



Solomon Islands
Home Economics
Year **7**

Learner's Book

Solomon Islands
Home Economics
Year **7**

Learner's Book

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Introduction for learners

This book provides a course in Home Economics for Year 7, the first year of secondary school. It is in two parts: section 1 to 5 is called **Core Home Economics** and will be used by all learners, both boys and girls. You will also take a similar course in Core Technology.

Section 6 to 9 is called **Extension Home Economics**. All learners will choose to learn either Extension Home Economics or Extension Technology. This section of the book will only be used for those who choose Extension Home Economics.

This book is based on an interactive approach to learning. This means you will be expected to learn things for yourself by doing activities and exercises, not just by listening to the teacher or reading the book. These activities are an essential part of the book and you will not learn properly unless you do the activities.

Each activity is marked by a sign or **icon** to show you what kind of activity it is.

The icons are as follows:



This indicates thinking for yourself or in groups. You are expected to use your own knowledge or experience, or think about what you read in the book, and answer questions for yourself.



This indicates doing a practical activity such as cooking, sewing, cleaning or making something. You learn Home Economics so that you can learn practical skills, which you can use when you leave school. These activities will help you to learn these practical skills.



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



This indicates group work. You are expected to discuss something in groups and report back on what your group discussed. In this way you learn from each other. Good luck in using the book.

Strand: • Food and nutrition

Unit 1.1 Cooking basics

Foods your family eats



Copy the following headings and the questions into your exercise book or onto a sheet of paper given to you by your teacher. Write an answer to each question.

Your village: _____ ?

Your province: _____ ?

Number of people in your house: _____ ?

Year: _____ ?

Your age: _____ ?

Male/Female: _____ ?

Your religion: _____ ?

- 1 Name the foods that you like eating best.
- 2 Give two reasons why you like eating each of the foods you have named.
- 3 Where do you normally get your food from?
- 4 How do you usually prepare your food before cooking and eating?
- 5 At what times do you normally eat your meals?

- 6 List the different types of food your family eats in a day.
- 7 Does your family spend more money on imported, or local foods?
- 8 List four things that influence your family's choice of food.
- 9 Are there any differences in the foods eaten in the past and the foods your family eats now? If so, what are they?
- 10 Do people in your community use insecticides (chemicals you spray on your plants) in their gardening? If so, name the insecticides (chemicals) that they use and describe their possible effects on your health.

Cooking food



- 1 In pairs or groups, boil a piece of kumara, meat and vegetable. Observe the results.
- 2 Copy the table on the next page into your exercise book and use it to describe the changes that take place when food is boiled.

Name of food	Observation	Equipment	Use of equipment
Kumara	?	?	?
Meat	?	?	?
Vegetable	?	?	?

- 3 In the third column, list the possible pieces of equipment that you may use in this practical activity, for example pot, fork, plate, stove, peeler, knife, spoon, chopping board, saucepan.
- 4 In the fourth column, explain what each piece of equipment is used for.
- 5 In your exercise book, write four reasons for cooking food rather than eating it raw.

Basic rules for safety and hygiene when cooking



- 1 You have just done a practical cooking activity. Did you follow basic safety rules for keeping your kitchen safe and clean? Test yourself by copying and answering the questions below in your exercise book.
 - a Did you dress neatly and put on an apron?
 - b Did you wash your hands before handling the food?
 - c Was your hair neatly cut or pinned off your face, tied up or tied back?
 - d Did you check to see if you have sores or scabies?
 - e Did you cover cuts and wounds?
 - f Did you cover your mouth when sneezing or coughing?
 - g Were you bare-footed or wearing non-slippery shoes?
 - h Did you avoid licking your fingers and spoons while cooking?

- i Did you have all ingredients and utensils ready before you began to cook?
- j Did you use clean equipment, food and a clean preparation surface?
- k Did you handle sharp knives with care and cut food on a chopping board?
- l Did you plan your work well and not hurry unnecessarily?
- m Were you aware of possible dangerous situations to prevent accidents? For example, did you mop up spilt liquid? Pick up broken glass? Check electrical equipment for bare wires? Turn saucepan handles towards the stove?
- n Did you check that the kitchen was clean, equipment put away and all electrical or gas knobs switched or turned off, or the fire put out?

Always take care when cooking with fat or oil. Do not let it spill. If a fire starts, smother the flames with a lid, blanket or soil. If possible, turn off the heat source.

- 2 You have just used a kitchen for your practical activity. Copy the following questions into your exercise book and write answers based on your experience and observation.
 - a Did you think that the kitchen you used was clean?
 - b Was there enough room for everyone?
 - c What were the main tasks you performed?
 - d Did you enjoy the practical activity?

Work areas in the kitchen



- Write out the following sentences in your exercise book and choose the correct word from the pairs in **bold**.
 - A **well-organized/disorganized** kitchen is a joy to work in. It has all the utensils or tools and items of equipment set out **in order/disorder** so that they can be used efficiently with a maximum saving of time and energy.
 - Generally, work in the kitchen centres on **two/three** main areas: the refrigerator for urban schools or food safe for rural schools, the stove and the tap.
 - Good cooks produce attractive and **nourishing/fatty** dishes. They work **efficiently/inefficiently** in their kitchens. Therefore, they need to choose their equipment carefully so that they have suitable items for the tasks they want to perform.
 - When choosing equipment cooks have to buy the best quality that they can afford, choose the best design to suit its use (not just the prettiest or the nicest colour) and buy only what is **necessary/not necessary** for their own use.
- Draw a plan in your exercise book of your school kitchen.
 - Label the large items of equipment.
 - Write a list of equipment that is stored in each cupboard on the plan.
- Draw a plan in your exercise book of your home kitchen.
 - Label the preparation, cooking and cleaning areas.
 - Label the cupboards or storage areas to show what equipment is kept in each area.

- What changes could be made easily to make your kitchen easier to work in and therefore more efficient?
- Find illustrations of different kinds of kitchens based on different designs.
 - Discuss in groups the advantages and disadvantages of each design.



Different types of food

- In pairs or groups, arrange to bring to class one food item from the following categories: root crops, animals, fruits and vegetables.
- Copy the table below into your exercise book and fill it in. In the last column, choose the main use of the foods you have brought from the list below:
 - growth and repair of body tissue
 - energy production
 - protection against diseases and regulation of body processes.

Type of food	Name of food	Main use of food
Root crops	?	?
Animals	?	?
Vegetables	?	?
Fruit	?	?

- Below your table, list the types of food you eat daily and explain why. Are your choices nutritious?
- Write the sentence below in your exercise book and fill in the blanks with the correct words from this list: eat, something, keep, body.
 Food is _____?_____ that we _____?_____, to _____?_____ the _____?_____ healthy.

Good nutrition

Eating enough of the right kinds of food provides the body with good nutrition. To know the right kinds of food we must learn about nutrients and their functions in the body. Nutrients are substances in food that help the body work and grow healthy.



Food for growth

1 Look at pictures A and B (below) carefully.

a Copy and complete the following table in your exercise book, using the descriptions that best describe the children in each picture.

- bright eyes
- a happy face
- a thin body
- thin arms and legs
- smooth skin, free of sores
- dull eyes
- a miserable, unhappy face
- no energy to play or run around
- firm muscles
- an active body
- too little weight for their age.

Picture A	Picture B
?	?

A



B



b Which child do you think is getting a good balance of nutrients from the food they eat?

2 Write the following sentences in your exercise book and replace each number with one of the following words: **six, three, nutrients, life, cell, temperature, food, nutrient.**

The body uses (1) for growth, energy and protection. There are (2) nutrients. All foods can be placed into (3) groups according to the function in the body of the main nutrient.

Water is also a (4) and is necessary for (5). Water is a large part of every (6) in the body. It is needed for the blood and other body fluids and to maintain an even body (7) of 37°C. Sources of water for the body are drinks and the water content in (8).

3 Look at the picture of food on the next page and compare it with the foods you usually have for dinner. In your exercise book write down how many food groups you would normally include in your evening meal. Is it a balanced meal?

Vegetable soup

Ingredients

- 2 medium kumara, taro or other root vegetable
- 4 cups chopped pumpkin, corn, tomatoes or other orange vegetable
- 1 cup pumpkin tips or edible green leaves
- 1 cup beans
- 3 spring onions
- 4 cups water, coconut cream or stock
- salt and pepper

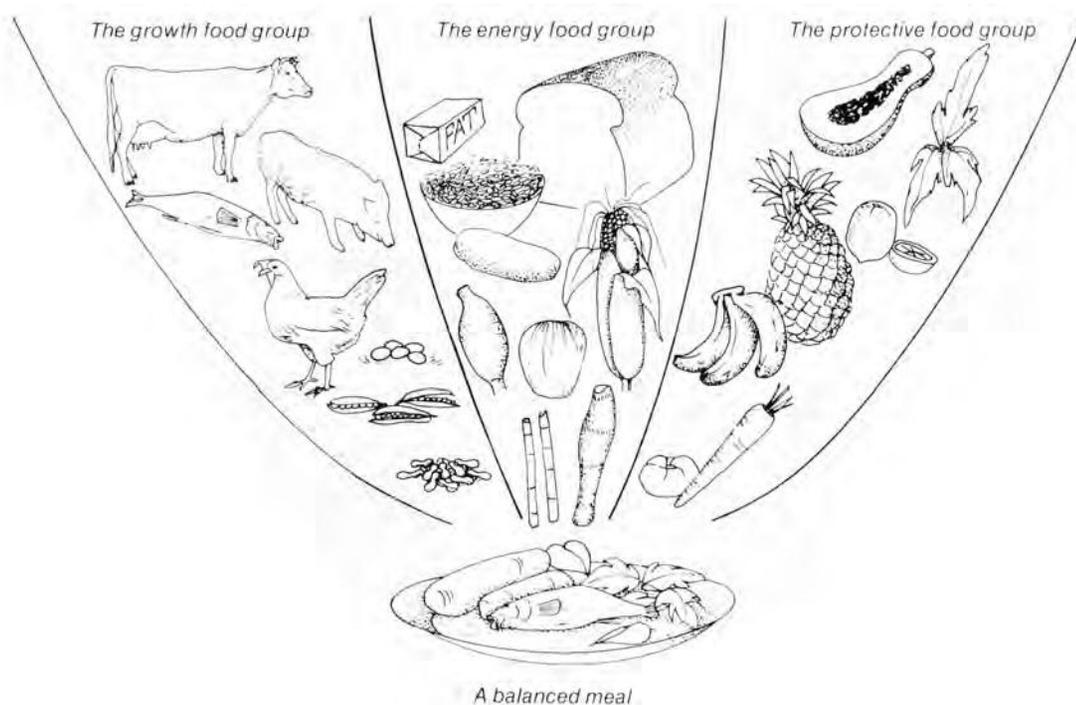
Method

- 1 Wash and peel kumara.
- 2 Clean and finely chop all vegetables.

- 3 Place all chopped vegetables, except the green leaves, in a large saucepan. Add water, coconut cream or stock and simmer until the vegetables are tender.
- 4 Add shredded leaves and flavour the soup with salt and pepper to taste.
- 5 Serve hot.

Note

- Coconut cream is made by scraping the coconut flesh from the coconut, mixing with water and squeezing the flesh. Strain and use the white liquid.
- Stock is the water used to boil meat or vegetables. It contains nutrients that dissolve in water and is good to use for soup.
- Allow one cup of liquid for each extra person.



A balanced meal contains food from each of the three food groups.

Whenever you do a practical cooking activity, answer these questions in your exercise book.

- 1 Can you identify the cooking method used in the recipe? Discuss two advantages and two disadvantages of this method.
- 2 Can you identify the cooking skills used in the recipe and explain how you applied each one?
- 3 What equipment did you use? Explain the procedure you would use to wash or clean the equipment.
- 4 Do you think any of this equipment might be dangerous for you to use? If so, how can you avoid these dangers?

- 5 List the equipment you used and describe how you used it. Explain how each piece of equipment should be cleaned.
- 6 Name two pieces of equipment that might be dangerous to use. What special care should you take?
- 7 Copy list A and list B below into your exercise book. Match each item of equipment in list A with its correct use in list B.

A	B
Equipment used	Use
Soup bowl	To cook food in
Spoon	To cut/chop/peel food with
Strainer	To scrape flesh of dry coconut for milk
Scraper	To separate and remove lumps from food
Saucepan	To serve soup in for eating
Knife	To eat with

- 8 Find pictures of or draw the equipment in list A in your exercise book.

Cooking nutritious meals



- 1 Copy the recipe for vegetable soup into your exercise book. Identify and underline the different parts of the recipe and explain the function of each part.
- 2 Cook the soup using some food from each of the three food groups. Compare it with the food you usually have for dinner.
- 3 In your exercise book, identify the cooking method used in the recipe above and explain it. Discuss two advantages and disadvantages of this method.
- 4 Identify cooking techniques or skills in the list below that you used in this cooking activity and describe why you used them:
 - chop
 - simmer
 - shred
 - strain.

Unit summary

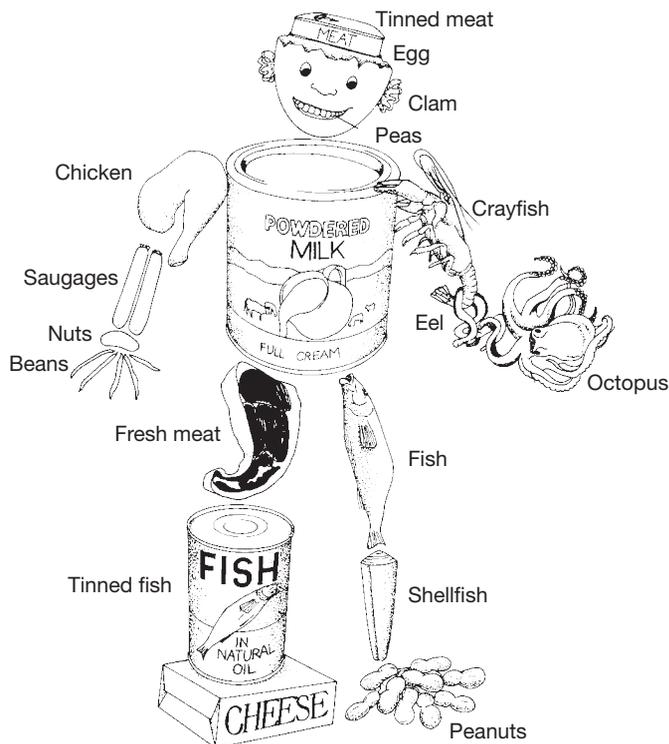
- When you are cooking it is important to be clean, careful and safe.
- Cooking is easier when your kitchen is tidy and organized.
- For your body to grow and be healthy, you need to eat foods from all food groups.
- Different kinds of food contain different nutrients that the body needs to work well.
- The nutrients in food are used for growth and repair of tissue, giving energy and protection against diseases.

Unit 1.2 Growth foods

Just as houses are made from smaller units of bamboo, sago leaves or sticks, our bodies are made from smaller units called cells. These cells are joined together into different types of tissue in different parts of our bodies, such as heart tissue, muscle tissue and skin tissue. Just as houses wear out and need repair, so too do our body tissues.

Protein is a nutrient that is needed to make and maintain strong body tissue and healthy growth, so we need to eat protein foods (also known as growth foods) everyday.

There are two types of foods that contain protein: animal foods and plant foods.



Growth-foods person

Animal and plant protein foods



Copy the following table into your exercise book. Study the growth foods person and list foods that contain animal and plant proteins.

Animal protein foods	Plant protein foods
?	?
?	?
?	?

Protein in animal foods

Because the flesh of animals is similar to the flesh of humans the body can easily use it to make and repair tissue. The protein in animal food is called ‘complete protein’ because it contains all the essential amino acids that the body requires.

Protein in plant foods

Because the ‘flesh’ of plants is different to human flesh, the body cannot make and repair tissue if it takes in only one kind of plant protein food and no animal food. It is necessary to eat more than one kind of plant protein food.

Peas, beans and nuts are good sources of plant protein. The protein plant food is called ‘incomplete protein’ because it does not contain all the essential amino acids that the body requires, however a mixture of these foods can meet the body’s growth needs.

Who needs protein?



- 1 For growth and repair of body tissues everyone needs to eat protein every day. However, for some people eating protein foods is especially important. Copy the following table into your exercise book and match the people to their special needs.

People	Needs
Growing children	Repair of tissue damaged by sickness
Sick people	Growth and repair of tissue
Women who are breastfeeding babies	Growth of new baby's tissue
Pregnant women	Breast milk to meet the baby's rapid growth needs

- 2 Below is a picture of a child who has protein deficiency disease because he does not eat enough growth food. In your exercise book, list the signs of the disease that you can see.



A child with protein deficiency disease

Roasted peanuts

Ingredients

1 bundle peanuts

Method

- 1 Shell the peanuts and place them in a pan.
- 2 Cook the peanuts very slowly over the fire or in an oven. Stir the peanuts often so that they cook evenly.
- 3 When cooked, the brown skins around the peanuts will come off easily and the peanuts will be a light brown colour.

Corn and bean stew

Ingredients

1 cup corn kernels
 1 cup sliced beans
 1/2 cup grated pumpkin
 2 spring onions
 2 cups water or coconut cream
 1 cup shredded green leaves
 salt and pepper

Method

- 1 Place corn, beans, pumpkin, onion and water or coconut cream in a saucepan and simmer until the vegetables are almost tender.
- 2 Add shredded green leaves and salt and pepper to taste. Cook until tender.
- 3 Serve hot with boiled rice or root vegetables.

Omelette

Ingredients

- 2 eggs
- 4 dessertspoons milk
- salt and pepper
- 1 dessertspoon margarine
- green leaves for decoration

Method

- 1 Separate the egg whites from the yolks and beat the whites until fluffy.
- 2 Add yolks, milk and a sprinkle of salt and pepper. Beat well.
- 3 Melt the margarine in a small frying pan and pour in the egg mixture.
- 4 When the omelette begins to set, fold it in half or turn it over using an egg lifter.
- 5 Cook until set. Slide the omelette from the pan onto a plate and serve. Decorate with small green leaves such as parsley, kangkong or watercress.

Note

Many different types of filling can be placed in the omelette after step 3, for example grated cheese, tomato and spring onion, or chopped cooked fish, meat or vegetables.

Include enough rows to fill in all the steps you will have to complete.

Order of work	Time spent on each task
?	?
?	?
?	?



Self-evaluation

Answer the following questions and give yourself a mark out of 12, or work in pairs to judge each other's cooking.

Use of time and energy

- 1 Were all tasks completed in the suggested time?
- 2 Did you keep the kitchen clean and tidy while working?

Quality of food

- 3 Did you serve food attractively?
- 4 Was the food overcooked or undercooked?
- 5 Did the taste suit the purpose of the dish?

Clean-up

- 6 Were all dishes cleaned and put away in the correct place?
- 7 Were bench tops, stove and sink wiped?
- 8 Was the stove turned off?
- 9 Was the room swept?
- 10 Were tea-towels and dishcloths washed?
- 11 Was the rubbish wrapped up and correctly disposed of?
- 12 Was safety demonstrated in the kitchen while working?

Growth foods cooking



Copy the recipes above into your exercise book. In groups, cook a dish from one of these recipes, which all use the growth foods group.

Before you begin, write an 80-minute work plan to show the steps you will take when doing your cooking activity and how long each step will take. Draw a table in your exercise book like the one below to show your plan.

Unit summary

- Growth foods are foods that have protein in them.
- Protein is a nutrient that is needed to make and maintain the body's tissues.
- You should eat protein foods every day. They can either be animal foods or a mixture of plant foods such as nuts and beans.
- If you do not eat enough growth foods you might get sick.
- It is important to plan the steps you will take before you start cooking and to leave the kitchen clean and tidy when you have finished.

we are asleep, our bodies are using energy. The heart keeps beating. The lungs keep breathing. We must (5) energy foods each day.

The food (6) that give energy are called (7) and (8). There are two types of carbohydrates: (9) and (10). The main carbohydrate food eaten in an area is called the (11) food, and is usually eaten (12).

Unit 1.3 Energy foods

Fuel for bodies



- 1 Look at the pictures of the boy and truck. What do they have in common? What message do they give about energy food?
- 2 Read the passages below and copy them into your exercise book, replacing each number with a word from the following list: **nutrients, work, move, eat, staple, sugar, energy, every day, carbohydrates, play, fats, starch.**

Our bodies need (1) food to make them go. Every time we (2), we use energy. We need energy for (3) and (4). Even when



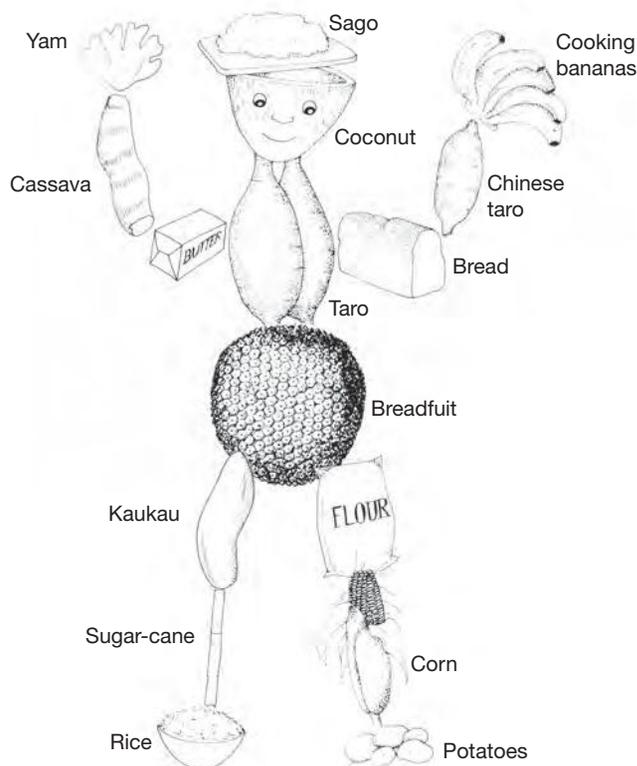


High-energy foods

- 1 Look at the energy-foods person. Copy the table into your exercise book and group the foods under the headings. You can add other examples of energy foods that are not on the energy-foods person.

Sources of energy food

Fats	Carbohydrates	
	Sugar	Starch
?	?	?
?	?	?
?	?	?



Energy-foods person

- 2 Write out the sentences below in your exercise book, choosing the correct word from each pair in **bold**.

Greasy food is often called **high-energy/low-energy** food. Greasy foods contain **a lot of/little** energy in a small quantity. Therefore we need to eat **a lot/very little** of them to get the energy we need.

Small children/older people are very active and use a lot of energy. Putting a little margarine on their greens and root vegetables **helps/does not help** them get the extra energy they need.



Who needs energy foods?

- 1 Write out the sentences below in your exercise book, choosing the correct word from the pairs in **bold**.

Everyone **needs/does not need** to eat energy foods from the energy food group every day. This **gives/does not give** the body energy for work, play and normal activities. The following people have special needs.

- Active people, especially children, need **more/fewer** energy foods in their diets than less active people.
- Bigger people need more energy than smaller people to do **the same/different** activities.
- Children's bodies **need/do not need** energy for growth.
- Pregnant and breastfeeding women need **extra/less** energy for the baby's needs.

- 2 The child in the picture below shows signs of not eating enough energy foods. Describe at least five signs in your exercise book.



A mother with her child who does not eat enough energy foods

Fish and potato cakes

Ingredients

2 cups cooked root vegetable, mashed
1/2 can fish
2 spring onions
salt and pepper
margarine

Method

- 1 In a bowl, mix together the cooked and mashed root vegetables, fish and finely chopped spring onions. Add a sprinkle of salt and pepper.
- 2 Shape the mixture into round flat cakes.
- 3 Melt margarine in a frying pan and fry cakes on both sides until golden brown.
- 4 Serve hot or cold with salad or boiled greens.

Cassava and coconut cake

Ingredients

2 cups grated cassava
1 cup grated coconut
4 dessertspoons sugar

Method

- 1 Mix cassava, coconut and sugar.
- 2 Wrap into a flat parcel in a soft banana leaf. Bake in a hot stone oven for one hour.
- 3 When cooked, cut into small pieces and serve.

Note

This may also be cooked by steaming over boiling water, or baked in a greased tray in the oven.



Energy foods cooking

Copy the recipes from pages 12–13 into your exercise book. In groups, cook a dish from one of the recipes that uses all the ingredients from the energy foods group.

Losi scones as known in Malaita

(also known as Viori scones in Vela and Sisiara scones in Ysabel)

Ingredients

8 sticks Losi/Viori/Sisiara
 2 cups flour
 2 teaspoon baking power
 pinch of salt
 1/2 cup margarine
 3/4 cup milk

Method

- 1 Boil Losi/Viori/Sisiara until almost cooked. Drain and cool.
- 2 Sift flour, salt and baking powder into a bowl. Using fingertips, rub margarine into the flour until it looks like sand. Make a well in the centre and stir in enough milk to make a soft dough.
- 3 Turn onto a floured surface and roll out to 1-centimetre thickness. Cut into 12-centimetre-wide strips. Lay the Losi/Viori/Sisiara down the centre and roll the scone dough over, like a long sausage roll. Moisten dough edges to join.
- 4 Cut 2-centimetre slices and place on a scone tray with the cut side up. Bake in a moderate oven for 10–15 minutes until golden brown. Serve with margarine.

Note

Coconut, peanut, pumpkin or kumara scones can be made by adding the grated, chopped or cooked food to the scone dough before cutting into shapes and baking.

Unit summary

- The body uses energy for everything it does, including sleeping.
- Eating energy foods every day is important so that the energy our bodies are using all the time is replaced.
- Energy foods are foods that contain fats or carbohydrates.
- A healthy balance of energy foods is important. If you do not eat enough energy foods you might get sick, but eating too much is also not good for you. If people eat more than they need, their body will store extra energy as fat and they become overweight.

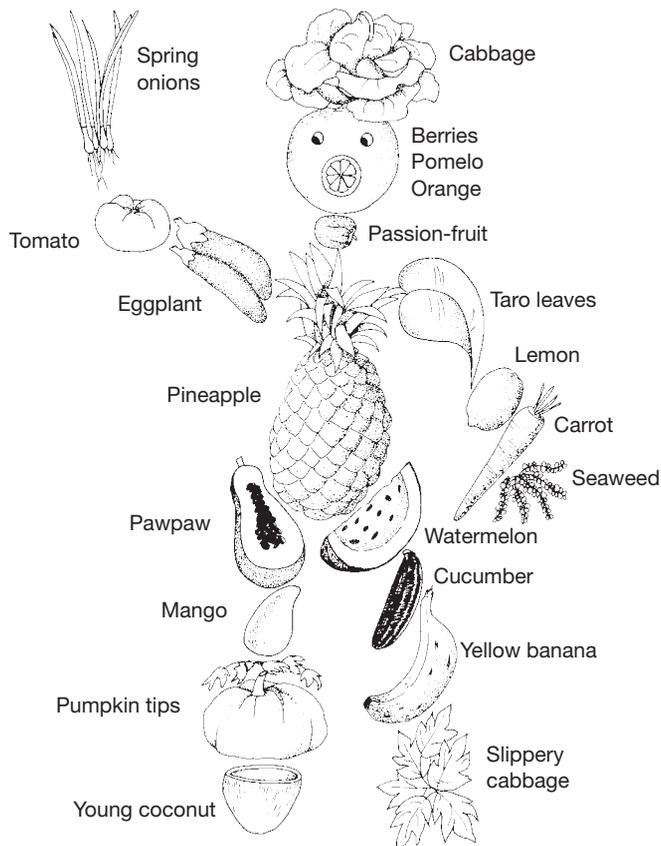
Unit 1.4 Protective foods

Sources of protective foods



- 1 Copy the picture of the protective foods person into your exercise book.
- 2 Draw a table like the one below and classify or arrange the foods from the picture under the headings 'coloured fruits' and 'coloured vegetables'.

Coloured fruits	Coloured vegetables
?	?
?	?
?	?
?	?



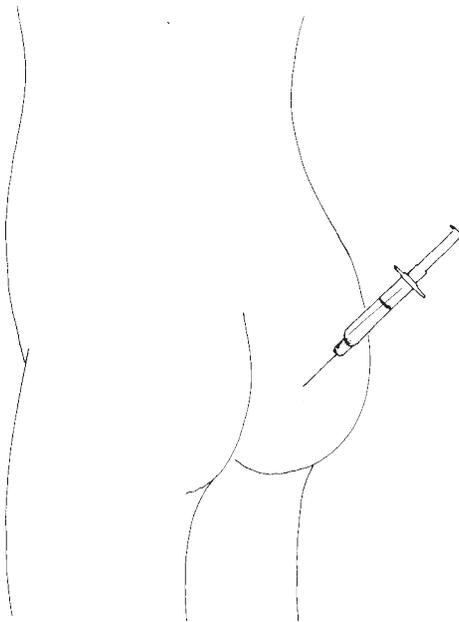
Protective-foods person



Our eyes can be good indicators of whether our bodies are healthy.

Preventing sickness

Just as a nurse gives an injection to a child to prevent certain sicknesses, so some foods can prevent us from getting certain sicknesses. These foods belong to the protective foods group and need to be eaten every day. As you can see from your table, the protective foods are coloured fruits and vegetables. They contain important nutrients that help the body fight diseases.



Injections can protect us from certain sicknesses.

Vitamins and minerals

The nutrients in protective food are called vitamins and minerals. There are many different kinds of vitamins and minerals. Because they are not found in one food, it is necessary to eat a variety of foods each day.

What vitamins and minerals do



	Function in the body	Sources
Vitamin		
Vitamin A	Protects against infections and weak blood (anaemia) and protects surface tissue, especially eyes and skin. Helps vision in dim light	Liver, egg yolk, milk, carrot, tomato, mango, pumpkin, dark green leaves, yellow taro, pawpaw, banana with dark yellow flesh, sweet potato with orange flesh
Vitamin B group	Helps to release the energy from energy food	A mixed diet
Vitamin C	For healthy gums, teeth, bones and healing of tissue. Builds up the body's resistance to infection	Citrus fruit (lemon, mandarin, orange), pineapple, tomato, potato, leafy vegetables
Vitamin D	For strong bones and teeth	Sunlight, oily fish, eggs, milk and liver
Vitamin E	Protects cells (e.g. against cancer). Thought to keep fat tissues healthy	A mixed diet
Vitamin K	Helps in normal clotting of blood	Vitamin K made by bacteria in the intestine
Folic acid	For making blood	Liver and green leafy vegetables
Mineral		
Iron	For making blood. Prevents anaemia	Meat, eggs, nuts, wholegrain cereals and dark-green leafy vegetables
Iodine	For thyroid gland hormone. Prevents goitre	Iodized salt and seafood
Calcium and phosphorus	For strong bones and teeth	A mixed diet
Fluoride	For strong teeth	Flouridated water

Copy the table above into your exercise book and answer the following questions.

- 1 Make a list of the foods from the table that you often eat.
- 2 Make a list of foods you never eat.
- 3 Thinking of your own diet, what vitamins and minerals are lacking?
- 4 How could you improve your diet by using this table?

Protective foods

Fruit salad

Ingredients

- 1/2 pineapple
- 1/2 pawpaw
- 4 bananas
- 1 teaspoon lemon juice
- sugar

Method

- 1 Peel pineapple, pawpaw and bananas. Cut into small pieces and place in bowl.
- 2 Add lemon juice and sugar to taste.

Note

Fruit salad may be served plain or with coconut cream, tinned cream, custard or ice cream. It is also very attractive if served in coconut shells or hollowed out pineapple skins. A sprinkling of chopped nuts on top adds flavour and nutrition. Fruit salad can be made with a combination of any fruits.

Stuffed tomatoes

Ingredients

- 2 large tomatoes
- 1 chopped spring onion
- 2 dessertspoons canned meat or fish
- 2 dessertspoons sago, breadcrumbs or cooked rice
- salt and pepper

Method

- 1 Slice top of tomatoes.
- 2 Carefully scoop out the tomato pulp and mix with chopped onion, canned meat or fish and sago, breadcrumbs or cooked rice. Add salt and pepper to taste.

- 3 Pack the filling back into the tomato cases with a spoon.
- 4 Place in a shallow, greased dish and bake in a hot oven for 20 minutes.

Note

Many different fillings can be made. For example, a piece of banana placed in the tomato case with cheese on the top is also delicious. Many different cases can be used. Instead of tomato, use capsicum, cucumber, eggplant, pawpaw or pumpkin.

Stuffed leaves

Ingredients

- edible leaves (for example cabbage, fern, slippery cabbage, spinach, taro leaves, choko leaves, pumpkin tops)
- 1 cup sago, grated cassava or cooked rice
- 2 spring onions
- 1/2 cup chopped beans
- 1/4 cup chopped nuts
- 1/2 cup meat or fish
- salt and pepper

Method

- 1 Trim and wash the leaves. Place in hot water until softened. Have ready for wrapping.
- 2 Make a savoury (tasty but not sweet) filling by combining the rest of the ingredients. If the mixture is dry, moisten with water, milk or coconut cream.
- 3 Place a spoonful of filling on each leaf and wrap into a small neat parcel. It may be necessary to use more than just one leaf. Secure with string, a thin bamboo stick, a toothpick, or a match with its head removed.
- 4 These may be cooked by boiling or placing in a dish and baking. They are delicious hot or cold.

Pineapple drink

Ingredients

pineapple skins and cores
water
sugar

Method

- 1 Place pineapple skins and cores in a saucepan. Cover with water and boil for half an hour. Strain.
- 2 For every cup of juice add 1 dessertspoon sugar. Stir to dissolve sugar. Leave to cool, and serve.

Note

Grated pineapple flesh can be added to the cooled juice.

Banana fluff

Ingredients

1 ripe banana
1 cup milk or coconut cream
1 dessertspoon sugar

Method

- 1 Mash banana with sugar.
- 2 Place in a cup and add milk or coconut cream and mix.

Note

This is delicious if served chilled.

Cooking protective foods



Copy the recipes above into your exercise book. Cook or prepare one of the recipes, which all use protective foods.

Lemon drink

Ingredients

1 dessertspoon sugar
1 cup warm water
1 lemon

Method

- 1 Dissolve sugar in warm water.
- 2 Add the juice of one lemon and serve cold or hot.

Unit summary

- Protective foods are foods that contain lots of nutrients called vitamins and minerals.
- Each vitamin and mineral does a special job in the body to help keep it healthy and prevent sickness.
- Fruits and vegetables are the foods that contain the most vitamins and minerals.
- It is very important to eat lots of different fruits and vegetables every day.
- There are lots of ways to make eating fruit and vegetables tasty and interesting.

Unit 1.5

Balanced meals

What is a balanced meal?



Explain the main message of diagrams A and B below in your exercise book.

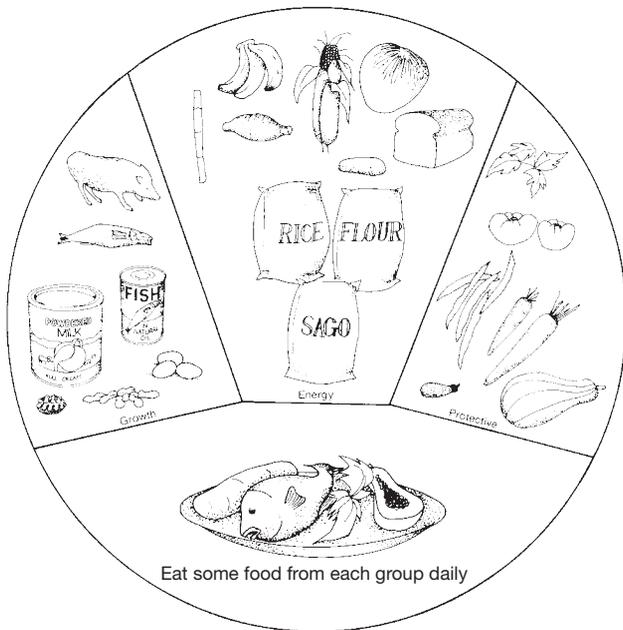


Diagram A

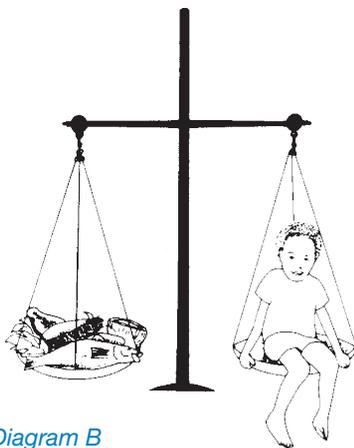


Diagram B

Three main meals a day



Copy the following paragraphs and underline the correct word from the pairs in **bold**.

- The morning meal is called **breakfast/ lunch**. It should be nutritious and filling so that a person can work well all morning.
- The midday meal is called **lunch/dinner**. If eaten at home, the **lunch/dinner** may be similar to the evening meal. If eaten away from home, it may be called a packed **lunch/dinner** because it is packed in a **lunch box/dinner box**, bamboo tube or coconut shell, or wrapped in clean paper or leaves, to be taken to school or work.
- The **evening/afternoon** meal is called dinner. It is often the main meal of the day when the whole family sits down together. All these meals should be **balanced/unbalanced** meals, including some food from each of the three food groups.
- When people eat between meals, it is called a **snack/sweet**. The **snacks/sweets** may be fruit, nut, corn, sugarcane, coconut, cucumber, cake, biscuit or milk. Avoid buying **expensive/cheap snacks/sweets** such as lollies and soft drinks, as they are **low/high** in nutritional value.
- A mid-morning snack is called morning tea and a mid-afternoon snack is called afternoon tea. It is important that children have snacks **before/between** meals. Their stomachs are small and their growth, energy and protective food needs are high.

Planning balanced meals



- 1 Copy the table below into your exercise book and complete it, planning a day's balanced meals for a village person and a town person.

Village person's meals		Town person's meals	
Breakfast	?	Breakfast	?
Morning tea	?	Morning tea	?
Lunch	?	Lunch	?
Afternoon tea	?	Afternoon tea	?
Dinner	?	Dinner	?

- 2 Compare the village person's meals with a town person's meals in your exercise book and discuss five things that influence the food they eat.
- 3 Plan balanced meals for a day, using food available in the area where you live.
- 4 Prepare and cook a balanced meal. Prepare a formal table setting for a person living in town or serve a plate for a person living in a village and present it attractively.

Recipes for balanced meals



Copy the following recipes and the table below into your exercise book and analyze the recipes to see whether or not they contain all three food groups. Fill in the table.

Recipe	Food groups
?	?
?	?
?	?

Dinner in a nutshell

Ingredients

1 coconut
chopped fish flesh (no bones)
spring onion
1/2 taro
green leaves (slippery cabbage, pumpkin tips)
salt and pepper

Method

- 1 Split and scrape coconut, and squeeze the flesh to make the cream.
- 2 In a bowl, mix together the coconut cream, fish, small cubes of taro, chopped spring onion and washed and cut greens. Add a sprinkle of salt and pepper.
- 3 Place the food mixture inside the two coconut halves. Join together and tie firmly with vine or string.
- 4 Cook in boiling water for one hour.

Note

This could be eaten for lunch the following day.

Fresh fish casserole

Ingredients

1 cup chopped fish
flour
2 dessertspoons margarine
1 tomato
2 spring onions
1 cup coconut cream
salt and pepper



Method

- 1 Roll fish in flour and fry in margarine until golden brown.
- 2 Place fish on a baking tray or make a banana leaf parcel with chopped tomato and onions, coconut cream and a sprinkle of salt and pepper.
- 3 Bake until fish is tender. Serve with boiled greens and boiled rice or any staple food.

Fresh meat stew

Ingredients

1 cup chopped meat (turtle, opossum, pork, lamb, beef, chicken)

1 root vegetable (kumara, taro, yam, cassava), chopped

1 onion or 2 spring onions, chopped
water

1 tomato, carrot or piece of pumpkin, chopped

1 cup shredded edible greens

salt and pepper

Method

- 1 Combine meat, root vegetable and onion. Place in a saucepan.
- 2 Add some water until the food is almost covered, and bring to boil. Turn the heat down, and simmer over a low heat until the meat and vegetables are tender.
- 3 Ten minutes before serving, add the tomato and greens, and salt and pepper. If you like, thicken the stew with sago or flour and water. Serve.

Barbecued sausages

Ingredients

sausages

dripping

Method

- 1 Cook sausages in boiling water for ten minutes. Drain.
- 2 Prick skins with a fork.
- 3 Cook on a greased barbecue plate. Turn often to prevent burning. Serve with salad.

Salads

- 1 Potato salad is made with small cubes of cooked root vegetables (such as potato), mixed with corn, peas and spring onions and seasoned with salt and pepper. Add a little mayonnaise or coconut cream to make it creamy.
- 2 Rice salad is made with cold, cooked rice mixed with small pieces of coloured vegetables and nuts and seasoned with salt and pepper.
- 3 Green salad is made with edible, uncooked greens such as watercress or lettuce, sprinkled with lemon juice or vinegar and seasoned with salt and pepper. It is usually served with tomato or cucumber.
- 4 Coleslaw is a mixture of shredded cabbage and coloured vegetables seasoned with salt and pepper. Add a little mayonnaise or coconut cream to make it creamy.

Motu kokorako, kumara and greens

Ingredients

banana leaves
 1 coconut
 6 pieces kumara
 1 kokorako
 2 tomatoes
 4 spring onions
 edible greens
 salt and pepper

Method

- 1 Heat stones. Soften the banana leaves. Scrape the coconut and squeeze to make coconut cream. Remove the hard pith from the stems of the banana leaves and arrange the leaves in a position for wrapping.
- 2 Peel, cut and wash the kumara. Place it in the centre of the leaves.
- 3 Cut the kokorako into small pieces and place it on top of the kumara.
- 4 Prepare and cut the tomatoes, onions and greens. Place them on top of the kokorako.
- 5 Sprinkle the food with salt and pepper.
- 6 Add coconut to the food. Fold over the banana leaves to make a neat parcel. Tie it securely.
- 7 Place the parcel on a bed of hot stones. Cover it with the rest of the hot stones and leave for two hours.
- 8 Open the parcel and serve the food.

Unit summary

- A balanced diet is very important for staying healthy and strong.
- Eating lots of different foods from the growth, energy and protective food groups will give a balanced diet and good nutrition.
- Breakfast, lunch and dinner are the three meals you should eat every day.
- Eating snacks between meals is important for growing children and active people, but they should avoid eating snacks with lots of sugar or fat, as these are not healthy.
- Town people and village people eat differently because they have different types of food in their areas.

Unit 1.6

Food gardening



Home food garden

All the recipes you have made need food that is grown in gardens. So it is important that you know how to make food gardens of your own.

In the past, all people in the Solomon Islands had food gardens and grew good food. There was a small population and plenty of land. After clearing and burning the bush, the land would be used for a few years until the soil would not grow good crops. The people would then move to another place and make a garden there. You will learn about this in agriculture and social studies

But today, the way of life is changing. The population is increasing rapidly, mainly because of the introduction of good health services. Urban centres have developed. People have smaller areas of land to use for food gardens and need to learn how to use land wisely.

Home food gardens

Whether it is a large area of land or a small area of land, everyone should have a food garden.

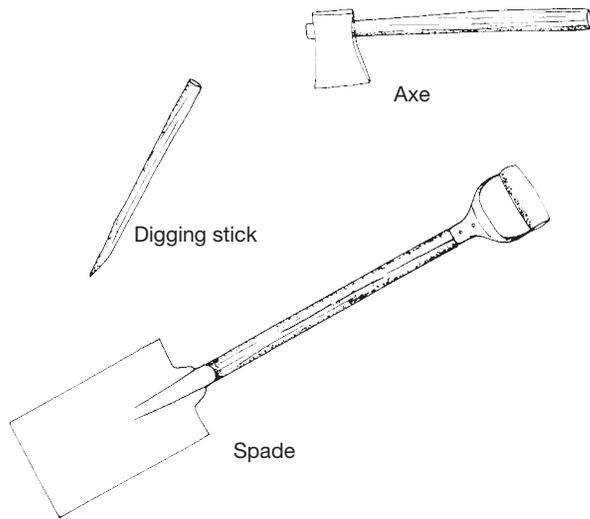
Advantages of a home food garden



- 1 Discuss in pairs the advantages of having a home food garden. List in your exercise book that foods can be grown in your area.
- 2 Copy the sentences below into your exercise book. Complete the sentences choosing the correct word from the pair in **bold**.
 - It is **cheaper/more expensive** to grow your own food than to buy it. The money you save can be spent on other things such as soap, clothes and food you cannot grow.
 - Fresh fruit and vegetables are **more/less** nutritious than the canned ones. They have a better flavour and texture.
 - Food grown in your garden **is/is not** available for your use and can be used whenever you need it. Beans, peanuts and green leafy foods can be picked daily as you need them, which is convenient.
 - Food gardening is helping Solomon Islanders to be **more/less** self-reliant. If you become dependent on imported food, your money will be going out of the country to benefit food producers in other countries.

Garden tools

Working in the garden is much easier if you have the right tools to help you. Garden tools used in the Solomon Islands are simple. Axes are used to cut down trees and clear the land. Spades are used to prepare the garden beds. Digging sticks are used for making holes and digging up root vegetables.



Garden tools

Collecting and planting



- 1 In groups, collect seeds from good healthy plants and spread them on a tray or net in the sun to dry. Drying could take several days, during which the seeds must be turned. When thoroughly dry, store in an airtight container until needed.
- 2 Below are some statements about growing seeds. Some of the sentences are true, others are false. In your exercise book, copy the statements, changing false sentences to make them true.
 - a Always use good seeds. If drying your own for future use, take them from your unhealthiest, weakest plants. If you use seeds and cuttings from weak, diseased plants, you cannot grow good crops.
 - b Some plants need to be planted in seed boxes first, and transplanted later. These are plants such as tomatoes, onions, cabbages and capsicums.
 - c Plants that can be placed directly into the soil include taro, yam, kumara, cassava, corn, beans, peas, pumpkin, cucumber and slippery cabbage.

- d Place the seeds or cuttings in crooked rows so that they will be easier to care for. Water the seeds lightly each day until they start growing.
- e Do not plant the same crops in the same soil all the time. If you plant corn first, the next time you could plant beans, then tomatoes and then peanuts. This is called crop rotation. This is good because different plants have shallow and deep roots and take different nutrients from the soil.

Fertilizer

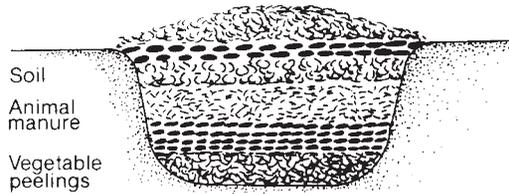
Plants get their food from the soil. If the soil is poor then it will only grow poor plants. A fertilizer is a substance that is added to the soil to enrich it. Plants need potassium for strength, nitrogen for healthy leaves and phosphorus for roots and fruits.

Fertilizers can be bought from stores. They are expensive, but worth it to grow good food. The money you save by growing your own food can easily pay for fertilizer. Read the instructions carefully before you use fertilizer.

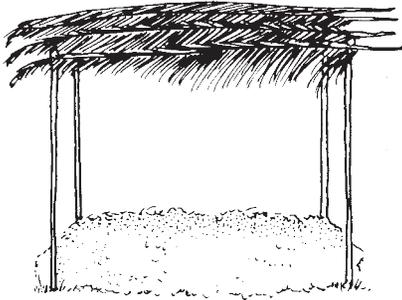
Compost

Compost is a low-cost fertilizer that everyone can make. It is made from household waste that will rot quickly, such as vegetable peelings, fruit skins, grass cuttings, leaves, sugar-cane waste, chopped corn cobs and wood ash. Added animal manure makes richer compost. Manure can also be dug straight into the ground.

Cover the compost with soil and keep it moist to allow the waste to rot more quickly. To use, dig it into a garden when the beds are being prepared. Compost heaps may be made in a hole in drier areas, or above the ground and covered in wetter areas.



Making Compost



Shading compost

Starting a compost heap



Collect grass cuttings, vegetables and fruit peelings, leaves and animal manure and place them in a hole. Cover it lightly with soil and pour tap water over it.

Planting and making a home food garden



Use the steps below to start your own garden. You may do this with the help of your agriculture teacher. Choose where it will be, clear the land, prepare the land and fence if necessary.

- 1 Choose where to make the garden.
 - There should be a water supply close by. It could be a river, spring, well, bore, tank or other source. Plants must have water to grow well.
 - The soil should be fertile. If the soil is not fertile you will need to use fertilizer or compost. Plants must have good soil to grow well.

- They should get plenty of sunlight. Plants need sunlight to grow well.
 - If the only land available is on a slope, the garden beds will need to be contoured—that is, planted across the slope rather than up or down, to prevent soil being washed away.
 - Gardens need to be close to where people live as they need care everyday.
- 2 Prepare the garden for planting.
 - Clear the land of all grass, weeds, bushes and trees that you are not keeping.
 - Level the ground. If there are big holes, fill them in with good soil.
 - Make drains in suitable places so that the water runs away easily when it rains, but does not wash away the good soil.
 - Plan the position of the garden beds. Using spades make raised beds. Add compost or animal manure to enrich the soil. Dig the soil over well.
 - The garden may need to be fenced to keep pigs and other animals out, as they may spoil the plants.
 - 3 Care for the garden.
 - Water the plants every evening. Give enough water to each plant to reach the roots.
 - Remove weeds as soon as you see them. Weeds use up the nutrients in the soil and make it easier for insects and disease to increase.
 - Mulch the garden. This means putting the grass cuttings and leaves on top of the garden around the plants. This helps to stop the soil drying out, stops the weeds growing and gives food back to the soil.
 - Some plants need to be staked. Plants such as beans and tomatoes need to be tied to a stick. This is called staking.

- Insects can spoil food plants. Some insects can be controlled by using insect poisons (insecticides), which can be bought in stores. It is best to ask an agriculture officer for advice before buying insecticides. Always read the instructions carefully. Always store insecticides in a safe place. Always burn or bury empty insecticide containers. Insecticides are poisonous.
- Insecticides can also be made of local natural materials. These are less harmful than chemical insecticides.

Food-bearing trees

Every home should have food-bearing trees around it. These include banana, pawpaw, coconut, guava, five-corner fruit, lemon, orange, sour sop, tree tomato, breadfruit, avocado, custard apple, mango, pomelo, panadanas, ngali nut and mandarin oranges.

Planting fruit-bearing trees



Use the following steps to plant some food-bearing trees. Your trees will need careful attention so that they grow strong and straight.

- 1 Dig a big hole where you are going to plant the tree.
- 2 Put the young tree in the hole, taking care not to bend the roots.
- 3 Fill the hole with good soil mixed with compost, and some sand if possible.
- 4 Give your tree plenty of water, especially in dry weather.
- 5 If the tree needs a stake, put a stick in the ground and tie the tree to it for support. If the tree needs protection from animals, build a small fence around it.

Harvesting

Harvesting means picking, digging up or collecting the food when it is ready to be eaten. Some food can be left in the garden for quite a long time without spoiling. Other food needs to be picked as soon as it is fully grown.



Storing

Food should be clean, dry, free of insects and undamaged before it is stored. Storage areas should be clean, dry, cool, airy, insect-free and protected from rats. Green leafy vegetables cannot be stored, and should be picked and used as they are needed.

Unit summary

- It is a good idea to grow food gardens and food-bearing trees outside every home that has space.
- Growing and eating your own food is cheap and convenient and helps the Solomon Islands become more self-reliant.
- When planting a food garden it is very important to plan where you will make it and how you will care for it.
- It is important to use compost and fertilizer on your garden and to water it often.
- Make sure you know when the food you are growing should be picked and how long you can store it.

Strand: • Management and the decision-making process

Unit 2.1 Goals

When you think of goals, you probably think of scoring goals in soccer or netball. Goal has a wider meaning.

Goals are things we aim for. They can be long-term or short-term, depending on how far ahead we are aiming. Goal setting is a way of looking to the future.

Priscilla's story

My name is Priscilla. There are five members in my family. My eldest brother Charles died when he was two years of age. I am the second born in the family and after me is my sister.

I was at the age of two when my father died and my younger sister was still breastfeeding then. She was about four months old.

I was adopted by my father's elder brother (as expected in our culture, since bride price had been paid for my mother to marry my father).

As I was growing up, all my cousins were allowed to attend school but not me. I was expected to stay home and do the entire household duties.

As time went by I really wanted to go to school and attended church prayers. I went through a lot of hardships but was not allowed to speak out, as expected in my culture. Deep inside my heart, I was praying that one day, God would make a way for me to attend school, and find a job to look after myself and my family in the future. That was my goal.

One day my aunty's brother died and she had to go to the village in Malaita to attend his funeral. As she arrived in the village, her mother died also. She had to stay in the village for three months.

In her absence I ran away to attend school, with the support of my uncle. However, my uncle told me, the final decision for me to continue schooling was entirely in the hands of my aunty.



I was really determined to do well in my schoolwork.

My aunty returned from the village and she found out I was attending school. She was very angry and wanted to stop me, but my uncle and the teachers pleaded on my behalf for her to give me a chance.

She agreed, on the following conditions:

- I must come first or second in class.
- I could only go further if I passed to a national secondary school and not a provincial secondary school.
- All morning household duties must be done before I went to school.
- I must return home straight after school to continue with my household duties.

- I could only play netball after all house duties were done.
- I must be at home at 6.00 pm, no later.
- I must behave well and respect my relatives and other people.

All the above expectations of my aunty were my goals from class 1 to class 6. I worked extremely hard to fulfil them and I succeeded.

I went on further to secondary education, then to teacher's college and then became a teacher.

It took me so much sacrifice and commitment to achieve my goals to find a job, and eventually have a family and look after them.



Priscilla's story

Answer the following questions after reading Priscilla's story.

- 1 How many are there in Priscilla's family?
- 2 Why was she not allowed to attend school?
- 3 What was her prayer?
- 4 What were her goals from class 1 to class 6?
- 5 Did she succeed in the end?
- 6 Have you had a similar experience? Explain your experience in a few sentences.

- Working towards a clear goal encourages us to manage our resources well and decide on the most important things to do.
- Without definite goals we might drift aimlessly, not knowing in which direction we are going.

What influences the goals we set?

Everyone has different values. Values are about how important you think certain ideas are, whether you regard things or situations as good or bad, or how you appreciate things. Some people value friendship, others value education. Our values influence our goals. For example, if we value learning and education highly, we will set goals involving education.

Remember,

our values → influence → our goals.

Why set goals?

There are good reasons for setting goals.

- They provide us with a clear target to aim for.
- If the goal is realistic, getting closer to it provides encouragement for us to continue working towards it.
- We can work towards the goals that we share and thus feel part of a group.

Setting goals

We all set goals. Some of them are individual goals; some of them are family goals that all members of the family work towards and some may be group or community goals.



Discussion points

- 1 In pairs or groups, discuss and make a list in your exercise book of:
 - a goals for you to achieve this week (your personal goals)
 - b goals for your school to aim for to improve the school
 - c goals for your community.
- 2 In groups, give three examples of values you all share, apart from learning and education.

Changing goals

As we progress through life, our goals change. Even as young children we have goals. These goals might be quite simple, such as saving money to buy a particular toy. As we grow older, the kinds of goals we have change—not only because we begin to look further ahead, but because we achieve one goal and move on to another. By the time we are teenagers we are starting to set goals that are very important to our future. If we marry or have children the goals we set are important not only for us but for our children as well.

Resources

We need resources to achieve our goals. Resources are the things we use to help us reach our goals.

Human resources are people, knowledge, ability, enthusiasm, energy, skills, motivation and talent.

Non-human resources are such things as money, clothing, books, food and libraries.

Unit summary

- Goal setting helps us plan for the future.
- As we progress through life our goals change.
- Resources help us to achieve our goals.

Unit 2.2

Application of the management process

Applying the management process in practical cooking

Here is an example of how you might have used goals to plan your cooking in the last chapter.

- 1 Setting a goal: 'To make a sandwich for practical cooking in Food and Nutrition'.
- 2 Identifying and selecting resources:
 - How much money is needed? (*'Do I have enough money to buy ingredients?', 'Do I need to contact parents to give me some money?'*)
 - What are the available resources? (*'Check if I can get some of the things from my home garden.'*)
 - What equipment is needed for practical work?
- 3 Making a 'plan of action': Draw up a schedule or timetable to show how you will achieve your goal.
 - Purchase ingredients from the market and/or shops.
 - Prepare equipment for the practice.
 - Pack all the necessary resources to take to class for the practical activity.
 - Do the cooking activity.

- 4 Putting the plan into action: Do all the things on your list.
- 5 Evaluating the 'plan of action': Check to see if you are working to your plan of action. Ask yourself:
 - Is it easy for me to make the sandwich without a proper Home Economics kitchen?
 - Do I need the help of my teacher?
 - Did my recipe turn out well? If it did, then I have achieved my goal. If my recipe did not turn out well then I have to alter my 'plan of action'.

Using goals to make decisions and plan your activities is called a management process.

Planning practical cooking



Analyze the plan for practical cooking of recipes that you developed in the Food and Nutrition strand (core). Find out if it was successful or not by answering the following questions.

- 1 Did you set a goal? Explain.
- 2 How did you identify and select resources for your practical work?
- 3 Did you make a plan of action? How?
- 4 How did you put your plan into action? Explain.
- 5 Did you evaluate (decide what was good and bad about the plan) your plan of action? How?

Using the management process



- 1 Set a goal.
 - Write your own recipe.
 - Name the recipe.
- 2 Identify and select resources.
 - List the ingredients.
 - List equipment to use.
- 3 Make a 'plan of action'.
 - Write a method (step by step of how to cook the recipe).
 - Decide the number of serves.
- 4 Put the plan into action.
 - Do the recipe step by step.
- 5 Evaluate your plan of action.
 - After practical cooking decide whether your 'plan of action' worked, if the recipe turned out well, etc.

Leojayros' plan



- 1 Read about Leojayros (below) and his conversation with his parents. Analyze what his goal should be and how he could achieve it.
- 2 Use the following management process to help Leojayros to achieve his goal.
 - a Setting a goal: What is Leojayros' goal?
 - b Identifying and selecting resources: What resources does he need to achieve the goal?
 - c Making a 'plan of action': What plan did his parents suggest?
 - d Put the plan into action: What does Leojayros need to do to achieve his goal?
 - e Evaluating the 'plan of action': Do you think this plan will work?
- 3 You would like to take your friends out on a picnic to a nearby river or beach to celebrate your birthday. Make a plan of all that you need to do in preparation for your picnic using the management process.

Leojayros' story

Leojayros lives with his parents. His parents are very firm with him. Anything he wants, he has to work to get. Nothing is free. One day he asked his parents about spending money.

'Why is that many of my friends have spending money at school? Most bring ten to fifty dollars to school and I always take lunch from home and no spending money.'

So his parents sat down with him and explained. His mother opened the discussion by asking Leojayros some questions.

'What kinds of food do your friends spend money on?'

'Doughnuts and Coke, mostly,' Leojayros replied.

'Do you think doughnuts and Coke are good for your health?' his mother asked.

'No.'

'Giving you lunch money every day will not be good for you. Taking your lunch from home is the best thing to do but if you want extra money, you have to do some work for us, then we can give you five to ten dollars for your spending' his father said.

So that was the deal made between Leojayros and his parents. Now Leojayros has to plan and work really hard to get some pocket money from his parents.

Making decisions

When making a decision you should:

- check out all the alternatives available
- think about which alternative will help you to achieve your goal
- make your choice
- act upon it
- ask yourself if you are happy with your decision. If not, why not?

The management process in your life

The management process is very useful when planning your daily activities. You can apply it to:

- buying goods, clothing and other items
- what to do in your spare time
- how to act or behave in any situation
- how to cope with family, personal or national problems you encounter or come across in life.

You should learn the management process thoroughly, so it becomes second nature to you.

Unit summary

- Every day you have certain duties or tasks to do. To do them well, you must plan and decide how you will use all the resources available to you to help you achieve your goal. The more carefully you plan or organize, the more you will achieve.
- Always keep in mind the goals you wish to achieve.
- Remember your decisions often affect other members of your family.
- Some decisions are simple; others are complicated and require a lot of thought, consideration and help from others.

Strand: Home management

Unit 3.1

Houses and homes in the Solomon Islands

Describing your home



Describe your home by answering these questions in your exercise book.

- 1 Is your house in a village or in a town?
- 2 Is your house made of local or imported materials?
- 3 How many rooms does your house have?
- 4 Do the windows have wooden or glass shutters?
- 5 Do you have a toilet inside or outside your house?
- 6 What kind of toilet is it?
- 7 Is there enough fresh air and sunlight in your house?
- 8 Does your family have beds or mats?
- 9 Do you have mosquito nets?
- 10 Is your kitchen separate or part of the main house?

A home or a house

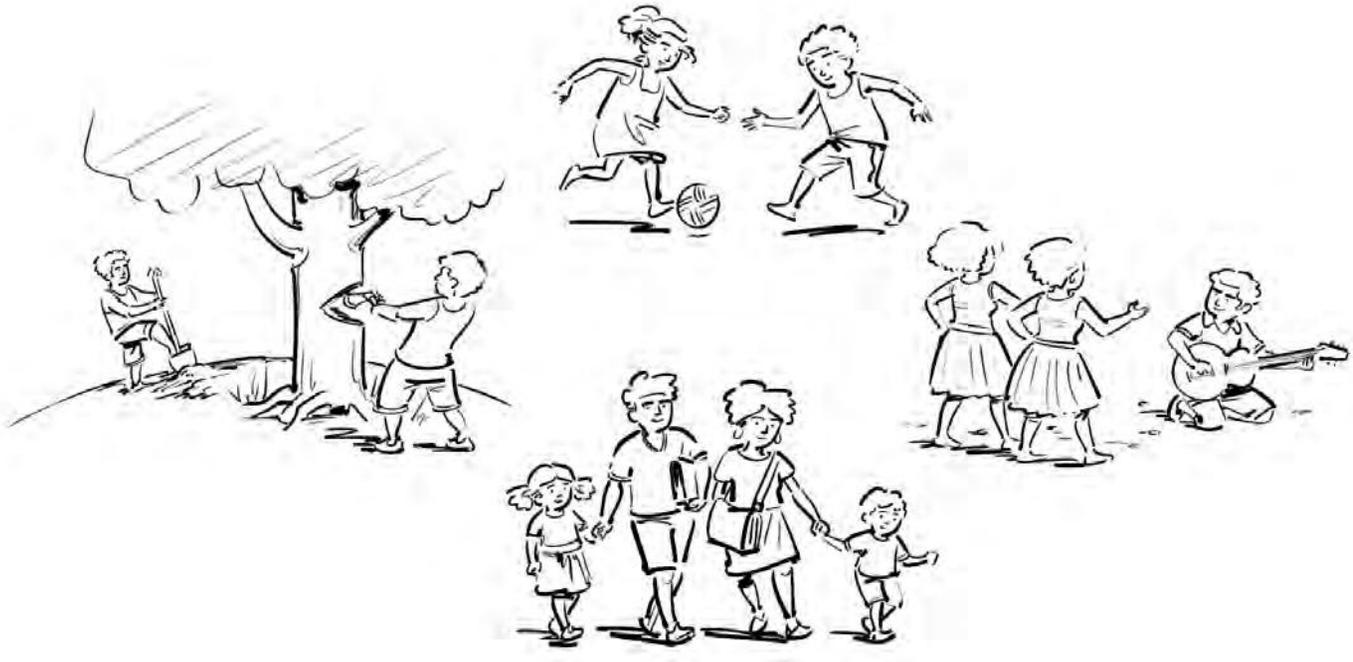
When people live in a house and use it for many activities we can say that it becomes a home.



What makes a home?

- 1 Look at the two drawings on the next page. They are of the same building.
- 2 What is the important difference between the two drawings?
- 3 These illustrations show different types of people living in a home. Make a list of the activities they are doing.





Some different activities.

- 4 Make a list of all the activities that are carried out in the home by its members, for example studying and sleeping. Use this table to show which activities are done in different areas.

Area	Activities	Equipment/furniture
1 Kitchen/cooking area	cooking, serving, preparing and storing food	food safe, cupboards, tables, utensils, stove, fireplace (refrigerator for urban home)
2 Living/relaxing area	?	?
3 Washing area	?	?
4 Sleeping area	?	?
5 Outside area	?	?

Areas of the home

Our homes are all different. Some homes are divided into many rooms and some homes have only one or two rooms. Some homes have separate buildings for toilet, kitchen and bathroom, but other homes have all these built into one building. Whatever type we have, our homes have four areas, these are:

- sleeping area
- washing area
- living/relaxing area
- cooking area.

Houses come in all sizes and shapes; some are large and some are small. Some people may fill their houses with many things like tables, chairs, a food safe, beds and boxes. Other people are satisfied with only a few things in their houses like mats, pillows, mattresses and cooking things. The things inside a house do not make a house a home.

Types of houses in the Solomon Islands

There are many types of houses in the Solomon Islands. Some of our houses are made out of local materials. On different islands there may be different materials available for building houses. Some islands use sago palm leaves for roofs and walls, while others use timbers or bamboo for walling.

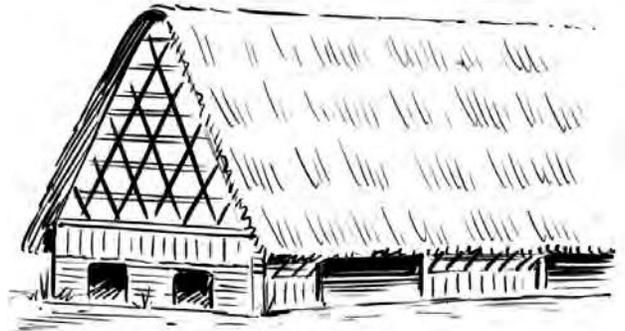
Houses can be made of local materials or imported materials, or part-imported and part-local materials. No matter what they are made out of, our houses will look better, last longer and be healthier places to live in if we care for them and keep them clean and tidy.

Materials used in houses will last longer if we clean and repair them when they need it. This will also make us healthier. Imported building materials need special care and cleaning too, if we want them to look nice and last a long time.

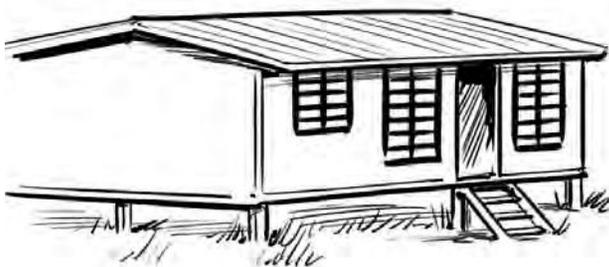
Below are pictures of some of the different styles of houses.



Ontong Java house made of pandanus leaves



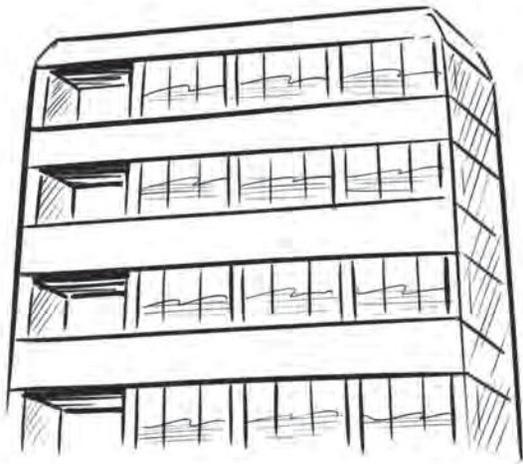
Tikopian house made of sago palm leaves



Low-cost house made of imported materials



House with bamboo strip walling



Apartment block



House on stilts

My house



- 1 Which type of house would you prefer to live in? Why?
- 2 Suggest three reasons why we should keep our houses clean and tidy.

Why do we clean our houses?

- For health reasons—to remove germs in dust and dirt, and to prevent pests such as cockroaches, rats, lice and bed bugs from breeding.
- To make them look attractive. Clean, neat and tidy houses look attractive. Storing our belongings carefully can also prevent unnecessary accidents.
- To make them last longer. Dirt and dust scratch surfaces and make them wear out faster. Mould causes surfaces to rot more quickly. Removing dirt and mould makes things look nicer and last longer.

Unit summary

- A house is a building and it becomes a home when people live in it. The main areas of a home are a sleeping area, a living or relaxing area, and kitchen and washing areas.
- Most houses in the Solomon Islands are made of local materials, imported materials or both.
- It is important that we clean our homes to prevent sickness, to make them look attractive and to last longer.

Unit 3.2

Cleaning

Cleaning agents

An agent can be a person or a thing, which makes something happen. We are going to look at some of the things that make cleaning easier. These are called cleaning agents.



Buying cleaning agents

We can buy some cleaning agents at a store. We can divide these cleaning agents into three groups: liquids, solid and powder.

- 1 In your exercise book, give one example of each type of cleaning agent.
- 2 Give examples of local and imported cleaning agents, or collect pictures or labels of common liquid, solid and powder cleaning agents available in the Solomon Islands and paste them in your exercise book.

Guidelines for using cleaning agents

Whenever we use cleaning agents we must be careful. We must follow some simple guidelines.

- 1 Be careful to choose the right cleaning agent for the job.
- 2 Read the instructions carefully and be sure you understand them before you start.
- 3 Be careful to follow the instructions. Some agents are very dangerous. They can burn the skin or eyes, or give off poisonous gases, which are harmful to the lungs. Sometimes when you use two agents at the same time, they may create poisonous gases or they may spoil the surface of the thing you are trying to clean.

- 4 Be careful to store all cleaning agents in a safe place. This means a place where children cannot get their hands on them. It also means keeping them in a place where there is no food stored because:
 - the cleaning agents could leak onto foods, making the foods poisonous
 - some cleaning agents which look like food could be eaten by mistake.
- 5 Make sure all cleaning agents are clearly labelled and put away after use.



Using cleaning agents

Give two reasons why it is important to follow the guidelines for using cleaning agents.

Cleaning equipment

When you have the right equipment for the job it can save you a lot of time and labour.

Most equipment used in the home has been designed for a special cleaning purpose. We should try to remember this when we choose the equipment for a cleaning job, so we can get the best cleaning result. Two things we need to consider when we select cleaning equipment are the type of surface to be cleaned and what equipment will best do the job. Some equipment can be used satisfactorily for more than one job. This reduces the number of tools required in the home. When we choose and use equipment correctly, it will last longer and make our work easier.

Choosing equipment

Changes in building materials and types of houses have led to cleaning problems. One of the problems is that it can be difficult to use local equipment to clean new surfaces. A good example of this is the use of a coconut midrib broom for a plastic tiled floor. The floor can be swept, but a lot of fine dust will remain on the tiles because the broom is too coarse to remove the dust from the surface. When this happens

the floor is not really cleaned properly. Several of the new surfaces require a new type of cleaning equipment.

Another problem comes from trying to use the new type of equipment to clean old types of surfaces because it spoils the equipment. One example of this would be using a fine nylon or fibre sweeping broom to sweep rough concrete, or a beaten coral floor, because the bristles would get broken ends and the broom would no longer be able to sweep up fine dust.

Choosing the right equipment for the job is very important, as we can see from the two examples above. Using equipment in the right way will help to make it last longer and give us the kind of cleaning results we want.

Time and trouble are also saved if each piece of cleaning equipment is always put away in its own place—in the cupboard or on the shelf.

Using cleaning equipment



Read the section above and answer the following questions in your exercise book.

- 1 What is the meaning of 'cleaning equipment'?
- 2 Give three examples of local and imported cleaning equipment.
- 3 Give two reasons why it is important to follow the guidelines for using cleaning equipment.
- 4 List the factors to consider when selecting and buying cleaning equipment.
- 5 State the problems caused by changes in building materials and write examples in your exercise book.

Building materials

Throughout the Solomon Islands walls of houses are made from different building materials. These walls need different kinds of

care and cleaning if they are to stay attractive and last a long time. There are three main types:

- walls made from local materials such as leaves, bamboo and grass
- walls made from untreated permanent materials such as cement, bricks and rough-sawn timber
- walls made from treated permanent materials such as painted or varnished wood or tiles.



Cleaning walls

Investigate walls in your school or home buildings that need cleaning. Suggest how to clean the walls.

Cleaning needs

Water

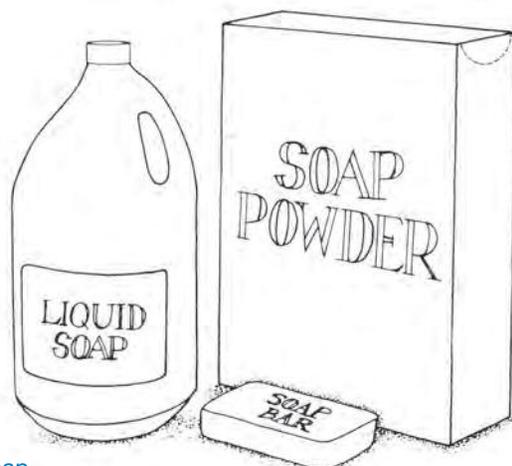
It is good to have a water supply close to the house. Water is a powerful cleaning agent. It loosens, dissolves and carries away household dirt. Warm water dissolves grease better than cold water. Boiling water kills germs.



A safe water supply

Soap

Soap is a basic cleaner as it combines with grease and dirt and leaves surfaces clean. There are three types of soap: liquid, solid and powdered. Liquid soap or detergent is used with water to clean cooking and eating utensils, and for washing floors. Solid soap is used for washing clothes by hand or washing hard dirt from pots and pans. Powdered soap is used for washing clothes by hand or in a washing machine.



Soap

Abrasive cleaning agents

Abrasive cleaning agents are used to remove hard dirt. In village houses, sand, fine gravel, ash or rough leaves are often used to clean pots and pans. In modern houses abrasive cleaning agents such as sand soap and cleaning powders are available in stores and can be used to clean toilet pans, sinks etc. These are often used in modern homes.



Abrasive cleaning agents

Cleaning equipment

Cloths

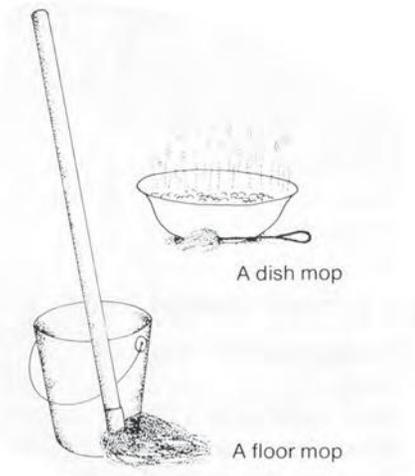
Dust cloths are used to remove dust from surfaces such as walls, windows and furniture before they are washed. Washing cloths are used to wash down surfaces with warm, soapy water. Drying cloths are used to dry the surfaces of windows, walls, plates and so on to prevent smears. Cleaning cloths should be washed after use.



Using a dust cloth

Mops

Floors in modern homes are cleaned with floor mops. A floor mop is a large cotton cloth on the end of a long handle. It is dipped in soapy water, squeezed out and moved backwards and forwards over the floor. Dish mops are small cotton mops on a handle and are used to wash eating and cooking utensils.



Mops

Brooms

Many different types of twigs and leaves are tied together to make brooms throughout the Solomon Islands. The most common type is made from the ribs of leaves from a coconut frond tied together. Brooms bought from stores are of two kinds: hard and soft. Hard straw brooms are used to sweep concrete or unpolished wooden floors. Soft hair brooms are used to sweep polished floors so that they will not scratch the surface. A dustpan and brush may be used to collect the dust and dirt that are swept up.



Brooms

Making a broom



- 1 Make a broom from available local materials.
- 2 In your exercise book, explain what types of surface the broom will be useful for.

Brushes

A toilet brush is a special brush used for cleaning toilets. A scrubbing brush is a strong brush used for many purposes, such as scrubbing concrete or unpolished wooden floors, verandahs and steps. Scrubbing brushes are also used for scrubbing clothes.



Brushes

Making a brush



- 1 Make one of the brushes described on page 40.
- 2 In your exercise book, explain what types of surface the brush will be useful for.

Walls made from local materials

Walls of village houses in the Solomon Islands are made from a variety of local materials such as bamboo, pandanas, sago, coconut and bush timber. Walls of these materials should not be washed for the following reasons.

- Water weakens the grass or leaf walls, making them rot more quickly.
- Mould grows more quickly because of the damp.
- The moisture and warmth encourage insects and pests to breed more rapidly.

Why should these walls be cleaned?

- 1 To remove dust containing germs.
- 2 To remove spiders' webs and other insects or eggs that may be in the cracks of the walls.

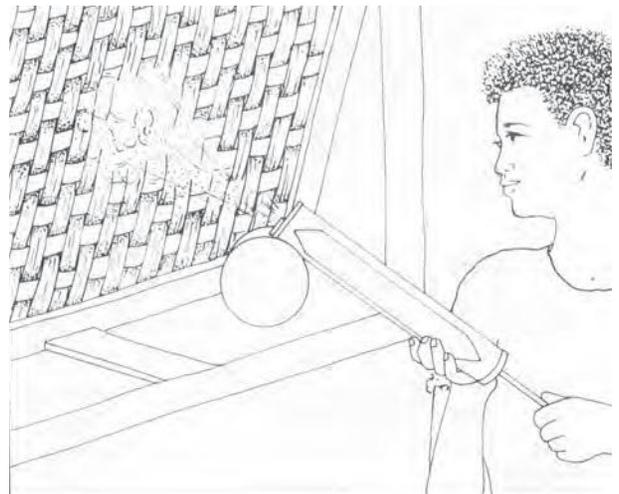
Cleaning walls of bush material

- 1 Begin at the top part of the wall. Use a strong brush and brush down the walls. Pay particular attention to cracks and spaces in the wall. Do this at least once a week.
- 2 If rats, cockroaches or other pests live in the woven walls, these need to be killed. Poisons may be bought from stores but these must be used and stored carefully if there are children or household pets in the area. Mice and rats can be killed with rat-traps or rat

poison. Cockroaches can be killed with cockroach powder or surface spray. Flies and mosquitoes can be killed with insect spray.



Walls should be cleaned regularly.



Insect spray gets into the corners where pests hide.

Remember, 'prevention is better than cure'. Keep the house as clean as possible to prevent household pests from breeding. If you have pest poisons in the house, store them out of the reach of young children.

Cleaning a wall made from local materials



Carry out a class project to clean the walls of houses in a nearby village or walls of classrooms and houses in or near your school.

- 1 Choose an area with both local and permanent houses.
- 2 Clean each type of surface following the instructions above. As you do this, copy the following table into your exercise book and fill it in.

Building	Type of walls	Type of dirt	Cleaning materials used	Comments on success of cleaning and any problems
?	?	?	?	?

- 3 Was the work done successfully or not? Give reasons.

Untreated walls

Houses can be made from a variety of permanent building materials. Some of these are milled timber, brick, concrete, fibro and sheet iron. Dirty finger marks and other dirty spots on walls made from these materials should be removed as soon as they are noticed.

Removing dirty marks

- 1 Rub over the mark with a damp, soapy cloth. If this does not remove it, use an abrasive cleaner. If the dirty mark is stubborn, use scourer, soap and water.
- 2 Rinse with clean water and wipe dry.

Cleaning walls all over

In the Solomon Islands, we have a hot, wet climate and walls need to be cleaned all over to remove mould, which makes the walls look dirty and unattractive. It is best to do a small area at a time, or streaks may appear on the wall as the dirty water dries.



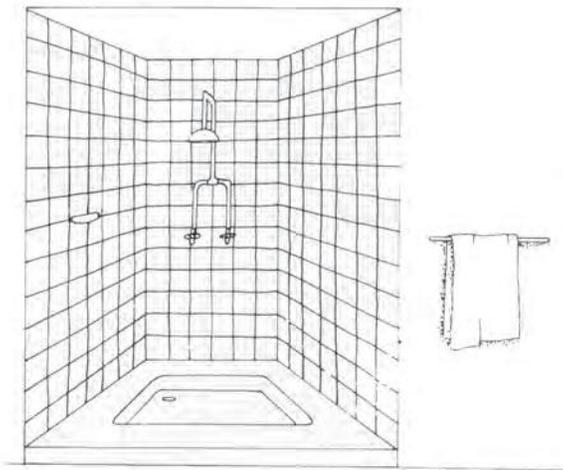
Clean walls made from permanent materials with soapy water and an abrasive cleaner.

- 1 Use a strong brush to remove dust. Begin at the top of the wall and work downwards.
- 2 Use a scrubbing brush and warm soapy water to scrub the wall clean. Begin at the top and work downwards. Use an abrasive cleaner on any particularly dirty spots.
- 3 Rinse walls with clean water. Dry off excess moisture by using old towels or cleaning rags.

Treated walls

Walls made from permanent materials can be treated or finished to make them more attractive, make them last longer or make them more suitable for a particular purpose. Walls around a shower are an example. The most common finish given to walls is painting. Painting makes a wall look more attractive and also protects the surface from wear and tear so that it lasts longer. Timber walls can be stained, varnished or treated with chemicals. A special type of waterproof building material is used for walls around showers and above sinks.

Treated walls should be cleaned gently so that the finish on the walls is not damaged. Hot water, scrubbing brushes, steel wool and hard abrasive cleaners would scratch and damage these walls.



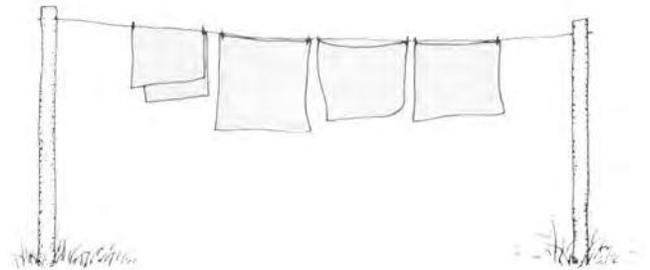
Clean treated walls gently.

Cleaning treated walls

- 1 Remove pictures and wall hangings.
- 2 Use a feather duster or soft brush to remove dust and spiders' webs. Begin at the top of the wall and work downwards.
- 3 Wipe the wall with a damp soapy cloth. Clean only a small area at a time. Use a soft cloth and abrasive powder to remove stubborn mould or dirty marks.

- 4 Rinse the wall with clean water. Dry off excess moisture with old towels or cleaning rags.
- 5 When dry, re-hang pictures and wall hangings.

Babies' nappies make excellent cleaning cloths when they are old. They should be washed after each use and can be used until they wear out.



Wash cleaning rags after use.

Cleaning different types of walls



Do the following activities, which involve cleaning different walls.

- 1 Clean the classroom walls.
- 2 Visit a house and clean the walls.
- 3 In your exercise book, list the causes of dirty and damaged walls. Beside each, write how it could be prevented, cleaned or repaired.
- 4 Make a table to show the building materials used for walls in the houses and buildings around your school. Place them under three headings: local materials, untreated permanent materials and treated permanent materials. For each, list the equipment and cleaning agents you would use for cleaning it. One example is done for you.

Room and position of wall	Type of material and treatment	Local/permanent Untreated/treated	To be cleaned with	
			Equipment	Agent
Dining room, side walls	Timber, painting	Permanent treated	Scrubbing brush	Liquid soap

Why do we have windows?

In the past, many village houses were built with no windows. In many areas this was done for security. Today people know that it is important to have windows for health reasons. They let in fresh air and sunshine. Windows allow air to flow through the house. Fresh air containing oxygen comes in and stale air containing carbon dioxide goes out.

Sunlight in the home helps to make us feel happier and more cheerful on dull, rainy days. The light also helps us to see dust and dirt. The warmth of the sunshine helps to kill germs in

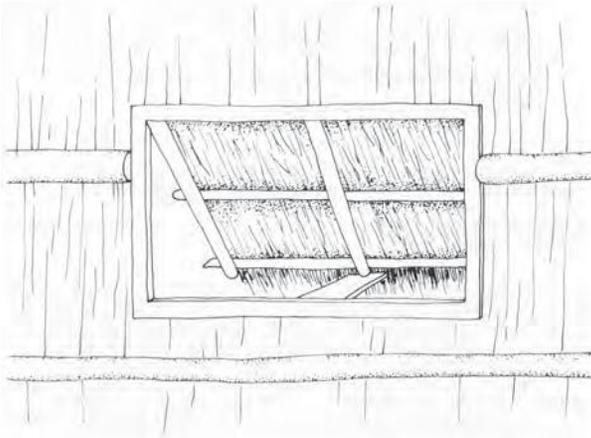
household dust. In hot, humid, coastal areas, open windows let in the cool sea breezes. In cooler, highland areas, windows can be closed at night to keep the warm air in. For these reasons, houses need windows.



Houses need windows.

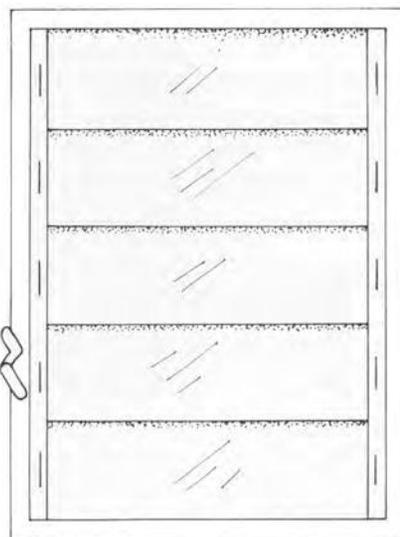
Types of windows

Village houses and trade stores often have shutters that push out at the bottom and are held open with a strong stick. They may be made from a bush-timber frame covered with pandanas or sago leaves, or from iron nailed to a timber frame.



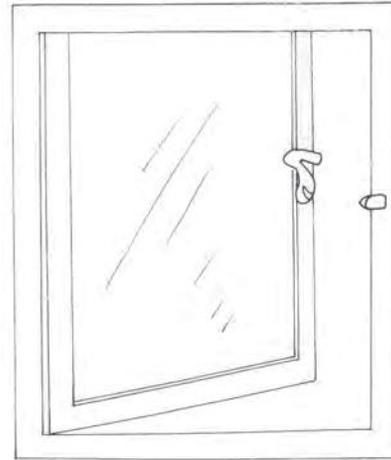
A window with a shutter

The most common type of window in the modern home is the louvre type, made from glass. The louvres are less likely to break while being transported. When broken they are cheaper to replace than large sheets of glass. Louvres may also be made from metal or wood.



A louvre window

The third type of window is made from a large sheet or pane of glass. The pane may slide sideways or swing out to open, or may be fixed shut. Panes are more likely to break in transport and are expensive to replace. Very large glass windows are used in modern stores in towns.



A glass window

Windows in most modern houses are covered with wire screens to make the home insect-proof. It is important to keep out mosquitoes as they bite, cause disturbed sleep and carry malaria. Wire screens also keep out germ-carrying flies and cockroaches.



Cleaning louvres

- 1 Look at some dirty louvres.
 - a What are the main kinds of dirt on them?
 - b Try to clean the louvres in the ways listed in the table on page 46. Copy the table into your exercise book and fill it in to show the results.
- 2 From your experiment state three things about the best way to clean windows.

Cleaning instruments	Result (clean/not clean)	What type of dirt comes off?	What type of dirt stays on?
Soft brush	?	?	?
Dry cloth	?	?	?
Wet cloth	?	?	?
Dry then wet cloth	?	?	?



Cleaning windows with wire screens



Start cleaning windows at the top, using a dry broom brush or cloth.

Cleaning windows

Windows and wire screens made from local materials

Do not use water to clean windows or wire screens made from local materials. Water encourages mould and pests. Water also causes rust or rot to occur more quickly.

- 1 Use a strong coconut broom and dry brush. Remove loose dust, dirt and spiders' webs from one side of the window. Work from the top downwards.
- 2 Move to the other side of the window and repeat the process. Take care not to press too hard on the window as this may pull the wire screen or bush material from its frame.

Glass windows, glass louvres and mirrors

Choose a time when there is no strong, direct sunlight shining on the windows, as this causes smears. Remove the curtains or tie them back if they get in the way.

- 1 Remove loose dust with a feather duster or soft cloth. Start at the top and work downwards.
- 2 Wash each louvre, window or mirror with a non-fluffy cloth and soapy water. Always begin working at the top.
- 3 Use a soft cloth and abrasive powder to remove hard dirt.

- 4 Rinse each window, louvre or mirror by wiping over with a cloth dipped in clean water.
- 5 Dry and polish glass surfaces by using newspaper or a soft, dry, non-fluffy cloth.

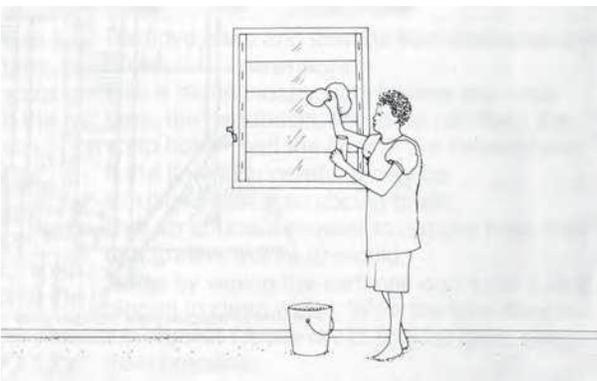


Use newspaper to dry and polish mirrors.

Wooden or metal window surfaces

Remove curtains or tie them back if they get in the way.

- 1 Remove loose dust with a feather duster or soft cloth. Start at the top and work downwards.
- 2 Wipe over the wooden or metal window surfaces with a damp cloth and soapy water. Always begin working at the top.
- 3 Use a damp cloth and abrasive powder to remove hard dirt.
- 4 Use a damp cloth dipped in clean water to remove dirty water. Do not use too much water.
- 5 Dry the surfaces with a clean cloth.



Cleaning wooden or metal windows

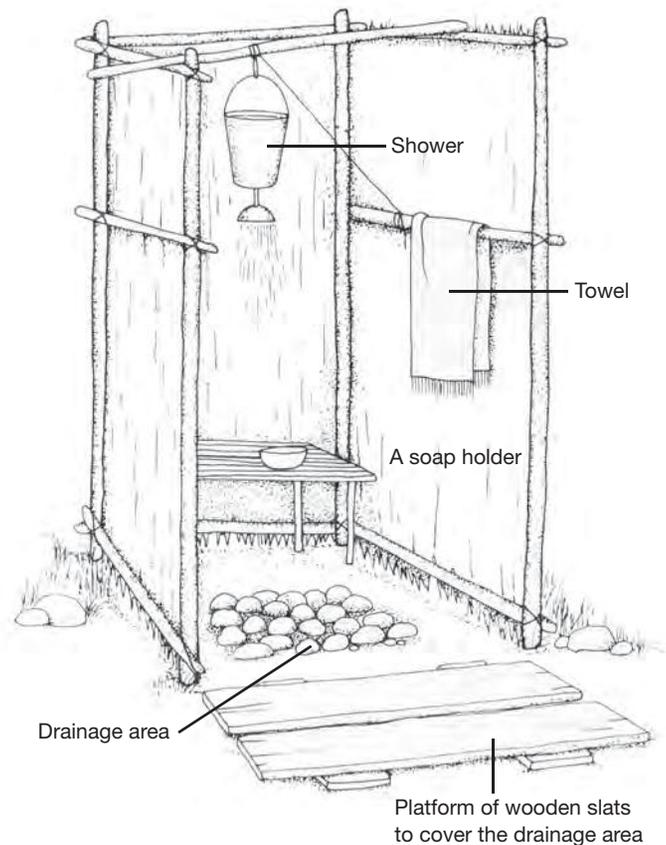
Cleaning windows



- 1 List the equipment needed to clean windows and mirrors.
- 2 Write a description of how to clean glass surfaces.
- 3 Write a description of how to clean screen wire.
- 4 Clean the windows of the classroom. When finished, wash the cleaning rags.

Why do we need bathrooms and toilets?

Traditionally, people bathed in rivers or in the sea. Rivers, the sea and the bush were used as toilets. Today, these customs are changing. Health education and urban development have made people aware of better bathing and toilet habits.



A rural bathroom

Rural bathrooms

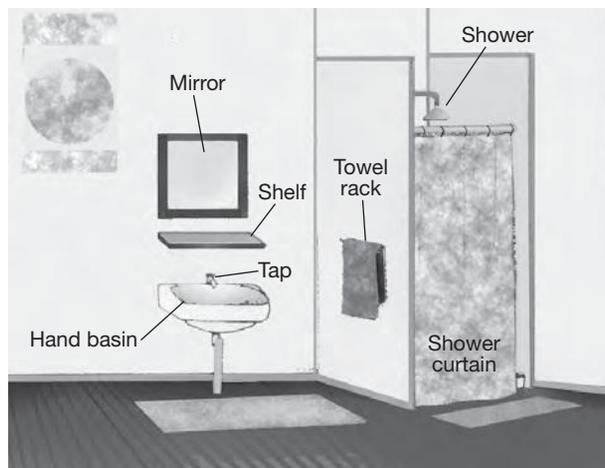
An outside bathroom can be built by screening a part of the yard with local timber, bamboo, sago leaf or woven coconut. For an outside bathroom, you should choose an area with good drainage and cover it with a platform of wooden slats. No roof is needed. The sun can dry the area and prevent germs from breeding. Equipment could include a bucket shower, a soap holder, a towel rail, a bench and a washbasin.

Cleaning rural bathrooms

- 1 Lift the wooden platform daily. The area should dry out thoroughly each day.
- 2 Clean the wooden platform and drainage stones once a week with a scrubbing brush. Make sure that there are no puddles of water in which mosquitoes could breed.

Urban bathrooms

The urban bathroom is a small room inside the house. It is convenient and private. It is used for washing, shaving, combing hair and cleaning teeth. The equipment in urban bathrooms includes a shower, a hand basin, a mirror, taps, a towel rail, a soap holder and a shelf for holding shampoo, toothpaste, shaving gear, combs, etc. Sometimes a shower curtain is hung up to prevent water from splashing onto the floor.



An urban bathroom

Cleaning urban bathrooms

- 1 Walls, windows, the shower curtain, the mirror and the shelf should be cleaned whenever they begin to look dirty.
- 2 Open the windows daily to let in fresh air, to dry damp surfaces and to prevent bad smells.
- 3 Remove hairs and threads from drainage holes.
- 4 Use a damp, soapy cloth to wipe the taps, the hand basin, the towel rail, the soap holder and the floor of the shower. If the floor is concrete, it may be scrubbed with a scrubbing brush.
- 5 Use an abrasive powder to remove hard dirt, grease marks or mould.
- 6 Rinse by wiping the surfaces with a cloth dipped in clean water. Wipe the floor of the shower recess dry to prevent germs from breeding.
- 7 Sweep and mop the floor of the bathroom. Do not use too much water.



Making bathroom items

- 1 In your exercise book, copy and fill in the table, stating why it is important to have bathroom items in the bathroom.

Bathroom items	Reasons
Soap holders	?
Toothbrush holder	?
Shower curtain	?
Floor rag	?

- 2 Add any other items you can think of.
- 3 Describe how these items can be made.
- 4 Make any of the bathroom items in the table.
- 5 Suggest three ways of saving soap.

Cleaning the bathroom



Inspect your shower room. Then copy the following table into your exercise book and fill in the correct words to describe its cleanliness: very clean, clean, dirty, very dirty.

	Cleanliness
Shower room (indoor)	?
Hand basin	?
Shower basin	?
Shower curtains	?
Floor	?
Walls	?
Windows	?
Shower room (outdoor)	?
Platform	?
Drainage	?
Floor	?

Clean any parts that are dirty.

Rural toilets

A pit toilet can be made by digging a hole about three metres deep and one metre wide. A floor with a hole in it is built across the top of the pit and a shelter erected around it. A lid is used to cover the hole and to keep out flies and other insects.

Cleaning rural toilets

- 1 Brush loose dust from the walls as often as necessary.
- 2 Sweep the floor each day.
- 3 Mop or wipe the floor each day with water. Add a little disinfectant to the water. Teach family members to use the toilet thoughtfully so that human waste does not end up on the floor around the hole.
- 4 Make a poster on 'Rules for use of the toilet', which could be put up in either a rural or urban toilet to encourage people to use it in the right way and keep it clean. You will learn more about building toilets in your Technology class.



Pit under toilet

A rural toilet

Disinfectant

Disinfectant is a substance used to kill germs. It is usually added to water used to wash floors, toilets and rubbish bins. It is poisonous and should be stored out of reach of young children.



*Wash the slab over the toilet every day.
Disinfectant kills germs.*

Storage

It is helpful if all cleaning equipment is stored in a convenient place, as it is used daily. The storage place should be kept clean and dry. If a hole is made in the handle of a broom, brush or mop, it can be hung on a nail or hook on the wall. All equipment should be cleaned after use so that it is ready for the next time it is needed.



Using cleaning equipment

- 1 Make a low-cost mop using fabric strips.
- 2 Make holes in the handles of mops and brooms, and hang them in the storage place.
- 3 Visit the local store and take note of the wide variety of cleaning materials available. Are there any that are not mentioned in this book?
- 4 In your exercise book, make a list of the cleaning equipment that a housewife in your area would need. Price the items at the local store. How much would it cost to buy all the house-cleaning equipment?

Urban toilets

Two types of toilets are common in urban areas: septic or sewered toilets.

Sewered toilets

Sewered toilets are connected to large pipes which take the waste away from many buildings and usually deposit it in the sea.

These toilets do not smell because the water at the bottom of the bowl stops bad smells from coming back up the pipe and into the house. This kind of toilet consists of a water tank above a bowl. The bowl has a seat and a hinged lid. After each use, the toilet is flushed with water.

Septic toilets

Septic toilets are connected to a septic tank in the garden. They are inside houses. Like sewered toilets, septic toilets do not smell.



A septic toilet

How to use septic toilets

- 1 Sit evenly and comfortably on the seat. Do not squat over the bowl with your feet on the seat. Aim accurately. Take care not to dirty the seat.
- 2 Use a small amount of toilet paper when necessary. Do not use large amounts of paper as this is wasteful. Do not put leaves, soiled menstrual pads or newspaper into the toilet as this can block the pipes.

How to clean septic toilets

- 1 Clean the inside of the bowl with a toilet brush until it is free of marks.
- 2 Wipe the water tank, the inlet and outlet pipes, the inside and outside of the bowl and the upper and lower sides of the seat and lid with a damp, soapy cloth.
- 3 Use a damp cloth and abrasive powder to remove hard dirt.
- 4 Rinse all the surfaces by wiping them with a damp cloth dipped in clean water. Use a little disinfectant on the seat.
- 5 Flush the toilet.
- 6 Sweep and mop the floor around the toilet.

Rating toilets



Visit a nearby toilet and consider its cleanliness. Copy the following table into your exercise book and fill in the correct words to describe the cleanliness of the toilet: very clean, clean, dirty, very dirty.

	Cleanliness
Toilet (indoor)	?
Hand basin	?
Curtains	?
Floor	?
Walls	?
Windows	?
Toilet (outdoor/beach)	?
Inside	?
Surroundings	?

Bathroom activities



- 1 Make a brush from coconut husk.
- 2 Make a toothbrush stand from bamboo or vine.
- 3 Clean a toilet correctly.
- 4 Clean a bathroom correctly.
- 5 In your exercise book, make a list of the equipment needed to clean a bathroom and toilet.
- 6 Write a description of how to clean a typical bathroom and toilet in your area.

Why do we have kitchens?

The kitchen is the place in the home where food is stored, prepared, cooked and eaten. Kitchens in modern homes look different from village kitchens but have similar functions. High standards of hygiene in kitchens help to prevent diarrhoea and other intestinal problems.

Thinking about kitchens

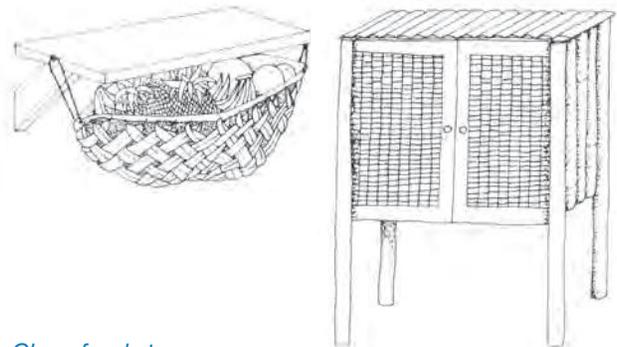


- 1 Imagine you are going to build a house with a kitchen and complete the following activities in your exercise book.
 - a Draw your future kitchen floor plan.
 - b Write a short description of the type of equipment you would like to have in your kitchen.
 - c Plan a colour scheme for your kitchen.
 - d What would you like the floor made of?
 - e What type of curtains would you like?
- 2 Visit and compare traditional and modern kitchens in your community.
 - a Look for the good and bad points of each type of kitchen. Choose a kitchen that you have visited and suggest ways you could improve it.
 - b Copy the table below into your exercise book and fill it in with your results.

Kitchen type	Good points	Bad points	Ways of improving
?	?	?	?

Storing food

Food may be stored on shelves, in baskets, or in insect-proof cupboards. The food should be clean and undamaged. The storage area should be cleaned regularly.



Clean food storage

Cleaning storage areas

- 1 Remove all the food.
- 2 Dust.
- 3 Wipe over with a damp, soapy cloth.
- 4 Allow the area to dry completely.
- 5 Replace the food neatly.

Preparing food

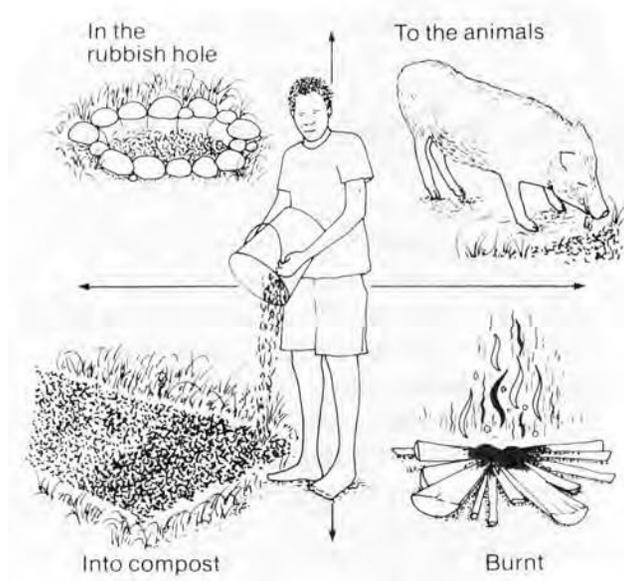
- Never prepare food for others if you have a skin disease on your hands.
- Turn away from food to cough and sneeze, and cover your mouth. Wash your hands.
- Prepare food on clean surfaces.
- Have a supply of water close by for washing food, equipment and your hands.
- Use clean equipment such as peelers, knives and chopping boards.



Prepare food with clean hands.

Rubbish disposal

Keep a small container for fruit and vegetable peelings. Later, these can be placed on the compost or given to household animals such as pigs and hens. Keep a clean box for paper and rubbish that can be burnt. Have a bucket or tin in, or near, the kitchen for other scraps such as empty tins and bottles that need to be buried or taken away by rubbish collectors.



Rubbish disposal

Cleaning rubbish bins

- 1 Empty the rubbish.
- 2 Scrub the bin clean with a scrubbing brush and soapy water.
- 3 Use steel wool and an abrasive cleaner on hard dirt.
- 4 Rinse the bin with clean water.
- 5 Wipe the bin with disinfectant.
- 6 Allow the bin to dry in the sun.



The rubbish bin should have a firmly fitting lid to stop flies from breeding in it.

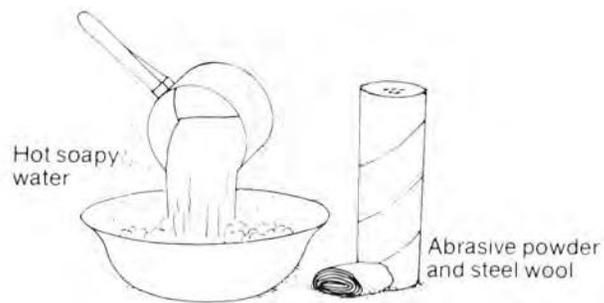
Cleaning a rubbish bin

Cooking food

In the past, people used clay pots, bamboo tubes, wooden drums and leaf-wrapped parcels to cook food in. Today, people also use a wide range of metal cooking pots and trays. These last longer and are easier to keep clean.

How to clean metal cooking pots

- 1 Scrape the pots as clean as possible.
- 2 Wash the pots in hot, soapy water.
- 3 Use steel wool and an abrasive cleaner on hard dirt.
- 4 Rinse, dry and store the pots.



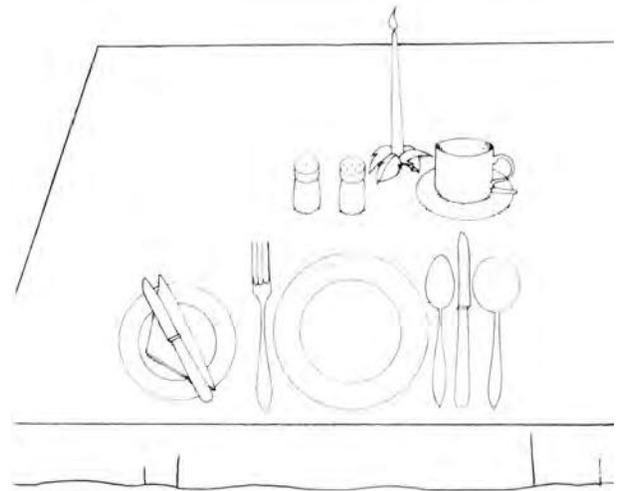
Cleaning cooking pots

Serving food

Cover the table with a clean cloth. Place the food carefully and attractively on clean plates. Put candles in suitable holders and place on the table, if lighting is needed. A low flower arrangement adds to the attractive appearance of a table.

Setting the table for a formal sit-down meal

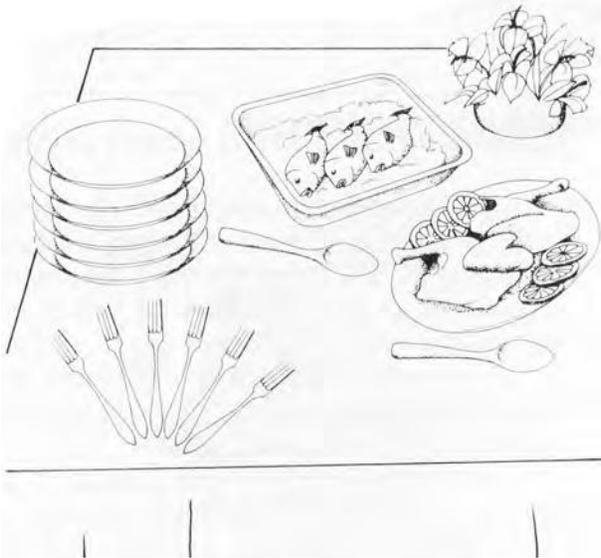
- Cutlery (knives, forks and spoons) should be at right angles to the edge of the table about 3 cm from the edge. The fork is on the left and the knife and spoon on the right. Leave enough space between them for the dinner plate. If soup is to be served first, the soup spoon is placed on the outside next to the knife. If a sweet course is served after dinner, the dessertspoon is placed inside next to the knife.
- Drinking glasses or cups are placed beyond the end of the knife.
- If a bread and butter knife and plate or a serviette is being used, it is placed to the left of the fork.
- Salt and pepper shakers are placed on the table within easy reach.



Setting the table for a sit-down meal

Setting the table for a buffet or self-service meal

- At one end of the table, place all the plates and cutlery in an attractive manner.
- On the table, place the food in large serving bowls with serving spoons. People can then help themselves to plates, cutlery and food.



Setting the table for a buffet meal

Setting the table for morning or afternoon tea

- If cold drinks are being served, place the jug with the drink in it on the table. Arrange the drinking glasses attractively.
- If hot drinks are being served, place the teapot or pot of coffee on the table. Arrange cups, saucers and teaspoons close by. Put milk in a milk jug and sugar in a sugar bowl. Place these within easy reach.
- Have snacks such as biscuits, cakes or sandwiches attractively arranged on clean plates.



Setting the table for cold drinks



Setting the table for afternoon tea

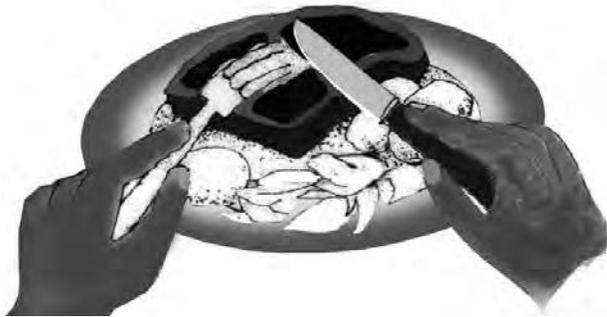
Table manners at a formal meal

- Be on time for meals.
- Be clean and neatly dressed.
- Sit in an attractive manner. Do not put your elbows on the table. Do not rock the chair. Do not play with the cutlery.
- If you cannot reach the food, ask for it to be passed to you.
- If there is a serviette, place it on your lap to protect your clothes.
- Do not fill your mouth too full. Place small amounts of food in your mouth. Bring the

food up to your mouth, not your mouth down to the plate. Do not eat noisily. Do not talk with food in your mouth. Do not put a knife blade into your mouth.

- Join in the conversation, talking about things which interest everyone.
- Rest your cutlery on the plate when not in use. Place the knife and fork side by side in the centre of the plate when you have finished eating.
- At the end of the meal, say ‘Thank you’ to the people who prepared and cooked it.

Many Solomon Islanders have never used a knife and fork and prefer to use fingers or a spoon. When using a knife and fork, hold the knife in the right hand and the fork in the left. Hold the food down with the fork and cut the food with the knife. Use the fork to lift the food into your mouth.



Using a knife and fork

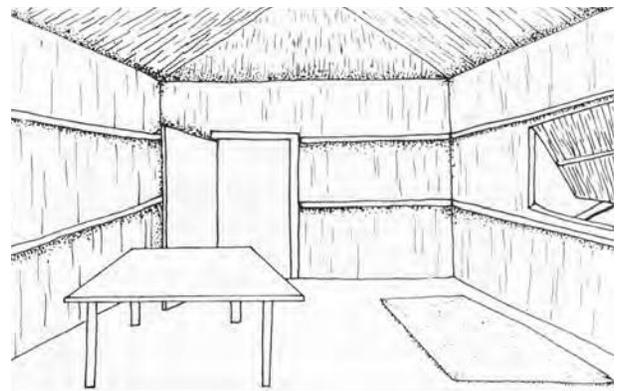
Cleaning up after a meal

In order to discourage pests such as ants, cockroaches, flies, mice and rats, it is necessary to clean up as soon as possible after a meal.

- 1 Clear the table. Unused food that could be used for another meal should be placed

in a suitable container and stored in an insect-free cupboard or refrigerator. Put salt, pepper, sugar, and so on away. Carry all utensils to the washing-up area. Shake the crumbs off the tablecloth. Wipe the table with a damp cloth.

- 2 Scrape and rinse the utensils to be washed. Stack all of the same kind together. Put water in saucepans to soak the insides.
- 3 Collect all the things needed to wash up: a washing-up bowl, hot water, soap, abrasive powder, a dish mop, a dishcloth, steel wool and a tea towel.
- 4 Wash the utensils, working from the cleanest to the dirtiest: glass, cutlery, china, enamel and aluminium. Change the water as often as necessary. Put several utensils in the water at one time. The extra soaking time loosens the grease and makes them easier to clean.
- 5 Rinse, drain and dry all the utensils. Put them away in the correct storage place.
- 6 When finished, empty the dirty water, wipe over the dish or sink, rinse the dish mop and cloth, and hang up the tea towel neatly. Sweep the floor and empty the rubbish. Look around the kitchen. It should be clean and tidy, with nothing in sight to attract household pests.



Clean and tidy the room after a meal.



Store things neatly.

Preparing a class meal



- 1 Arrange a formal meal for your class in the Home Economics room or dining hall.
- 2 Invite some visitors such as members of staff or prefects.
- 3 Cook the meal using the recipes that you learnt in the Food and Nutrition strand. Follow all instructions given above for serving and eating food.
- 4 Hold a class meeting and discuss what worked well and any problems you had.

Stoves

Some people cook over open fires or in hot stone ovens in the ground. Today, a wide range of wood, kerosene, charcoal, gas and electric stoves are also used.

Cleaning traditional fireplaces

- 1 Remove the ashes daily.
- 2 Replace the stones neatly.
- 3 Keep the area around the fireplace clean.

Cleaning wood and charcoal stoves

- 1 Remove all movable parts and clean them.
- 2 Remove ashes.
- 3 Brush all soot away.
- 4 Wipe outside of stove with damp, soapy cloth.
- 5 Rinse the stove and wipe dry.
- 6 Replace all the parts removed.



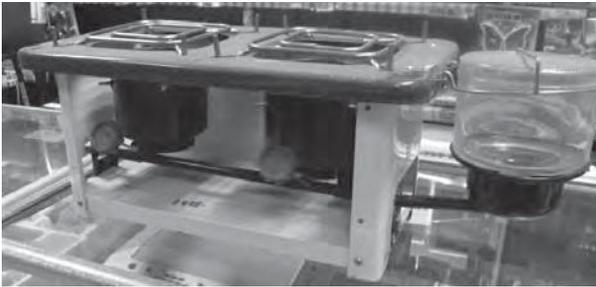
A hot stone oven in the ground



A wood stove

Cleaning kerosene, gas or electric stoves

- 1 Turn off the fuel supply.
- 2 Remove all the movable parts (not the gas jets or electric elements) and clean them.
- 3 Wipe the stove with a damp, soapy cloth.
- 4 Use a soft cloth and abrasive powder to remove hard dirt.
- 5 Rinse and dry the stove.
- 6 Correctly replace all the parts that were removed.



A kerosene stove

Storage areas



- 1 Make a storage cupboard using a wooden crate.
- 2 Make a rubbish bin from a small, empty fuel drum. Clean and paint.
- 3 Practise cleaning storage areas, rubbish bins and stoves.
- 4 Visit someone's home. Thoroughly clean and tidy the kitchen.

Unit summary

- Cleaning agents are used to help remove dirt. They include soap, powder and water. Cleaning equipment is used with cleaning agents to remove dirt. They include brushes, cloths, mops and brooms.
- It is very important to use the right cleaning agents and equipment for cleaning the house in order for the house to be clean and attractive, and to last.
- When cleaning houses made from local materials (both untreated and treated) it is very important to use the correct methods.

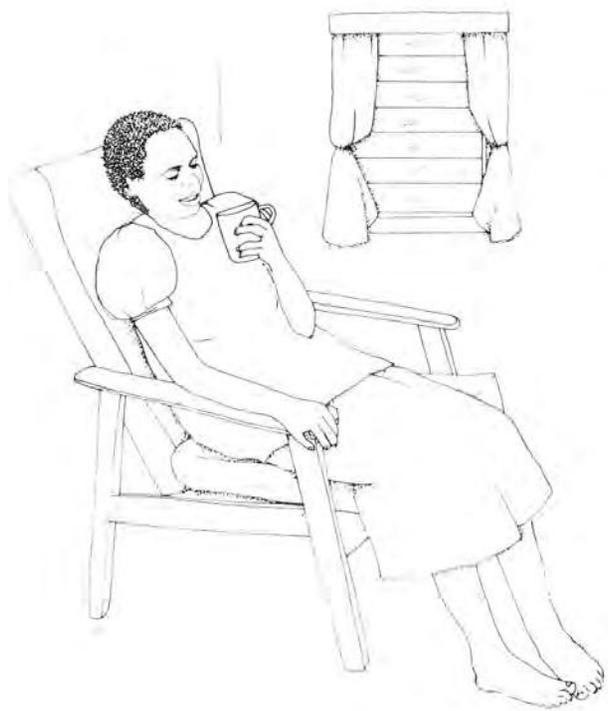
Unit 3.3

Organizing the housework

Every day people have certain jobs that they must do. A wise person:

- knows what has to be done
- makes a work plan
- uses their time efficiently.

No one wants to spend all day doing housework. People like to have time for relaxation. They might like to read, play cards, sew, visit friends, play with the children, make craft items or do community work. A wise person plans their day so that all the housework gets done properly and quickly and they still have time to enjoy themselves.



When your work is finished, sit and relax.

Factors affecting the organization of the housework

Different people make different work plans to suit their lifestyles. Here are some factors that influence how a person organizes their housework.

- The type and size of the house, the amount of furniture and the materials it is built from.
- The size of the family. The more people living in a house, the more work has to be done.
- Available resources:
 - Ability—are you healthy with plenty of energy?
 - Knowledge—do you know how to clean a house properly?
 - Equipment—do you have the necessary equipment?
- The time available for cleaning. In towns, women who stay at home have more time than women who go to work. Women in villages have to do work in the garden as well.

Knowing how to clean a house

Not all household cleaning jobs need to be done every day. A wise person has a long-term plan so that all the jobs get done on a regular basis. The home should be a healthy, tidy, attractive environment for the family to live in. Family members can make a home like this by knowing what jobs need to be done every day, every week or less often.

Jobs such as making beds, cooking meals, sweeping floors and emptying rubbish need to be done every day. Jobs such as washing, ironing, gardening or chopping wood may be done every second day. Jobs such as washing windows, walls, curtains and tidying cupboards are done

less often. A well-organized person knows what needs to be done and plans their work so that all the jobs get done on a regular basis.



Household jobs

Copy the table into your exercise book and list each job under the three headings.

Household jobs that need to be done

Every day	Every week	Less often
?	?	?

A work plan for the housework

Making a work plan helps a person to work efficiently and to achieve their goals. The plan can be in a person's mind or written down. There is no single plan for housework organization. It is different for different people, according to their lifestyles. Here is one plan for a housewife in a town. Note that a rural housewife would need to spend a lot more time in the garden.

- 6 am Wake up, have a shower, get dressed, comb hair.
- 7 am Make and eat breakfast. Wash up, dry up and put away breakfast things.
- 8 am Clean and tidy rooms. Make beds, dust, sweep floors, lift mats, tidy rooms. Wipe over toilet seat and shower recess. Mop floor. Empty rubbish.
- 9 am Wash dirty clothes and towels. Hang on line.
- 10 am Have a rest. Have a cold drink or a piece of fruit. Do something for pleasure: read, sew, go shopping, visit the market, see friends.
- 12 pm Prepare and eat lunch. Wash up, dry up and put lunch things away.

- 1 pm Have a rest. Do light work or something for pleasure: mend clothes, tidy cupboards, put flowers in the house, replace mats and continue making a basket.
- 3 pm Take the washing off the line. Fold. Iron if necessary. Store.
- 4 pm Work in the garden. Chop firewood if necessary.
- 5 pm Prepare, cook, serve and eat dinner. Clean up afterwards. Sit and talk with the rest of the family.



Making work plans

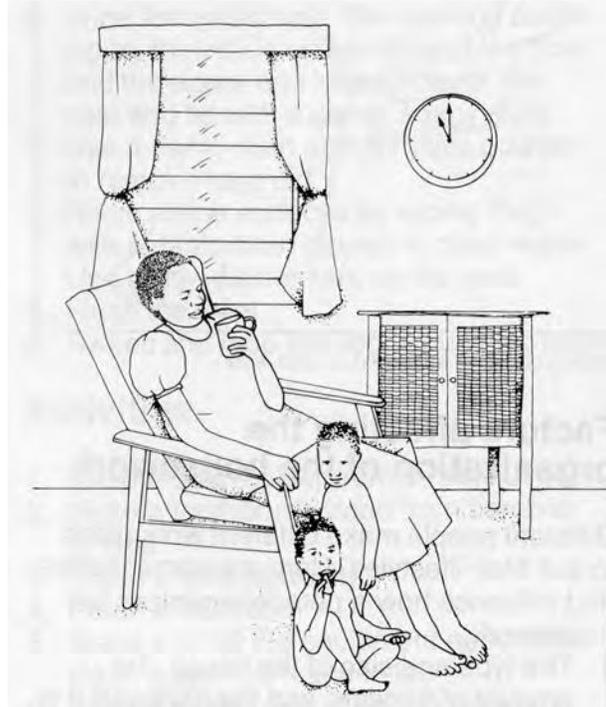
- 1 Make a work plan for yourself as a school student, from the time you wake up until you go to bed at night.
- 2 Make a work plan for a housewife such as your mother.
- 3 Make a work plan for a working woman such as a female teacher at your school, who has no house help.
- 4 Select a school day. Make two work plans: one for a day student and one for a boarding student at a high school. How are they different?
- 5 Make a plan for a woman living in a village.

Efficiency

An efficient person is one who gets work done quickly and properly, without wasting time. They then have time during the day to relax and enjoy themselves. An inefficient person is one who takes a long time to get the work done and has little or no time left to relax and enjoy themselves. What kind of person would you like to be?



An inefficient person has no time to relax.



An efficient person has time to relax.

Unit summary

- It is important to plan and organize your housework so that you get your work done properly and quickly.
- Factors that affect organization of housework are the type and size of the house, the size of the family, the availability of resources and time.
- Making a work plan helps a person to work efficiently to achieve their goals.

Unit 3.4

Safety in the home

All over the world, accidents happen in homes. Many accidents are caused by carelessness. Many accidents can be prevented by thoughtfulness, care and common sense by adults and older children. Young children need to be watched carefully to prevent unnecessary

accidents from occurring. Remember the saying 'prevention is better than cure'. It is easier to prevent an accident than to cure the damage that may happen.

Taking precautions in the home



Copy and complete the following table showing precautions you should take in your home to avoid accidents. Fill in the right-hand column, suggesting why each precaution needs to be taken. The first one has been done for you.

Precaution	Reason
Pick up small objects such as marbles and coins from floors.	Children might swallow them.
Mend loose edges on mats.	?
Keep the floor dry. Wipe up spills immediately.	?
Keep dangerous substances such as kerosene and anti-malaria tablets in a safe place.	?
Store matches carefully in a high place.	?
Handle and store sharp things such as knives, axes and scissors carefully in a high place.	?
Place a gate at the top of steps.	?
Have good lighting in the home.	?
Turn handles of pots on stoves inwards.	?
Check cords on electrical appliances. Do not use cords with bare wires.	?
Turn gas knobs off firmly after use.	?
Use short lengths of firewood in wood stoves.	?
Keep children away from fire.	?
Keep candles and lamps away from curtains.	?
Pick up broken glass, tins, rusty nails and old sharp pieces of metal. Take care when you do this.	?
Keep a watchful eye on children swimming or climbing trees.	?

First aid

When accidents do occur, they need to be treated. If it is a minor accident, it can be treated at home. If it is a serious accident, emergency first aid and attention from a trained medical person will be needed. Because so many accidents happen in the home, each home should have a first aid kit.

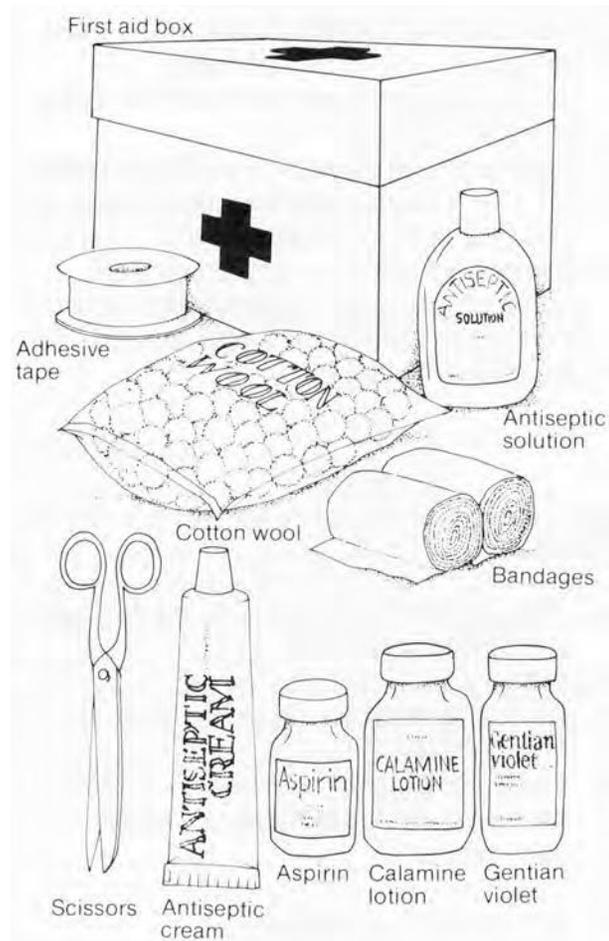
The first aid kit

Keep a box especially for medical supplies. Write 'first aid' on it clearly or mark it with a red cross. Store it in a convenient place out of reach of young children.

First aid supplies

The first aid box should include:

- bandages (home-made or bought)
- adhesive tape
- cotton wool
- antiseptic solution, for example Dettol
- antiseptic cream or powder
- scissors
- tablets for pain relief, for example aspirin
- calamine lotion for insect stings
- acriflavin, gentian violet, iodine, or Merchurochrome for cuts and sores.



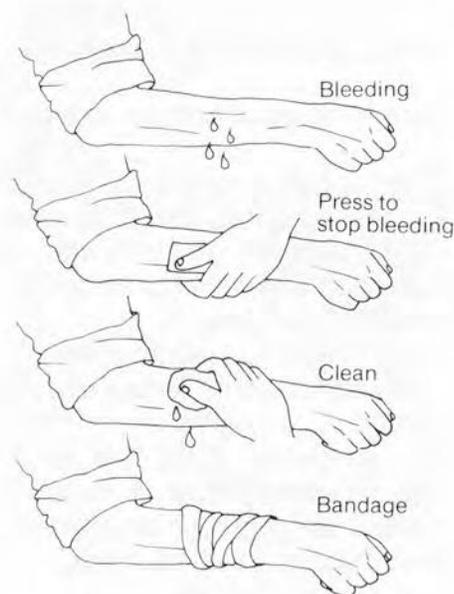
First aid supplies

Common accidents and treatments

Cuts and wounds

These can be caused by knives, broken glass, coral, shells, thorns and sticks.

- 1 If the cut is bleeding a lot, apply pressure until the bleeding stops. There are some local plants that can help to stop the bleeding.
- 2 Clean the cut thoroughly with cotton wool, water and antiseptic solution.
- 3 Cover firmly with a clean bandage.



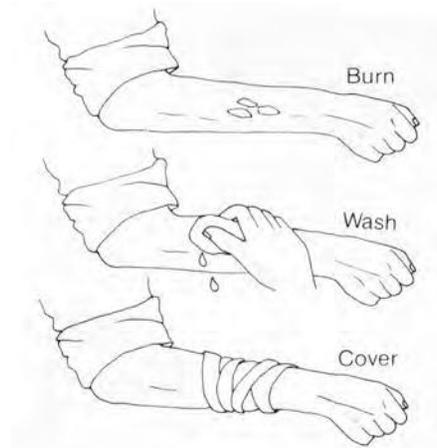
Treating cuts and wounds

Burns and scalds

Burns are caused by dry heat such as fire.
Scalds are caused by moist heat such as steam or hot liquids.

- 1 Wash the burn or scald with soap and water.
- 2 Cover with a clean cloth to keep flies off, until healed.

Do not break blisters.
Do not put oil or grease on burns.



Treating burns and scalds

If clothes catch fire

- 1 Pour on cold water quickly.
- 2 Smother the flames with a blanket or by rolling the person on the ground.
- 3 If you can, remove the clothing and stamp on it.



*Throw water over burning clothes.
Smother the flames with a blanket.*

Simple insect stings

In the Solomon Islands there are many stinging insects, including wasps, bees, hornets, ants and mosquitoes.

- 1 Wash the skin with soap and water.
- 2 If possible, remove the sting.
- 3 Apply calamine lotion to the bite to soothe and ease the pain.



A hornet sting

Poisoning

- 1 If someone has swallowed tablets such as anti-malaria pills try to make them vomit. Take the person to the hospital quickly.
- 2 If someone has swallowed a poisonous liquid such as kerosene, do not try to make them vomit. Make them drink water or milk to dilute the liquid and take them to hospital quickly.



If someone has swallowed poison, take them to hospital quickly.

Bites

In the Solomon Islands there are many biting animals such as pigs, dogs, sharks, snakes and crocodiles. If you are bitten by a snake, try to catch it and kill it so that the doctor can identify it and treat you correctly.

- 1 Clean the bite thoroughly with cotton wool, water and an antiseptic solution.
- 2 Cover it with a clean bandage.
- 3 Go to the nearest hospital or aid post.



An animal bite

Drowning

If someone is pulled from a river or the sea and they are unconscious:

- 1 Place the head down to drain the water from the lungs.
- 2 Check that there is nothing blocking the nose or mouth.
- 3 Begin mouth-to-mouth resuscitation immediately.



Mouth-to-mouth resuscitation—blow air into the person's mouth.

Suffocation

- 1 Remove the cause of suffocation from the face, mouth or throat.
- 2 Begin mouth-to-mouth resuscitation immediately.

Remember that only minor injuries should be treated at home. However, if you are in doubt, always seek trained medical help. A person's life could be in danger.



Home safety

- 1 List the precautions you should take for safety in the home.
- 2 Make a home safety poster on a topic such as 'Lock up medicines', 'Prevention is better than cure', 'Prevent accidents in the home'.
- 3 Make a first aid kit for the Home Economics room.
- 4 Practise first aid skills.

Unit summary

- Safety in the home is important in order to prevent accidents such as cuts, wounds, burns and scalds. Accidents involving children can be prevented by thoughtful adults and older children.
- First aid is the first help or step taken to treat accidents before the patient is taken to a nearby clinic or hospital.
- First aid supplies include bandages, cotton wool, scissors, disinfectants and medications. It is important for families to have first aid supplies and to know how to use them when needed.
- It is vital to know the common accidents and the right treatments.

Strand: • Clothing and textiles

Unit 4.1 Sewing

Discussion points



- 1 List all the clothes you have and state how often you wash each of them.
 - a Which clothes do you like wearing most?
 - b Do you buy your clothes or are they sewn at home?
 - c Have you sewn any clothes before?
- 2 In your own words, answer the following questions in your exercise book.
 - a What does the word 'sewing' mean?
 - b What are the advantages of sewing your own clothes?
 - c List examples of clothes or items you have sewn.
 - d Explain the steps you took to complete that item or piece of clothing.
- 3 In groups, discuss examples of stitches used in traditional items, for example in making a home umbrella, basket or a mat.
- 4 What sewing equipment have you used in the past?

Sewing equipment

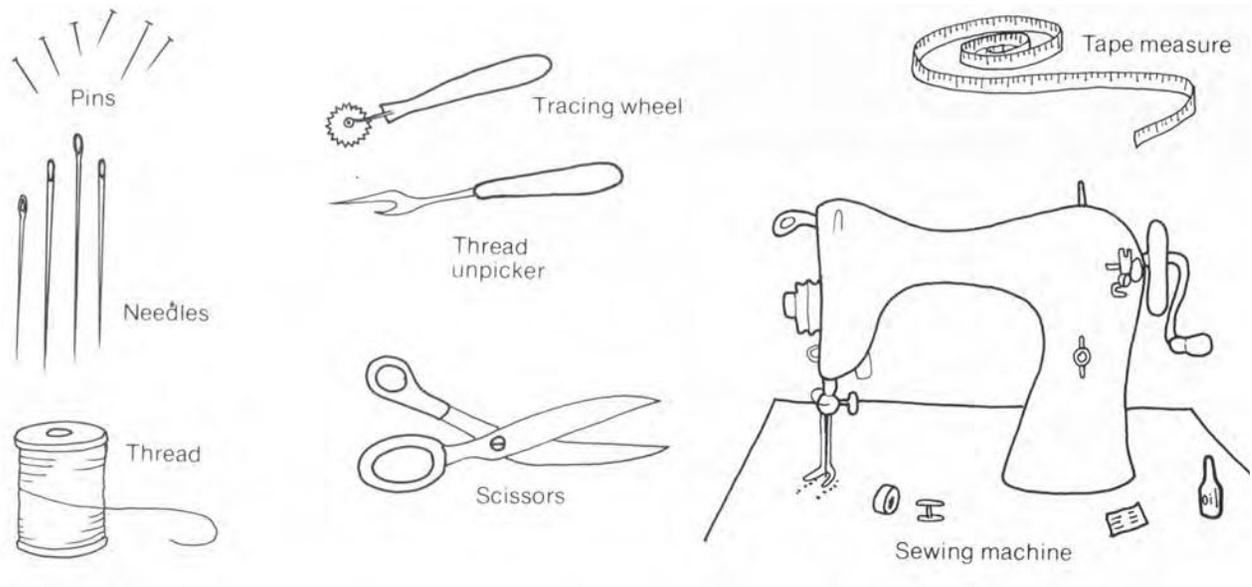
Sewing equipment ranges from equipment used in simple hand sewing to more advanced machines and accessories (equipment which is used to help make sewing easier or better). A sewing kit is a collection of items that are used in sewing.

Basic items in a sewing kit

Needles

When making stitches, needles are used to take threads in and out of the fabric. Needles are made of stainless steel. They are sold in packets. Needles vary in size according to their uses. Fine needles are used when sewing with a thin, light or fine fabric. Thicker, fatter needles are used when sewing on thick, heavy fabrics.

The hole at one end of the needle is the eye. This is where the thread is placed. It is best for starters to begin learning with a long fine needle with a big eye. Needles become rusty easily, so store them in air-tight containers to prevent moisture getting in. Dusting needles with talcum powder may help to keep them dry.



Sewing equipment

Pins

Pins are used to hold pieces of fabric together when sewing or cutting fabric. Like needles, they are made of stainless steel and they also vary in size. The difference between a pin and a needle is that a pin has a cap at one end to prevent it from slipping out of the fabric, whereas a needle has an eye at one end. It is advisable to avoid buying short pins because they do not hold fabric well. Pins should be cared for in the same way as needles.

Thread

Thread is made of mercerized or polyester cotton. It is sold on reels and comes in various colours and lengths. Thread is used for making stitches. When sewing, it is good to use matching threads. Thread rots in humid tropic areas like the Solomon Islands if it is exposed to damp conditions. Therefore, it is good to keep thread dry.

Scissors

Scissors are used for cutting fabric. Scissors are made of metal or plastic and come in different sizes according to their intended use. Handles of scissors are often made of coloured plastic.

Fabric-cutting scissors must be kept sharp. Do not use fabric-cutting scissors for cutting paper or hair because the scissors will become blunt. Fabric-cutting scissors must be strictly used for cutting fabric only. When cutting, use the full-length of the blade. Scissors should be stored in a dry place to avoid rusting.

Tape measure

A tape measure is used for taking measurements. It can be made of fabric or plastic. It is more flexible than a ruler as it can go around curves. It is better to buy a tape measure that is graduated in centimetres as well as in inches. To store a tape measure, roll it up and keep it in a dry place.

Thread unpicker

A thread unpicker is used for removing stitches when a mistake has been made. It has a small metal cutter attached to a plastic handle. It has a lid which helps to prevent rusting. Thread unpickers come in different sizes.

Tracing wheel

This is used for transferring stitch lines or seam allowances from a pattern to a fabric.

Tracing wheels are made up of a small spiked wheel attached to a plastic or wooden handle. Store in a dry place to prevent the wheel from becoming rusty.

Thimble

A thimble is a cap-like object made of metal or plastic that is worn over the finger, usually the digit finger, to protect it from being pricked by the needle or pin when sewing by hand, particularly when sewing on thick or strong fabric. A thimble usually has a rough outer surface, whereas the inside is smooth. Thimbles made of metal should be kept in a dry place to prevent rusting. Those made of plastic should be kept away from strong heat to prevent melting. To care for a thimble, simply dust it with a cloth regularly and store in a sewing kit.



Sewing equipment

- 1 Read the notes on sewing equipment and copy the following table into your exercise book.
- 2 Fill in the name of the sewing equipment and write what it is used for, what it is made from and how to care for it.

Sewing equipment	Uses	What it is made from	How to care for it
1 ?	?	?	?
2 ?	?	?	?
3 ?	?	?	?
4 ?	?	?	?

Unit summary

- In order to sew efficiently you must have the right sewing equipment.
- You need to know what each piece of equipment is made from, how to use it, how to care for it and where to store it so that it will last a long time.

Unit 4.2 Basic stitches

‘My sewing booklet’

At the end of this unit you should hand in for assessment a project booklet titled ‘My sewing booklet’. This booklet will include examples of all the stitches you will learn in the following pages.

Basic stitches

It is important to learn the basic hand stitches and creative stitches. You can use them to make clothes for your family and sew things for the home even if you do not have a sewing machine.

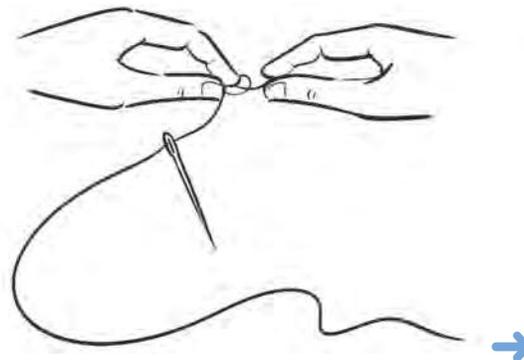
The most common type of hand stitches are tacking stitch, running stitch, backstitch, close hemming and slip hemming.

Tacking stitch

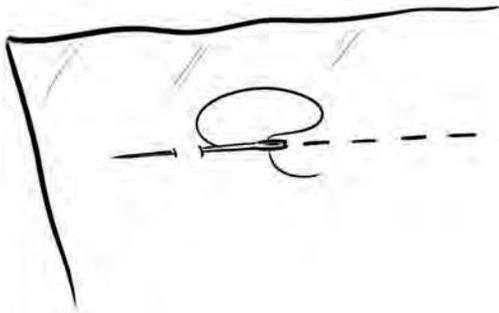
The tacking stitch is used to hold two or more pieces of material together temporarily. After a stronger, permanent stitch is made, the tacking is pulled out.

Doing a tacking stitch

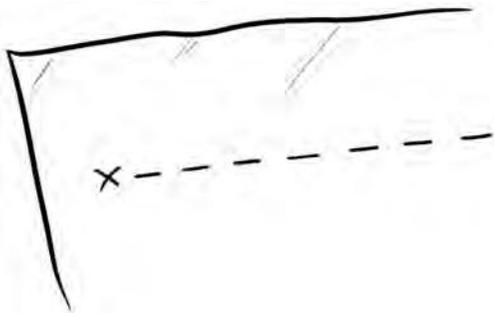
- 1 Take a thread about 50 cm long. Thread it through the eye of a needle. Make a knot at one end.



- 2 Make tacking stitches by going in and out of the fabric at distances about 1 cm apart.



- 3 Finish with a cross stitch, which can be taken out easily.

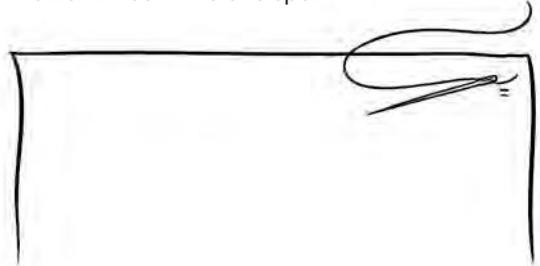


Running stitch

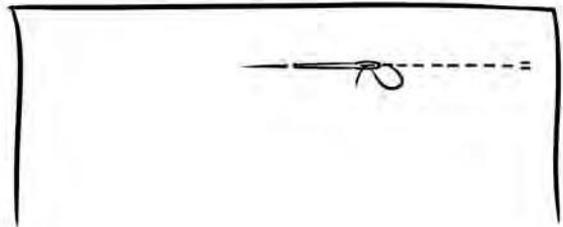
The running stitch is used where gathering is required, such as gathering the top of a skirt to fit into a waistband or easing a sleeve into an armhole.

Doing a running stitch

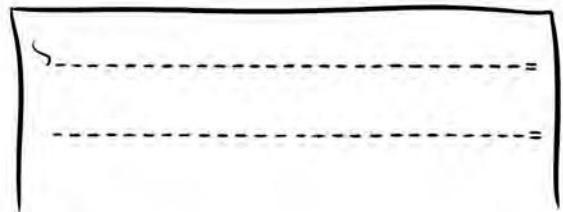
- 1 Begin by doing a double stitch; that is, doing a stitch twice in the one spot.



- 2 Make running stitches by going in and out of the fabric at distances about four threads in the fabric (2 mm) apart.



- 3 Finish with a double stitch or let the thread hang loose, so that you can pull it when you gather in the fabric.

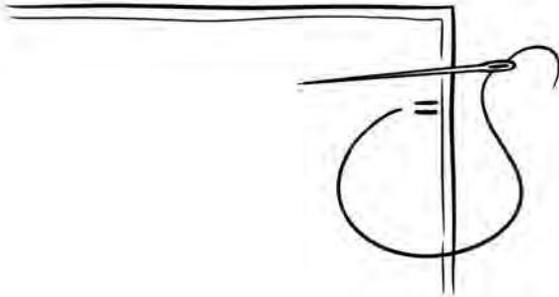


Backstitch

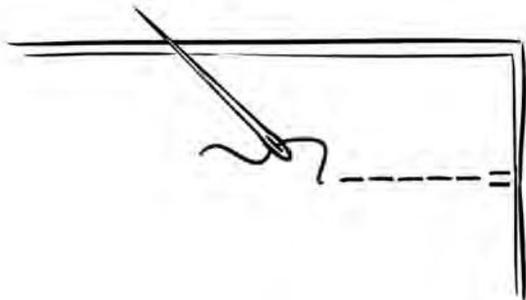
The backstitch is a very strong stitch. It is the most common stitch used when sewing garments by hand. It is used on a garment when you would otherwise use machine stitch.

Doing a backstitch

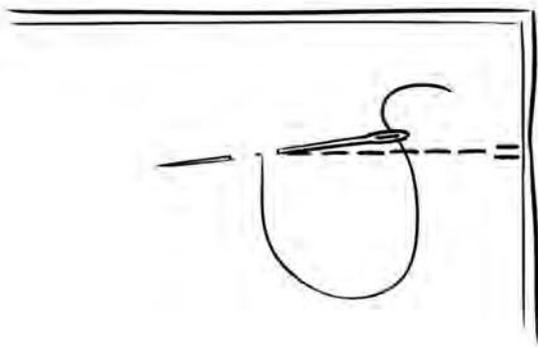
- 1 Begin with a double stitch.



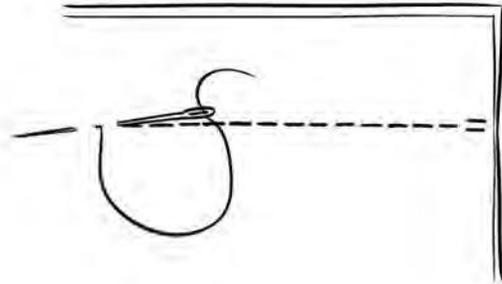
- 2 Take the needle under about four threads in the fabric and pull the needle through the fabric.



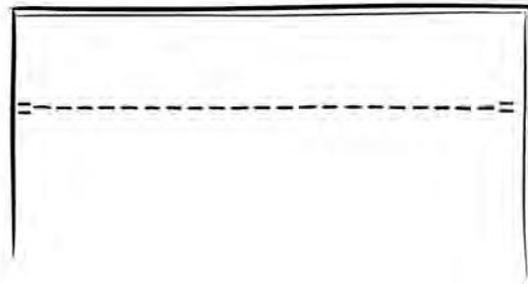
- 3 Return to the end of the previous stitch and take the needle under about eight threads in the fabric.



- 4 Continue in this way. Return back over four threads in the fabric each time and then come forward under eight threads.



- 5 Finish with a double stitch. The stitches should be about 2 mm long.

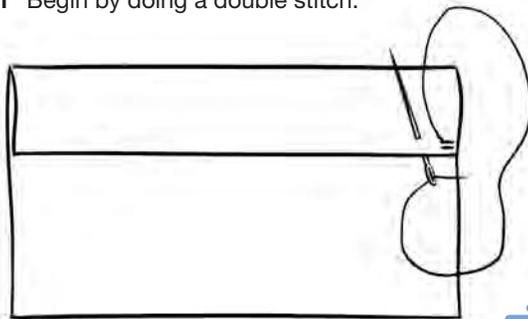


Close hemming

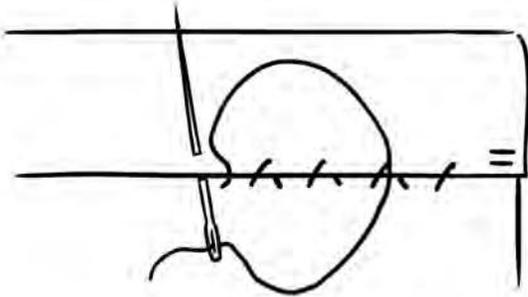
Close hemming is a close, slanted stitch used to hold down a folded edge. It is a strong stitch. It can be used on waistbands and collars.

Close hemming

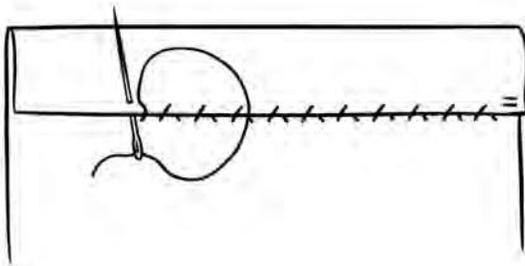
- 1 Begin by doing a double stitch.



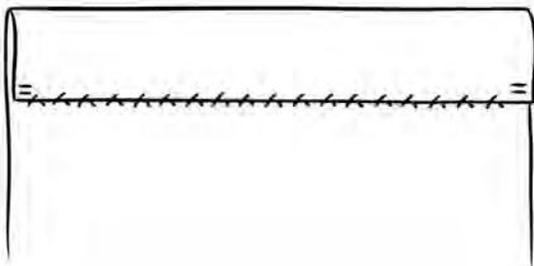
- 2 Pick up a thread from the single fabric just below the edge of the fold. Slant the needle and pull the thread through the edge of the fold.



- 3 Continue in this way. The stitches should look like little Vs.



- 4 Finish with a double stitch.

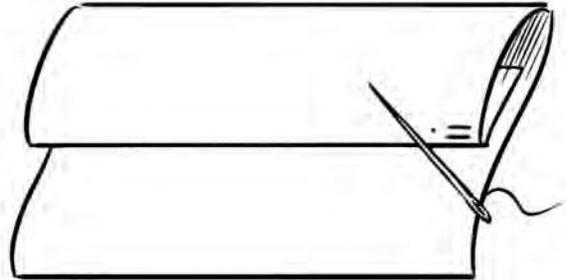


Slip hemming

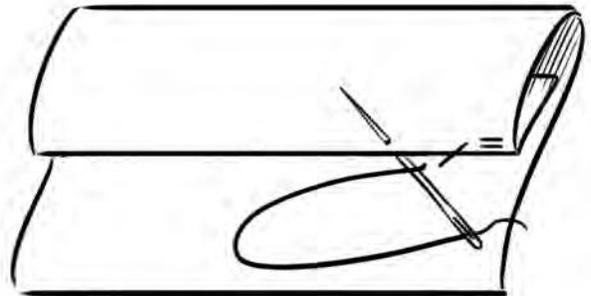
Slip hemming is used to hold down long folded edges where strength is not needed. It is used on the hems of curtains and dresses.

Slip hemming

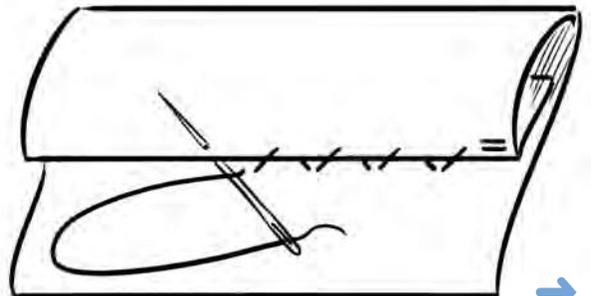
- 1 Begin with a double stitch on the edge of the hem.



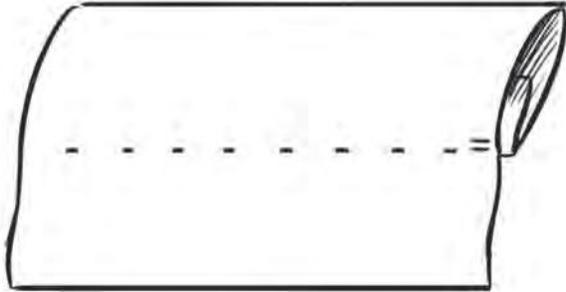
- 2 Slip the needle and thread through the folded edge for 1 cm.



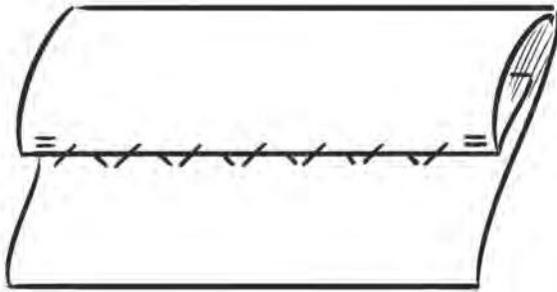
- 3 Pull the needle through the fabric and make a hem stitch by picking up a thread from the single fabric just below the folded edge and then passing the needle through the folded edge.



- 4 Continue in this way with a slip of 1 cm and then a hem stitch.



- 5 Finish with a double stitch.



Hand and creative stitches



- 1 Your teacher will do a demonstration of the different hand stitches and creative stitches.
 - a Watch the demonstration carefully and draw examples of basic hand stitches and creative stitches in your sewing booklet.
 - b Identify the sewing equipment that you will need from the display table.
- 2 Do the hand stitches and creative stitches by yourself. Begin making your sewing booklet by putting a stitch on each page. (Make sure your booklet has enough pages to include more work to come from the following chapters.) Your booklet should also contain the following:
 - names of the hand stitches and creative stitches
 - instructions for sewing each hand stitch and creative stitch
 - illustrations of items you sew using hand stitches and creative stitches.
- 3 Hand in your booklet for assessment.

Unit summary

- Basic stitches are tacking, running, backstitch, close hemming and slip hemming.
- These stitches are useful when you do not have a sewing machine.
- You can use basic stitches to make clothes and sew things for the home.

Unit 4.3

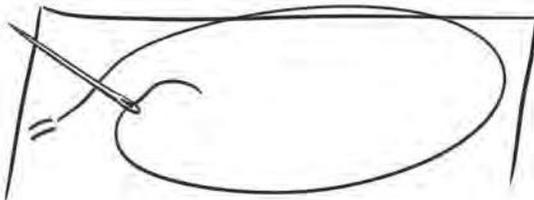
Creative stitches

Stem stitch

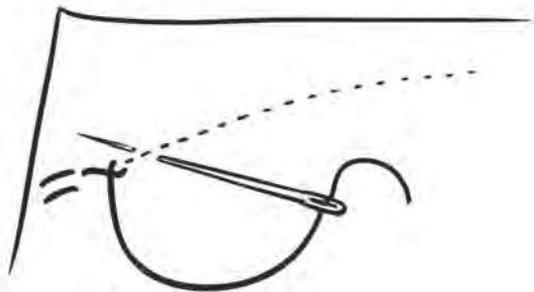
The stem stitch is a decorative stitch used to embroider (decorate) along straight lines.

Doing a stem stitch

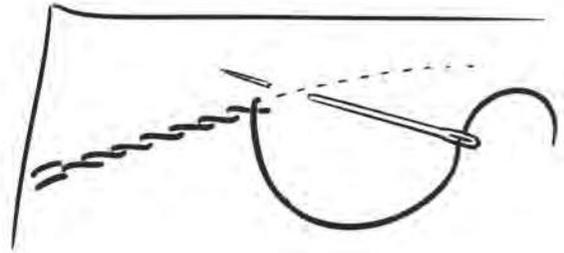
- 1 Thread a needle with two strands of embroidery threads about 50 cm long. Begin with a double stitch.



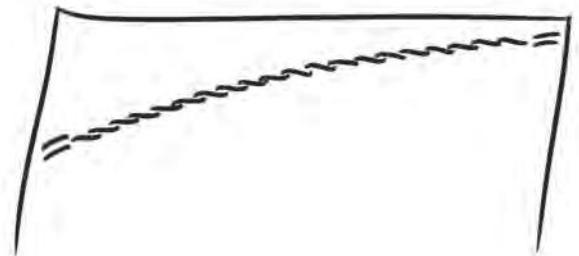
- 2 Keep the thread on one side of the needle as you sew. Count over four threads in the fabric, put the needle into the fabric and pass it back under the four threads.



- 3 Pull the needle through the fabric and count over that stitch and forward for another four threads in the fabric. Put the needle in the fabric and come back under the four threads.



- 4 Continue in this way, going forward over four more threads each time, and then coming back under those four threads.



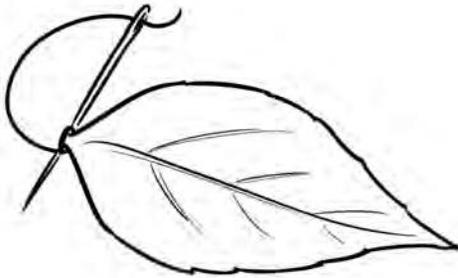
- 5 Finish with a double stitch.

Satin stitch

The satin stitch is a decorative stitch used to fill in an area, such as a leaf or flower petal.

Doing a satin stitch

- 1 Begin with a double stitch.



- 2 Then simply sew stitches beside each other, from one edge of the area to the other. Take care not to pull the stitches tight. Take care not to sew the stitches close together, so that there are no gaps.

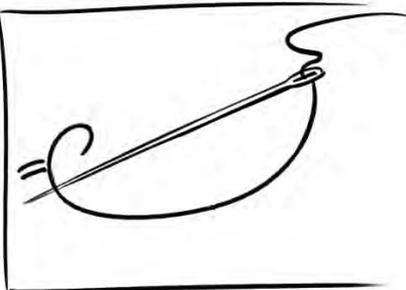


Chain stitch

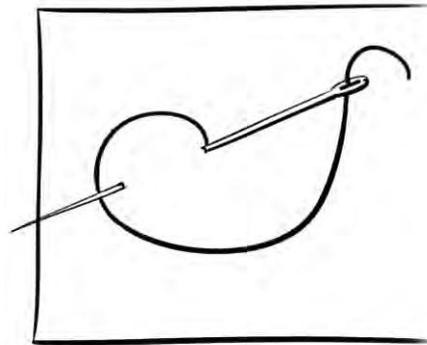
The chain stitch is another decorative stitch used to embroider along straight lines. It looks like chain links joined together.

Doing a chain stitch

- 1 Begin with a double stitch.



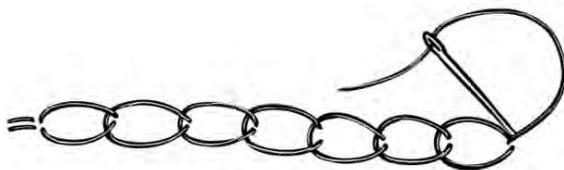
- 2 Pull the thread to the left and around, to make a little loop like a chain link. Insert the needle where you started and come under about four threads in the fabric. Keep the looped thread under the point of the needle as the needle is pulled through the fabric.



- 3 Loop the thread around again. Hold it down with your left thumb. Insert the needle into the end of the last loop and come forward under four threads in the fabric again.



- 4 Continue in this way, finishing with a double stitch.



Blanket stitch

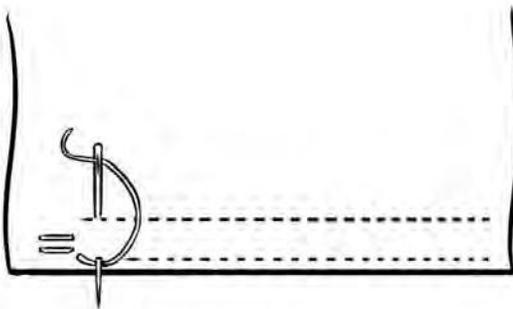
The blanket stitch is a decorative stitch used to neaten the edges of thick materials such as blankets. Blanket stitches sewn close together are used for buttonholes or to sew an appliqué onto a piece of fabric.

Doing a blanket stitch

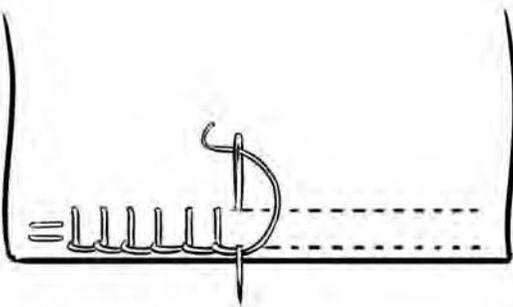
- 1 Begin with a double stitch about 4 mm from the edge of the fabric.



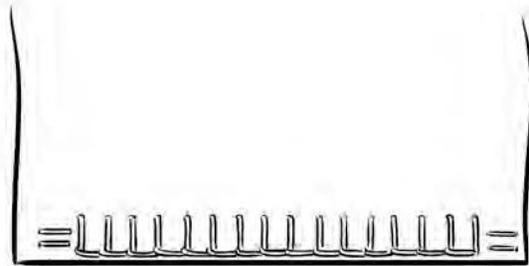
- 2 Lay the thread to the left. Insert the needle and make a downward stitch to bring the point of the needle up just below the edge of the fabric. Pass the embroidery thread under the point of the needle and pull the needle through.



- 3 Insert the needle into the fabric to the right of the first stitch, about 4 mm from the edge and make the next stitch in the same way.



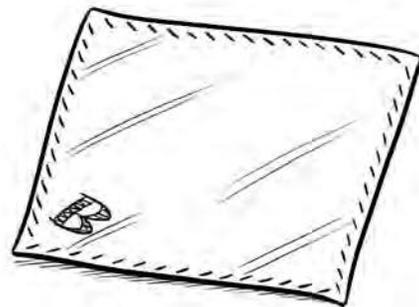
- 4 Continue in this way. Finish with a double stitch.



Blanket stitches can be longer or shorter than 4 mm, depending on what is being sewn.

Making a handkerchief

- 1 Measure and cut out a piece of fabric about 23 cm square.
- 2 Use pins to fold over a narrow hem on all sides.
- 3 Thread a needle. Hem stitch around all the edges.
- 4 Embroider your initial in the corner.



Making a wall hanging

- 1 Measure and cut out a piece of fabric about 23 cm by 15 cm.



- 2 Make a narrow fold down the longer sides. Blanket stitch these sides.



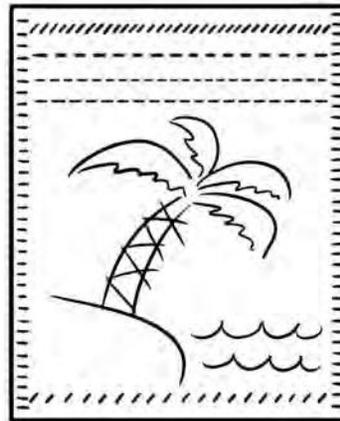
- 3 Turn up hems on the shorter sides. Close hem stitch the top hem. Slip hem stitch the lower hem.



- 4 Do lines of tacking, running and backstitch.



- 5 Draw a design. Sew it, using stem, chain and satin stitches.



- 6 Pass a thin stick of bamboo through the top hem and attach a string to each end. Now it is ready to hang on a wall.



Unit summary

- Creative stitches are stem, chain, satin and blanket stitches.
- You use creative stitches to add beauty to clothes or household items for the family.
- It is useful to acquire skills in creative stitching since most sewing machines in schools do not have creative stitches.

Unit 4.4 Sewing machines

Types of sewing machines

These pictures show three different types of sewing machines.

1



A treadle sewing machine

2



A hand sewing machine

3



An electric sewing machine



Sewing machines

- 1 Describe each of the sewing machines in one or two sentences in your exercise book.
- 2 Write two advantages and two disadvantages of each type of sewing machine, from the information you can see on the picture.
- 3 Copy the names of the parts and functions of the sewing machine onto cards (see table).
In pairs, paste the cards describing the parts onto the machine in the correct places. Ask the teacher to check if you have labelled the sewing machine correctly.
- 4 Still in pairs, match the cards describing the functions to the labelled parts of the sewing machine.

Parts and functions of a sewing machine

Part	Function
Handle	Turns the wheel.
Wheel	Raises and lowers the needle.
Spool pin	Holds the reel of thread.
Guide	Guides the thread in the right direction.
Take-up lever	Takes up more thread from the reel after each stitch is made.
Tension knob	Controls the tightness of the upper thread.
Foot lever	Raises and lowers the pressure foot.
Needle	Takes the thread in and out of the fabric.
Teeth	Moves the fabric along after each stitch.
Bobbin case	Holds the bobbin.
Bobbin	Holds the lower thread and controls its tension.
Tooth regulator	Raises and lowers the teeth.
Stitch regulator	Controls the length and direction of the stitches.
Bobbin winder	Winds the thread onto the bobbin.
Needle clamp	Holds the needle firmly in position.
Pressure foot	Presses the fabric against the teeth.

The sewing machine must be cleaned and oiled regularly so that it will work smoothly and last a long time.

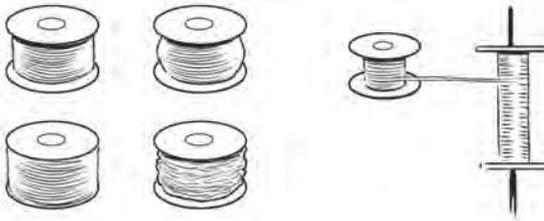
Filling the bobbin and threading the bobbin case



- 1 In pairs, study the illustrations in the boxes and then complete the activities shown, with the teacher supervising. Give yourself a mark out of 4 for each practical activity.

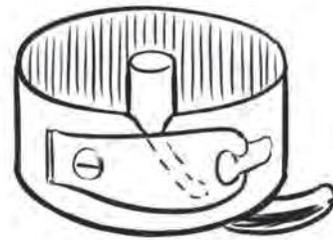
Filling the bobbin

Loosen the big knob in the balance wheel to stop the needle working up and down and becoming blunt. Then fill the bobbin with thread evenly.

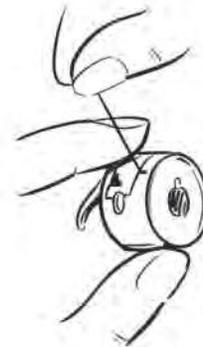


Threading the bobbin case

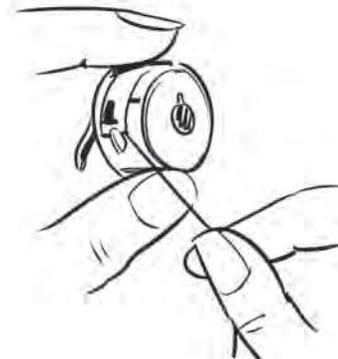
Thread the bobbin case by following these instructions.



- 1 Check the bobbin case and look for the tension slit.

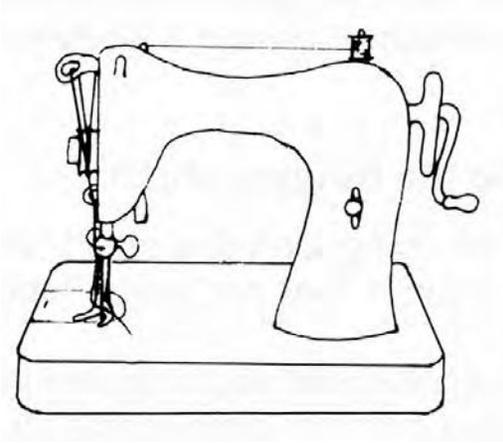


- 2 Pull the thread down the tension slit.



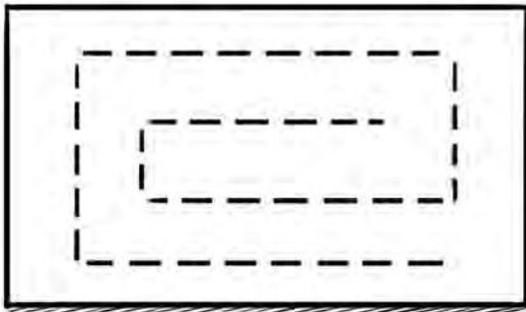
- 3 Pull the thread and 'click' it under the tension so that it springs into the small hole.

- 2 In pairs, practise threading the sewing machine and bobbin correctly.

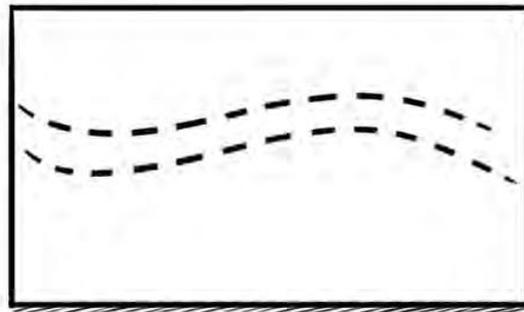


Threading the sewing machine

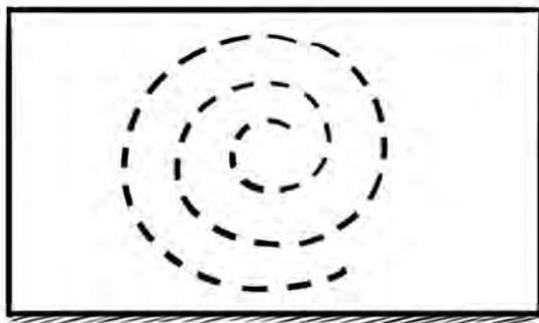
Remove the thread from the needle and practise sewing in different shapes on pieces of paper.



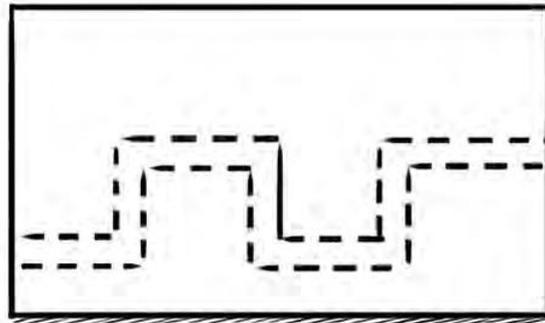
Sewing in a straight line



Sewing curves



Sewing in a circle



Sewing corners

Unit summary

- The types of sewing machines available are hand, treadle and electric.
- To become efficient in sewing you must know the parts of a sewing machine and their functions, how to care for the machine and how to use it.
- It is important to know how to thread a sewing machine, fill the bobbin and fit the bobbin into the bobbin case.

Unit 4.5

Seams

What are seams?

Seams are sewing processes used to join together two or more pieces of fabric.

There are three common types of seams:

- open
- French
- flat.

Your choice of seam for joining two or more pieces of fabric together will depend on:

- the type of fabric being used
- the type of garment being made
- the position of the seam on the garment.

Your teacher will show you examples of each of these types of seams.



Talking about seams

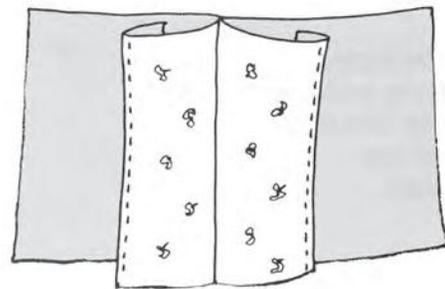
- 1 Look at your shirt, shorts or skirt. Can you identify the seams used on it?
- 2 Discuss the seams you have identified with your teacher.
- 3 Copy the notes on seams into your exercise book.

Open seam

The open seam is a simple seam. It has only one row of stitching to hold the fabric pieces together. It is used where strength is not important. Side seams of dresses use this method.

Sewing an open seam

- 1 Place the edges of the fabric together with the right sides facing each other.
- 2 Pin and tack along the seam line about 2 cm from the edges.
- 3 Backstitch or machine stitch 1.5 cm from the edges.
- 4 Remove the tacking and press the seam open.



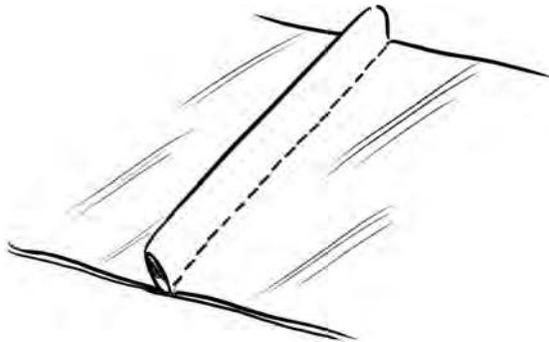
The raw edges of the seam may fray if they are not neatened. Fraying means that the threads come loose. To neatened the edges by hand, turn under 0.5 cm and blanket stitch. To neatened the edges by machine, turn under 0.5 cm and machine close to the folded edge.

French seam

The French seam is made by sewing two or more pieces of fabric together on the right side first, then turning them and sewing along the wrong side. This seam looks neat on both the outside and inside. It is a strong seam because it has two rows of stitching. French seams are used where neatness and strength are important. They may be used on pillowcases or for side seams on long pants, and on garments using fine, see-through fabrics.

Sewing a french seam

- 1 Place the edges of the fabric together with the wrong sides facing each other.
- 2 Pin, tack and sew 0.5 cm from the raw edges. Remove the tacking. Trim edges if necessary.
- 3 Turn the seam so that the right sides of the fabric face each other. Use your fingertips to roll the stitching right to the edge.



- 4 Pin, tack and sew 1 cm from the edge. If you are hand sewing, use the backstitch. Remove tacking and press.

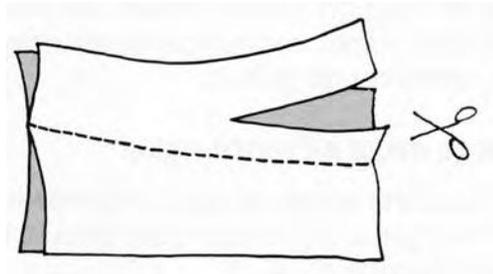


Flat seam

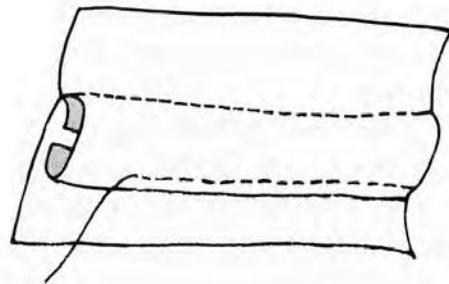
The flat seam is the strongest of the three types of seams. It is used where strength and flatness are important. It is commonly used on pants, shorts and trousers, but may be used on other garments as well.

Sewing a flat seam

- 1 Place the edges of the fabric together with the wrong sides facing each other.
- 2 Pin, tack and sew 1.5 cm from the raw edges. Remove the tacking.
- 3 Use scissors to cut one side of the seam to 0.5 cm width.
- 4 Open the fabric out. Turn under 0.5 cm of the wider side and fold it over the cut side and press down flat against the fabric.



- 5 Pin, tack and sew close to the folded edge. If sewing by hand, use a close hemming stitch.



Sewing seams



- 1 Complete the following preparations.
 - a Watch your teacher demonstrate how to make each of the seams.
 - b Practise the three seams on pieces of fabric given to you by your teacher.
 - c Paste samples of your seams into the sewing booklet you made when you were learning basic and creative stitches sections 4.2 and 4.3.

Unit summary

- Seams are sewing processes used to join together two or more pieces of fabric.
- There are three types of seams: open, French and flat.
- Your choice of seam for joining two or more pieces of fabric together will depend on the following: the type of fabric being used, the type of garment being made and the position of the seam on the garment.

Making a small drawstring bag



- 1 Follow the instructions below to make a small drawstring bag using all three seam types.
 - a Measure and cut out two pieces of fabric
23 cm square.
 - b Make a flat seam on one side.
 - c Make a French seam on the opposite side.
 - d Make an open seam at the bottom.
 - e Make a hem on the top edge.
 - f Make two small buttonholes (see page 84), 1 cm apart, on the outside of the hem. Thread a drawstring through and tie.



Unit 4.6 Fastenings

Garments have openings so that they are easy to put on and take off. Fastenings are used to open and close openings on garments.

Types of fastenings

Common types of fastenings are:

- press studs
- buttons and buttonholes
- hooks and eyes
- tape ties
- zippers.



About fastenings

- 1 Your teacher will show you some types of fastenings. Look at the clothes you and your friends are wearing. What types of fastening do they have?
- 2 In groups select one type of fastening on the display table. Copy the table below into your exercise book and fill it in with information about the fastening.

Name	Where it is used on garment	Why it is used	What it is made from
?	?	?	?

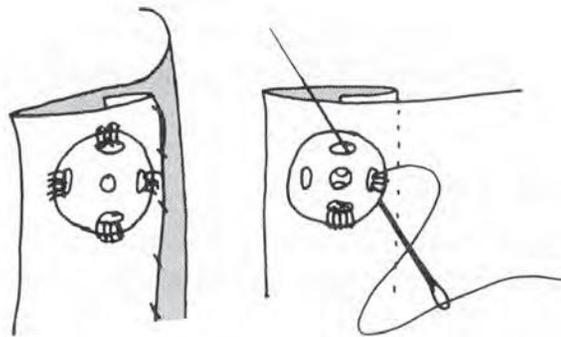
Press studs

Press studs consist of two parts. The top part has a raised ball and the bottom part has a sunken socket. The ball part presses down into the socket on the lower part, to fasten. Press studs are used on openings where there is not

much strain. Strain would cause the press stud to come apart. Watch the teacher explain and demonstrate parts of press studs and how to attach them on a garment.

Attaching press studs

- 1 Mark the positions of the press studs on the fabric. They should be exactly opposite each other.
- 2 Begin with a double stitch. Use a satin stitch or close blanket stitch to sew the press stud parts to the fabric. Slip the needle under the press stud when moving from one hole to the next.
- 3 Finish with a double stitch. Take care that the stitches do not show on the outside of the garment.



Press studs

Buttons and buttonholes

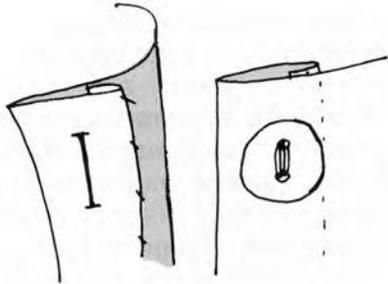
Buttons are usually round plastic discs with two holes, four holes, or a shank at the back with a hole. They are inserted into a buttonhole to fasten garments together.

Attaching a button

- 1 Mark the positions of the buttons and buttonholes on the fabric so that they are exactly opposite each other.



- 2 Begin with a double stitch and pass the needle through the holes of the button and the fabric a few times. Finish with a double stitch.



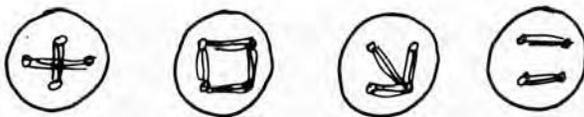
Attaching a button

If thread is twisted around the base of a shank button a couple of times, it makes the button stand up more firmly.



A shank button

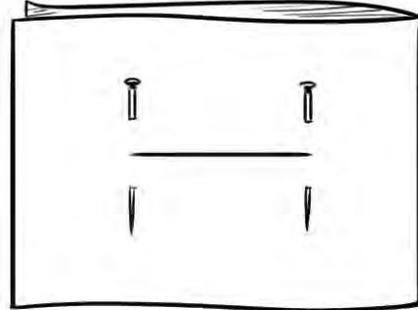
The stitching on a four-holed button may look like a cross, a square, an arrow or an equal sign.



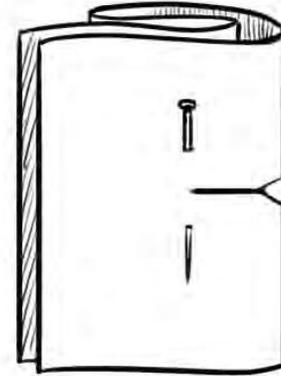
Four-holed buttons

Sewing a buttonhole

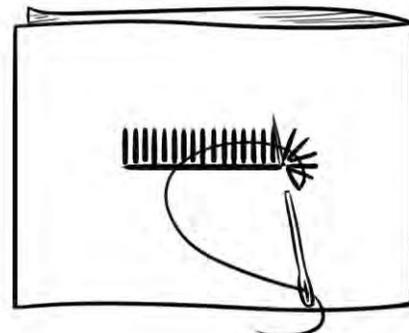
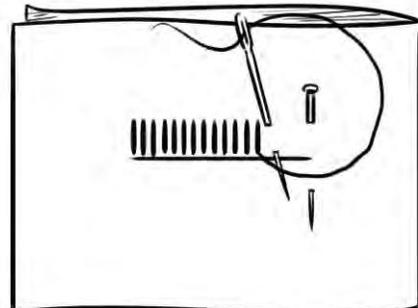
- 1 Mark a line for the buttonhole. It should be equal to the diameter of the button. It should be about 1 cm from the garment edge.



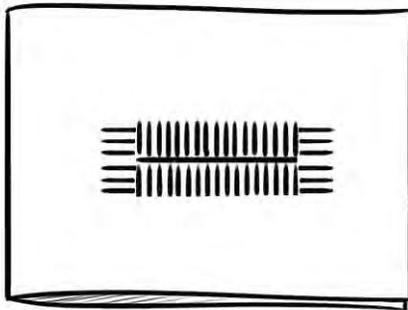
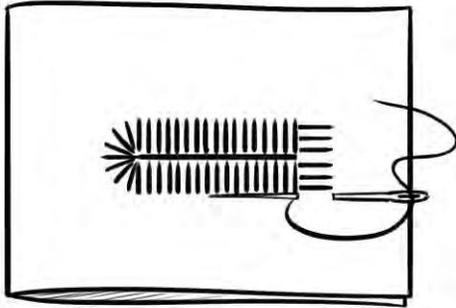
- 2 Cut the fabric along the line.



- 3 Sew close blanket stitches around the opening.



Buttonholes may have round or bar ends.

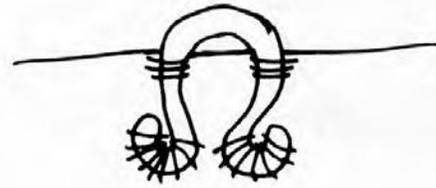


Hooks and eyes

Hook and eye fastenings are often used at the top of slit openings. To fasten, the metal hook is hooked into a metal eye. Instead of a metal eye, a hand-sewn loop can be made. The hook should be placed level with the garment edge. The eye or loop should peep over the garment edge, directly opposite the hook.

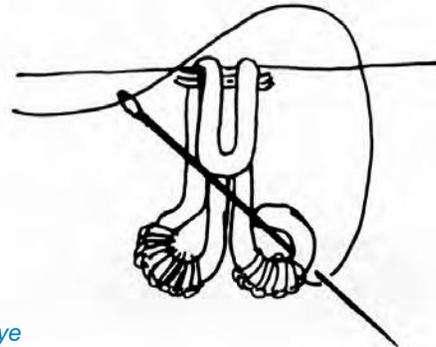
Attaching a hook and eye

- 1 Mark the positions on the garment.
- 2 Begin with a double stitch and sew the head of the hook level with the garment edge.



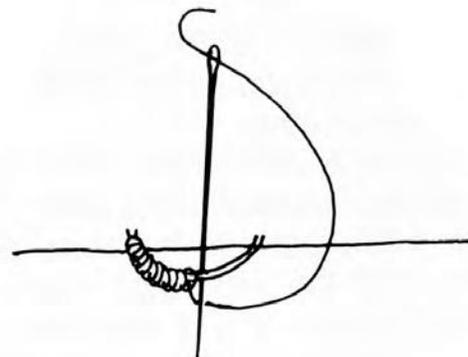
Hook

- 3 Slip the needle through the fabric, coming out at the other end of the hook. Sew around the two circles using satin or close blanket stitch. Finish with a double stitch.
- 4 Place the eye carefully into position, just peeping over the garment edge. Make two small stitches to hold the eye firmly at the garment edge and then sew around the two circles at the base.



Eye

- 5 Instead of a metal eye, a hand-sewn loop can be made. Work blanket stitches over a few threads about 0.5 cm long on the garment edge.



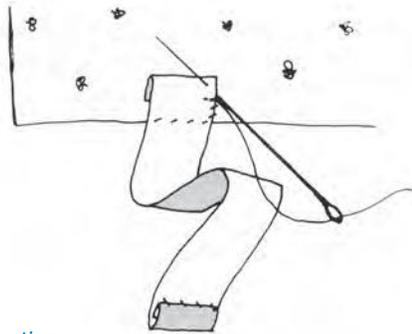
Loop

Tape ties

Tape ties are used to fasten garments together by tying. Tape or ribbon can be bought and sewn to the opposite sides of an opening.

Making tape ties

- 1 Fold under 0.5 cm at one end of the tape and pin against the edge of the opening.
- 2 Hem stitch around all sides of the tape.
- 3 Turn under a narrow hem on the loose end of the tape ties and hem.
- 4 Fasten by tying together.



Tape ties

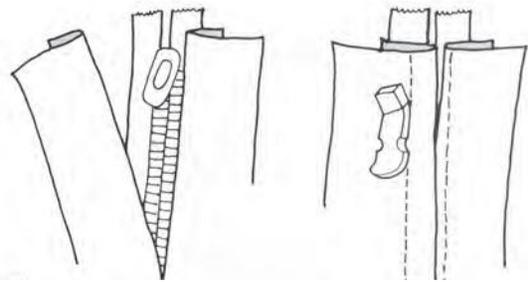
Zippers

A zipper may have nylon or metal teeth joined to fabric. Moving a tab upwards causes the teeth to interlock and close the opening. Moving the tab downwards causes the teeth to unlock and opens the opening. Zippers are often used in men's shorts and close-fitting women's clothing. Zippers should be completely hidden when they are sewn in. The garment edges may meet halfway across the teeth, or one side may overlap more than the other.

Inserting a zipper

- 1 Pin and tack the zipper into position so that the right side of the garment is close to the right side of the zipper teeth, and the left side completely covers the teeth.
- 2 Use the special zipper foot that comes with the sewing machine. It only has one side so →

that you can sew close to the teeth.
Machine sew the zipper into position.



Inserting a zipper

Investigating fastenings



- 1 List the fastenings available at your nearest large store. Do you know how to sew them onto garments?
- 2 Do you own a garment with a broken fastening? Bring the garment to your next Home Economics class and repair the fastening.
- 3 Make a simple item using a fastening that you have learnt about in this lesson, such as a pillowcase with tape ties.
 - a Cut a piece of fabric large enough to cover a pillow.
 - b Make French seams on the sides.
 - c Hem the ends.
 - d Attach tape ties to fasten the ends of the pillow case over the pillow.

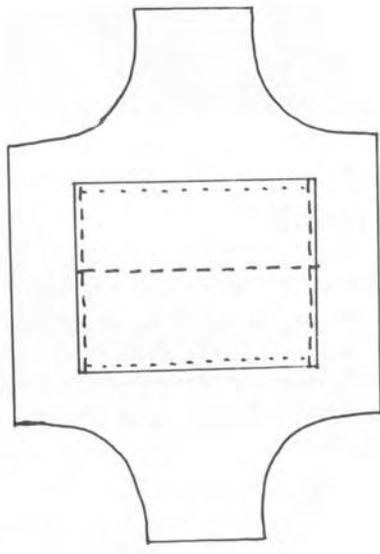
Unit summary

- Garments have openings so that they are easy to put on and take off. Fastenings are used to open and close openings on garments.
- Common types of fastenings are press studs, buttons and buttonholes, hooks and eyes, tape ties and zippers.

Unit 4.7

A sewing bag

A sewing bag is very useful. The inside part is large enough to hold your patterns, your exercise book and the fabric of the garment you are sewing. The outside pockets can hold small things such as needles, pins, thread and a tape measure. You can use it for all your sewing classes at high school.



Making a sewing bag

Making a sewing bag

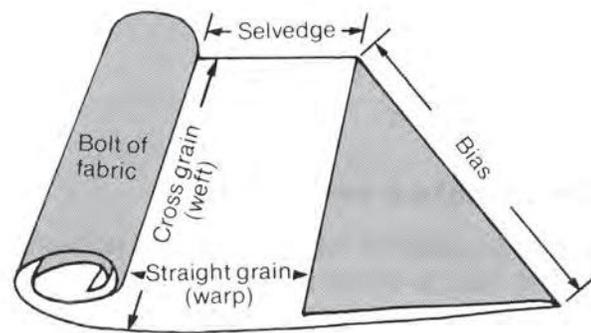


- 1 Make patterns for the bag and pocket. The bag is about 90 cm by 45 cm. The handle at the top of the bag is about 15 cm wide. The pocket is about 60 cm by 30 cm.
- 2 Pin the patterns to the fabric and cut out.
- 3 Turn and hem the pocket ends. Turn under 1 cm on the sides of the pocket and pin it to the bag. Sew the sides of the pocket to the bag. Sew across the middle of the pocket. Embroider your name on the pocket.

- 4 French seam the sides of the bag.
- 5 Flat seam across the top of the bag handle.
- 6 Attach bias binding (see opposite page) around the edges of the bag handle. Sew the bias binding to the wrong side first. Trim it, turn it and sew it to the right side.

Fabric terms

- A bolt of fabric is the name given to the large rolls of fabric you see in the stores.
- The selvedge is the 'self-edges' or neaten side edges of a bolt of fabric.
- The straight grain or warp threads are the strong, long threads that run the complete length of a bolt.
- The cross grain or weft threads are the shorter threads that go from side to side on the bolt.
- The bias is the diagonal line across the straight and cross grains. A bias strip can be cut to any width. A strip about 2 cm wide is often used. If you turn under 0.5 cm on either side, this leaves a final width of 1 cm. A bias strip is stretchy, so it can be used to neaten curved edges. It is important to join bias strips diagonally, to keep this stretch.



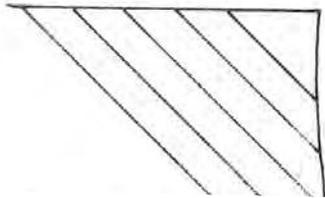
Fabric terms

Bias binding

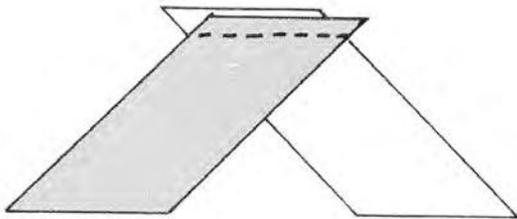
In many parts of the Solomon Islands it is not possible to buy bias binding. It is good to learn how to cut and join bias strips. Bias strips can be used to face or bind curved edges.

Making bias binding

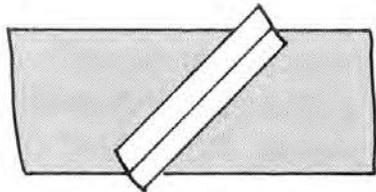
- 1 Cut bias strips.



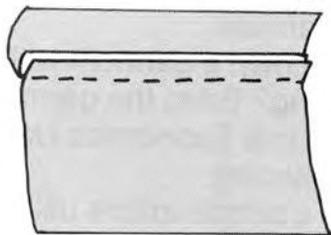
- 2 Join the strips.



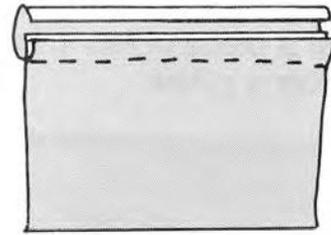
- 3 Press join open.



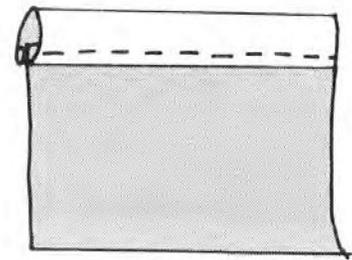
- 4 Sew to the wrong side of fabric.



- 5 Turn over long edge.



- 6 Fold down and machine close to edge.



Unit summary

- Following the processes when making a sewing bag is very important. A sewing bag can be used for storing sewing equipment and the items you make at home and in class.
- It is not possible to buy bias binding in many parts of the Solomon Islands. It is good to learn how to cut and join bias strips. Bias strips can be used to face or bind curved edges.

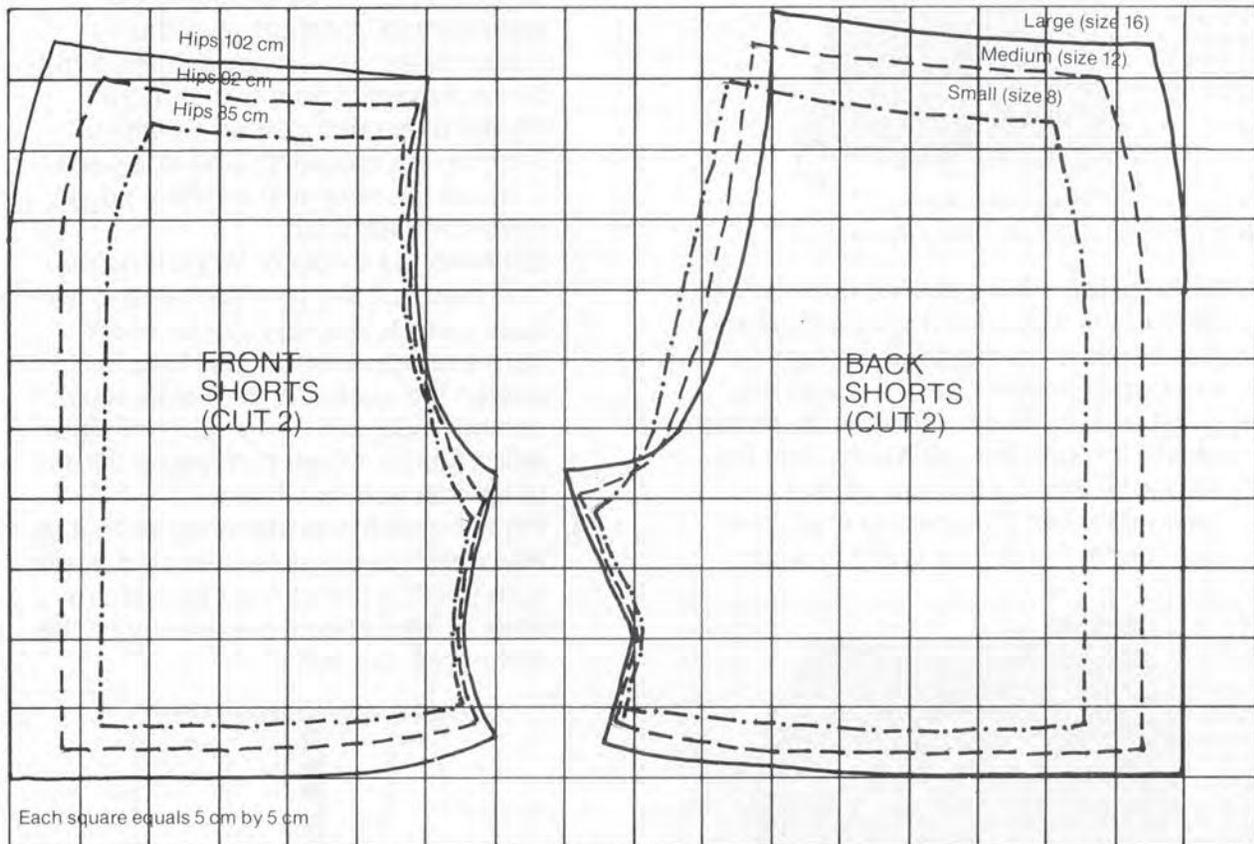


Unit 4.8

Pants, shorts and a simple dress

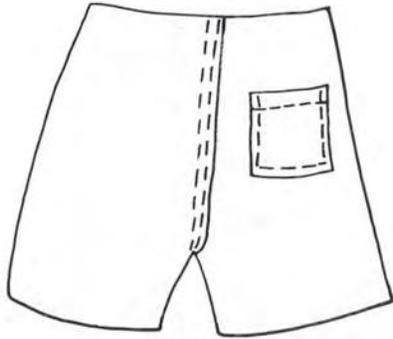
- 2 Estimate the length of fabric required. You will need to fold the fabric over so that you cut out two front pieces and two back pieces. A pocket can be made from a scrap of fabric.
- 3 Pin the pattern to the fabric so that as little fabric as possible is wasted. Cut out.
- 4 Join the two centre fronts with a flat seam. Join the two centre backs with a flat seam. Join between the legs with a flat seam. The two rows of stitching should be on the right side of the garment.

Making pants or shorts

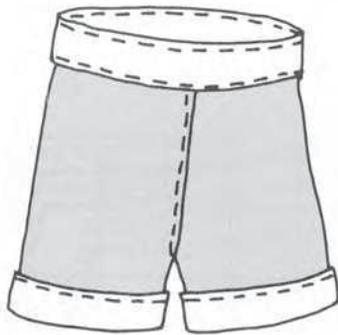


A pattern for shorts

- 1 Choose the size you need for your pants or shorts. Large is size 16 to fit hips of 102 cm; medium is size 12 to fit hips of 92 cm; and small is size 8 to fit hips of 85 cm. Make a full-scale pattern by drawing larger squares onto clean newspaper. Transfer all the markings onto the newspaper. Seams of 2 cm have been allowed.
- 5 Hem the top of the pocket. Turn under the pocket sides and pin into position on the right back part of the pants. Sew around the pocket sides to attach the pocket to the shorts.
- 6 Join the sides with either flat seams or French seams.



Join the two centre backs. Attach the pocket.



Hem the leg openings and around the waist.

- 7 Make hems around the leg openings and around the waist, leaving openings for the elastic to be threaded through.
- 8 For pants, thread elastic through the waist and leg seams. For shorts, thread elastic through the waist only. Join the elastic by sewing backwards and forwards. Hem the opening shut. Iron the garment. It is now ready to wear.



The finished shorts



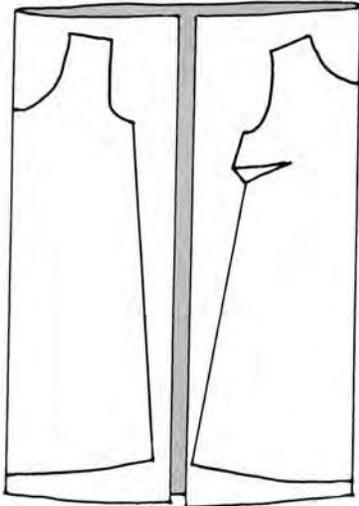
The finished shorts (back view)



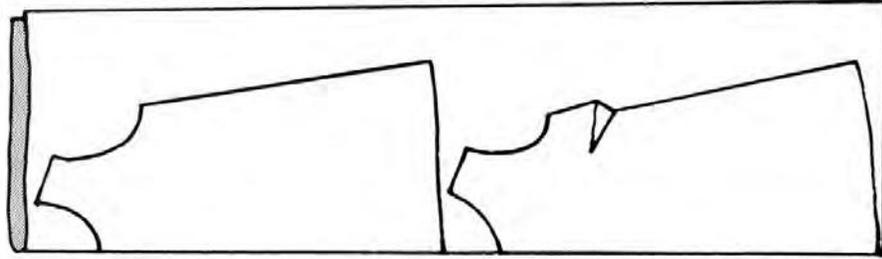
Making a simple dress

- 1 Choose the size required. Make a full-scale pattern by enlarging the squares and transferring all the markings onto clean newspaper. It may be necessary to glue two or more sheets of paper together. Seams of 2 cm on the shoulders and sides and 1 cm on the neck and armhole edges have been allowed.
- 2 Estimate the length of fabric required. You must cut one front piece and one back piece. Pockets can be made from a scrap of fabric. Use bias binding to neaten the neck and armhole edges. It can be bought or can be cut from the dress fabric or from contrasting scrap fabric that you may have.
- 3 Pin the patterns to the fabric so that as little fabric as possible is wasted. Make sure that the centre front and centre back of the patterns are exactly on the fabric fold. Cut out.
- 4 If the pattern has a bust dart, trace over this with a tracing wheel.

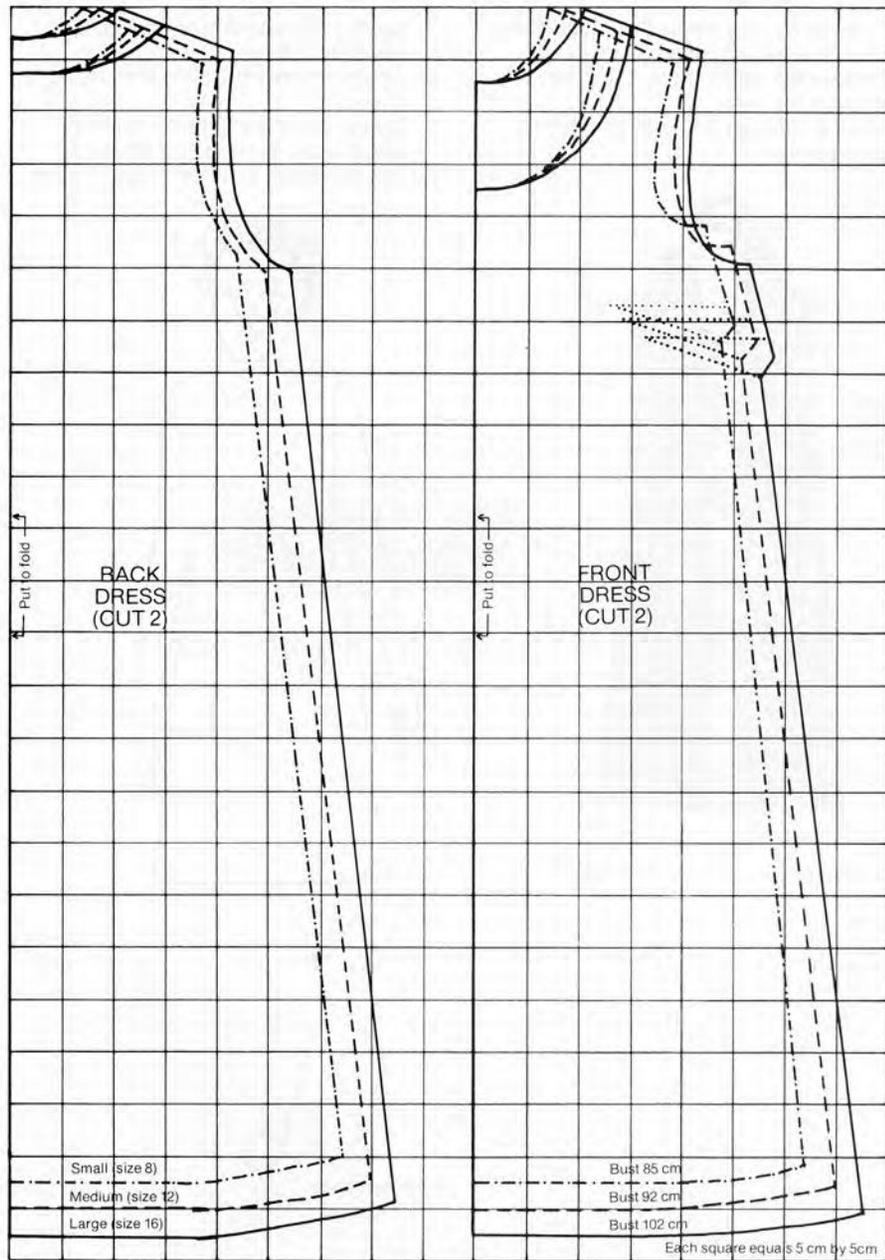




Pattern layout on wide fabric

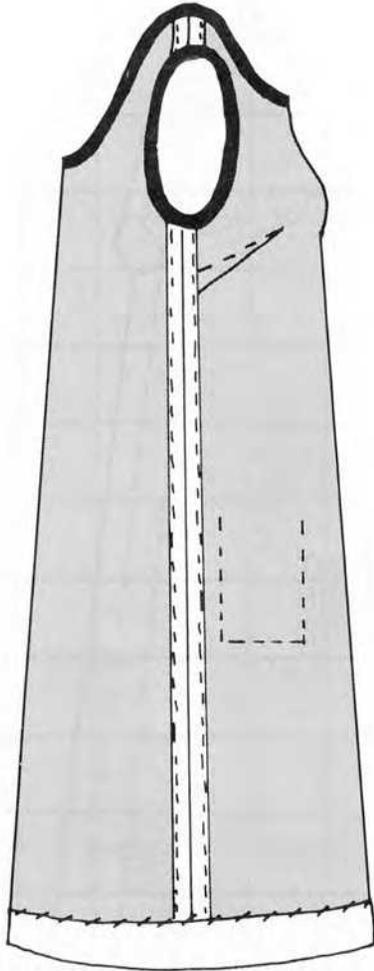


Pattern layout on narrow fabric



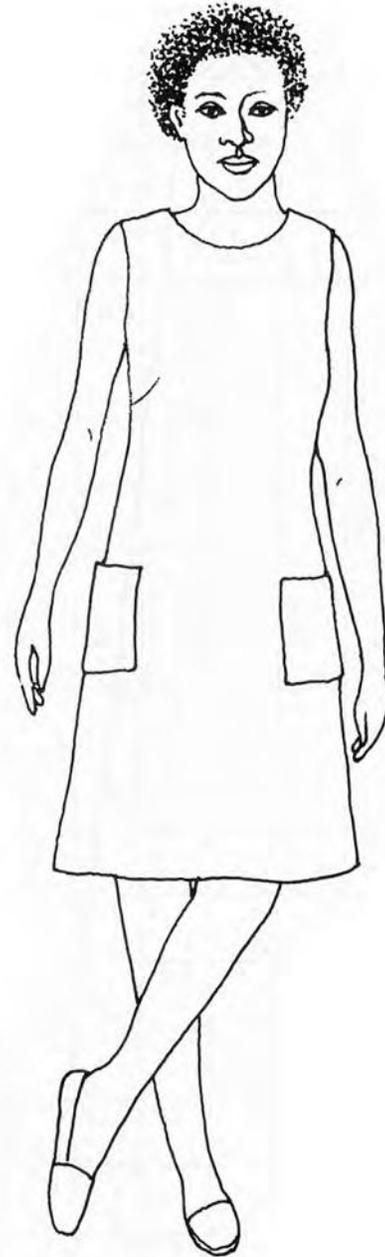
A dress pattern

- 5 Remove the paper patterns. Pin, tack and sew the darts.
- 6 Join the shoulder and side seams with open seams.



The inside of the dress

- 7 Neaten the neck and armhole edges using bias strips.
- 8 Attach the pockets to the front of the dress.
- 9 Try the dress on. Estimate the hem length. Fold, pin and sew the hem.
- 10 Iron the dress. It is now ready to wear.



The finished dress

Unit summary

- Instructions show processes and steps in making clothes such as pants, shorts and a dress. To be successful in completing whatever you are making, you must follow instructions as they are given.

Unit 4.9

Repairing textile items

You can make clothes last longer by re-stitching seams, replacing fasteners and buttons, and patching tears and holes. These repairs make the money you have to spend on clothes go further. You will need to bring to class some items of clothing belonging to you or your friends that need repairing. As you read this unit you should repair these.

When should I repair items?

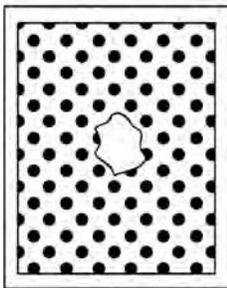
You need to repair items:

- as soon as they have been torn or damaged
- before they are washed.

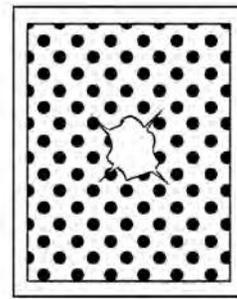
Patching

Patching is used when a garment has a hole. When you are doing the repair always try to do it so that it is not noticed.

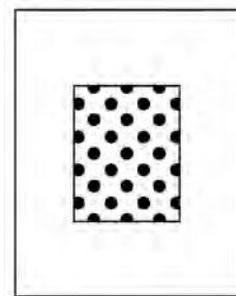
Patching a hole



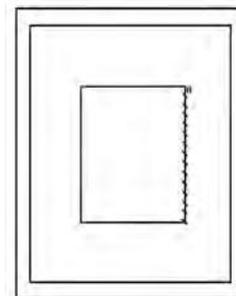
1 Identify the hole to be patched.



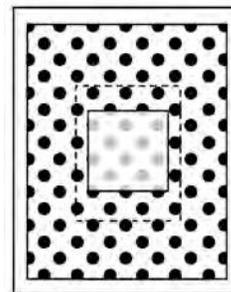
2 Using a pair of scissors, snip or cut four corners.



3 Cut a piece of matching fabric a little larger than the hole.



4 Cover the hole with the patch.



5 Turn to the other side. Fold the snipped edges in and stitch around the hole.

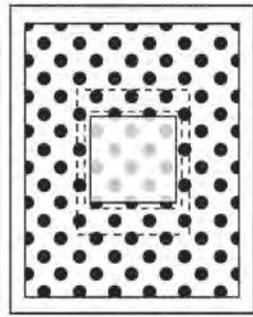




Investigating stains

In Island groups, discuss the traditional methods of removing each of these stains:

- mildew
- ink
- blood
- kumara/banana
- betel nut
- banana sap.



6 The finished patch.



Mending

Bring to class two items of clothing that need mending. Get two pieces of fabric from your teacher. Practise mending by patching.

Stain removal

Bring to the class some stained items of your own clothing, or a friend's clothing. You will learn how to remove the stains. Try out what you learn on the clothing you have brought along.

Stains are marks on fabric caused by substances such as rust, grass, grease, plant sap and so on, that are not removed by normal washing.

Stains discolour clothes and need special treatment to remove them. Before treating the stain it is important to:

- know the nature or cause of stain
- remember that stains are best removed when fresh
- try the easy one first.

Unit summary

- You can make clothes last longer by stitching seams, replacing fasteners and buttons, and patching tears and holes as soon as they have been torn or damaged and before they are washed.
- Stains are marks on fabric caused by substances such as rust, grass, grease, plant sap and so on that are not removed by normal washing.

5

Core

Strand: • Family studies

Unit 5.1 The family

Family

I ran into a stranger as he passed by,
'Oh excuse me please,' was my reply.
He said, 'Please excuse me too;
I wasn't watching for you.'
We were very polite, this stranger and I.
We went on our way and we said goodbye.
But at home a different story is told,
How we treat our loved ones, young and old.
Later that day, cooking the evening meal,
My son stood beside me very still.
When I turned, I nearly knocked him down.
'Move out of the way,' I said with a frown.
He walked away, his little heart broken.
I didn't realize how harshly I'd spoken.
While I lay awake in bed,
God's still small voice came to me and said,
'While dealing with a stranger,
Common courtesy you use,
But the family you love, you seem to abuse.
Go and look on the kitchen floor,
You'll find some flowers there by the door.
Those are the flowers he brought for you.

He picked them himself: pink, yellow
and blue.
He stood very quietly not to spoil
the surprise
You never saw the tears that filled his little
eyes.'
By this time, I felt very small,
And now my tears began to fall.
I quietly went and knelt by his bed;
'Wake up, little one, wake up,' I said.
'Are these the flowers you picked for me?'
He smiled, 'I found them, out by the tree.
I picked them because they're pretty like you.
I knew you'd like them, especially the blue.'
I said, 'Son, I'm very sorry for the way I
acted today;
I shouldn't have yelled at you that way.'
He said, 'Oh, Mom, that's okay.
I love you anyway.'
I said, 'Son, I love you too,
And I do like the flowers, especially the blue.'

About the poem



Read the poem 'Family' and answer these questions in your exercise book.

- 1 What is the main idea of the poem?
- 2 Who are the three people in the poem?
- 3 Describe the mother's attitude towards the son and the son's attitude towards the mother.
- 4 Explain the mother's feelings towards the son:
 - at the beginning
 - at the end.
 What produces the change?
- 5 How do you feel about the poem?
- 6 Think of your attitude or feelings towards your mother, and your mother's attitudes or feelings towards you. How are they similar or different from the attitudes or feelings expressed in the poem?
- 7 What does the poem tell you about the importance of being part of a family?

Why have families?

Can you imagine what would happen if all the members of your family died suddenly and you were left without relatives? How would you live?

In some countries, there are tens of thousands of orphans, or children without parents. In India, people are very poor and many children's parents die because they do not have enough to eat. In Sudan and Somalia in Africa, people have been fighting for many years and many parents have been killed. In Papua New Guinea, many parents have died from AIDS.

In some countries, especially the richer ones, groups of people or the government set up special homes to look after orphans.

The problem is that human beings take a long time to grow up and to learn all the skills necessary to look after themselves. They also need friendship, love and affection from other people if they are going to be happy. All these things are provided by families and the main job of most families is to take care of children.

Families are still very important even after we have grown up.

The following story is about a 9-year-old boy from Ghana in West Africa. He is an orphan—a child with no parents or relatives.

Sudanese orphans



Kweku's story

My name is Kweku. I am 9 years old. A lot of people call me 'small boy', but I live alone. My work is to sell chewing gum around the Orion Circle at cinema time. Plenty of boys and girls come to buy the 'PK' gum before the movies. I don't go to school. I don't go because I don't have money. My mother died when I was born. I don't know my father. Some women gave me milk when I was a little baby, but now I am old so I can work. I go to sleep at 2.00 or 3.00 am. I have no sleeping house. I sleep at petrol stations. I buy goods they sell on the road.

Benefits of my family



- 1 In your groups, make a list of all the benefits you get from being part of your family. Think about the things that Kweku did not have because he had no family. Think also of what you get from your family at each stage of your life—when you were a small child, now you are at school, when you get married and when you are old.
- 2 Compare your list with other groups and then, using the heading 'Benefits of my family', write your own list in your exercise book.

What is a family?

Here are some definitions of the term 'family':

- a group of related individuals living together under one roof as a household
- a married couple or other group of adult relatives who cooperate in the bringing up of children and who share a home

- a group of people who live together and are related by blood, marriage or adoption
- a group of people (adults, or adults and children) with a common link—religion, ideas, blood, marriage, adoption, economics or place of living—who are working together
- a group of people who are related through marriage, blood or adoption, work with others in chosen roles, and create and maintain a common set of goals and values.

Definitions of family



- 1 Read the definitions and make a list of things which appear to be the same in all definitions of a family.
- 2 Which definition best suits your family? Write it down and share definitions with your classmates.
- 3 Are all families the same?

Types of family

Now that you have noted the differences in families in your class, you will realize that there are a number of different types of families. Families differ in size and the number of people and how they are related together, in types of relationships between family members, and in family members' expectations of each other.

When we examine this structure and the make-up of families in the world today, we can identify a number of common types.



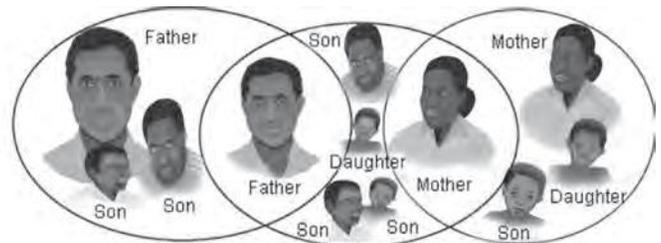
A nuclear family consists of a father, a mother and their children.



An extended family consists of father, mother, children and relatives (uncles, aunts, cousins etc.)



A single-parent family consists of a mother and her children, or a father and his children.



A blended family occurs when a woman who has children from a previous marriage marries a man who also has children from a previous marriage.

My family



- 1 Using the illustrations and explanations for family structures above, decide which types of structures are most common in the Solomon Islands.
- 2 Sketch and label the family structures that you have identified as common in the Solomon Islands using round faces or stick people to represent the people.
- 3 Which family structure describes your family?
- 4 Discuss and present advantages and disadvantages of different family structures.
- 5 Which of these family structures do you favour?

Family functions

By Leonard

This is a story of me, Leonard, from 1991 to 2004.

It shows the changes that I experienced as I grew up. Change is one thing that we cannot get away from. All individuals experience changes in our lifetime here on earth. We are not all the same and do not remain the same. Families also do not stay the same. Sometimes they get larger and sometimes they get smaller. At some stage in life, one of the parents or children will die or leave the family for different reasons and so other family members will need to make some changes in their personal and family lives. This is sometimes very hard to accept but it is the reality of life.

One of the major changes in my life was when my brother and sister were added to our family. I knew that I had to learn to support my parents and take care of them. I am very happy to see that I have a little brother and a little sister whom I can play and share with.

As I grew up I realized that more important than the family we live in is what we do within our own family group. What families do for their members are called 'family functions'. These functions are performed to satisfy all the needs of the family members.

I was born on 20 September 1991 at Central Hospital Honiara, Solomon Islands. My mother and I were discharged by the doctor and returned to the school where my parents were teaching. I was visited by a lot of teachers, students, relatives and received many good things. I brought joy to the hearts of my parents and was treated as very special, since I am the eldest in my family.

I grew up a very happy child and was provided with all the things that I needed. My parents earned enough money to meet

our basic or physical needs and were able to bring my three aunties to take care of me.

My parents are very caring and they always made sure I had enough to eat and drink, clothes to wear and a room to sleep in. Whenever I got sick I was taken to a doctor to get medication.

My grandparents from both my father's and mother's sides visited me every now and then. From them, I learned the customs of my parents' culture, such as respect. Swearing is forbidden in my parents' culture.

In my father's culture, unlike my mother's culture, I am not allowed to touch my 'Kiki' (my grandmother's brothers). If I do I will pay compensation.

Also I am not allowed to touch or give things hand-to-hand to my real sister or my cousin sisters. I have to leave whatever I want to give them somewhere or pass it to an auntie or uncle.

There are food taboos in my mother's culture.

I learnt my parents' language and other important skills by interacting with my relatives on both sides, especially those who came to live with us and looked after me.

As I grew up, I acquired knowledge and skills by helping my family members. My cultural and social needs were met by my parents and relatives in our daily living.

My parents are very busy most of the time but they always make sure we spend time listening to the Word of God, do our schoolwork, eat our food and have plenty of rest. I would like to thank my parents for their continuous support and guidance.

As the Bible says: 'Train up a child the way he should go, and when he grows old he will not depart from it' (Proverbs). In other words, whatever the children learn from home they will take with them wherever they go.

Leonard's story



- 1 Read Leonard's story and make a list of ten things his family does for him.
- 2 Make a list of ten things your family does for you, for example:
 - My family feeds me.
 - My family buys toys for me.
 - My parents correct me when I behave in an unacceptable manner.
- 3 Make a list of ten things you do for your family.
- 4 Share your lists with your classmates.
- 5 State how you learn to do such things for your family.

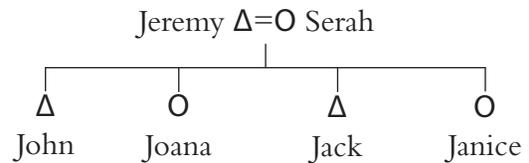
Unit summary

- The common types of families are nuclear, extended, single parent and blended.
- Family functions meet the physical, economic, social, cultural, intellectual and spiritual needs of family members.

Unit 5.2 Family tree

What comes to your mind when you hear the term 'family tree'?

This is the family tree for John's nuclear family.



Your family tree



- 1 In your exercise book write down the meanings of the following symbols:

Δ =
 \bigcirc =
 $=$ =
 =

- 2 Draw the family tree of your extended family, starting with your grandparents.
- 3 How are your family members related to you? Copy and complete the following table in your exercise book. An example has been done for you, from John's family.

You	Family member	Relationship
John	Jeremy	Father

- 4 What are your definitions of a nuclear family and an extended family?

What makes families happy?

Here is a list of the things that make families happy:

- accepting each person without trying to change them
- praising a job well done
- cooperating when difficult decisions have to be made
- talking over problems as they arise
- satisfying physical needs such as clothes, shelter and food
- sharing duties and responsibilities according to what each person can do best.

- What should you do if you miss the bus to take you home from school?
- What should you do if you are going to be late home after going out with friends?
- What should you do if your baby brother is screaming for attention and both your parents are busy?

Sometimes you have to think about the needs of your family members before your own in order to maintain peace, harmony and happy relationships in the family.

What goes on in a happy family?



- 1 In your exercise book, write a short story about a happy time you have had in your family.
 - a Read your story to the rest of the class.
 - b The teacher will make a summary on the blackboard of the happy times described in the students' stories.
- 2 Get into groups and perform a role-play. A role-play is when you make up a story and then pretend you are the people in the story. You act out the story to the rest of the class. In the role-play, you should show how the items in the list can make a family happy. (You can add to the list.)
- 3 In groups, discuss how each of the items in the list contributes to happiness in the family.
 - a Share ideas of each group with the rest of the class.
 - b Answer these questions in your exercise book.

The seven Cs for a happy family life



- 1 Hidden in the word puzzle are seven words starting with the letter 'C' which describe a happy family. The words may go across, down, backwards or diagonally.
- 2 List the words in your book as you find them. Hint: Look for all the Cs first.

C	O	M	M	I	T	M	E	N	T	S	C
O	H	A	O	T	H	E	L	O	E	C	O
M	O	R	O	L	I	M	E	N	A	O	M
M	M	Y	I	A	N	B	P	E	R	N	P
U	E	C	E	S	N	R	H	H	S	C	A
N	R	R	S	S	T	A	C	O	E	E	N
I	A	I	T	U	E	H	N	U	Y	R	I
C	O	O	P	E	R	A	T	I	O	N	O
A	R	V	L	I	E	E	O	S	E	W	N
T	S	N	S	S	T	G	E	E	L	A	S
I	P	T	C	A	H	I	N	O	N	T	H
O	O	A	Y	O	L	N	A	F	K	C	I
N	R	A	A	S	R	E	I	T	G	H	P
E	T	N	S	T	L	N	L	H	T	S	N

A story about cooperation

Ruddy and Becky's story

This is a story about the wedding of a couple called Ruddy and Becky. It took place on 2 February 2007. It was a very happy time not only for the couple, but also for relatives and friends. Everything about the wedding went smoothly and successfully from start to finish. The preparation of food, invitations and decorations, the ceremony in the church and the feasting worked out very well. It was clear that everyone did their part to make the day a big success for the couple.

One month before the wedding, brothers, sisters, uncles, aunties, grannies and other relatives were very busy sharing responsibilities of what to do before, during and after the wedding. Everyone put their heads together in terms of money, materials, food items and also time to help. All the relatives from the village confirmed that they would bring local foods, firewood, leaves and pigs. Those in town also agreed to contribute chickens, fish and rice, and arranged the venue where the wedding would be held. They were truly working together. Nobody stood idle watching.

The tasks of identifying guests, preparing and distributing invitations were given to Luisa and Melinda. Ezekie, Jason and others picked stones for making the motu. They also built a temporary kitchen for food preparation. Alice and Priscilla did the shopping and made the menu for the wedding.

The night before the wedding, everybody was busy: the men and some women baked the pigs and fish at Priscilla's house, while others prepared the pudding and kumara at Alice's house. A few prepared the soup, stew and the remaining dishes very early on the wedding day.

On the day of the wedding, two vehicles were hired to transport all the food and people to the venue by the church. Everybody went down to the hall and cleaned it thoroughly for the wedding and decorated it with a few plants

and curtains and arranged the chairs in their right places. The sisters and a few brothers cleaned the inside of the hall. The rest of the brothers, led by Isom, helped to cut the grass outside the compound.

At 9.00 am all the church members were ready with their families, waiting for relatives and friends to arrive. The musicians took their positions, and the pastor, his translator and the bride and groom were all dressed up and ready for the ceremony. At 10 am, the wedding service and ceremony began. Pastor Joe, who administered the wedding ceremony, led the service by prayer, songs and preaching the word of God about marriage. After the prayer there was feasting. During the feasting there were speeches from Ruddy's uncle, Becky's family, Pastor Joe and, of course, Ruddy.

People lined up in two rows and were served with food and drinks by those who were responsible. The caterers who were responsible for the food also divided themselves up so that while some were serving the food, others helped to do cleaning by washing the plates, cups and spoons, and collecting rubbish. As people were enjoying the feast, the couple went around shaking hands with everyone and thanking them for their help and support to make their wedding a success. Everyone seemed to know their responsibilities. There were many people at the wedding, but mostly the relatives and friends of the couple. There was plenty of food and soft drinks. Everyone had more than enough to eat and carried the leftovers home.

Indeed everyone was happy and satisfied that all activities planned for the day were thoroughly done and enjoyed. It was a great success because everyone cooperated in performing their duties; from the preparation, wedding, feasting and cleaning up.



Cooperation

- 1 In pairs or groups, read the story about cooperation and answer the following questions.
 - a What is the event celebrated here?
 - b Describe the main activities in the order of the story.
 - c What made the event such a great success?
 - d What does the story tell us about what is right or wrong?
- 2 Write a similar story to show the main ideas demonstrated here about the best way for people to live or work together.
- 3 Suggest another title for the story and give reasons for your suggestion.
- 4 Make a table in your exercise book like the one below. Fill in the table with the names of the people and what job each one did for the wedding.

Name	Job

A story about caring

Boy with Food Poisoning

Narrator: It was a delicious meal, and while everyone was enjoying their fish, kumara and veggies for dinner, Roxley started to have an itchy body. His eyes turned red and he felt dizzy.

Jay: What is wrong with you, Roxley?

Roxley: I am feeling very sick and my head has gone numb and I am feeling terrible.

Spindle: Dad! Dad! Roxley is very sick after eating the fish.



Narrator: Pricilla, the mother, heard what was going on, checked in the fridge, took some milk out, mixed it with warm water and forced Roxley to drink it. Then she called a taxi to take Roxley to the hospital. Roxley's parents took Roxley to the hospital and got him to see the nurse who gave him medication. Roxley then vomited, and felt much better. He was taken back home.

Charlie: Ezekiel come! Let us give Roxley a warm bath and a cup of tea.

Narrator: Roxley then dozed off to sleep only to find himself awake the next day feeling good, with no more dizziness, headache or swollen red eyes. He was told to rest the whole day.



About caring

In pairs, read the story about caring and then answer the following questions in your exercise book.

- 1 Who got food poisoning?
- 2 What were the signs of food poisoning?
- 3 How did people help the person who got food poisoning?
- 4 What were the values demonstrated here?
- 5 Suggest a title for the dialogue.



Commitment

Family Commitment

This is a story of a family who live in Honiara. There are five members of the family living as a nuclear family—the father, mother and three children. There are also about ten relatives living with them. This family is very close to each other. Apart from the ten relatives there are also people coming in and going out of the house regularly. In other words, they receive a lot of people in their home.

In the home, there is fixed timetable of the daily responsibilities and roles that each person living in the home is expected to fulfil. For example, morning family devotions are compulsory, and everyone has a turn to cook the dinner, wash dishes, sweep the house and clear outside of the house etc. Everyone is committed to specific roles and responsibilities, and then they will rotate to other responsibilities within a week.

There are regular meetings at the end of each week to make sure people are abiding by rules and expectations in the home, especially carrying out their expected responsibilities. During the meetings the head of the family, the father, usually leads the discussion with the help of the mother. Time is given to contributions from the rest of the family members and relatives for questioning or additions or clarifications on what was discussed. If there are disagreements between family members this is the time to sort them out.

These weekly meetings are very important and all the people living in the house are expected to attend unless they have a very good excuse.

There is commitment among all family members and effective communication is demonstrated in this family.

About commitment

Read the story about commitment and answer these questions.

- 1 How is commitment demonstrated in this story?
- 2 What was done to bring effective communication among the family members and relatives?
- 3 How does your family demonstrate commitment and effective communication (talking easily to each other)?
- 4 Think of a family that lives in Honiara or a provincial town like Auki or Gizo, or any family that lives in a village and write a story on how they might demonstrate commitment and effective communication.

Unit summary

- A family tree is a way of describing how the members of a family are related to one another, like branches and roots of a tree.
- The seven Cs that contribute to a happy family are Christ, cooperation, care, commitment, communication, concern and companionship.

Unit 5.3

Extended families

Families and land

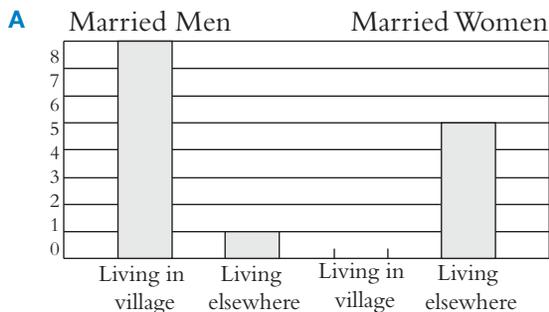
One reason why families are very important is that families control land and land is inherited, or passed on through families.



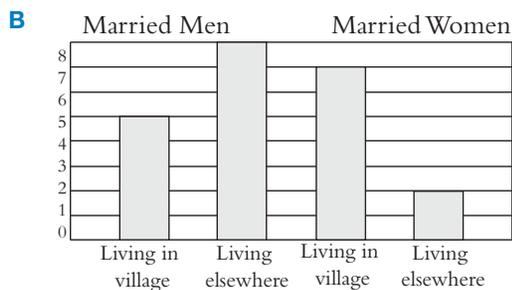
Inheritance in Malaita

Diagram A below shows where the married men and women from a Malaita family live.

- 1 Where do most of the married men live?
- 2 Where do most of the married women live?
- 3 Can you suggest a reason for the difference?



Where married people from a village in Malaita are living



Where married people from a village in Ysabel are living

Patrilineal system

In Malaita the land is inherited and ‘owned’ by the men only; only sons inherit land.

Malaita men, therefore, usually stay in their own village when they marry, because that is where they have land rights.

Women, however, do not inherit land, so when they get married they usually move to live with their husband in his village. This is called a patrilineal system.



Inheritance in Ysabel

Diagram B shows where the married men and women from an Ysabel village live.

- 1 Where do most of the married women live?
- 2 Where do most of the married men live?
- 3 What is the main difference between this village and the one on Malaita?
- 4 Can you suggest who inherits or ‘owns’ land on Ysabel?

Matrilineal system

Ysabel, like many other areas of the Solomon Islands, has a matrilineal system; that is, land is inherited through the female line.

The diagram below shows the people who inherit land rights from one married couple, Lusuai and Rubaha. The names of those who inherit land rights are underlined.

Second generation

In the second generation only those like Sima and Brian (see below), whose mothers were the children of Lusuai and Rubaha, inherit land. Those whose fathers were the children of Lusuai and Rubaha do not inherit land.

In a matrilineal society, all children inherit land rights, but they inherit them from their mother, not their father. Inheritance passes from mother to children but not from father to children. The males can inherit the right to use land from their mother but they cannot pass this right to their children.

When a man gets married, as he cannot pass his land rights to his children, it is better for him to move to his wife's village, as she will have land there which she can pass to their children. That is why most women stay

in their village and many men move out to their wives' villages.

The actual control of land, however, is different in different matrilineal areas.



Who inherits?

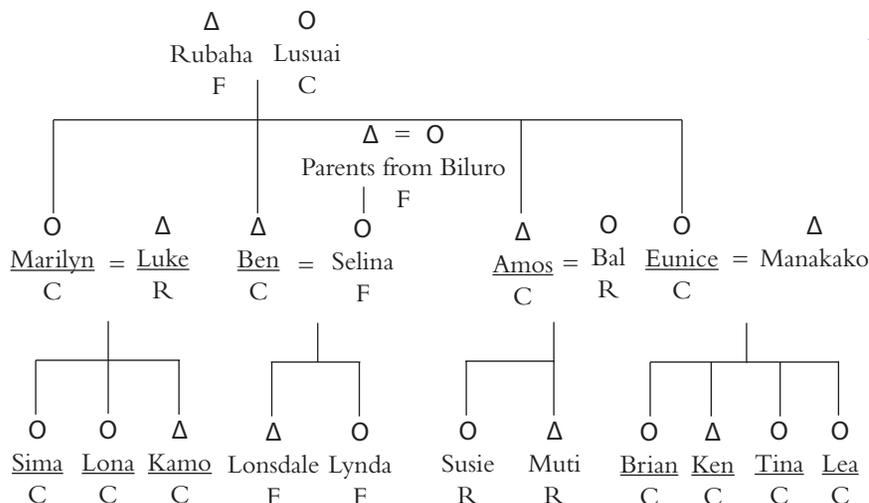
- 1 Which of Lusuai and Rubaha's children inherit land? How is this different from a patrilineal system like Malaita's?
- 2 Now look at the grandchildren. Some inherit land rights and some do not. Can you discover the difference between those who inherit land rights and those who do not? A hint is to look at the names of the children of Lusuai and Rubaha.



Inheritance in clans

- 1 In Ysabel, do people follow the clan of their mother or the clan of their father?
- 2 Look at the diagram below and trace all the children and grandchildren of Lusuai. What is the clan of those children who inherit land from her?

People who inherit land rights from Lusuai are underlined e.g. Luke



A family tree from Ysabel showing clans and inheritance of land

Key

C= Crocodile clan
F= Frigate bird clan
R= Rogisi clan

- 3 How is the clan related to the inheritance of land?
- 4 Do you have a clan? If so, what is it? Whose clan did you follow?

You will learn more about this in Year 9.

Land rights

The main land rights people can have are:

- the right to use the land in any way
- the right to grow annual crops such as kumara
- the right to plant permanent crops such as coconuts
- the right to pick the fruit of the trees on the land
- the right to pass the land onto their children
- the right to sell the land to other people.

A particular person may have some rights but not others. One person may own the land but another person may own the coconut trees on the land. As we have seen only certain people have the right to pass land onto their children.

Nearly everywhere, land is called 'customary' land, which means it is owned by an extended family or 'line', not by one individual. This usually means that a single person has no right to sell land to someone else. The land is 'owned' by the whole line, whose ancestors are buried there, and if one person sells it for money, the others may not recognize that sale.

These are some of the reasons there are so many land disputes in the Solomon Islands. In addition, Europeans have brought a different idea of ownership and sale of land. In this system someone can buy land simply by paying money. However, many Solomon Islanders do not recognize this. They say the land is still owned by the original people whose ancestors are buried there. This has brought more disputes.

Clans

Another Solomon Islands custom connected to inheritance and land ownership is the system of clans. In many areas every person belongs to a clan, often named after an animal or bird. This is connected to traditional religion, when people believed that they were descended from a god or spirit, who was connected to the animal or bird of their clan.

The diagram on page 107 shows the clans of the family from Ysabel.

Family history

Old people in a family can usually tell you interesting stories about the history of their family. Here is an interview with Gabriel Gwaliasi from Malaita, recorded in 1984.



Gabriel Gwaliasi

Gabriel's story

I was born in 1915 so I am now 68 years old. I was born a heathen and people were still fighting when I was born. My father used to go to war when I was young. People fought over Fo'oa or compensation, for which they took money or pigs.

I was a child when Mr Bell, the District Commissioner of Malaita, came to Malaita. My father had become a Christian by then. Once my father wanted to kill a man who had stolen his pig. He took his spear, but my brother stopped him.

He said, 'The Government has come now and if you fight another man they will beat you'.

So my father reported it to Mr Bell in Auki, who told us to come to court.

Father told Mr Bell he wanted to kill the man, but Mr Bell said, 'How can you tell me before my eyes that you want to kill a man. I am the Government.'

Then my father almost fought Mr Bell too, but finally Mr Bell sent the man to prison for two years. When we went home my father said, 'My mind is good. It's as if I had killed the man.'

My father could speak to Mr Bell in English because before I was born he had been to work on the plantations in Queensland. He said it was very cold there and he had to wear clothes like white men—boots and hats.

Those who went to Queensland brought back guns to replace bows and arrows and other traditional weapons, and this caused a lot of trouble.

My father went to Queensland because a ship's crew stole him and his brother when

they went to visit someone at Fiu. They took them to Queensland without telling or asking their parents.

In Queensland my father's brother went to school and became a Christian, but my father refused and was still a heathen when he came back.

By the time he came to Malaita the church had come. After he got married and after I was born, many of my brothers and sisters died and my father thought that this was because he was a heathen, so he became a Christian.

People tried to stop him and said he was crazy but his brothers were already Christians so they helped him. It was after he became a Christian that he went to see Mr Bell.

Some time after we went to see Mr Bell my father sent me to Verana'aso school in Guadalcanal, where I studied the Bible in Mota language. Then I went to Pawa for two years and was taught by Mr Charles Fox. I came back and worked among the heathens in the bush. During that time I got married, but my first wife died. Then I decided to move around because I wanted to die myself.

I came and got a job in agriculture in Auki and worked there for 19 years. During that time I married my second wife.

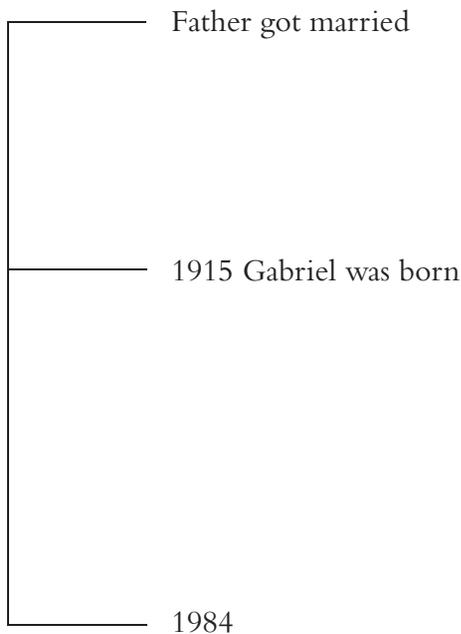
After working I wanted to stay in Auki so I asked a local man, Irobina, for some land near Aligegeo and I bought the land where I live now for two tafuliaie (shell money) and 60 pounds. I asked my wife's two brothers and their families to come and live with me, and we are still here.

Thinking about Gabriel's story



People do not always talk about events in the order they happened.

Look at the list of events on this page. Draw a line in your exercise book to show Gabriel's life and the life of his father before. Mark these events along the line in the correct order. This is called a timeline. Some of the events have been marked for you.



Timeline of Gabriel's life

Events

- He went to Pawa school.
- His father got married and he was born.
- His father went to see Mr Bell about a man who stole a pig.
- His father went to work in Queensland.
- A ship's crew stole his father and his brother.
- His father become a Christian.
- He went to Verana'aso school.
- He got married for the first time.
- He bought land near Aligegeo.
- He got a job in Agriculture.
- He married his second wife.
- His father's two brothers came to stay.
- His father came back from Queensland.

Your family history



- 1 Interview your grandmother or grandfather or any older member in your family and write down their family history. Draw a timeline for the person you interviewed.
- 2 Share the history by reading it out to the class.
- 3 Make a life story of yourself beginning with the year you were born.

Family roles and responsibilities

Each group we belong to has an influence on us and shapes our lives. As we enter a group we become a member by learning what is expected of us and how we should relate to other members. This is our 'role' in the group. Roles are expected ways of behaving according to your position in a group. All of us have different roles to play because we belong to different groups.

For instance, your role as a daughter in a village family would be different from your role as a student in a school.

Some of your roles may be:

- *Given to you by birth.* A boy automatically has the role of a son and brother. A girl automatically has the role of a daughter and sister.
- *Learnt as you grow up.* You learn certain roles, such as artist, athlete, group leader, soccer captain, netball player, etc.
- *Chosen by you.* You may have chosen to be a teacher, doctor, nurse, farmer, mother or father, pilot, etc.

Positions and roles are necessary in any social group if it is to work successfully. Imagine the disorder that would result in a sports team, school or family if everyone did as they pleased and there were no expected ways of behaving.

Roles



- 1 How did you learn your role as a boy or a girl?
- 2 List the roles you learnt as you grew up.
- 3 What roles do you think you will choose when you leave school?

Responsibilities

The role you play usually carries with it expectations of certain types of behaviour or responsibility. For example, if you are the netball captain, you are expected to lead the team and motivate the group. If you are a daughter, you are expected to help with household duties.

When you know what your parents expect of you, you may behave in that manner. Or, to make things difficult, you may behave in an unexpected way.

Family roles and responsibilities



Draw a flower to represent your family, one petal for each member. In each petal write the roles and responsibilities of each family member.

Gender influences on roles and responsibilities

Your roles and responsibilities are influenced by whether you are female or male. This is known as your gender. You will learn more about this in Social Studies.

Boys and girls



- 1 In a class discussion, suggest two roles or activities done mainly by girls and two done mainly by boys.
- 2 If you are a boy, do you find it easy to cook, babysit for a whole day or weed the garden? Give reasons for your answers.
- 3 If you are a girl, do you find it easy to build a house, make a canoe, make a table or fix a leaking tap? Give reasons for your answers.





- 4 Discuss your answers with your classmates. Are some jobs done only by boys because girls can't do these jobs, or is it because it is part of custom? What about jobs done only by girls? Is it because boys can't do these jobs, or is it because of custom? Would it be possible for boys and girls to change roles?

Values

Personal and family values

Values are ideas that are important to you. They are your own set of rules that you follow in your life, relationships and decision making. The foundation or basis of strong values begins in the family. All that children learn from their families they take with them wherever they go. You will notice that everyone has different values as they grow up. These values are strongly influenced by parents and adults in the family.

Personal values

- 1 What do you value?
- 2 Read the following list of values: happiness, money, friendship, peace, excitement, freedom, good health, education, family, success, faith, beauty. Choose six that are the most important to you, then copy them into your exercise book.
- 3 Your teacher will help you determine what are the most popular values.

Duties

John has a duty: 'My brother and sisters and I help put things on the table before meals and wash up the dirty dishes after meals'.

Duties are things you are expected to do or ways you are expected to behave towards other people in the family.

Rose's story



As I was preparing some snacks to take to school my cousin Koudi came to our house. She saw some ripe bananas, which I had taken from the garden. She asked me if she could have some bananas, but I did not allow her to. When my mother heard this, she did not say anything but told me to give her some pineapple instead. Later that evening, when Koudi had gone, my mother told me that it was wrong for me to refuse anything that my cousins wanted.

On my way back from school we went to my aunt's home and I knew I should not make the same mistake again. My cousins asked me if I could give some of my necklaces to them and I gave them two. In the morning my mother looked at my neck and it was bare. She asked me about my necklaces. I told her that I had given them to my cousins. She was pleased, so that is how I learnt of the customs of our community.

Customs



- 1 Rose's mother was trying to teach her one of the customs of her community. What custom was she trying to teach her?
- 2 Did Rose learn the custom?
- 3 Do you have a similar custom to the one described here?
- 4 This story shows one example of a duty to another member of the family. What is the duty?
- 5 In groups, make a list of some of the duties you have towards other members of your family. Think, for instance, of why your parents sent you to school and what they may expect you to do when you leave. Think also of what you will have to do for your husband or wife and children when you get married.

Sharing in the family

As Rose's story showed, it is common in Solomon Island families to share things. Even land in the Solomon Islands is shared. It is owned by a whole family or line, not by individuals.



Sharing

- 1 Look at the following list of items. Think about your own family. In your exercise book, make two separate lists.
List A: Extended family: this includes those things that would usually be shared by all members of your extended family.
List B: Household only: this includes those things which would usually be shared only by your nuclear family or people living in your own house.

Divide the following items between the lists.

- food from gardens
 - radio
 - food bought in shops
 - soap
 - clothes
 - bicycle
 - coconuts
 - cups and plates
 - cattle
 - bush material for building
 - outboard motor
 - plastic buckets
 - dug out canoe
 - kerosene
 - watch
 - slippers or shoes
 - cassette tape recorder
 - cassette tapes
 - money.
- 2 Look at your List B. Put an X against those things that you would keep for yourself and not share with anyone.

Money

Traditionally Solomon Islanders produced almost everything they needed for themselves. They were willing to share because they could easily grow or produce more things if they needed them.

Money, however, is less easy to get. It must be earned by working for someone else or by selling things. It cannot be grown or cut from the bush. It is also more powerful than food or bush materials, because it can be exchanged for other things you need and it can be stored until you need it. Most people therefore, are less

willing to share things that can only be bought with money.

So money is changing the whole idea of sharing. Some Solomon Island families are becoming a little more like families in some other countries, where most things are owned by one person. People say, 'This is mine'.



My ideas on sharing

1 Here are some statements about sharing. Copy the following table into your exercise book and write each of the points below in the correct column. Add any extra ideas to each column.

Good things about sharing	Problems with sharing
?	?

- A person with a paid job may find relatives expect him to give them so many things that he does not have enough to buy food for his own children.
- Sharing makes people think of others and encourages people to be generous and kind.
- Some people may be lazy and rely on other people to give things to them.
- Young people, old people and weak people are looked after.
- A person may work hard to get things and then find they have to give them away, or someone else takes them.
- It helps everyone to have an equal amount of things.
- It prevents one person from becoming very rich while others are very poor.
- It prevents arguments over who owns things.

- It joins the members of a family together securely.
- If you share things with others they may share with you.

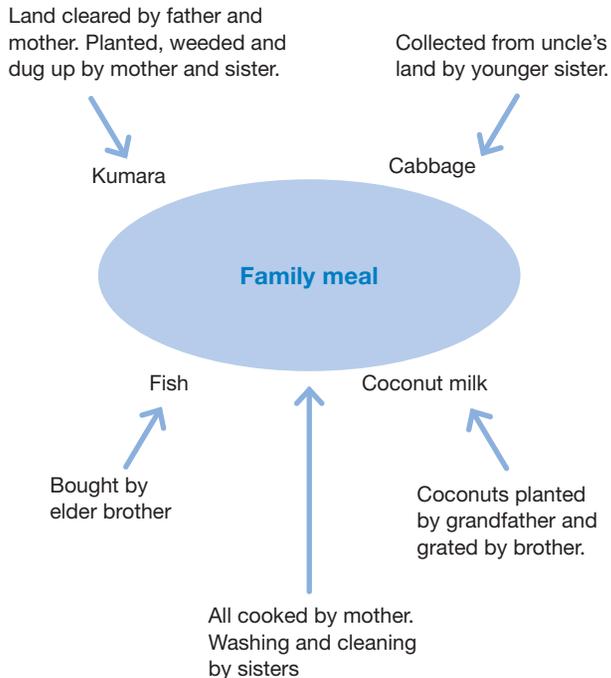
2 Below are some stories that show people's ideas about sharing. Copy the stories into your exercise book and, for each one, write down whether you think what the person did was right or wrong. Give reasons for your answers. To help you, look back at the ideas on sharing given above.

- When Fred left Form 3 he worked as a carpenter for \$300 per fortnight. He lived at home so he gave \$250 to his father to help the rest of the family and kept \$50 for himself.
- When Mary started work as a typist she earned \$400 per fortnight. She lived in Kirakira, paid \$200 house rent and bought her own food for \$200. She told her father she did not have enough money to help pay her younger brother's and sister's school fees.
- When Lency went home for the school holidays he kept all his school books and his clothes locked in a box to stop his brothers and sisters from using them.
- Lily always allowed her relatives at home and her friends at school to use her clothes even though this meant some of them got quickly worn out.
- When William's football boots broke, he used his brother's boots without asking him.
- Edith's teacher gave her a watch but when she got home her sister asked for it so she gave it to her.

Cooperation in families

Traditionally, members of Solomon Island families live together, as most families still do. This means family members need to cooperate.

Each meal they eat, for instance, needs cooperation to produce it. The next diagram shows how this may happen.



Cooperation diagram

Think of a big meal in your house. In your exercise book make a diagram like the one above of all the people who might help to grow or prepare the food.

Families cooperating on large projects

Families also cooperate on large projects like house building. In the photo below you can see a man building a house with the help of family members.



The family also cooperates in looking after the village. The head of the family sometimes organizes everyone to clean the area, clear the road to the water or make new toilet pits.

Cooperation in my family



- 1 In your exercise book, make a list of all the ways in which members of your family cooperate or help each other.
- 2 Describe any important ways in which your family cooperates with other families in the village, such as on a coconut plantation or cattle project.

Changes in cooperation

The practice of cooperation, like sharing, is changing. This is due to two factors.

- 1 In many families there are now a large number of people living away from their original homes. They may go home on leave and they may help their family at home by sending money or things the family needs, but it is difficult for them to cooperate as much as people used to. For instance, a teacher may have lived away from his family for five years while he was at school and SICHE. He may then be posted to a school in an area away from his home.
- 2 Money seems to make it more difficult for people to cooperate. People are less willing to share money and the things bought with money. In some families, a few family members make baskets and trays and they sell these for money. Sometimes, however, the money is kept by the person who made the baskets and not shared with the whole family. In some families, as people get more money they become greedy and want to keep it all for themselves. They may start arguing over money instead of cooperating.



A man making a tray

Problems of money

Cooperation is working together or helping one another at a family, community or national level.

For instance, one extended family in North Malaita cooperated until an overseas company offered some of them a lot of money to allow him to cut trees from their land. Soon the family stopped cooperating and split into two parts—those who wanted logging and those who didn't. Eventually people from one group would not even visit the houses of the other group.

The introduction of modern money has caused some of the most important changes in Solomon Islands families. Making money, by selling things or making profits on a project, has become an important part of the life of many families.

Money may help to bring families more goods—better clothes, houses or food. But we have to think of all the effects of money, not just what we can buy with it. Money may also destroy good family customs of sharing and cooperation, and bring unhappiness, not greater happiness.

In another instance, as reported by the Christian Care Centre of the Church of Melanesia, it has been alleged that people have allowed workers from overseas companies to sexually abuse their children in exchange for money or goods, or by accepting sums of money in return for their marriage.

Sometimes, because of money, our cultural values such as respect, honesty, care, concern and commitment can be threatened. This can eventually destroy families as well. We should prevent our cultural values from being weakened or destroyed by outside influences. Let us not allow foreign companies to use money to destroy our way of doing things or the way we live.

Creative activities



Complete one of the following activities.

- 1 Write a story about cooperation in a family to show the benefits. This may be a real or made-up story.
- 2 Divide into your groups. Each group should make up a story about cooperation in a family, choose parts and act out the story for others.
- 3 In your exercise book, copy and fill in the table below to show ways in which you help members of your family and ways in which members of your family have helped you. An example has been done for you. You may choose different members of the family or add others if you wish.

Family member	How they help me	How I help them
Father	Pays my school fees	Help him to make copra
Mother	?	?
Brother	?	?
Sister	?	?
Uncle	?	?
Aunt	?	?
Grandfather	?	?
Grandmother	?	?

Unit summary

- Extended families consist of several nuclear families and the other family members who are closely related to one another.
- Families are very important in Solomon Islands culture because families control land and land is inherited or passed on through families.
- Land can be inherited or passed on by patrilineal (in which men own land) or matrilineal (in which women own land) systems.
- A clan system is a custom connected to inheritance and land ownership. In many areas each person belongs to a clan, often named after an animal or bird. This is connected to traditional religion, when people believed that they were descended from a god or spirit, who was connected to the animal or bird of their clan.
- Duties, sharing and cooperation in families are very important for maintaining our values, culture and customs.
- Modern money has brought changes into our way of life, so we must strengthen our culture and customs.

Strand: • Food and nutrition

Unit 6.1 Moist heat cooking

Moist heat cooking refers to cooking with water.

At the end of Units 6.1 and 6.2 you should hand in for assessment a project booklet titled 'My cookery booklet'. This booklet will include the things you will learn in the following chapters.

Thinking about moist heat cooking



- 1 Write the name of any uncooked or raw foods that you like to eat.
- 2 Copy the following sentences into your exercise book and complete by replacing the spaces with the correct words from this list: **washed, germs, fruits, vegetables, uncooked, insect.**

Some foods, mainly (1) and (2), are eaten in a raw or uncooked state. These should be well (3) before eating to remove any (4), dirt, fertilizer or (5) spray. Shell fish like oysters can also be eaten (6).

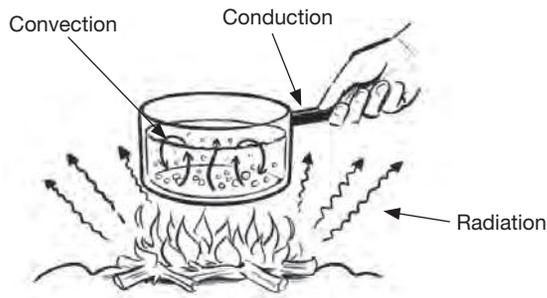
- 3 Read the following statements and write in your exercise book only those that are true.

Food is cooked to:

- soften its tough fibrous nature
- stiffen its tough fibrous nature
- swell and soften starch grains and make them easier to digest
- make protein content thicker (coagulate)
- thin its protein content
- develop its flavour
- improve its appearance
- destroy any bacteria or parasites
- keep alive any bacteria or parasites.

- 4 Read the paragraph below and copy it into your book.

Heat is necessary for cooking. Heat can travel in three ways. It can be transferred from the heat source to the food by radiation, convection or conduction.



A pot of boiling water shows conduction of heat through the pot and convection as water rises.

- 5 Copy and complete the statements below choosing appropriate answers from the three ways heat can travel.
- a Grilling uses _____ ?
 - b Stewing uses _____ ?
 - c Frying uses _____ ?

The direction in which heat flows is from a higher temperature to a lower temperature. If two objects are at the same temperature there is no transfer of heat energy between them.

- 6 Copy and complete the statement below by replacing the spaces with appropriate words from the following list: **water, moist heat, no, dry heat.**

Food may be cooked by (1) or (2). Moist heat occurs when there is (3) present and dry heat when there is (4) water present.

Boiling

Boiling is cooking food in water that has been heated above 100°C. To achieve the best results, the water should cover the food being cooked and must be kept boiling all the time. If more water is needed during cooking, add only boiling water.



Investigating boiling

- 1 In groups, copy the table below into your cookery booklet and fill it in by ticking the boxes as you do the following activity.
 - a Boil a starchy food like rice and kumara, a protein like chicken and meat, and food with vitamins and minerals such as fruits and vegetables.
 - b Observe what happens to the rice and kumara, chicken and meat, vegetables and fruit when moist heat is present. How do we test to see if they are cooked? How does this change in texture occur?

Results of cooking	Type of foods					
	Rice	Kumara	Chicken	Meat	Vegetable	Fruit
No change	?	?	?	?	?	?
Becomes soft	?	?	?	?	?	?
Absorbs moisture	?	?	?	?	?	?
Expands or grows bigger	?	?	?	?	?	?
Colour changes	?	?	?	?	?	?
Colour lost	?	?	?	?	?	?
Flavour lost	?	?	?	?	?	?
Flavour changes	?	?	?	?	?	?

- 2 Boil some coloured vegetables.
 - a Why does care need to be taken when boiling coloured vegetables?
 - b What is the best way to boil coloured vegetables and not to overcook them?
 - c How would you cook your coloured vegetables to retain colour, texture, flavour and nutritive value?
- 3 Copy the table below into your cookery booklet. For each of the foods listed in the table, cook them two ways.
 - a Place the uncooked food in a pot of cool water and place the pot on the heat to boil.
 - b Boil the water and then place the uncooked food in the boiling water.

Copy the table below and tick the correct boxes in the table to show which foods are best put into cool water then boiled and which are best put into water that is already boiling.

Name of food	Cold water	Hot water	When moist heat is present these changes take place while the food is cooking
Starch	?	?	Starch grains absorb moisture.
Rice	?	?	Grains swell, burst, making food.
Kumara	?	?	Becomes soft, easier to chew and digest.
Fish	?	?	Makes the protein thicker and changes its colour and texture. The collagen of the connective tissue in fish (or meat) is changed to gelatin and the food becomes tender.
Chicken	?	?	Coagulates protein on the outside and keeps juices in the tissues.
Meat	?	?	Heat is lowered and meat cooks by long, low heat process in simmering water until meat is tender and moist.
Egg	?	?	Coagulates the protein and makes the egg easier and tastier to eat.
Vegetables	?	?	Use little water, cook short time to retain colour, texture, flavour and nutritive value.
Fruit	?	?	Use little water, cook short time to retain colour, texture, flavour and nutritive value.

- 4 You have just used boiling methods in your practical cooking. In your cookery booklet, draw a piece of kumara, meat or chicken boiling.

Steaming

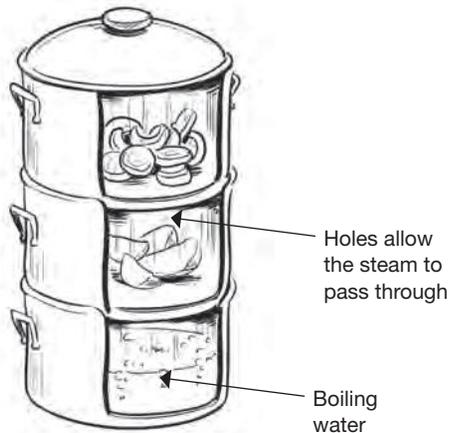
Steaming is cooking using the moist heat of steam rising from water. To achieve the best results, food should never touch the water and the water must be kept boiling all the time. If more water is needed during cooking, add only boiling water.

Advantages

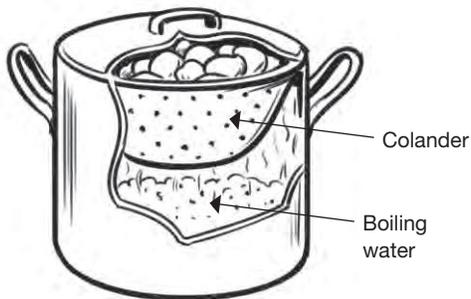
The flavour, texture, nutritive value and juices of food are most fully retained in the steaming method. However, not all foods are suited to being cooked by steaming.

Steamed fish and coloured vegetables are light, easily digestible and nutritious. They are ideal for sick and old people.

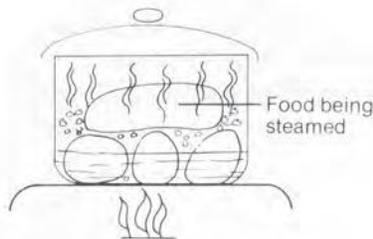
Steaming methods



Steam-cooking in a steamer



Steam-cooking in a colander



Steam-cooking using stones in boiling water

Explanation of steaming methods

A steamer has a bottom saucepan that holds the boiling water. Above this are one or two pans which fit one into the other. These pans have holes in their bases that allow the steam to pass through. Food is placed in the upper pans. The top pan has a fitted lid.

A vegetable steamer is shaped like a colander, strainer or sieve (to separate liquid from food). The food, for example spinach or

slippery cabbage, is placed in the steamer over a pot of boiling water. The hot steam cooks the food.

A common Solomon Islands method is to place stones in the bottom of the pot. Water is added, but not to cover the stones. This water is brought to boil. Food, usually wrapped in leaves, is placed on top of the stones. The pot is covered with a lid. The food, usually fish and coloured vegetables, cooks in the steam rising from the boiling water. Root vegetables may be used in place of stones. In this way the root vegetables are cooked by boiling, while the other food is steamed.

Advantages

The flavour, texture, nutritive value and juices of food are most fully retained in the steaming method. However, not all foods are suited to being steamed.

Practical activity

As part of your project, copy the steaming diagrams (left) into your booklet.

Making a pudding

Make an individual steamed pudding, cake or bun using the recipe below.

Basic pudding/cake recipe

Ingredients

60 g butter or margarine

60 g sugar

1 egg

1 cup self-raising flour

1/2 cup milk





Method

- 1 Cream butter and sugar.
- 2 Add egg and beat well.
- 3 Add sifted flour alternately with milk. Begin and end with flour.
- 4 Grease a cup. Put a little jam in the base. Half-fill with a plain cake mixture (your teacher can help you with this).
- 5 Tie a paper cover over the cup with thread.
- 6 Cook by steaming. When cooked (about 20 minutes) turn out onto a plate. This is delicious served with ice-cream.

Steamed bun recipe

Ingredients

- 2 cups plain flour
- 1 teaspoon yeast
- 1 tablespoon sugar
- enough warm water to make bread dough
- coconut cream

Method

- 1 Mix all ingredients except coconut cream, cover in a warm place and let the mixture rise.
- 2 Turn out and knead.
- 3 Make the dough into small balls.
- 4 Place in a pot and pour enough coconut cream so it's almost covering the top of the balls.
- 5 Place in the fire until cooked.

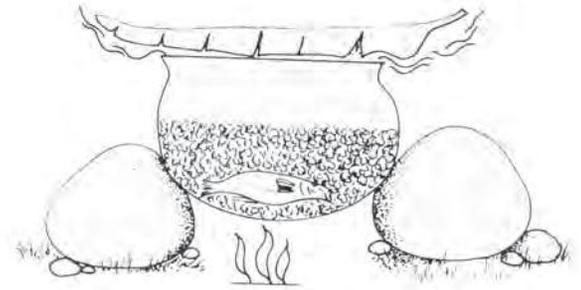
Variation

Add a filling mixture such as chopped cooked pork, hard-boiled egg, spring onions and soy sauce to the centre of each piece of dough before rolling into small balls (step 3).

Making buns

- 1 Make filled steamed buns using the recipe above.
- 2 Steam some coloured vegetables and serve with other food to make a balanced meal. If vegetables have not been cooked in water, the nutritive value is higher.
- 3 Write your own recipes or collect recipes about steamed dishes.

Stewing



Stewing food

Stewing is a method of cooking that:

- uses a little liquid that is usually thickened and served with the food
- takes place over a low heat for a long time (the liquid simmers gently)
- takes place in a covered pot over the heat source
- uses food that has been cut into small pieces.

Advantages

- The long, slow, low heat characteristics of the stewing method of cooking are good for cheaper, tougher types of meat as they make the food very tender, tasty and digestible.
- Stews need little attention once the food is in the pot and simmering gently.
- Meat and vegetable stews can be cooked in a pot. This is economical as it saves on washing up. Coloured vegetables should be

added near the end of the cooking time so that they do not become over-cooked.

- It is a nutritious cooking method. The nutrients that pass into the liquid are not wasted as the liquid is served as part of the meal.

Fish stew

Ingredients

4 cooking bananas
2 pieces of pumpkin
1 small fish
ginger root
1 capsicum
1 cup coconut cream
1 spring onion
salt and pepper

Method

- 1 Peel the bananas, cut them lengthways. Place them in a pot.
- 2 Wash the pumpkin. Remove the seeds. Cut it into pieces and add it to the bananas.
- 3 Clean and fillet the fish. Finely chop the ginger, onion and capsicum and press them into the fish flesh. Put the fish into the pot and sprinkle with salt.
- 4 Add coconut cream and cook over a gentle heat until the banana is soft and the fish is tender.
- 5 Serve with boiled greens.

- 2 Look at the suggestions below and choose one to cook individually. In your cookery booklet, write a full recipe (include title, ingredients and method, as for fish stew above). Cook the recipe.
 - a Stew some locally available fruit. Cut the fruit into small pieces. Simmer gently until soft. Add enough sugar to make it sweet. Thicken the liquid with a cornflour paste. Cool and serve with custard or ice-cream.
 - b Make a tasty vegetable stew. Include some vegetable protein food like nuts and beans. Serve with boiled rice.
 - c Try making a curry. Curries are popular with Indian people and people from South-East Asia. A curry is a type of stew that is flavoured with curry powder. You can make an egg curry, a meat or fish curry or a vegetable curry. They are usually served with rice and a variety of side dishes like coconut, banana, cucumber, tomato, dhal and pappadams. Your teacher will provide a curry recipe and you can make it using locally available foods.
- 3 Copy the advantages of stewing into your cookery book.
- 4 Copy and complete the following sentences in your cookery book. Replace the numbers with one of the following words: **bite, stewed, fruit, liquid, vegetarians, vitamin C, flavours.**
 - a Fruit may be (1) and served with ice-cream or cream. Although stewed (2) is nice to eat, the (3) content is destroyed in the cooking process. Stewed fruit can be used for fruit pie fillings.
 - b Any seafood, meat, poultry or bird can be used in a stew. The meat is cut into small (4)-sized pieces. The (5) and juices of the meat pass into the (6) and the stew becomes a tasty meal.
 - c Vegetable stews are popular with (7) and in areas where protein foods are scarce.

Investigating stewing



- 1 Copy the recipe for fish stew as part of your cookery booklet project and cook the recipe in groups.

Casseroles

Casseroles is a method of cooking that uses a stove oven and a casserole dish. The activity below explores casserole dishes and cooking methods.

Advantages

The advantages of casseroles are the same as stewing. It is especially good for tough cuts of meat as the long, slow and moist-heat cooking process causes the food to gelatinize (become like gelatin/gel) and become soft and digestible. An added advantage is that a casserole dish can be put directly onto the table.

Disadvantages

The main disadvantage of casseroles in the Solomon Islands is that this method requires a stove oven, which few families have.

What is a casserole?



- 1 Study the following pictures and then copy and complete the sentences that follow in your cookery booklet by filling in these missing words: **food, lid, dish, oven**.

A casserole is an _ dish with a _. Casseroles is the name given to _ cooked in a casserole _. The casserole dish can be taken from the oven and placed on a mat on the table for serving.

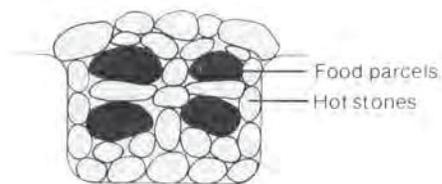


A casserole dish

- 2 Copy and complete the following sentences in your cookery book by filling in these missing words: **heat, oven, cut, liquid, casserole**.

Casseroles is a moist-heat method of cooking where:

- food is (1) into small pieces
 - a (2) is added (the liquid is served with the cooked food)
 - a long, slow, low (3) is used
 - the food is cooked in a closed (4) dish in an (5).
- 3 Look for different types of casserole dishes in stores. You could find Pyrex or cast-iron dishes. Take note of the prices. You could also cut out pictures of casserole dishes from magazines.
 - 4 If you have a casserole dish and a stove oven, look for a suitable recipe to make. If you live on the coast, try cooking a fish casserole with coconut cream, tomato and onion. This is delicious.
 - 5 Copy the advantages and disadvantages of casseroles into your cookery booklet.



Motu

Motu

A *motu* is an earth oven that is formed by heating stones which are put in with the food or arranged around the food. The heat in the stones is transferred to the food to cook it.

The cooking time varies with the quantity of food being prepared, from one hour to overnight. All types of food are cooked in the *motu* at the same time.

Motu methods



- 1 In your cookery booklet, draw an illustration of how to make a *motu* in your village or community and explain it.
- 2 List the foods you usually use in *motu* and give examples of *motu* meals.
- 3 Time how long it takes to prepare and cook a *motu* meal. How does this compare with other cooking methods? Could a *motu* meal be cooked in the oven of a stove? If possible try it. How long did it take? Did it use more fuel? What are the advantages and disadvantages of cooking in *motu* and cooking in a stove oven?
- 4 *Motu* is common in all provinces. Compare *motu* methods in your province with those in another province.
- 5 Why is *motu* popular in the Solomon Islands? What are the advantages of varying the cooking methods used for family meals?

Unit summary

- Moist heat cooking is cooking with water. Heat travels in three ways: radiation, conduction and convection.
- Moist heat cooking methods are steaming, casseroles, stewing and *motu*.

Unit 6.2 Dry heat cooking

Dry heat cooking refers to cooking without water.



Cooking without water

Think about all the times you've seen people cook without water. What has been cooked? What is the type of heat called?

Grilling

Grilling is a quick dry heat method of cooking using radiated heat. The food is cooked in, over or under the source of heat. Flames should not be present, only a red glowing surface. The food needs to be turned regularly during the cooking process to cook all sides evenly.



Grilling



Different meats can be grilled at the one time.

Under a gas or electric grill

Modern gas and electric stoves have a part called a grill. When lit, the grill becomes red hot and radiates heat. Under this grill there is a grilling pan with a rack. The food sits on the rack and any drips fall into the pan during the cooking process.

Suitable food for grilling

Only tender types of food can be grilled. Grilling is not a suitable method for large cheaper or tougher types of food. Food like chicken pieces, fish, tender cuts of meat, pineapple and tomatoes are suitable to grill.

Investigating grilling



- 1 Grill root crops in the hot coals of a fire. Grill foods like bananas or root vegetables with their skins on, corn with its husk on, clams in their shells or a whole fish in the hot coals of a fire. The skin or husk acts as a protective cover. Sometimes the food is wrapped in the leaves or aluminum foil. This protects the food from burning and the skin can be eaten.



Grilled bananas

- 2 Grill sausages and meat on a rack over hot coals.
 - a Thread small pieces of meat on a bamboo skewer alternating with pineapple and capsicum. Another idea is to use fish pieces with cucumber, tomato and onion. Serve on a bed of boiled rice.
 - b If you've never made toast, try it. Use a toaster or grill, or place a slice of bread on a fork or stick and hold over hot coals. Serve with butter or jam or a hard-boiled egg and a hot drink. Note that the bread becomes toasted by the effect of the radiated heat.
- 3 In your books explain what type of heat cooks the bananas, sausages and meat that you have grilled.
- 4 How long does it take the food to be cooked? (The length of the cooking depends on the type of food, the thickness of the food, the heat of the coals and the personal preference of the person.)

Barbecuing

A grill is similar to a barbecue. Tender meats (sausages, steaks, chops), fish, pineapple slices or whole tomatoes can be cooked on a wire rack or a thick flat piece of metal placed over

hot coals of a fire. Sometimes a slice of bread, prawns, a sausage or small pieces of meat can be placed on a stick or metal skewer and cooked over the radiating heat.

Baking

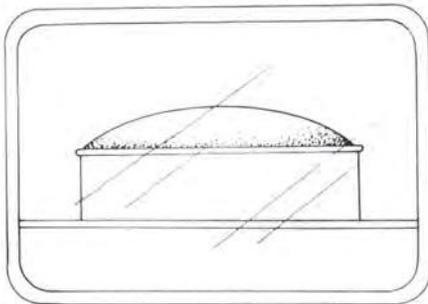
Baking is a cooking method using dry heat and an oven. An oven is an enclosed hot air space.

Wood, gas and electric stoves all have a part called an oven. Gas and electric stoves usually have a thermostat by which the temperature of an oven can be controlled. Drum ovens made from empty fuel drums are quite popular in the Solomon Islands.

What food can be baked?

Cakes, scones, biscuits, bread, pies and puddings are examples of food that is baked in an oven. These are not traditional in the Solomon Islands but have become very popular. Bread can be shaped as a loaf of bread or into smaller rolls. Bread and rolls can be served buttered with numerous nutritious fillings.

Most provinces have bakeries, which sell baked food such as sausage rolls, meat pies, cream buns, bread rolls, sliced bread and cakes.



Baking bread in a drum oven

A wise mother keeps her family happy by varying the type of food she cooks each day and the cooking methods she uses.

Bread

Ingredients

- 4 teaspoons dried yeast
- 2 teaspoons sugar
- 1 cup warm water
- 3 cups flour
- 2 teaspoons salt
- 2 teaspoons margarine

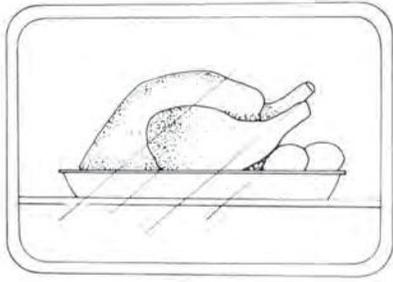
Method

- 1 Mix the yeast, sugar and water in a small jug. Leave until bubbles appear (about 10 minutes).
- 2 Sift the flour and salt into a bowl. Rub in the margarine.
- 3 Add the yeast liquid to the flour mixture. Stir into a soft dough.
- 4 Turn into a floured board and knead well
- 5 Place the dough into a bowl. Cover with a damp cloth. Stand in a warm place until the mixture doubles in size.
- 6 Shape it either into a loaf or into rolls. Place in a greased oven tin. Let it stand until it doubles in size again.
- 7 Bake in a moderate oven (drum or gas) until cooked. A loaf takes about 20 minutes. Rolls take about 10 minutes.
- 8 Let the bread cool and serve it buttered with your favourite filling.

Making bread



- 1 Copy the recipe for bread as part of your cookery booklet project and make the bread.
- 2 What foods do you like that are sold in a bakery? Would you like to make them at home?



Roasting chicken

Roasting

Roasting is the method of cooking food in an oven using fat. Sometimes food is roasted on a spit (a long stick or wire that is put through the food or animal so that you can turn it over the fire), and basted by pouring fat over it.

What food can be roasted?

Roast pork, roast chicken, roast beef and roast leg of lamb are all popular meals in the Solomon Islands. These are usually served with roast vegetables like potato or kumara, pumpkin and boiled peas and carrots.

A large piece of meat is usually roasted. A little fat is placed in the bottom of the roasting pan and the meat is rubbed over with fat. It is cooked in a hot oven for the first 20 minutes to seal the outside and then the heat is lowered. The inner tissues cook gently until tender. The meat is turned during the cooking.

Vegetables to be roasted may be added to the roasting pan for the last 40 minutes of the cooking time.

Roasts are often served with gravy, which is made from the drippings of the roast.

Gravy

Ingredients

drippings from roast

2 dessertspoons of flour

1 cup water

salt and pepper

Method

- 1 Remove the meat and vegetables from the roasting pan.
- 2 Drain off some of the fat leaving the drippings and a couple of spoons of fat in the pan.
- 3 Stir in 2 dessertspoons of flour.
- 4 Add a cup of water and stir to make smooth thick brown sauce.
- 5 Season with salt. Serve in a small jug.

Baking and roasting

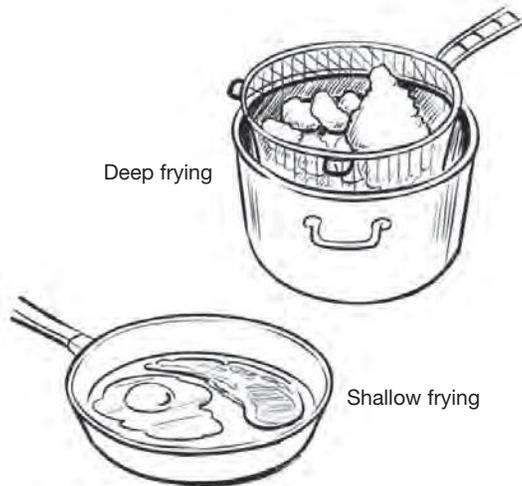


In groups or pairs, do the following activity.

- 1 Get two medium-sized kumaras. Bake one and roast the other. To bake kumara, wash it, prick it a few times and place it in the oven. To roast kumara, remove the skin, leave whole or cut into smaller pieces, place in hot fat and cook in the oven, turning during the cooking process to brown all sides. Compare a baked kumara in its skin to a roasted piece of kumara. How are they similar and how are they different?
- 2 Roast a chicken. Serve hot or cold with food to make a balanced meal. Chicken and chips is a favourite meal with children. It can be served with coloured vegetables to make a balanced meal. Chicken and salad sandwiches make a tasty packed lunch.

Frying

Frying is the method of cooking food in fat over a heat source. It is a quick method suitable to be used with food that only takes a short time to cook. The hot fat seals the surface of the food and the full flavour of the food is retained.



Methods of frying

Types of frying

There are two types of frying: shallow frying and deep frying.

- 1 Shallow frying requires a small amount of fat added to a shallow vessel such as a frying pan, or a greased hot plate, such as a barbecue plate.
- 2 Deep frying requires fat deep enough to completely cover the food such as a large saucepan.

Food suitable for frying

Egg omelettes, pancakes, bacon (salted and smoked pig meat) and eggs and fried sausages are examples of food that is shallow fried. In some areas, cassava or sago pancakes are traditional shallow fried food.

Potato chips, fish, wheatmeal cakes, fruit, meat or vegetable fritters and doughnuts are examples of food that is deep fried. Food to be deep fried is sometimes covered in batter or in flour, egg and breadcrumbs.

Take care when frying

Great care needs to be taken during frying, especially deep frying. This is because of the high temperatures used and the danger of fire.

- The fat must be hot enough, that is it must reach a frying point before the food is

added. If the fat is too cool, the food will absorb the fat and be greasy and soggy to eat. If the fat becomes too hot, it can ignite and burst into flames. Solid fat like dripping ignites (catches fire) more quickly than oils. To test if the frying point has been reached, drop a small piece of food into the oil. If bubbles quickly appear around the edge of the food, the fat is hot enough for cooking.

- Only half-fill a pot with fat. When the food is added, the hot fat will bubble up. If it bubbles over the side of the pot, the fat will catch on fire. Some houses have burned to the ground because of fire started by ignited cooking fat. To put out a fat fire, don't add water or try to move the pot. Instead, turn off the heat source if you are able to and smother the flames with a blanket, lid or soil.

Banana fritters

Ingredients

- 1 cup flour
- 1 teaspoon baking powder
- 4 teaspoons sugar
- 3/4 cup of milk
- ripe bananas
- oil for frying

Method

- 1 Place flour, baking powder and sugar in a bowl.
- 2 Gradually add the milk, beating well to make a smooth batter.
- 3 Peel and cut the bananas into quarters. Add to the batter.
- 4 Heat the oil to frying point. Add the bananas to the oil. Cook until golden brown. These are delicious served with ice cream.

Frying



- 1 Copy the recipe for banana fritters as part of your cookery booklet project.
- 2 Make fruit fritters using pineapples.
- 3 Have a barbecue. You can fry rissoles or sausages and serve with buttered bread and a variety of salads. Barbecues are a good way to entertain.

Smoking

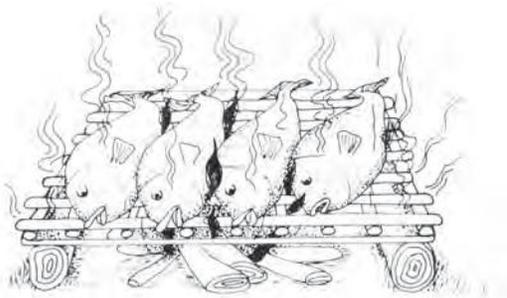
Smoking is a slow, gentle method of cooking where food is hung over a smoky fire and cooks in the dry heat of the smoke. The heat of the smoke seals the surface protein and the food cooks in its own juices.

The smoke gives a special flavour to the food. The flesh of the food dries out a little and the smoking acts as a preservative (that is the food keeps for a longer time without going bad).

Food suitable for smoking

All kinds of fish are suitable for smoking.

Villagers who cook a whole pig often have a lot of meat left over after the meal. This may be hung over a smoky fire. As meat is needed, it is cut from the end closest to the fire. The next time the fire is lit, the cut end is resealed. The meat continues to be used in this way. The smoking preserves the pig meat where no refrigerator is available, and gives added flavour to the food.



Smoking fish

Smoking fish



- 1 Take a whole fresh fish. Clean and scale it. Hang the fish over a smoky fire. Turn often until the fish is cooked and smoked to suit your taste. Serve with vegetables to make a balanced meal.
- 2 Take a whole fish. Clean and scale it. Break the flesh into flakes on a clean piece of screen wire over a smoky fire. Cook until the fish flakes are yellowish-brown in colour with a pleasant smoky taste. Serve as snacks.
- 3 Which would you prefer to eat—smoked fish or fresh fish? Why?
- 4 Why do we smoke fish?

Summarizing cooking methods



In your cookery booklet, construct a table to summarize all the kinds of cooking that you have learnt about in this strand under the following headings:

- Types of cooking methods
- Foods that can be cooked using this method
- Advantages and disadvantages.

Hand in your cookery booklet to your teacher for assessment.

Unit summary

- Dry heat cooking is cooking without water.
- Dry heat cooking methods are grilling, baking, roasting, frying and smoking.

7

Extension

Strand:
• Home management

Unit 7.1

Using local and modern materials for household equipment

Household equipment

Thinking about local and modern materials



Copy the following questions into your exercise book and write answers to them.

- 1 Do you have household equipment made from local materials, modern materials or both? Give some examples of each.
- 2 Do you prefer local or modern materials? Give two reasons for your answer.
- 3 Which is more expensive? Explain why this is.
- 4 Have you made any household equipment from local materials?
- 5 How did you make it?

Traditional or modern?



Copy the table on page 132 into your exercise book. Write the following words in the first column and tick the appropriate box (local materials, modern materials or both local and modern) for each item:

- | | |
|------------------------|---------------------------------------|
| • bamboo | • coconut husk |
| • bamboo candle holder | • coconut shell |
| • bark | • coconut shell soap holder |
| • bush timber | • drinking glass |
| • cane | • drum oven |
| • clay | • empty coffee jars and wooden crates |
| • coconut broom | |

- empty fuel drums
- empty powdered milk tins
- enamel plate
- feather
- kapok
- loia cane laundry basket
- bush fibres
- old car tyre
- pandanas
- plastic bucket
- rice bag
- saw dust stove
- sea shell
- seeds
- stove
- straw broom
- tapa
- tree trunk

Name the type of materials used to make them and the advantages and disadvantages of these materials.

Household equipment	Modern materials	Advantages	Disadvantages
?	?	?	?

Your teacher will explain how you can make some of the household items pictured on the following pages.

Household equipment	Local materials	Modern materials	Both traditional and modern
?	?	?	?
?	?	?	?



Household equipment

- Copy the following table into your exercise book and list household equipment you use at home or school made from local materials. Comment on the advantages and disadvantages of the local materials.

Household equipment	Local materials	Advantages	Disadvantages
?	?	?	?
?	?	?	?

- Copy the following table into your exercise book and list these modern-materials household items:

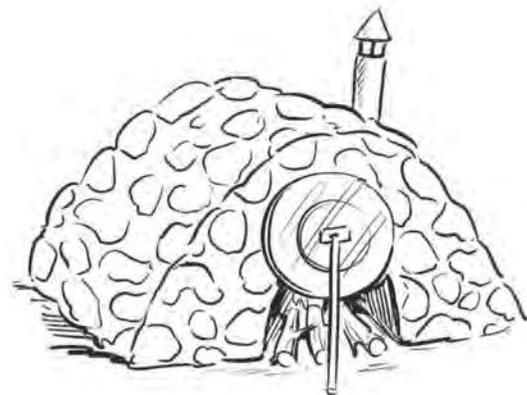
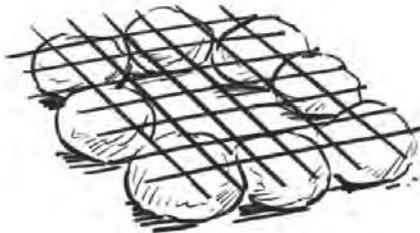
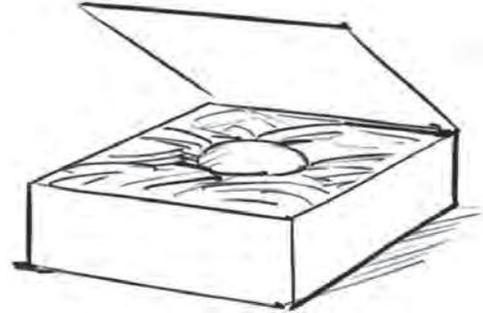
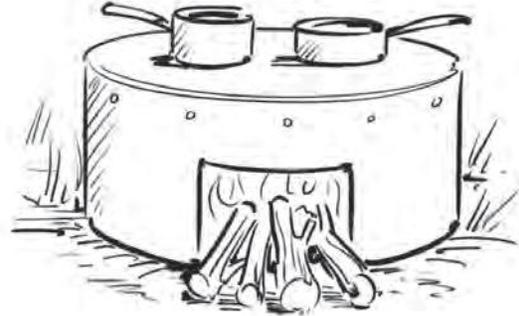
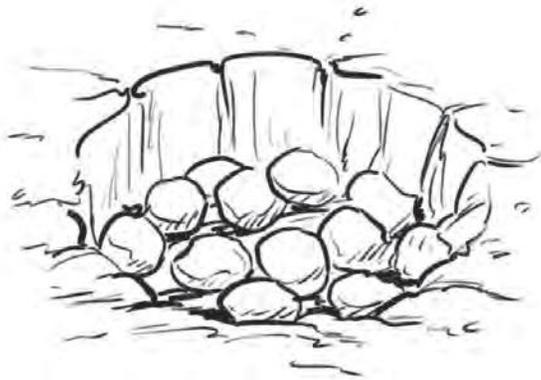
- basket
- bowl
- chair
- chopping board
- clothesline
- cooking vessel
- fireplace
- kitchen utensil
- storage container
- stove
- table
- tray

Fireplaces and stoves



- 1 In pairs, imagine that you have no access to a kerosene, gas or electric stove. Discuss what you could use to cook with instead and share your ideas with the class.
- 2 Copy the following illustrations of fireplaces or stoves into your exercise book, and choose their correct descriptions and names from the box on page 134. Label them with the correct names.

- 3 State whether each fireplace or stove is used indoors or outdoors and its advantages and disadvantages.
- 4 In groups, choose, make and use one of the types of stove or fireplace described above. When you have finished copy the table below into your exercise book and fill it in.



Stove or fireplace	Time taken	Easy to make?	Easy to use?	A lot of smoke or no smoke?	Useful for...?
?	?	?	?	?	?

A **drum oven** can be made from an empty fuel drum. It is raised above the ground so that a fire can be made underneath. The drum is covered with earth or stones to keep in the heat. The oven can be made with a door, a shelf and a chimney. It is useful for baking bread, scones and other types of oven cookery.

Three stones of similar size are grouped together. The fire is made between the stones, and the cooking pot or pan sits on top.

Two iron bars or wire mesh rest on stones, bricks or logs. The fire is made below the iron bars and the pots or pans sit on top.

A **fireless cooker** is made by packing a box with coconut husk fire or dried grass, leaving a space in the centre for the pot to sit on. The rice or food is brought to the boil or half-cooked on an ordinary stove and then placed on the fireless cooker and covered. The food continues to cook without using any fuel.

A **half-drum oven** can be made by cutting an empty fuel drum in half. An opening is cut on one side so the firewood can be pushed under. Pots sit on top and all kinds of boiling, stewing and frying can be done.

In a **motu** or hot stone ground oven, stones are heated until they are red-hot. Using bamboo tongs, the stones are then rearranged so that some line the hole and some are left to cover the leaf-wrapped food parcel.

A **sheet of iron** rests on four large stones. Advantages are that the bottom of the pots don't burn as easily, and smoke and flames don't rise above the iron.

Kitchen utensils

Kitchen utensils are all the useful tools we use to prepare, cook, serve and eat food.



Ladle/scooping device made from a half coconut shell attached to a bamboo stick

Making vessels



Imagine that you want to use local materials to make a bowl or a pot. In your exercise book list the materials you would use and the vessels you would like to make. Describe the construction of the cooking vessels and their uses.

Making kitchen utensils



- 1 Design and make a kitchen utensil from local material available in your province. The aim is to make it low cost, useful and attractive. Display your piece of equipment and include a short description on a small card.
- 2 Copy the table below into your exercise book and complete it. Here is a list of different kitchen utensils for the first column: cup, fork, grater, knives, peeler, racks, scrapers, spoons, strainers and tongs.

Kitchen utensils that can be made from local materials	Materials required	Drawings of items	Uses
?	?	?	?

Trays and chopping boards

Using trays and chopping boards



Copy the table below into your exercise book and complete it.

Trays are used for carrying and serving food and drinks in the home and during gatherings such as weddings and birthday parties. Trays need to be flat and strong with handles at each end. Chopping boards are used in the kitchen as cutting surfaces for food.

Trays and chopping boards	Local materials required	Drawings of items	Uses
?	?	?	?

Tables and chairs

Tables and chairs have become a part of modern society in the Solomon Islands. They are expensive to buy but are strong, useful and comfortable, last a long time, are easily cared for and are available in a wide range of sizes and styles.

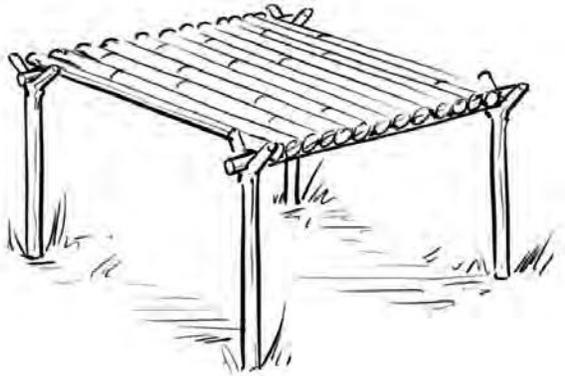
We can use tables and chairs outside the home or in the kitchen to make life more comfortable and food preparation easier.

Research activities



- 1 Contact a carpenter in your area and ask how much they would charge to make different types of tables and chairs.
- 2 If you live in town, copy the table on page 136 into your exercise book and then record the prices of three types of chairs and tables in furniture shops near where you live. Report back to the class. →

Chair/table type	Type	Price	Materials
Chairs	?	?	?
	?	?	?
Tables	?	?	?
	?	?	?



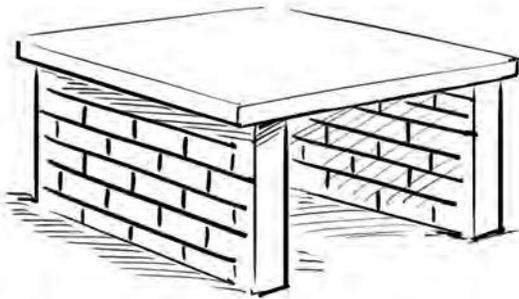
A bamboo table can be made by laying bamboo across supports to make a table top. The bamboo lengths can be bound together with rope. The tabletop is supported by four forked posts.



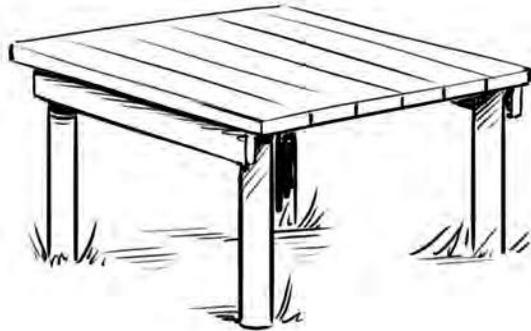
Wooden stool



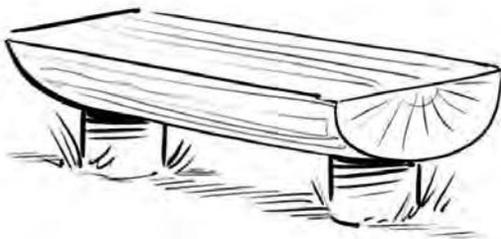
Table made from a sheet of plywood and two trestles (also called a 'horse')



Outdoor table made from bricks and concrete slab



Wooden slat table



Seat made from a split tree trunk



Seat made from a small fuel drum

Constructing and costing



Copy the illustrations of tables and chairs into your exercise book. Choose one chair or table, find out the cost and make it.

Living room and bedroom items



- 1 In your exercise book list other types of furniture that might be useful in a living room.
- 2 Design and make a living room item from material available in your province. The aim is to make it low cost, useful and attractive. Display your household item with a short description.

Bathroom, laundry and toilet items

It is unhygienic to leave dirty clothes lying on the floor or keep them hanging on rails in the bathroom. It is good to keep them in baskets or bags or a bucket until they are washed or laundered. Some people cannot afford imported items such as baskets or buckets. It is good to use local materials.

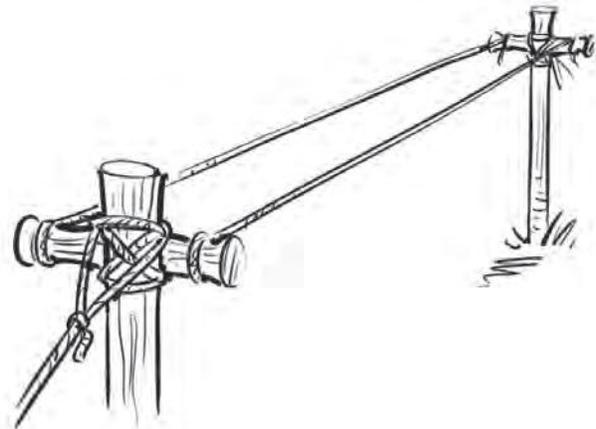
Making items for the bathroom



In your exercise book, write the names of some locally made items for the bathroom, laundry and toilet. Make one that you can use in your home.



Baskets can be made from bamboo or cane.



Clothesline and pegs



Soak pits are necessary for good drainage in washing areas

Making your own laundry basket



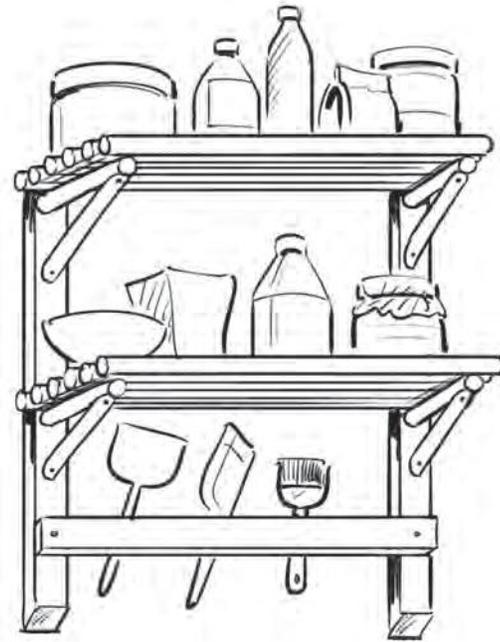
With the help of your teacher, in your exercise book:

- design an improvised laundry basket
- decide how to make it
- list materials needed
- write construction steps.

Make the laundry basket and hand it and your exercise book in for assessment.

Storage containers and storage units

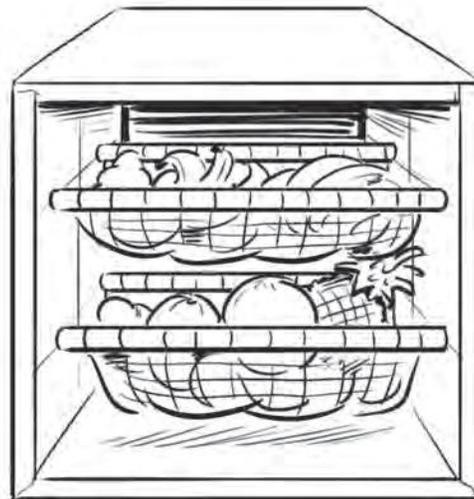
Things are easy to find if they are kept in a special place.



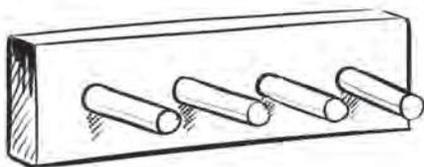
A storage shelf



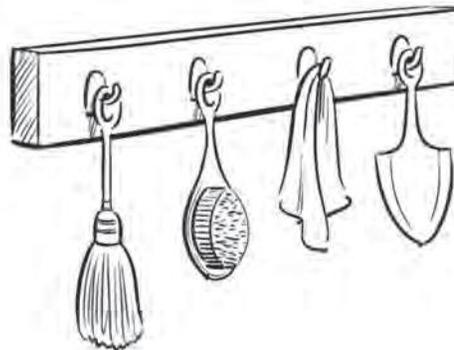
A wood sling made from plaited vine



A vegetable rack



Hanging rack made from dowel



Hanging rack



Food safe

Thinking about storage units



- 1 There are many types of storage items, for example bags, baskets, bottles, boxes, coconuts, shelves, vegetable racks and hooks. Think of the storage units used in your house and then copy and complete the following table in your exercise book.

Storage item	Materials used in making	Uses, care and storage
Laundry basket	Coconut frond, midribs, pandanus leaves	Collecting dry clothes, do not wash, keep in dry place

- 2 Look at the examples of storage containers and units. Choose one item to make. With the help of your teacher, in your exercise book:
 - list the materials needed
 - write the construction steps.

Unit summary

- Local materials are materials we get from the bush around us and modern materials are imported ones.
- It is useful to understand the advantages and disadvantages of local and modern household materials when making decisions about purchasing, making or repairing household items.

Unit 7.2

Improvising household equipment

What is improvisation?

You improvise when you make use of the materials that happen to be available at the time. For example, if you haven't got a hammer, you improvise by using a stone or piece of iron.

What is improvised equipment?

Here are some examples of improvised equipment:

- coconut shell soap holder
- bamboo candle holder
- drum oven.



Improvising

- 1 Do the following activities and display them in class.
 - a Use a can opener to remove both ends of a small tin, taking great care not to cut yourself. Wash the metal tube. This makes a useful biscuit or scone cutter.
 - b Collect empty, small coffee jars or Vegemite jars. Remove the labels by soaking in water. Use as vases or drinking glasses.
 - c Make an improvised tray. Take a rectangular piece of plywood or two sides of a cardboard carton glued together. Cover the surface with strips of pandanas, a piece of tapa cloth, or thin strips of bamboo. Attach handles to the end. The handles could be plaited rope or bush vine.

- d Make a chopping board. What is the advantage of using a chopping board?
- 2 As well as local materials, modern materials can also be used to make improvised equipment. Sometimes both of them are used together. The following is a list of local and modern materials which could be used to make improvised equipment for your home. Copy the list into the following table and beside each material suggest one item which could be made from it.

Items: clay, empty fuel drums, bamboo, old car tyres, coconut husk, rice bags, bush timber, sea shells, seeds, feathers, kapok, empty powdered milk tins, pandanas, numerous bush fibres, empty coffee jugs and wooden crates, coconut shell, cane, bark, tapa, tree trunks and stones.

Material	Item
?	?

- 3 Think of any improvised equipment you might make from each of these items.
- 4 Write your own definition of improvised equipment in your exercise book.

Advantages of improvising



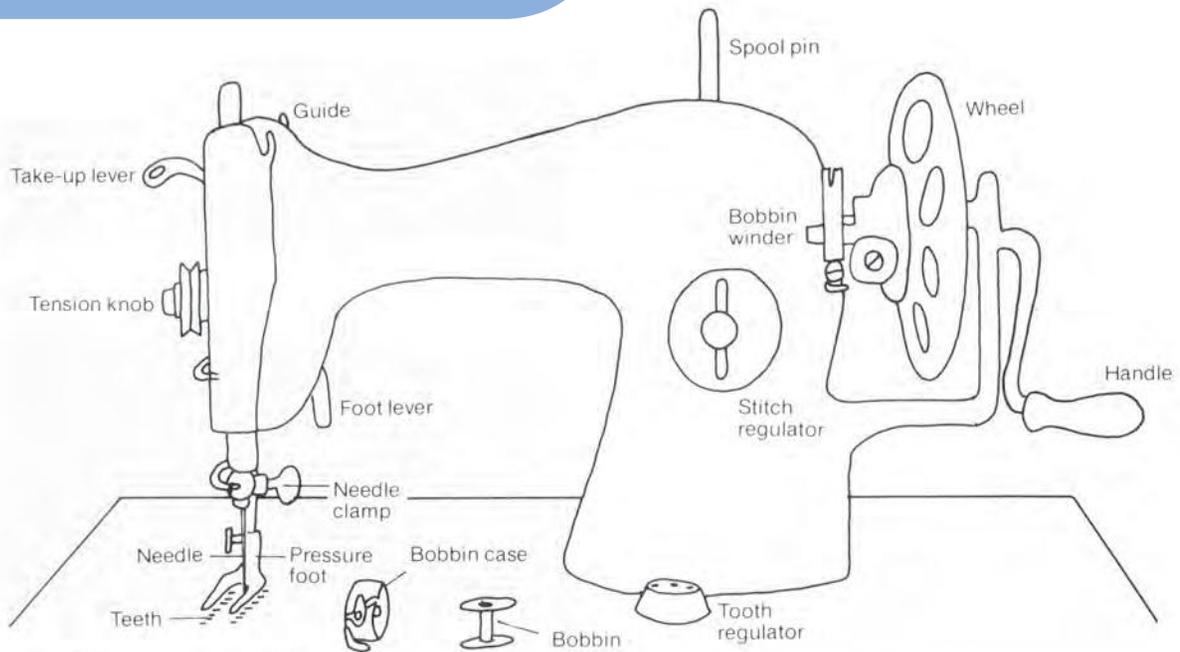
In groups, make a chart of the advantages of improvised equipment for the home by providing examples in the form of pictures or real equipment and then present it to the class in a talk. Display the chart of advantages in the classroom.

Unit summary

- Improvisation is the use of substitutes made from materials that happen to be available at the time.
- Improvised items can be made from local or modern materials.

Strand: Clothing and textiles

Unit 8.1 Sewing machines



Parts of a hand sewing machine

Read the instructions

Often a mechanic is called in only to find the sewing machine working perfectly. The complaint was made because the operator was not following the instructions of the booklet or teacher.

- Before calling for help, check whether:
 - the correct needle is being used (system and size)

- the needle is properly inserted
- the upper and lower threads are correct for the machine and sewing operations
- the upper and lower threads are threaded correctly
- the different adjustments have been made correctly, for example the thread tensions are set at correct values.



Using a sewing machine

In pairs, examine a sewing machine.

- 1 Check that the points from page 141 are followed.
- 2 Collect a piece of fabric from your teacher.
- 3 Sew a seam to see whether the machine is working well or needs adjustments.

- 4 Form groups to collect and observe samples together. See if you can identify some common machine faults on the seams.

Common sewing machine faults and how to fix them

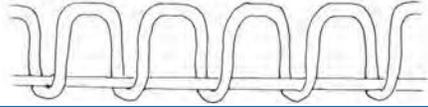
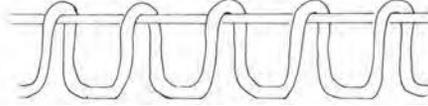
If your sewing machine has one of these faults, try each of the solutions given. The solutions are described below.

Problem	Possible cause	What to do
The upper thread breaks (needle thread)	<ul style="list-style-type: none"> • The machine is not threaded in the right way. • The extension of the upper needle thread is too tight. • The needle is bent or dull. • The thread is too thick for the needle size. • The upper thread is not the same thickness as the lower thread. 	<ul style="list-style-type: none"> • Thread the machine in the right way using instructions from booklet or teacher. • Loosen the tension of the upper thread. • Put in a new needle. • Use thinner cotton. • Use the same size of sewing thread for both the upper and the lower thread.
The lower thread breaks (bobbin thread)	<ul style="list-style-type: none"> • The tension of the lower thread is too tight. • Dirt, dust or small threads are in the bobbin case. 	<ul style="list-style-type: none"> • Loosen the tension of the lower thread. • Clean the bobbin case.
Thread gets caught under the throat plate	<ul style="list-style-type: none"> • The tension of the upper thread is too loose. 	<ul style="list-style-type: none"> • Tighten the tension of the upper thread.
The cloth puckers or does not lie flat	<ul style="list-style-type: none"> • The tensions are wrong. • The bobbin case is not threaded in the right way. • The needle is not threaded in the right way. 	<ul style="list-style-type: none"> • Change the tension. • Thread the bobbin case again. • Thread the needle again.
The needle breaks	<ul style="list-style-type: none"> • The person sewing was pulling the cloth. • The needle is bent. 	<ul style="list-style-type: none"> • Do not pull the cloth when sewing—guide it gently. • Put in a new needle.
The cloth does not move across the machine properly (does not feed through)	<ul style="list-style-type: none"> • The height of the feed dog is wrong. 	<ul style="list-style-type: none"> • Change the height of the feed dog.
The needle will not move up and down	<ul style="list-style-type: none"> • The wheel nut is loose. • The bobbin winder screw has come loose. • The rubber is worn. 	<ul style="list-style-type: none"> • Tighten the wheel nut. • Tighten the bobbin winder screw. • Put in a new rubber.
Skipped stitches	<ul style="list-style-type: none"> • Needle is incorrectly placed. • Needle is bent or blunt. • Needle does not suit the fabric. 	<ul style="list-style-type: none"> • Put in needle correctly. • Put in a new needle. • Change needle to suit type of fabric.
Needle unthreads	<ul style="list-style-type: none"> • Needle not lowered in the working area. • Needle inserted wrong way. • Needle threaded from the wrong direction. 	<ul style="list-style-type: none"> • Lower the needle. • Put in needle correctly. • Thread needle again.

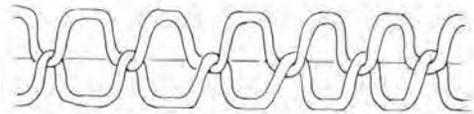


Common faults

Given below are pictures of some common sewing machine faults. Observe the pictures below and identify in your exercise book how to fix each fault.

Fault	
<ul style="list-style-type: none"> • Top thread pulled down underneath. • Bobbin thread lies along the top of the material. 	
<ul style="list-style-type: none"> • Needle thread lies along the top of fabric pulling up the bobbin threads as loops. 	

Correct tension



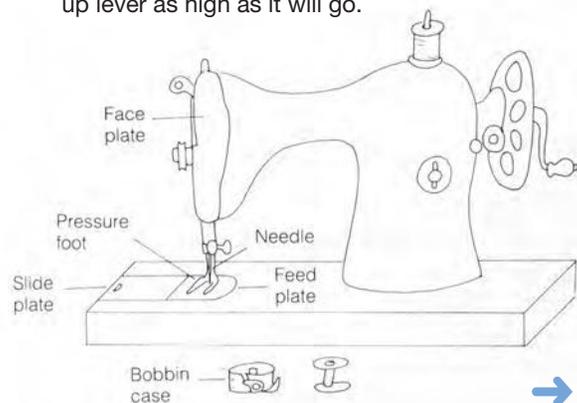
The stitches look the same on the front and the back of the machining. They should link together in the centre of the machining.

The right way to ...

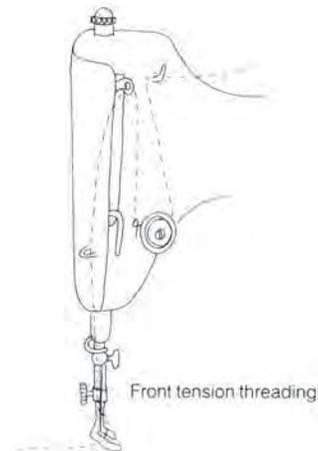
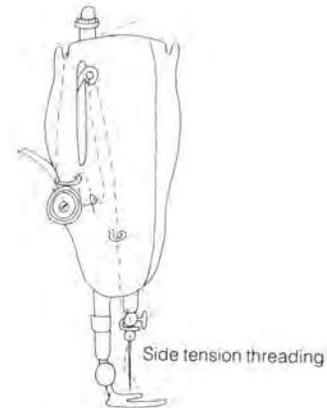
To keep your sewing machine running well, you must use it correctly. If you follow these steps when you are using the machine, it will not go wrong so easily.

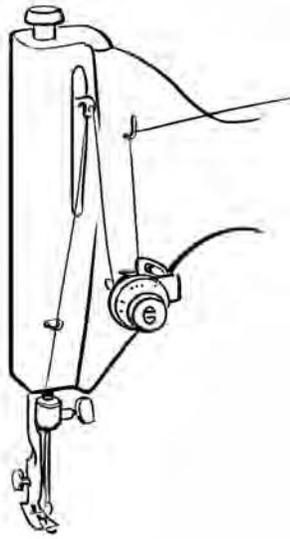
Threading the machine

- 1 Turn the wheel towards you to raise the take up lever as high as it will go.

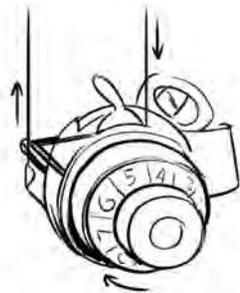


- 2 Put a spool of sewing thread on the spool pin.
- 3 Depending on the type of machine you have, thread it as shown in the diagram.



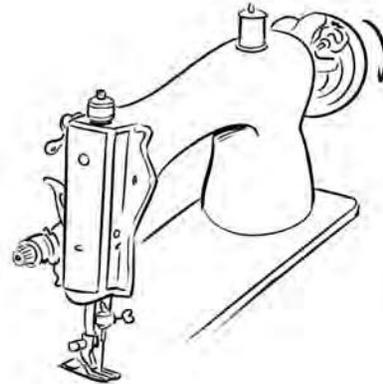


- 4 Depending on the type of machine you have, make sure the thread goes around the tension regulator as shown in the diagram.

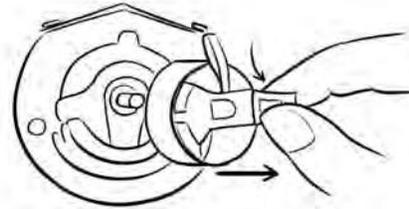


Taking out the bobbin case

- 1 Slowly turn the wheel towards you until the needle is as high as it will go.

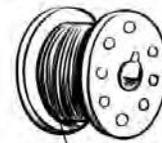


- 2 Open the cover plate.
- 3 Use two fingers to pull the latch of the bobbin case. Pull the bobbin case out of the machine. When you let go of the latch, the bobbin will drop out.



Threading the bobbin case

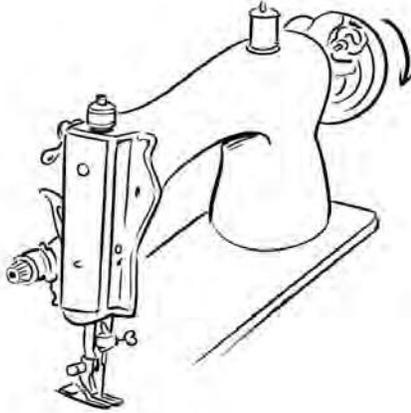
- 1 Make sure there is enough thread on the bobbin.



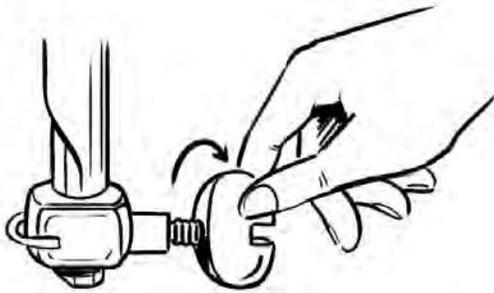
- 2 Hold the bobbin case in one hand. Use your other hand to put the bobbin into it. Put the bobbin in with the loose end of cotton hanging down in front (facing you).

Putting the needle in

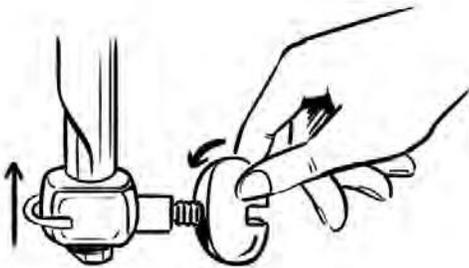
- 1 Slowly turn the wheel towards you until the needle bar is as high as it will go.



- 2 Loosen the needle clamp screw.



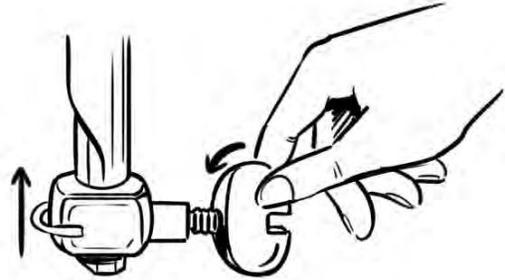
- 3 Hold the needle with the thick end up. Turn it so that the flat side is facing to the right. On a few machines, the flat side of the needle must face to the back.
- 4 Put the needle into the slot at the bottom of the needle bar. Put it in as far as it will go.



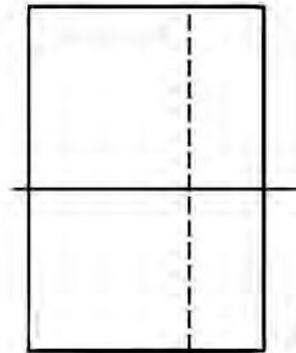
- 5 Tighten the needle clamp screw.

Changing the thread tensions

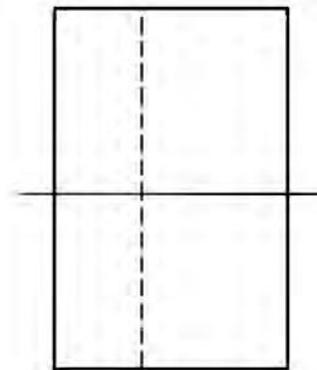
- 1 Check that the tension of the upper thread is the same as the tension of the lower thread.



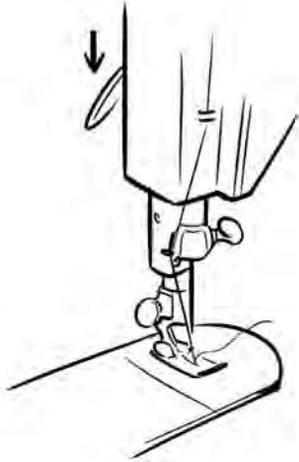
- 2 Both threads should fasten together in the centre of the sewn cloth.



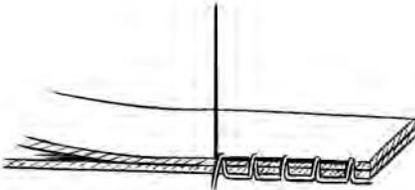
- 3 When both tensions are right, the stitches on both sides of the sewn cloth are the same size.



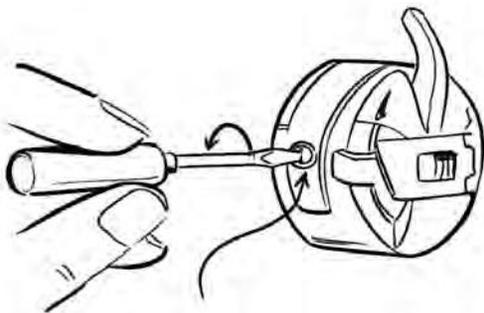
- 4 To get the right tension, you must:
- be sure the pressure foot is down when you sew
 - use the same thread for both the upper thread and lower thread.



- 5 The thickness of the cloth you are sewing may affect the tension. You will need to change the thread tension:
- when the tension of the upper thread is too tight
 - when the tension of the lower thread is too loose (as shown in the diagram).



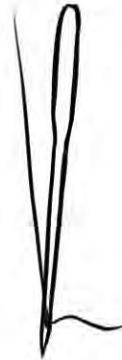
- 6 To make the tension of the lower thread looser, take out the bobbin case, find the small screw, use a small screwdriver to loosen the screw.



Using the right needle

Your sewing will look better and your machine will work if you use the right size of needle. The chart on page 149 shows which needle to use with different kinds of cloth.

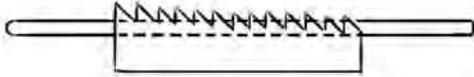
The thread tension may need to be changed when you sew a different kind of cloth.



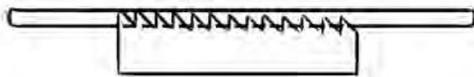
Changing the height of the feed dog

For ordinary sewing, the feed dog should be set so that when it is as high as it will go it is in the position shown in the diagram.

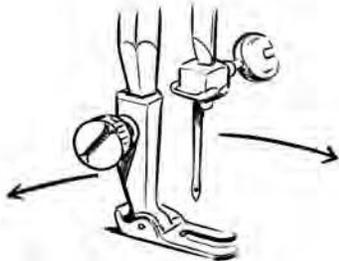
- 1 Turn the wheel until the feed dog is as high as it will go, then check the height. All the top points should be above the throat plate. All the bottom points should be below the throat plate.



- 2 If it is not correctly positioned it will look like this.



- 3 If the height of the feed dog is wrong, take off the needle and the pressure foot.



- 4 Take off the throat plate.



- 5 Adjust the height of the feed dog and replace the throat plate and other parts.

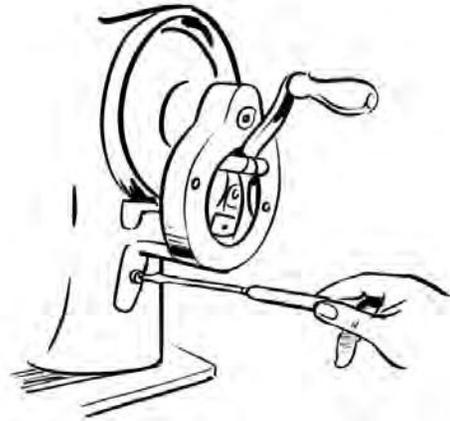
To tighten the bobbin winder screws

If the bobbin winder does not stay down when you want to wind the bobbin, take the following steps.

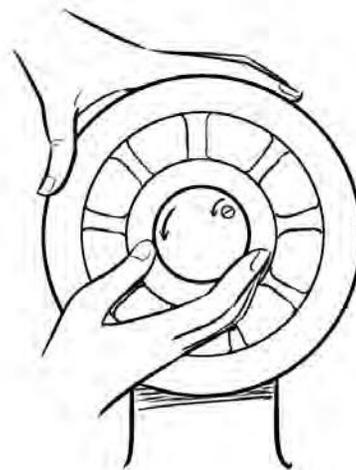
- 1 Take off the handle.



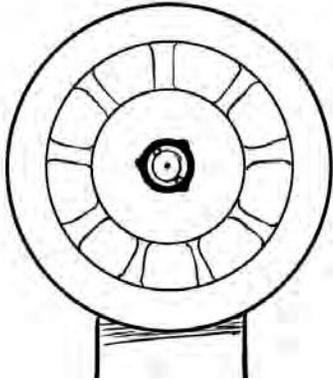
- 2 Loosen screw, then loosen the wheel nut.



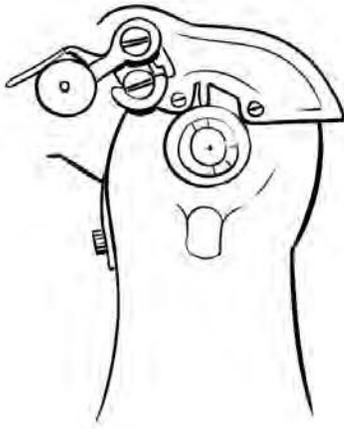
- 3 Take off the washer, then take off the wheel.



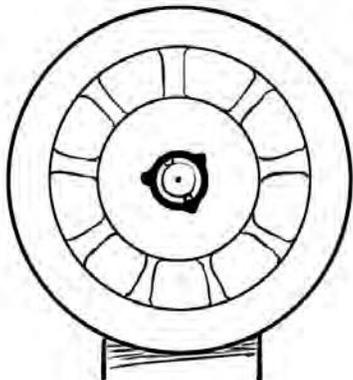
4 Tighten these two screws.



5 Put back the wheel and the washer.
6 Put back the wheel nut and tighten it.



Tighten the screw.
7 Put back the handle.



Machine

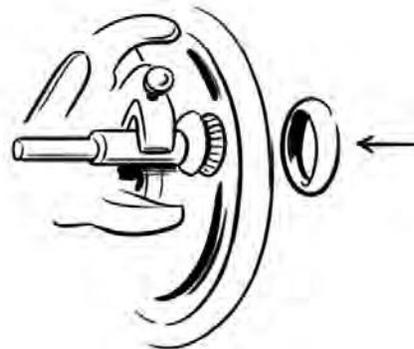


To put in a new bobbin winder rubber

1 If the rubber is worn, take it off the bobbin winder by pulling it towards the wheel.



2 Put a new rubber onto the bobbin winder by pushing it gently over the edge and into the groove.



Needles

Use fine needles for fine, light fabrics, thicker needles for heavier fabrics. Big needles on fine fabric will make big holes in the material.

Fabric and needle guide

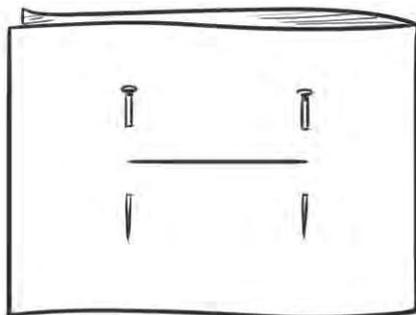
Fabric	Needle	Sewing thread
Light weight	9 11	Mercerized cotton 60 and 50
Silk	9 11	Silk sewing cotton
Medium weight such as calico	14	Size 50 or 40
Heavy weight for denim	16	Unmercerized cotton 24 or 10

Needle faults

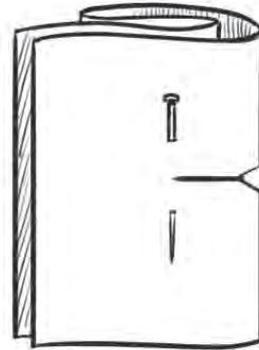
- 1 A needle unthreads if it has not been lowered into the working area or it is inserted the wrong way, or it has been threaded from the wrong direction.
- 2 The needle will fail to pick up bobbin thread if it has not been pushed far enough into the needle clamp. Put the needle the right way round and push it as far as it will go before tightening the screw quite firmly.

Making buttonholes

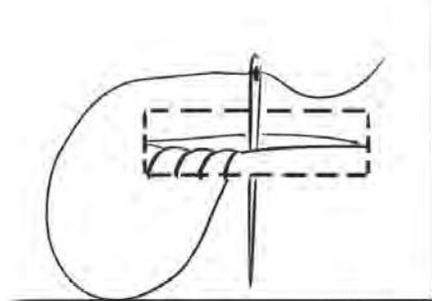
- 1 Mark the position and length of the buttonhole with a light line of tailor's chalk. To get the correct length, add the width of the button to the depth of the button.



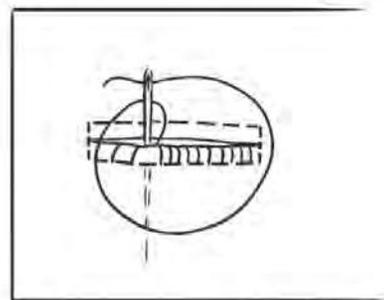
- 2 Using a small stitch length, machine an accurate box around, 2 mm out from the chalk and touching at the ends.
- 3 Cut the buttonhole accurately on the chalk line. To cut, fold fabric in the middle of the buttonhole length and make a small snip with heavy, pointed shears. Open the fabric out and carefully snip to each end of the line.



- 4 Overcast edges of the buttonhole using a single, matching thread. Sew just inside the row of machining.



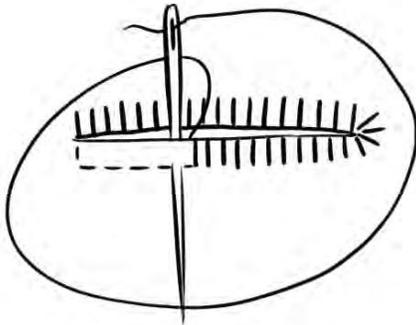
- 5 Using single matching thread, work a buttonhole stitch around the edges, taking the needle outside the row of machining.



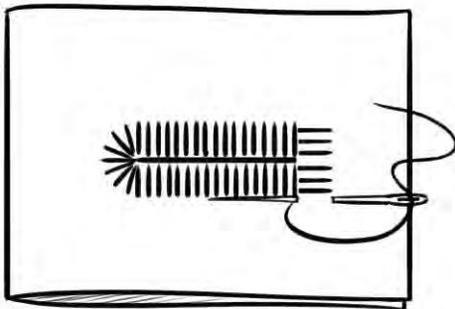
- 6 To do a buttonhole stitch:
- work from right to left (turn garment around)
 - take thread from the eye of the needle under the point of the needle from right to left.

This will form a 'purl' stitch. Ease the purl so it sits exactly on the cut edge.

- 7 At the fold edge of the buttonhole, fan stitches outwards, making them slightly longer than the others.



- 8 At the inside end of the buttonhole, make a bar tack with three or four vertical stitches across the end beyond the machining.



- 9 Cover the bar tack with a buttonhole stitch, catching fabric as you sew.
10 Finish off neatly without a knot.

Buttons

Buttons come in variety of sizes, thicknesses and shapes, and can be attached to a garment in several ways. Most buttons available in the Solomon Islands are flat, shirt-type buttons, although the size will vary. In most cases, the buttons can be sewn flat against the fabric and there is no need to make a shank.

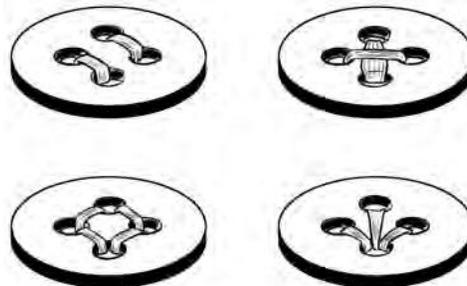
Sewing a button by hand

- 1 To sew a button flat to a garment, use a 45 cm length of double thread.
- 2 Make several tiny stitches on the fabric to mark the centre of the button and to anchor the thread.



- 3 Pass the thread through the holes three or four times and secure with small backstitches on the wrong side.

Choose from a variety of stitches to give interest.



Stitching buttons by machine is possible if the needle is able to sew zigzag stitch. The feed dog must be dropped and the width of the zigzag must match the distance between the holes, otherwise the needle will break.

Follow instructions in the machine book. If the button is thick and the fabric is heavy, then a thread shank may need to be added to the flat button.

Sewing a button by machine

- 1 Place a matchstick or thick needle on the button and stitch over it.



- 2 Finish stitching and remove the matchstick.



- 3 Twist the needle threads between the button and the fabric. Finish off with backstitches.

Zips

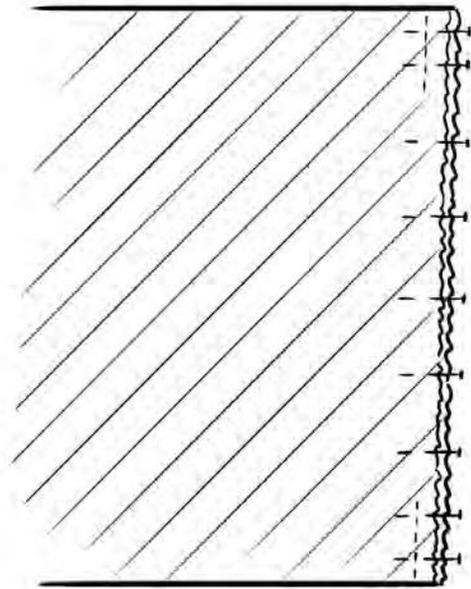
Methods of putting in zips vary according to where they are used. This method is very easy for a beginner, but is only suitable for items like sports bags or pencil cases.

Putting in a zip

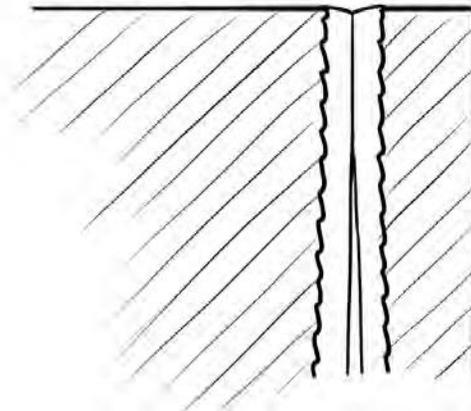
- 1 Neaten the edges where the zip will go, by zigzagging or clean finishing separately.



- 2 Pin the top edges of the bag right sides together. Mark the amount to leave unsewn, for the zip. Mark a sewing line from each end, 2 cm in from the top edges.



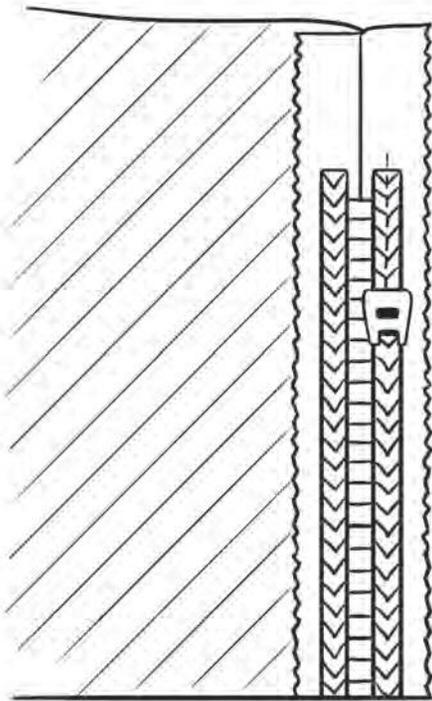
- 3 Sew accurately on the sewing line, back tacking securely at each end.
- 4 Remove pins and press seams flat and open, keeping the 2 cm width where the zip will go.





Buttons and zippers

- 5** Place zip, face down, on the right side of the 2 cm flap, only (the main part of bag is not sewn). Line the teeth of the zip up with the crease line. Alternatively, use a 10 mm wide strip of card to help you keep the edge of the zip tape 10 mm from the top seam edge.



- 6** If your machine has a zigzag stitch, turn the needle position to the left and sew the zip in on the right-hand edge of the zip tape. Back-tack both ends.
- 7** Turn the bag around, and sew the other side in the same way. Remember to turn the needle position back to the centre. After putting in the zip according to the instructions above, you may wish to top stitch it to keep it firmly in place and give it a special finishing touch.

- 1** Collect the fabric and required notion from your teacher, follow the instructions in the fabric and needle guide sheet and make samples of buttons and buttonholes and zippers.

Mount your samples on cards or in an exercise book and hand in for assessment.

- 2** Make an item that requires the use of either of the following processes:
- button and buttonhole
 - zipper.

Here are examples of items that you could select from:

- toilet bag



- cushion and cover



- pillow case



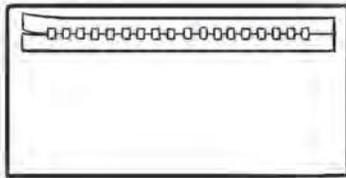
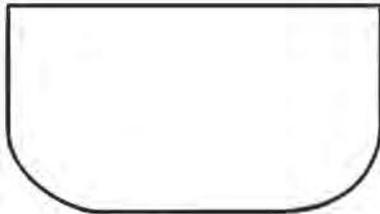
- pencil case



- shoulder bag.



Making a zipper purse



Zip

Choose a length to suit requirements, for example:

- 12 cm for a money purse
- 22 cm for a pencil case
- 35 cm for a book bag.

Fabric

- Length should be the zip length plus 3 cm.
- Width should be the depth required plus 3 cm; for example:
 - 15 cm for a money purse
 - 13 cm for a pencil case
 - 38 cm for a book bag.

Matching thread

Make sure you have thread to match the fabric you are using.

Decorative design

Consider materials such as dyes, paints, felts and embroidery.



Preparations

Consider:

- purpose (this will determine size and fabric thickness)
- age of user (child, teenager).

Decide on:

- size of pattern
- fabric to use (such as denim)
- decorative design (such as a train outline for a child's pencil case).

Making the purse

- 1 Cut out two fabric pieces allowing for 1.5 cm seams.
- 2 Zigzag around all raw edges to neaten.
- 3 Apply selected design by stenciling, screen printing, block printing, appliquéing, using fabric pens, or embroidering.

- 4 Place the right side of the zip to the right side of the fabric, with the sewing line of the zip (approximately 0.2 mm from teeth of zip) to the seam line of the fabric (that is, 1.5 cm from the edge). Machine the zip to the fabric. Press seam back.
- 5 Attach the zip to second side of the purse. Press.
- 6 Open the zip. Place the right sides of the fabric with edges together on three sides, and open the zip at the top edge. Pin and machine on seam line (1.5 cm from edge).
- 7 Turn through to right side. Press.

Cushions



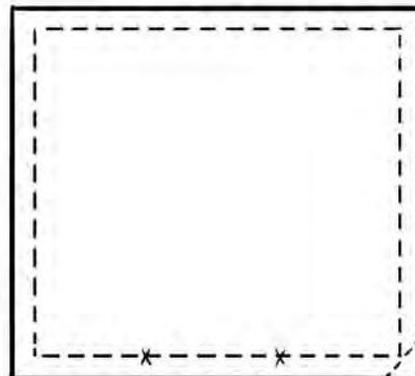
You are going to make a cushion. Before doing so, make the following decisions:

Preparation

- What I want to use the cushions for:
 - decorations
 - sitting on
 - standing on
 - lying on.
- What size I want:
 - large
 - medium
 - small.
- What type of filling I will use:
 - mattress foam
 - cotton wool
 - kapok
- What I require from the cushion cover:
 - absorbent
 - doesn't easily wrinkle
 - washable.
- Whether it fastens:
 - overlapped, envelope style
 - zippered at the back or side.

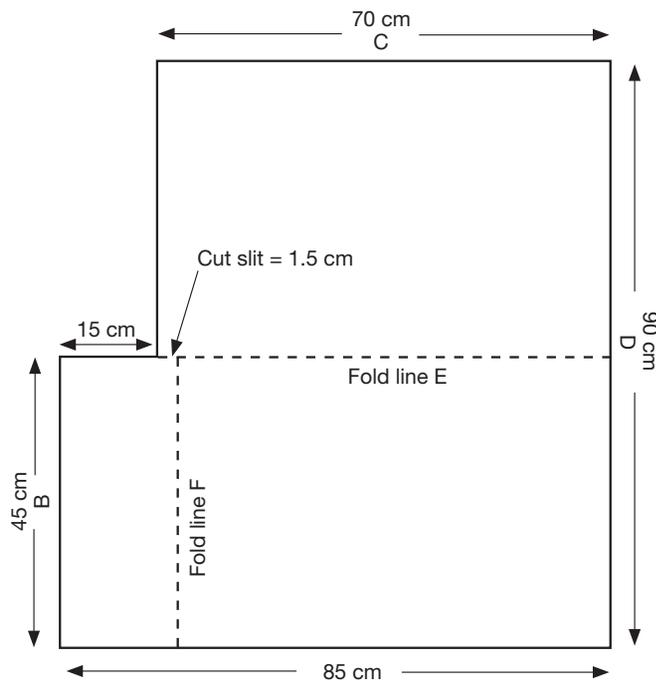
Making a cushion

These directions are for a 35-cm square cushion with non-removable cover. Adjust the measurements to suit your requirements.



- 1 Choose strong fabric. Cut two pieces 38 cm × 38 cm.
- 2 Place right sides facing each other. Stitch as in the diagram, 1.5 cm from the cut edge and turning at all four corners. Leave a space of 16 cm along one side.
- 3 Trim each corner. Turn the cushion so that the right side is outside.
- 4 Press.
- 5 Fill with chosen filling.
- 6 Sew up opening by hand or machine.

Pillowcase

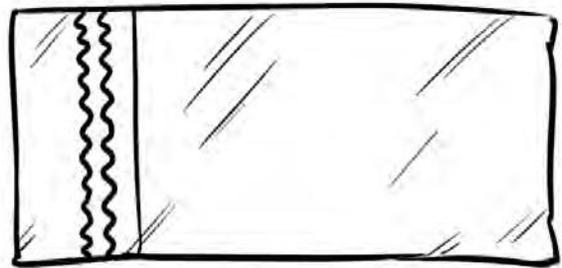


Requirements

- 90 cm fine cotton or other fabric (such as satin or taffeta).
- Matching thread.

Directions

- 1 Cut out a pillow case pattern to size, as in the diagram. If the pillow is smaller than standard size, adjust the length and width as necessary.
- 2 Hem edge A and edge B by turning under 0.5 cm then 1.5 cm. Machine close to the edge of the hem. A fancy stitch may be used.
- 3 Fold edge C to meet edge D, with the right sides facing.



- 4 Fold edge B back along the fold line, over edge A. Pin in position.
- 5 Machine along both the sides and bottom edge. Zigzag the raw edges to neaten.
- 6 Turn to the right side. Press well.



Variations

Applying lace

- 1 Cut along fold line position E.
- 2 Pin and machine lace in position as required.
- 3 Proceed as for a plain pillowcase.

Child's pillowcase

Adjust the size of the pattern. Measure the pillow carefully. Allow for seams.

Frilled pillowcase

Some pillowcases have a frill right around the pillowcase.

- 1 Cut the pattern along the fold line positions E and F, adding 1.5 cm on each edge of the cut. This would make three pattern pieces.
- 2 Make up the frill and insert it right around the pillowcase, between the two main pieces, before machining. Hem edge A as before but do not catch into machining.
- 3 Add the flap, hemmed along edge B, and machine into position.

Special designs

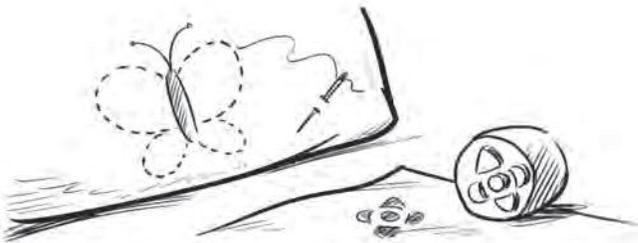
Extra designs may be added to plain fabric pillow cases if desired, such as:

- fabric pen embroidery
- screen, potato or stencil print
- embroidery with needle and thread.

These designs are usually applied to the fabric before making up the pillowcase.

Unit summary

- It is important to use a sewing machine that is working properly. Common machine faults include the upper thread breaking (needle thread), the lower thread breaking (bobbin thread), the cotton getting caught under the throat plate, the cloth puckering or not lying flat, the needle breaking, the cloth not moving across the machine properly (not feeding through).
- To avoid common faults, the sewing machine must be threaded correctly (upper and lower), the needle must be inserted correctly, the upper and lower tension must be the same and the correct needle size must be used.



9

Extension

Strand: Family studies

Unit 9.1 The family

One of the most important things families do is to teach children things that will make them able to look after themselves. Children used to learn everything at home. These days they also learn many things at school.

At home, as in school, there are different kinds of learning:

- *knowledge*, such as the type of trees that are best for building canoes
- *skills*, such as paddling a canoe
- *customs and behaviour* which you are expected to follow in your community, such as how to greet a visitor
- *values and beliefs*—ideas that your family or community thinks are important, or things that your community thinks are right, such as working hard, or wrong, such as stealing.



Knowledge and skills

These three pictures show some of the knowledge and skills learnt by children in different parts of the world. What knowledge and skills are these children using?



Knowledge and skills in Papua New Guinea

Here is an account of knowledge and skills learnt by children on Manus Island in Papua New Guinea.

The knowledge and skills that small children are expected to learn are called ‘understanding the house’, ‘understanding the fire’, ‘understanding the canoe’ and ‘understanding the sea’.

‘Understanding the house’ includes taking care in walking over the uneven floor, being able to climb up the ladder into the house, remembering to move a floorboard before spitting or throwing rubbish into the sea, not touching things that are lying on the floor, not climbing onto shelves or places that may break, and not bringing mud and rubbish inside the house.

‘Understanding the fire’ means understanding that the fire will burn the skin, that other things will burn if the fire touches them, that fire must be carried very carefully and that water will put out fire.

‘Understanding the canoe,’ means being able to balance while sitting or standing in the canoe, paddling and steering accurately so as not to hit anything, and bailing out a canoe by dipping the canoe forwards and backwards quickly.

‘Understanding the sea’ means being able to swim, dive and swim under water.

Learning from others



- 1 Read the account of knowledge and skills learnt by children on Manus Island in Papua New Guinea.
- 2 Divide into groups.
 - a Make a list of all the things you have learnt at home in your family or village.
 - b Make a list of all the people in your family or village who have taught you things.

Learning what is right and wrong

Parents or other relatives often tell children, ‘Don’t do that, it is wrong’ or ‘You must do that, it is right’. There are two kinds of right and wrong that children learn:

- 1 Customs and behaviour, such as how to enter a house or how to eat your food.
- 2 Values and beliefs, such as honesty and kindness. In the Solomon Islands the following values and beliefs are important:
 - working hard
 - not stealing other people’s property
 - asking for things that you want
 - respecting the Bible and God’s law
 - inviting visitors into your house and giving them food
 - treating others as your brothers or sisters and being kind to them.

These are not just actions but ideas. People teach children to work hard because they value hard work and believe it is right. They teach children not to steal because they believe stealing is wrong. They teach about God and the Bible because they believe in these things.

Learning from your own age group

Look at this boy. He is wearing ragged clothes with painted slogans on them and dark glasses and smoking a cigarette.



This boy probably learnt to do these things from other people of his own age and he hopes his friends will admire him. Perhaps he just wants to be different and do things his parents and teachers do not like.

Often young people learn things from people of their own age, not from parents or teachers. They do things because their friends do them and they do not want to be different. Sometimes they just want to show off and show they can do things that their parents and teachers don't want them to do. Sometimes these are harmless things, like wearing ragged clothes. Sometimes they are harmful things like smoking, drinking alcohol or stealing.

When you do something you should always ask yourself if you are doing it because you believe it is right. If you are just trying to imitate other people, to make people admire you, or annoy people, think again. You may be sorry later.

Learning from others



- 1 In groups, discuss bad and good things you do because you have learnt them from friends of your own age or because you want people to admire you.
- 2 Do you ever deliberately do things that your parents or teachers tell you not to do? Why? Give examples.

Unit summary

- We develop knowledge, skills, values and belief through interaction with our families and with others. They become part of our lives.
- It is important when you do something to always ask yourself if you are doing it because you believe it is right.

Unit 9.2 Families in Japan

Changes like those taking place in the families of the Solomon Islands are happening all over the world. One country where family life has changed greatly is Japan. Looking at family life in Japan may help us to understand some of the changes taking place in the Solomon Islands. About 50 years ago, most Japanese people lived in villages like most people in the Solomon Islands. Most Japanese people now live in cities.

If you went to Japan, some of the first things you would notice would be the number of people, the number of buildings and the number of cars. It is a very crowded country.

What differences can you see between the two families and the way they are sitting in this photo and the photo above? Which is more like a Solomon Islands family? ▶



A modern Japanese family eating at home.



A more traditional Japanese family eating at home.

Suzuki Tanaka's family

Suzuki Tanaka works in an office in the middle of Tokyo, a city of over 10 million people. He is an accountant in a big company employing over 10 000 people. He has never met the owners or the managers of the company, only his immediate superiors. His office is on the 20th floor of a 50-storey building and he has to go up in a 'lift' (a kind of cage pulled up by wires using electricity). His office is air-conditioned in summer and heated in winter and he has no window to look outside—only onto other offices.

He works from 8.30 am to 5 pm and he will be in trouble if he is five minutes late. He

has so much work to do that he cannot take more than five minutes rest for a cup of tea. He brings his lunch of rice and noodles and eats it in the office.

Mr Tanaka lives in a suburb (outer part) of Tokyo, 25 kilometres from his office, as this is the nearest place he could find a flat to rent. He has to spend 4 hours each day travelling to and from work—leaving at 6.30 am and returning at 7 pm, so he rarely has time to play with his children. His flat is on the 15th floor of a 20-storey building with 60 other families living in the same building. He has a living room 2 metres by 3 metres, two small bedrooms for him, his wife and two children, and a kitchen and bathroom.



Mr Tanaka's mother lives in an old people's home as there is no room for her to live in the flat. His children cannot usually play outside, as the flat is far from the ground and it is dangerous to leave them outside on their own in the big city.

Mr Tanaka earns 300 000 yen (SI\$12 000) per month, although things are much more expensive than in the Solomon Islands. They have to buy all their food from the stores and

the market. The family has a TV, a video, two computers, a telephone, a washing machine for washing clothes and a small car. At weekends they go to a traditional shrine or place of worship where there are green trees and plants, as they do not see these much in the city. They must also spend time shopping at weekends as Mr Tanaka has no time during the week.



Blocks of flats like the one Mr Tanaka's family lives in.



People in Tokyo on the way to work



An old people's home in Japan. These women are taking part in a traditional tea drinking ceremony.



In the garden of a traditional shrine.

- 2 Describe the customs in your culture associated with one of the following:
 - birth of a child
 - a death
 - a marriage
 - solving a conflict.

Unit summary

- Changes taking place in the families of the Solomon Islands are happening elsewhere in the world.

Life in Japan



- 1 Read the account of Mr Tanaka's family and make a list of the differences between the way this family lives and the way your family lives.
- 2 Copy the table below and list:
 - a the things about the life of Mr Tanaka and his family which you would like to do or have
 - b the things about the life of Mr Tanaka and his family which you would not like.

Things I like	Things I would not like
?	?
?	?

Solomon Islands customs



- 1 Imagine a Japanese person is coming to visit your family. What would you teach them to do to follow your customs when they enter your house, greet your family, eat a meal with you or sleep the night in your house?

Unit 9.3

Family structures

Family structures

A family can be made up of individuals belonging to the same or different cultural groups. The groups we belong to are part of our culture. Culture is the way of life of a group of people. It includes such things as their language, food, clothes, beliefs and values. Culture can also be described as the way of doing things that we share with others beyond our family and group. Each group has different cultures and beliefs. These are passed on to us from our parents and from others around us in our communities. Culture helps us to know who we are, where we come from and where we are going. It is important to know ourselves and be proud of our identity. It is important that we understand our culture as well as those of other groups that live in the Solomon Islands.

Customs are practices used by a group of people who share common interests and beliefs. They are taught, practised and passed on to children. It is important that we learn to respect the customs of all the people in our community, so that we can live together and understand one another. Some differences in customs can be seen when there is a birth, a death, a wedding or family conflict resolution.

Family structures



Read the text on family structures and in your exercise book write down:

- features of your own cultures
- three customs of your own community.

Monogamy

A monogamous relationship is a formal commitment between one man and one woman.



Legal marriage

The most common and acceptable form of monogamy in the modern culture of the Solomon Islands is legal marriage. Marriage is the union of a man and woman legally in a custom or church ceremony. This is encouraged by Christianity and also by our modern culture.

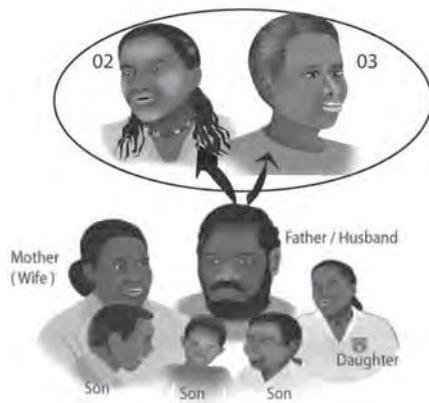


Defacto relationships

De facto relationships are increasing in our society. When a couple is in a de facto relationship, it means that the couple lives together without being legally married or married in a religious or customary ceremony. It usually involves one man and one woman. This is not generally acceptable in Christianity and Solomon Islands culture.

Extramarital relationships

Extramarital relationships—when married people have relationships outside of their marriage—are becoming more common in our society today, causing separation and unsteadiness in marriage. This type of relationship is not acceptable in Christianity or Solomon Islands culture.



Polygamy

Polygamy was common in the Solomon Islands before Christianity arrived. Polygamy occurs when a man has more than one wife. It is more common in Africa and Asia where many people follow Islam, started by Mohammad. It is also common in parts of Papua New Guinea, especially the Highlands.

Types of relationships



In groups, read about the types of relationships and answer the following questions.

- 1 Discuss and describe each type of relationship in your own words.
- 2 State the advantages and disadvantages of each type of relationship.

- 3 Discuss in groups the cultural beliefs and customary practices of monogamy, de facto relationships and polygamy.
- 4 Make a list of different cultural groups in your school and community.
- 5 Find out from you parents, grandparents, and friends or neighbors their ideas about polygamy, monogamy and de facto relationships in your own culture. Which of these are acceptable and which ones are not? Explain why.
- 6 Would you like to be one of the wives in a polygamous family? Give reasons.

Changes in family life

Family life is changing in the Solomon Islands, especially as increasing numbers of people work for money and live in towns. The following poems show some of these changes.

Working mother

By Jully Makini

My children don't know me:
 They call me Jully not mummy
 They can see me
 Two hours before bedtime
 An hour in the mornings
 No time for a cuddle, or play
 No time to feed, bathe or clothe them
 Just a peck on the cheek and
 'Bye bye, be good!
 See you at four'
 I'm never home during the week
 Too busy making money
 The only times I see them
 They are asleep in bed
 I spend nights alone
 Reading
 They spend their days alone
 With the housegirl.
 My children don't know me.

Urban life

By Jully Makini

Urban life
 Is so hard, not worth living
 Is so full of wrong, so full of hardship
 Is so full of worries, full of problems
 Is only for the strong.
 Money matters, especially struggling to make
 ends meet
 Trying to stretch a very small income
 From one pay day to the next.
 If not, then where are we going to get money?
 Just to help us to make it to pay day?
 Should I borrow from the till?
 From petty cash?
 Our coffee club?
 Even better, ask my boss. But will he give me?
 I doubt it.
 Ask my neighbour? But he is no better off.
 They practically live on cassava
 Go without electricity to pay school fees.
 I can't ask my parents, they live off the old
 man's pension.
 Paid monthly it doesn't last a week.
 I'll steal!
 I have the key to the office safe
 I handle all transactions, cheques and cash
 After all I am the cashier, the trusted one
 No harm in forging the accountants' signature
 It's not five dollars and only three more days
 to pay day,
 Then I can pay back.

Wife bashing

By Jully Makini

'Sister I have come to you with my black eye
 and bruises.'
 'I'm afraid of your hubby. Don't want to get
 involved.
 Go to big brother.'
 'Big brother, can you shelter and feed four
 more mouths?'
 'Any time sis, but my wife's tongue is sharper
 than a two-edged sword.
 Ask Dad.'
 'Dad I've come back with my problem, plus
 three kids.'
 'What did I say, daughter?'
 I was against this marriage from the start,
 But you were too strong for me and wouldn't
 listen.
 Go back to your husband, he owns you now.'
 'Police, help me,
 My husband belted me last night.'
 'I'm sorry this is a domestic affair.
 It's private, I don't want to pry.'
 'Pastor, is there any consolation or prayer,
 For my tormented soul?
 I'd divorce him if I could.'
 'You can't, cos you have promised,
 And the Bible says, "No divorce".'
 Impossible to go back to Dad
 Sis doesn't want to get involved
 Can't stand sister-in-law's tongue
 The police don't want to pry
 I don't like this cruel treatment from hubby
 But where can I go?
 Hubby,
 I'm back,
 I've brought back this battered body,
 Battered face, plus battered case
 I am the ball that players pass around
 I've had enough of being tossed around
 Like a hot sausage.
 Now I'm back
 Have a ball.

What happens in families?



- 1 Read the poem 'Working mother' and answer the following questions.
 - a Why doesn't this woman have time to see her children?
 - b Why does she have to worry about making money?
 - c Would this woman have these problems in an extended family in the village?
- 2 Read the poem 'Urban life' and answer the following questions about the man who is speaking.
 - a What is this man's main problem in his life?
 - b How does it make him feel?
 - c Why does he end up planning to steal?
 - d Would he have all these problems if he lived in a village?
- 3 Read the poem 'Wife bashing' and answer the following questions.
 - a What has happened to this woman?
 - b In your own words say why each of the people she goes to for help rejects her.
 - c Who does she go back to? What will probably happen to her?
 - d Where would this situation be most likely to happen: in town or an extended family in the village?

Unit summary

- Family structures can involve monogamy, de facto, extramarital relationships and polygamy.
- Changes in families can be seen in the poems 'Working mother', 'Urban life' and 'Wife bashing'. These three poems reflect the realities of changes in family life in the Solomon Islands.

Unit 9.4

A happy community

A community or society is made up of organized groups. The Solomon Islands is a large community or society. It has many different groups of people. We all work and live together in this large community. To develop a happy community, people should:

- *have a close relationship with God.* This refers to people who love God in all they do. They make a building for daily gathering for prayers. They read their Bibles or holy books daily and live by the word of God.
- *be united.* People are closely connected in whatever they do.
- *have good communication.* People talk freely with each other.
- *cooperate.* People work together.
- *be concerned and caring.* People care for one another daily whether in good or bad times.
- *share.* People share whatever they have with others without complaint.
- *have respect for others/their property.* People do not steal, but ask if they are in need. People do not just please themselves with resources or properties.
- *help others (especially those in need).* People are able to meet other people's need by giving to them.

Developing happy communities



- 1 Discuss how each of these points listed can help develop a happy community or society.
- 2 Describe any important ways in which your community cooperates with other communities.

Roles and responsibility of the community

As you become more independent, you will find that you have more responsibilities. You will be expected and relied upon to complete certain duties and behave in certain ways. For example, looking after young brothers and sisters and doing your homework.

Sometimes it can seem hard to meet all these expectations. Remember that you have many roles with various responsibilities. As a member of these different communities, think about your responsibilities in your:

- village
- school
- neighbourhood
- church.

As you grow older you will be required to accept more responsibilities.

Thinking about the future



In your exercise book write some of the responsibilities you are likely to have:

- when you are 25
- when you are 45.



Changes in communities

With the help of your teacher, prepare a list of questions on the advantages and disadvantages of change in the family.

- Ask members of your community to tell you about some of the changes in family life that have taken place in the area.
- Ask them what they think about the changes.
- Do you think these changes are good or bad?



Values, goals and standards

In your exercise book explain the meaning of the following words: family, community, society, happy, roles, goals, values, standard, sharing.

Values

Adolescence is the period between being a child and a fully grown adult; that is approximately 11 to 18 years old. This is a time when young people develop their own values.

Our values are the things and ideas that are important to us. Our values help us to decide what is right and wrong, and have a great influence on the attitudes that we develop.

Our values are reflected or seen in what we say and do.



Your values

- 1 Give an example of something you have learnt to value from your parents.
- 2 Schools also try to teach their students to value certain things. Give examples of values that are encouraged at your school and explain how this is done.

Isaac's story

Isaac was born in Teterere village, Haununu district, Makira, where he attended school up to class 6 before moving to Su'u National Secondary School in 1981.

In Teterere village he rarely attended religious gatherings. He usually preferred going to play with his friends in the village to attending church gatherings. He also liked to attend traditional gatherings.

He was a form five student at Su'u National Secondary School in Malaita in 1986.

He always attended classes and did very well. During the weekends he had to join bush section work and after that spent time in private studies.

He began to take much interest in learning more about God, since at Su'u attending prayers is compulsory. When he returned to Teterere village for the end of year holidays he did not take much interest in his tradition and culture. When his family went to attend gatherings, he preferred to stay at home reading his Bible.



Isaac's values

Read Isaac's story and answer the following questions in your exercise book.

- 1 Identify some changes in Isaac's values.
- 2 Are these changes good? Explain.
- 3 Why do you think Isaac is taking more interest in religious activities rather than in tradition and culture?
- 4 Discuss in a group which you consider the most important: tradition, culture or religion? Or are they all important, and should we respect them all?



Changes affecting Solomon Island families

Our lifestyle is changing with time. Sometimes we do not realize the effects of these changes in our lives. Apart from the many new and good things, changes also bring many problems.



Changing values

Discuss in groups the following and present your findings to the class.

- 1 Find out some of the causes of change taking place in children's values in your community today.
- 2 How are these changes in values different compared to values held in the past?
- 3 Why is it important to attend school?
- 4 Name some of the ceremonies performed in your community which show that people still value their culture.
- 5 Look around your community and list some social problems that change brings.

The Peokas' story

The Peokas live in town most of the time. They live in a rented house. They do not own any land. They buy their food from the shops and markets as they do not have enough land or time.

This is a big change because the Peokas' grandparents were simple village people who earned their living by making copra and diving for trochus shells. They spent time gardening, fishing and hunting for their foods. In the past most Solomon Islanders were gardeners, fishers and hunters.

The Peokas' values

Read the Peokas' story and answer the questions that follow.

- 1 What are the advantages and disadvantages of the Peokas' lifestyle today?
- 2 What are the advantages and disadvantages of their grandparents' lifestyle in the past?
- 3 Which lifestyle would you like to have? Give your reasons.

Unit summary

- A happy community has a close relationship with God, and the community members unite, cooperate, care, share, respect and help one another.

The Peokas decided that they needed to be able to love, care and support their children, so they used family planning methods and had two children. It is easier to clothe, feed, discipline and educate fewer children.

However, their grandparents had many children and lived as part of a big extended family, with nearly all their relatives in the village.

Many Solomon Island families are moving into town, like the Peokas. As a result, there is no space for the extended family.

Solomon Islands Home Economics

Year 7

Learner's Book

Home Economics is an important subject that aims to achieve, maintain and improve the wellbeing of individuals in their family and community lives. It supports, supplements and extends students' home learning. *Solomon Islands Home Economics Learners Book* encourages learners to learn by doing.

This textbook is part of the **Solomon Islands Secondary Home Economics for Years 7 to 9** series. The series helps learners to achieve the learning outcomes of the Home Economics syllabus 2008. This was developed during the Solomon Islands School Curriculum Reform 2005 to 2012. The books help learners to develop skills in food preparation, clothing construction and other activities that relate to home and family living in an interesting way. The books also assist learners to be more independent, promote the health and personal development of individual learners, and foster an understanding and respect for themselves and others.

The Ministry of Education's Key Learning Outcomes are addressed in many of the activities. Practical activities enable learners to apply skills using available resources to meet their needs.

The book will enable learners to gain skills, knowledge and attitudes that have long-term application throughout life, both within the home and beyond in the wider environment and the community.