A) Partially Achieved (PA) Not Achieved (NA) Key: 5 = A, 1-4 = PA, 0 = NA				
	<b>Code</b>	<b>Outcome assessed</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>			
1	3.1.1.1	Describe the uses of three new technology types.	*								A
2	3.1.1.2						*				PA
3	3.1.2.1								*		NA
4	3.1.2.1					*					PA
<b>Descriptive comments:</b>											
<b>Class teacher:</b>						<b>Signature:</b>					
<b>Date:</b>						<b>Date:</b>					

# Appendix 5: Sample class record form

Class:	Strand:	Sub-strand:	Year:
	<b>Specific Learning Outcomes:</b> A = achieved, PA = partially achieved, NA = not achieved		<b>Individual comments on the learning progress in the class</b>
<b>Assessment event</b>	1		
<b>Learning outcome assessed (code)</b>	3.1.1.1		
Denis	A		
Ian	A		
Jack	A		
James	A		
John	PA		
Joyce	PA		
Lionel	PA		Steady/satisfactory
Liza	NA		
Luke	NA		
Mary	A		Improved/excellent progress
Michael	PA		
Nancy	NA		
Peter	A		
Tom	NA		
Yates	NA		Not improved/slow progress
<b>Overall comments:</b>			
<b>Class teacher:</b>		<b>Signature:</b>	<b>Date:</b>

## Appendix 6: Sample individual monitoring form

<b>Learner name:</b>		<b>Class:</b>		<b>Year:</b>	
<b>Strand:</b>		<b>Topic/unit:</b>			
<b>Sub-strand:</b>					
<b>Assessment event</b>		<b>Specific Learning Outcomes:</b> A = achieved, PA = partially achieved, NA = not achieved		<b>Remarks</b> Comment on learning progress: improved, steady or not improved	
	<b>Code</b>	<b>Description of outcome assessed</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
1	3.1.1.1	Describe the uses of three new technology types	*		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
<b>Class teacher:</b>		<b>Signature:</b>			<b>Date:</b>



## Appendix 8: Sample monitoring of specific learning outcome form

Class:		Term/Semester:				Year:	
Strand/Sub-strand:		Total number of learners:				Topic/Unit remarks	
Assessment event	Code	Specific Learning Outcome assessed (use appropriate code)	A	PA	NA	Enrichment support	Remedial work
1	3.1.1.1	Describe the uses of three new technology types.	5	25	10	5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed
Class teacher:						Signature:	Date:

## Appendix 9: Sample individual remedial work form

<b>Learner name:</b>		<b>Class:</b>		<b>Term/Semester:</b>		<b>Year:</b>	
<b>Strand:</b>		<b>Sub-strand:</b>					
<b>Assessment event</b>		<b>Specific learning outcomes</b> (use appropriate code)					
<b>Code</b>	<b>Outcome assessed</b>	<b>A</b>	<b>PA</b>	<b>NA</b>	<b>Remedial work required</b>	<b>Results after remedial work</b>	
3.1.1.1	Describe the uses of three new technology types.		*		Revise pages 2-8 of the Learner's Book.	Learner understands the concept of new technology and can describe the uses of at least three new technologies.	
<b>Class teacher:</b>						<b>Signature:</b>	<b>Date:</b>

## Appendix 10: Sample individual report form

Learner name:		Class:	Term:	Year:
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Specific learning outcomes:</b> Achieved (A), partially achieved (PA) or not achieved (NA)		
<b>Code</b>	<b>Specific learning outcome assessed (use appropriate code)</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
3.1.1.1		*		
<b>Descriptive remarks:</b>				
<b>Strand:</b>	<b>Sub-strand:</b>	<b>Specific learning outcomes:</b> Achieved (A), partially achieved (PA) or not achieved (NA)		
<b>Code</b>	<b>Specific learning outcome assessed (use appropriate code)</b>	<b>A</b>	<b>PA</b>	<b>NA</b>
3.1.1.1			*	
<b>Descriptive remarks (must include results after remedial work has been completed by the learner)</b>				
<b>Results for summative assessment:</b> The progressive achievement level for summative assessment is:				

*cont. on page 87*

Appendix 10 (cont.)

Strand:	Combination of sub-strands:	Specific Learning Outcomes Achieved (A), Partially Achieved (PA), or Not Achieved (NA)		
		A	PA	NA
3.1.1.1		*		
3.1.1.2			*	
3.1.2.1				*
3.1.2.2				
<b>Descriptive remarks from summative assessment:</b>				
<b>Overall achievement level:</b>		<b>Overall achievement award:</b>		
<b>School administration report on learner's behaviour and character</b>				
<b>Class teacher:</b>		<b>Signature:</b>		<b>Date:</b>
<b>Class teacher comments:</b>				
<b>Head teacher/Principal:</b>		<b>Signature:</b>		<b>Date:</b>
<b>Head teacher/Principal comments:</b>				

## Appendix 11: Sample school report

### TAKWA COMMUNITY SCHOOL

Name: ..... Year level: ..... Year: .....

Reporting period: Term/semester ..... from ..... to ..... Date issued .....

Subject	Score (%)	Overall achievement level, award and certification	Grade	Comment												
English	95	5, AWE & Gold	A	<i>Well done</i>												
Mathematics	82	4, AWM & Silver	B	<i>Good work</i>												
Science	49	2, ABMS	D	<i>Needs to attend Science practicals</i>												
Social Studies	90	4, AWM & Silver	B	<i>Good work</i>												
Health Education	40	2, ABMS	D	<i>Could do better</i>												
Christian Education	60	3, AWMS & Bronze	C	<i>Satisfactory work</i>												
Class teacher's comments on learner's attitude, behaviour and character																
Head teacher's comments																
<p><b>Key to letter grades</b></p> <table> <tbody> <tr> <td>A is equivalent to 95–100%</td> <td>Competency &amp; Achieved with Excellence (AWE) with Gold Certificate</td> </tr> <tr> <td>B is equivalent to 80–94%</td> <td>Competency &amp; Achieved with Merit (AWM) with Silver Certificate</td> </tr> <tr> <td>C is equivalent to 50–79%</td> <td>Competency &amp; Achieved with Minimum Standards (AWMS) &amp; Bronze Certificate</td> </tr> <tr> <td>D is equivalent to 20–49%</td> <td>Competency &amp; Achieved below Minimum Standards (ABMS)</td> </tr> <tr> <td>E is equivalent to 1–19%</td> <td>Competency &amp; Achieved far below Minimum Standards (AFBMS)</td> </tr> <tr> <td>E is equivalent to 0%</td> <td>Competency &amp; Not Achieved (NA)</td> </tr> </tbody> </table> <p>Note: Certifications to learners are issued at the end of each assessment period or academic year.</p>					A is equivalent to 95–100%	Competency & Achieved with Excellence (AWE) with Gold Certificate	B is equivalent to 80–94%	Competency & Achieved with Merit (AWM) with Silver Certificate	C is equivalent to 50–79%	Competency & Achieved with Minimum Standards (AWMS) & Bronze Certificate	D is equivalent to 20–49%	Competency & Achieved below Minimum Standards (ABMS)	E is equivalent to 1–19%	Competency & Achieved far below Minimum Standards (AFBMS)	E is equivalent to 0%	Competency & Not Achieved (NA)
A is equivalent to 95–100%	Competency & Achieved with Excellence (AWE) with Gold Certificate															
B is equivalent to 80–94%	Competency & Achieved with Merit (AWM) with Silver Certificate															
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D is equivalent to 20–49%	Competency & Achieved below Minimum Standards (ABMS)															
E is equivalent to 1–19%	Competency & Achieved far below Minimum Standards (AFBMS)															
E is equivalent to 0%	Competency & Not Achieved (NA)															

# Solomon Islands Primary Social Studies

Teacher's Guide **Year 3**

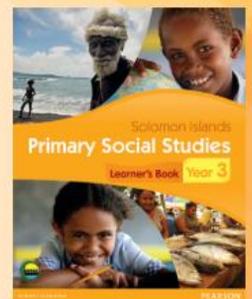
The *Solomon Islands Primary Social Studies Year 3 Teacher's Guide* provides support material for the accompanying Learner's Book. It is designed to aid teachers in encouraging students in Solomon Islands to learn from their environment and investigate societies, cultures and peoples, especially their own.

This Teacher's Guide covers all chapters of the Learner's Book: Old and new ways of doing things; Exploring our islands; Weather and seasons; Our cultural heritage: important people, places and things; Village or settlement elders; and Using things from the land and the sea.

Divided into separate lesson plans for each activity, this Teacher's Guide includes:

- links to the syllabus
- aims
- processes and skills
- resources
- method—a step-by-step guide to teaching the lesson
- answers.

This Teacher's Guide is one component in a new series of teaching material for Primary Social Studies for Years 1 to 6. The series has been developed as part of the Solomon Islands curriculum reform of 2005–2013.



ISBN: 978-1-4425-1002-9



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