



Solomon Islands

Primary Social Studies

Learner's Resource Book

Year 2





Solomon Islands Primary Social Studies

Learner's Resource Book

Year 2



Acknowledgements

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Chapter 1

Places and Spaces in Our Village/Settlement

In this chapter you will:

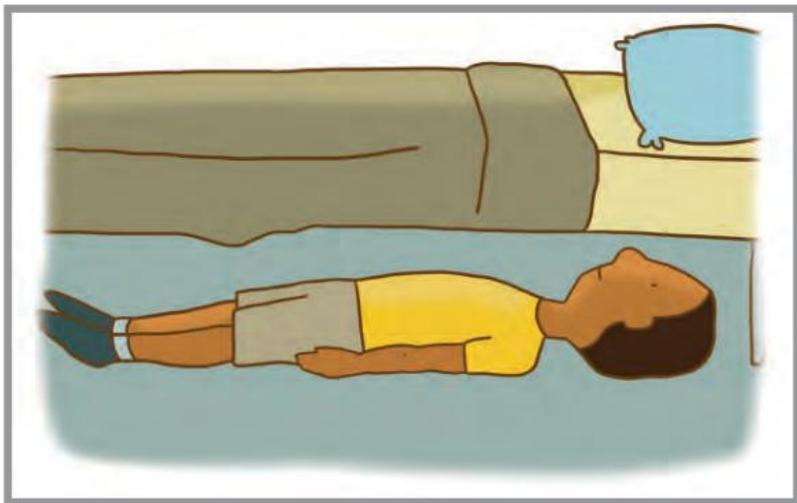
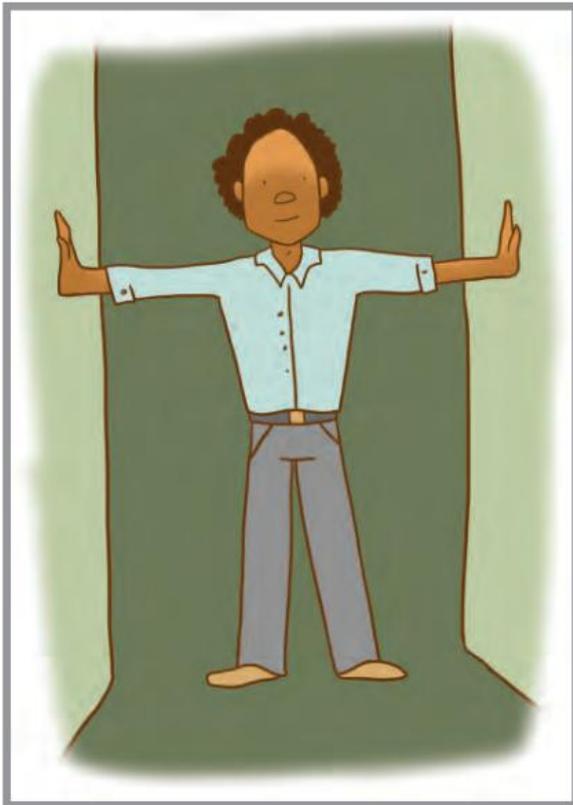
- talk about the spaces and places around us
- list ways people use spaces
- say why people might like or dislike places and spaces
- ask questions about how people name and use the places and spaces in their village/settlement
- show the difference between **natural** things and those made by people
- name the ways in which people can use natural things and things made by people
- talk about the **different** ways in which people care for their places and spaces
- use words that tell us about natural and **people-made** things in our spaces and places.

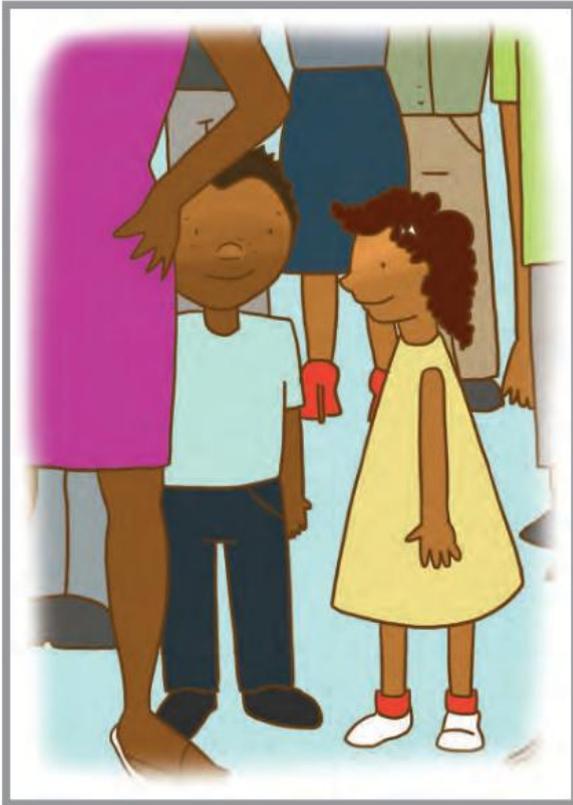
Let's talk about the space around us!



My space

Activity 1





The spaces around us can be big or small.



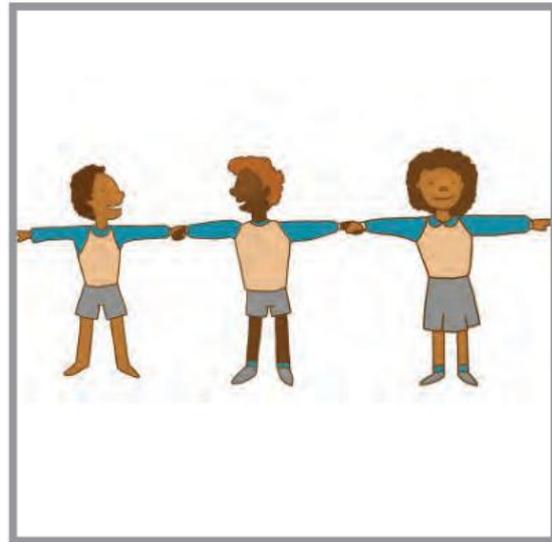
People use spaces in different ways



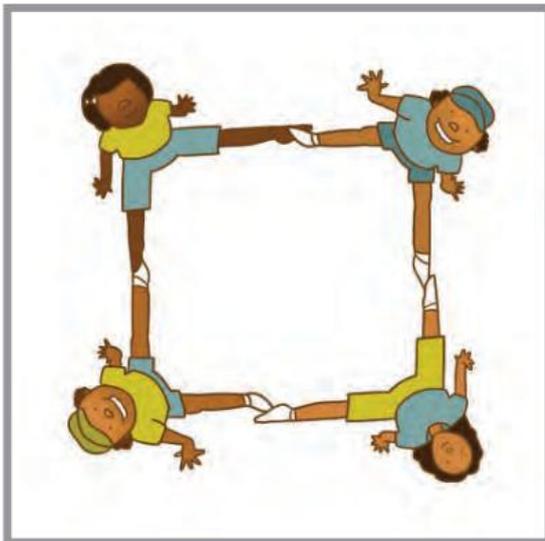
Activity 2



Can you see a circle?



Can you see a line?



Can you see a square?

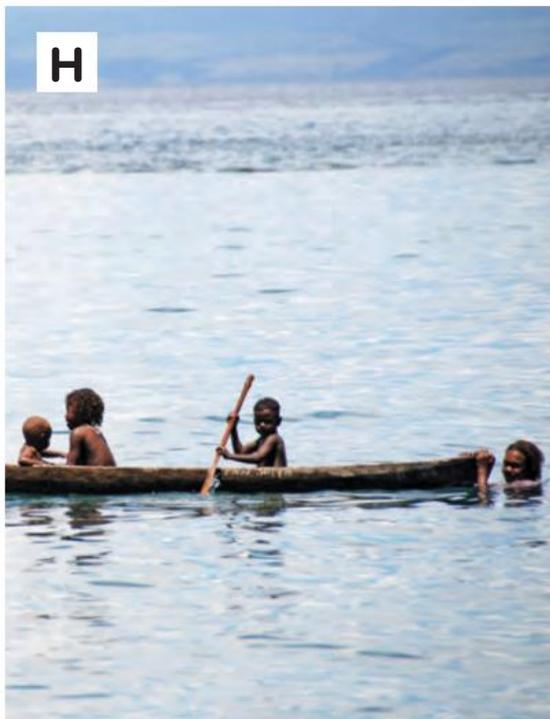


Can you see a triangle?

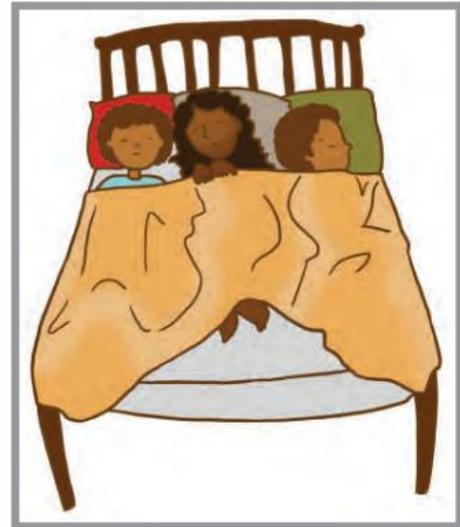
Activity 3



Activity 3 continued



Activities 4 and 5

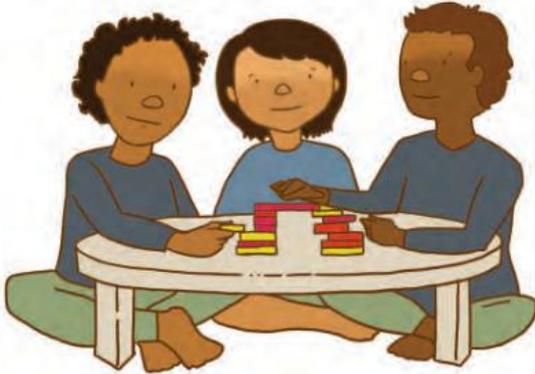


How do we use our spaces at home?

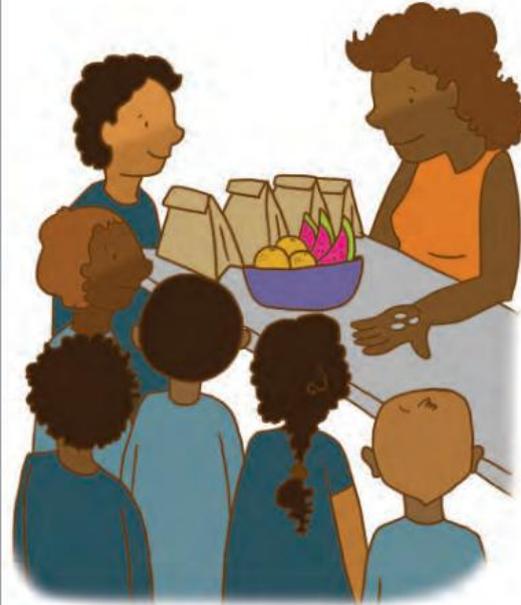


Activity 6

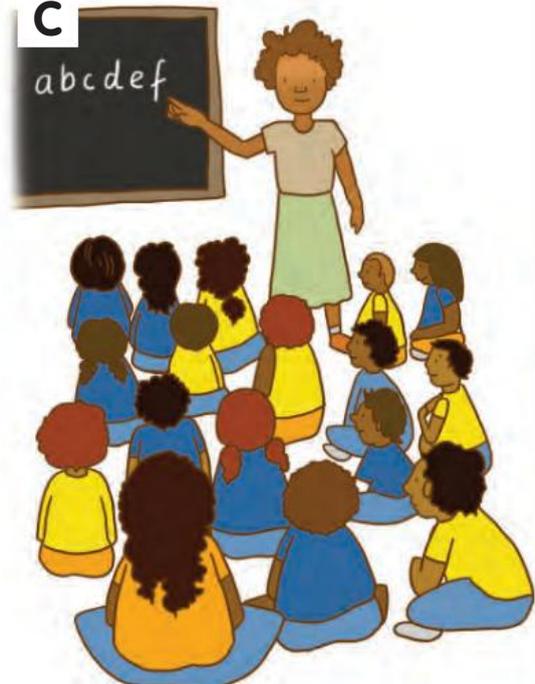
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B



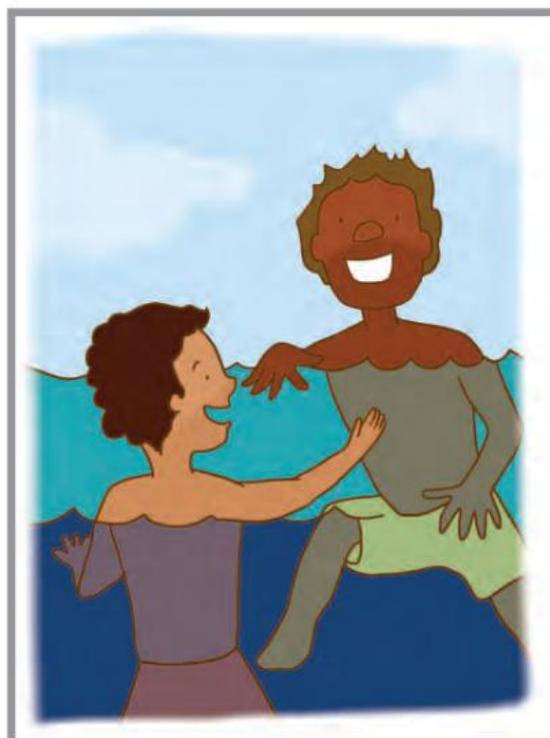
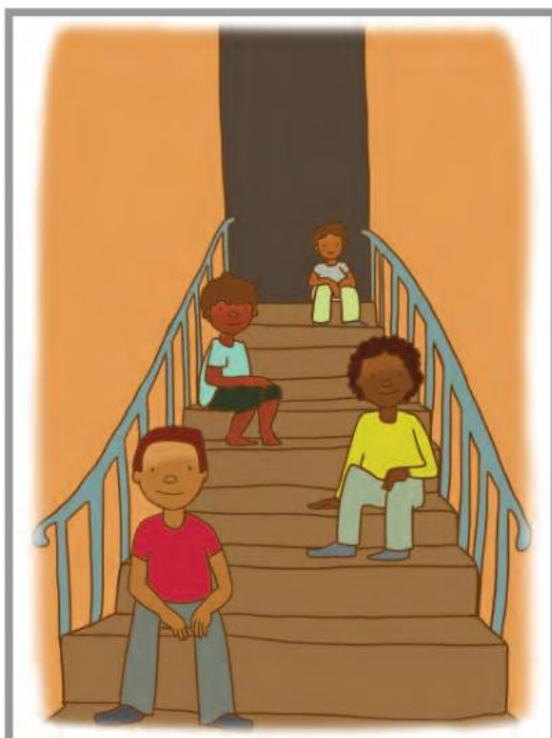
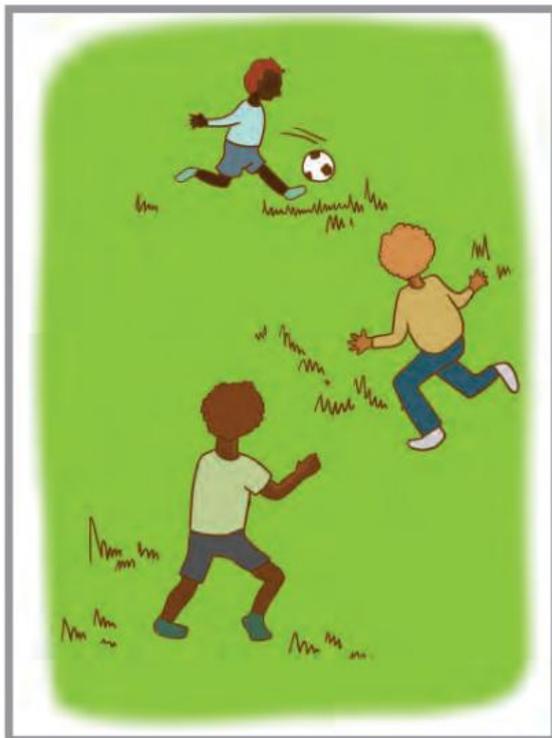
C



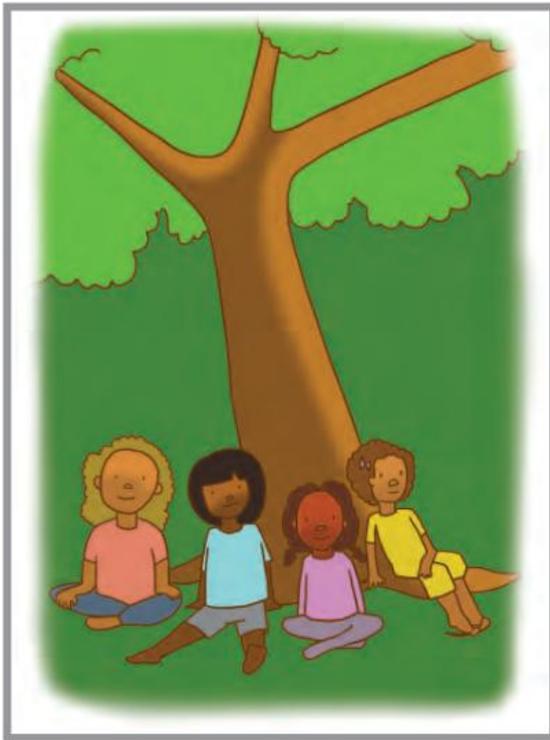
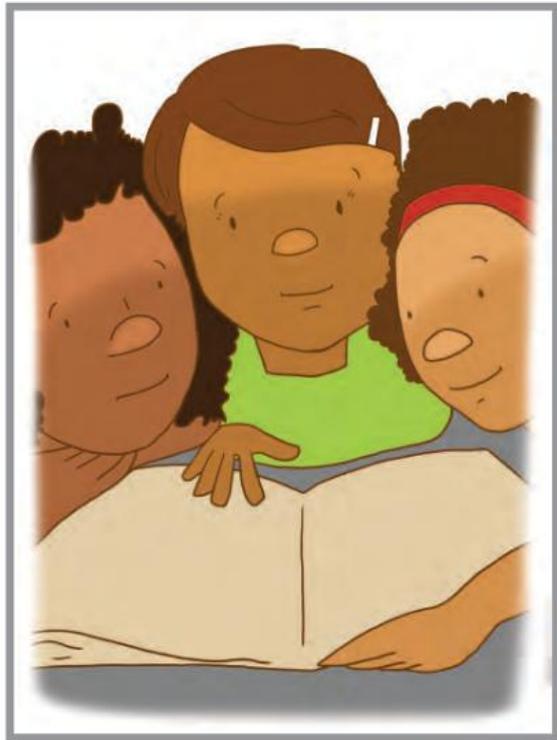
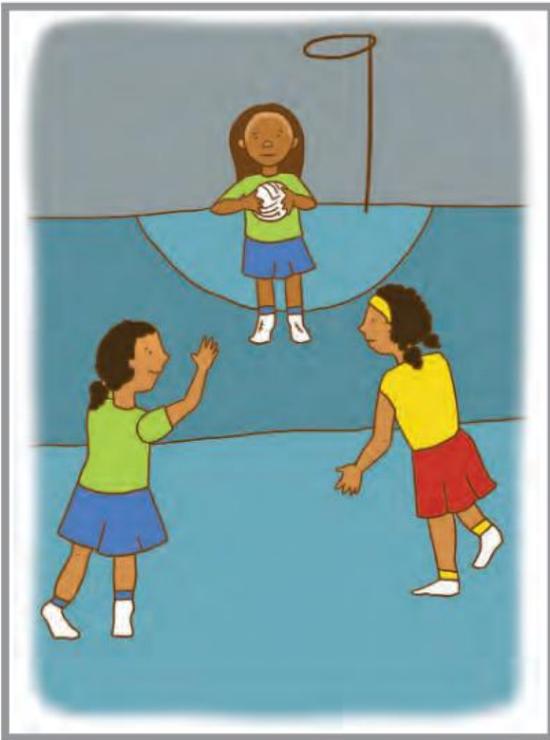
D



Activity 7



Activity 7 continued



My favourite place

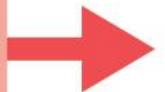
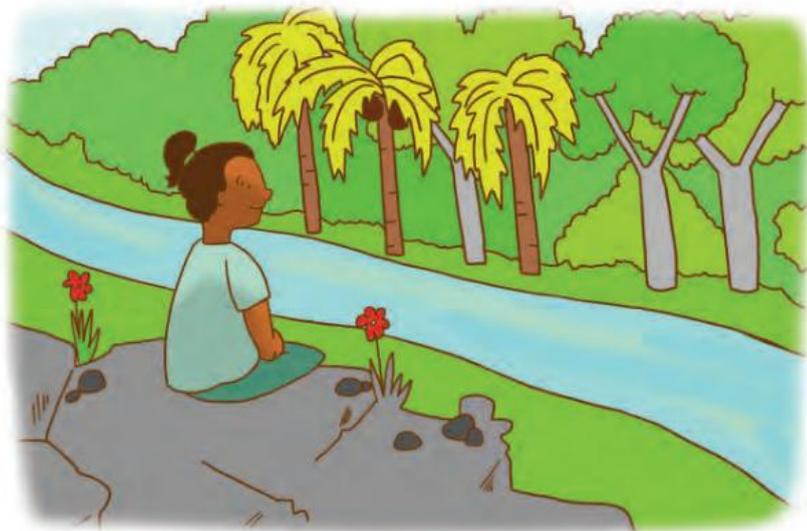
Do you have a favourite place?



Activity 8

Story 1

Ada has a favourite place she goes to when she wants some space to herself. Her favourite place is sitting on a rock beside the river. It is peaceful, cool and pretty with flowers and trees.



Activity 8 continued

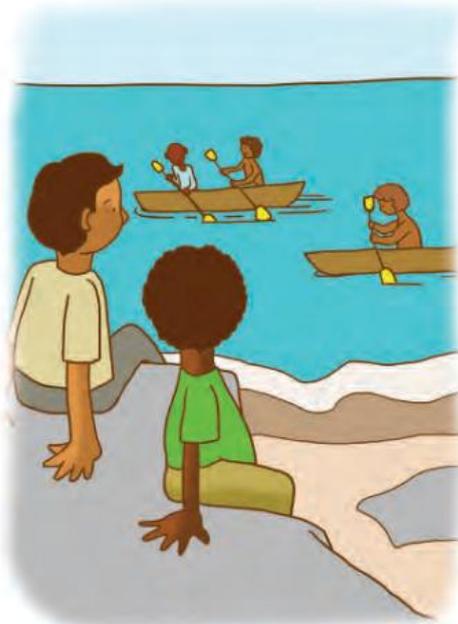
Story 2

Emma and her best friend, Teresa, have a favourite place in their settlement where they sit on a log under the mango tree beside the road and talk. It is shady and cool but sometimes it is dusty. They talk and wave to people who are walking or driving by.



Story 3

Willy and his brother Ken like to go to the beach when they have finished their jobs in the village. They have a special rock that they sit on and talk while they watch the waves splashing near them and the canoes going past.



Natural and people-made things in my school



Activity 9

Look around your classroom. Can you spot any natural and people-made things?



Natural and people-made things in my village/settlement

Activities 10 and 11

Look around your village or settlement. Can you spot any natural and people-made things?



Natural things



Things made by people



Names of places

Activity 12

The story of two villages

A long time ago the people of Neo village and Malo village lived together in one village. The name of the village was Nawosalag. It was in the western part of Santa Cruz Island. This is the story of why they were separated from each other.

One day there was a man who got married. The people of the village wanted to have their custom dance. They danced and danced all day until the next day, the dance was stopped.

The man wanted to have a short sleep, so he went down the hill and got inside his canoe and slept there. The chief of the village went down and cut off the canoe's string. The canoe sailed away from the island until it came to Santa Ana.

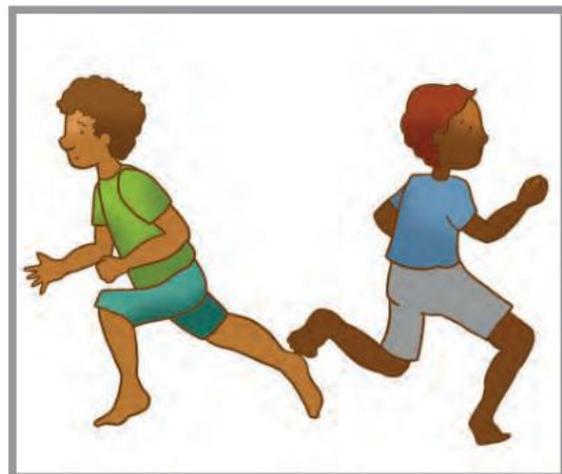




The man woke up because he heard the breaking of the waves. He put up the sail of his canoe and sailed back to Santa Cruz Island. He sailed on and on until he came back to his own village. He took his weapons and shot the chief of the village.



The people of the village were afraid. Some people ran to the south. They made their home there and called it Malo. Some people ran to the north. They made their home there and called it Neo. And that's how the people separated from each other.

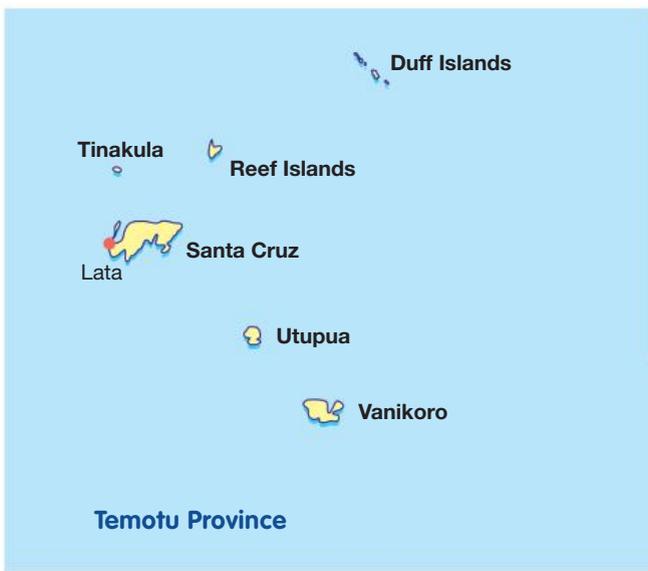
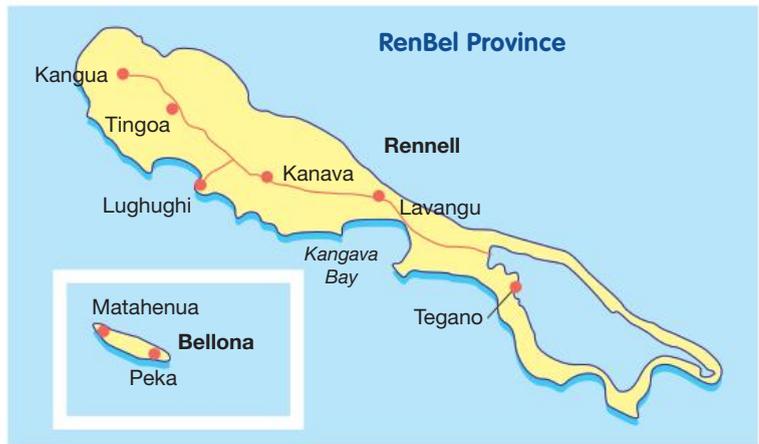


Lillian Itawa, Luesaleba



Activities 13 and 14







Activity 15

Tambaka Bay

by Opportunity Kuku

How beautiful Tambaka Bay is!

How gently the winds blow.

How peaceful are the waves that break over the beach.

The leaves on the trees

Blow gently in the wind.

The birds sing a melody

That brings peace to Tambaka.

Waiting for all.

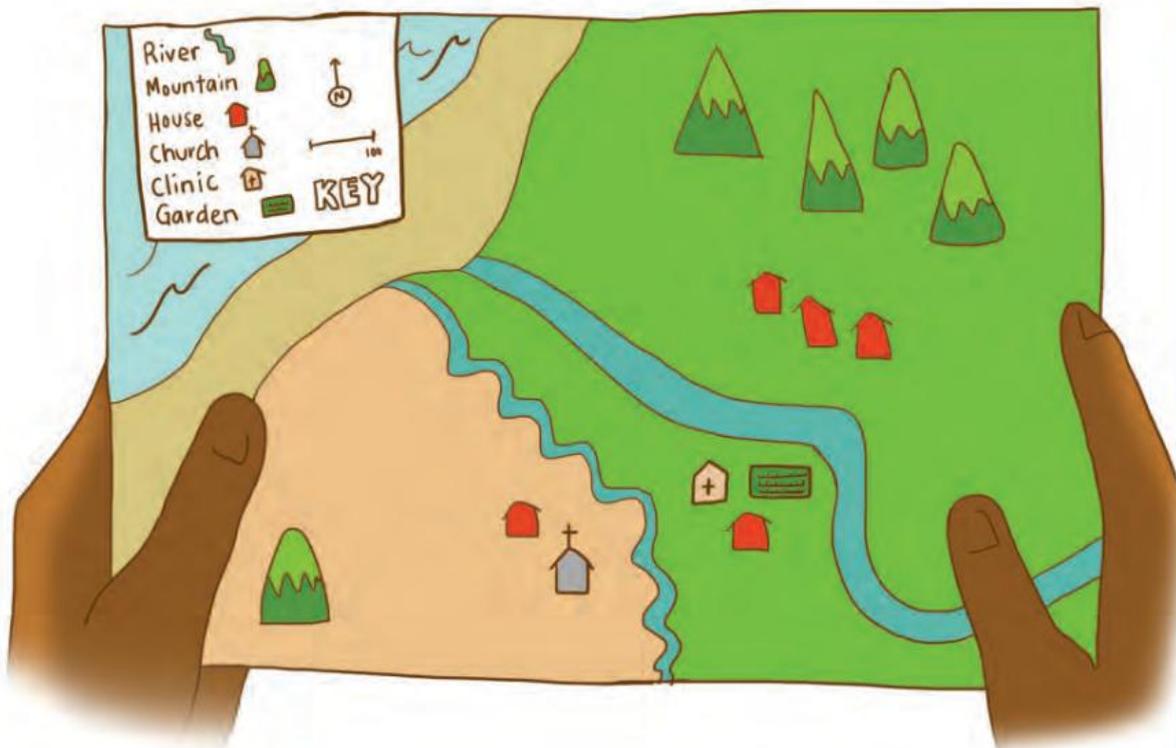


Names of natural things around my village/settlement

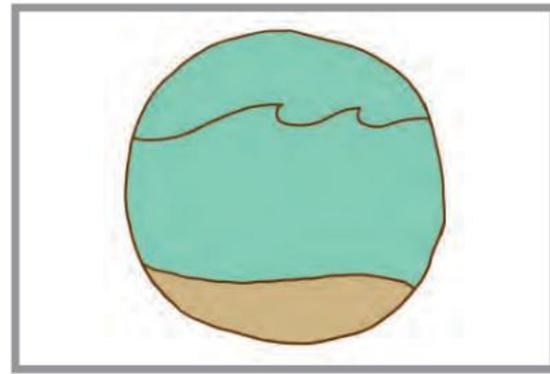
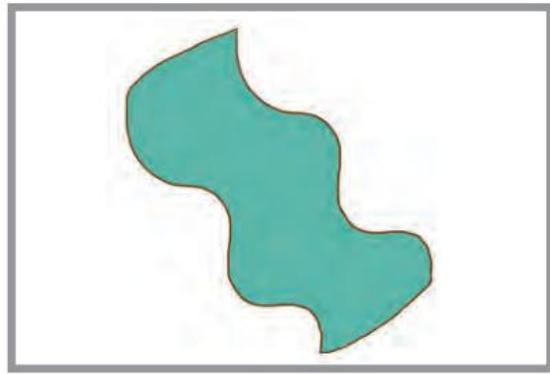
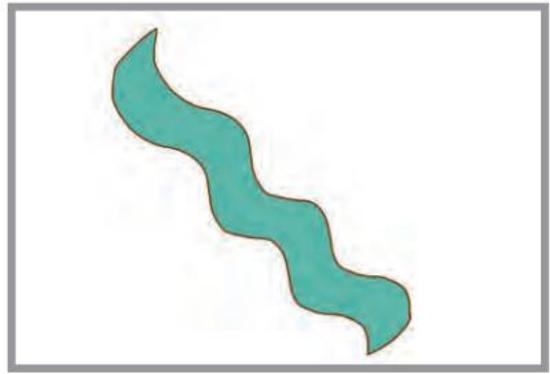
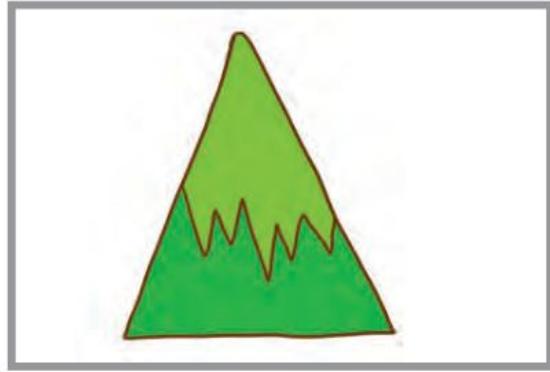


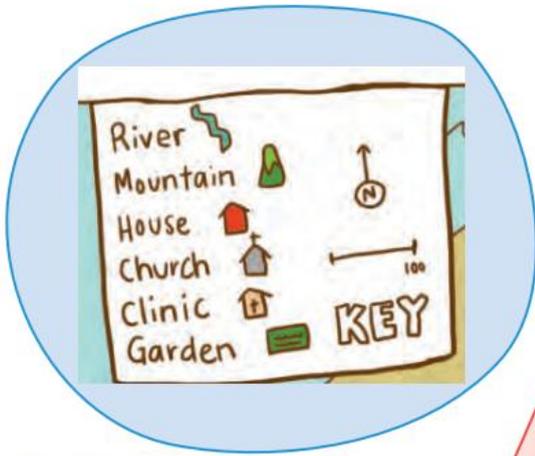
Activity 16

The drawing or sketch map below shows where people live and other natural and man-made features.



Activity 17





We can create a map using symbols for all of the natural and people-made features in our village.



Caring for places

Activities 18 and 19

Dirty places





Clean places





Activity 19 continued

What can we do to care
and show respect for
places around us?



Chapter 2

Where We Live, Now and Before

In this chapter you will:

- talk about some changes to where you live now
- ask questions about things that happened in earlier times in your village or settlement
- show some things that are important in your village or settlement
- list some **events** in your village or settlement from earlier times until now.

Tell me about the place where you live.



Where I live now

Activity 1

Our families live near other families. These other families are our neighbours. All families who live near each other make up a local village or settlement. Another word for village or settlement is “community”.

The village or settlement is the area or place where we live. Think about where you live: your town or settlement or village. What else is in your village or settlement?



Maybe there is a church, playing field, a river or a small store.





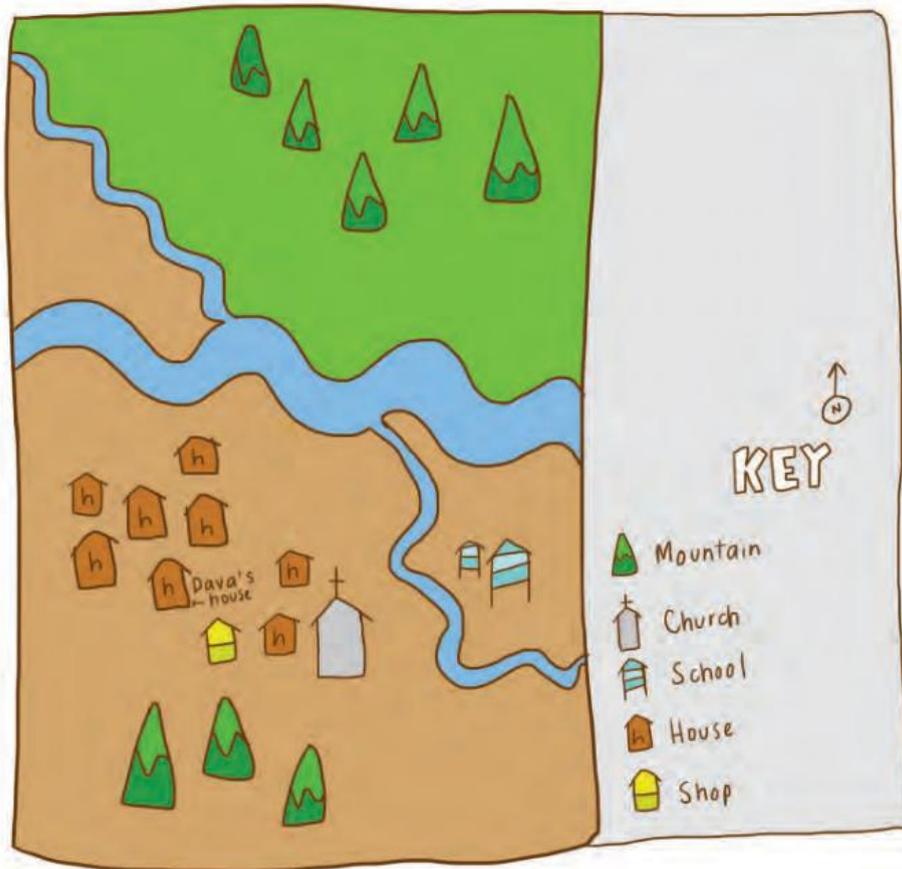
Activities 2 and 3



Activity 4



Activity 5



Dava's Village/Settlement

Here is a **map** of Dava's village or settlement.

What can you see in the boxes?

Can you see boxes marked with h?

Can you find Dava's home?

What else can you see in the map?

How many houses are there altogether in Dava's village or settlement?

Activity 6



Places in my village or settlement

Activity 7

There are many places to go around my settlement.



This is my house.
I live here.



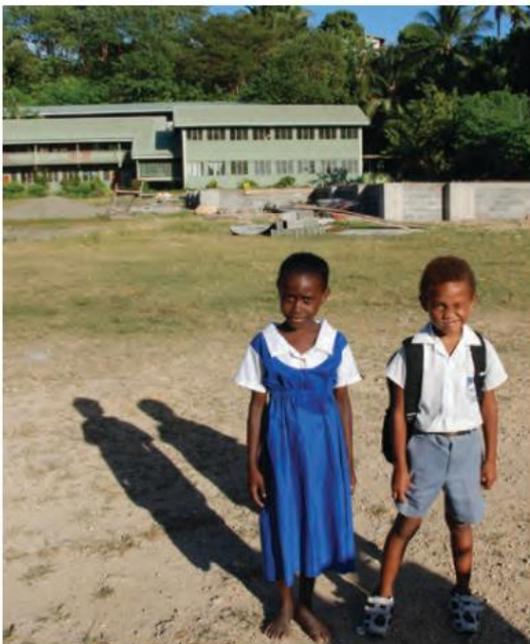
This is a clinic. I go there
when I am sick.



This is a store. I go there to buy lollies.



This is a church. I go there to sing and pray.



This is my school. I go there to learn.



This is a playing field. I go there to play.

People everywhere

People are part of everybody's life. People are around you every day. They may be your family, friends or you might not know them.

Activity 8

Read this poem or song with your teacher and talk about the pictures.

People, people everywhere
We see them every day
People just like you and me
Who work and sleep and play



People we don't know at all
They pass us in the street
People whom we know and love
They shake our hands when we meet

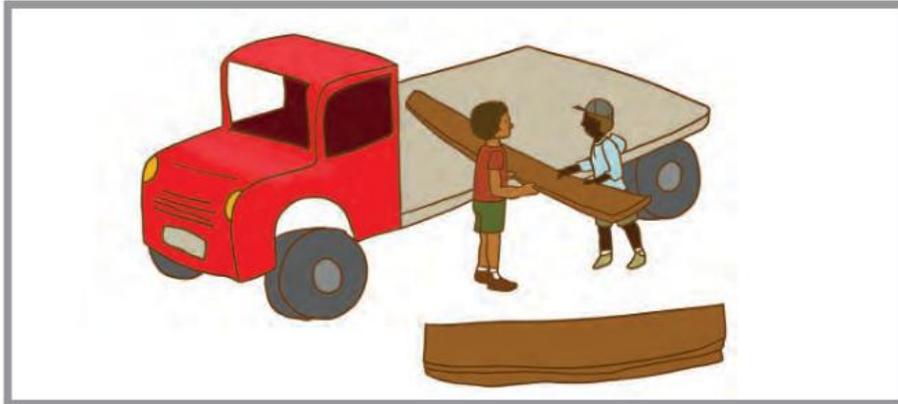
People talking, people laughing
People with a frown
People living in the bush
Or living in the town

People can be special friends
We **need** people too
I like people very much
How about you?



People doing things together

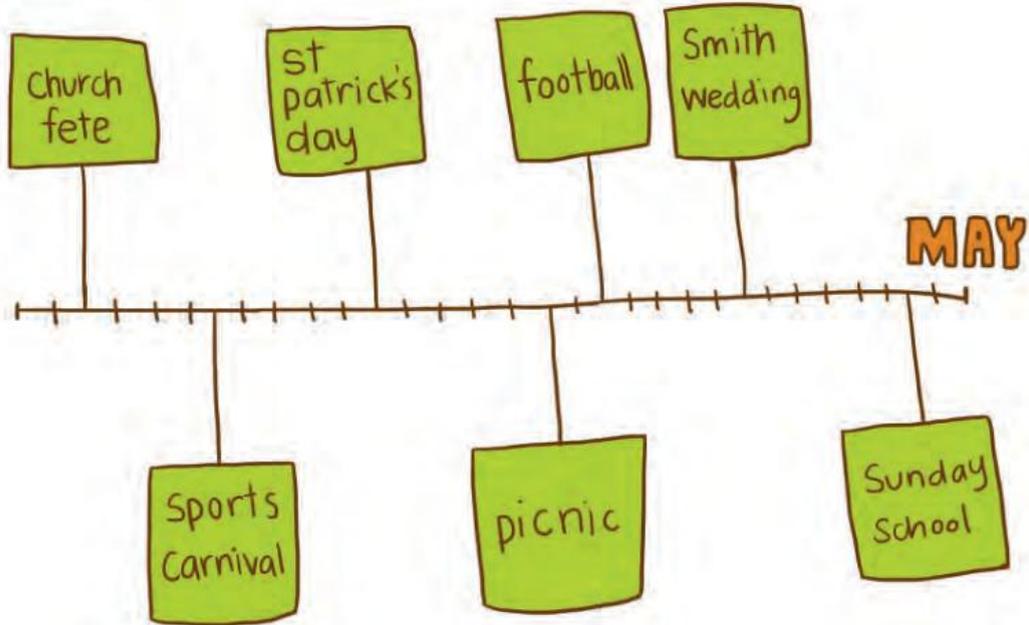
Activity 9





Activity 10

Timeline



Diary



Diary

Date	Class event	School event	What did learners do?
Monday, 3rd April		Assembly	Sang school song Heard about events for the week
Tuesday, 4th April	Model making		Made a model of our school
Wednesday, 5th April		Cake stall	Fundraising for our sports day
Thursday, 6th April	Visit from the principal		Showed role-plays about our favourite school event
Friday, 7th April		School concert	Sang songs for our families
Monday, 10th April		Assembly	Sang school song Heard about events for the week
Tuesday, 11th April	Role-plays		Did role-plays showing why we like our favourite places
Wednesday, 12th April		Cake stall	Fundraising for our sports day
Thursday, 13th April	Visit from the principal		Learned about the way our school has changed
Friday, 14th April		Sports Day	Took part in different sports

Changes in my village or settlement



Activity 11



Activity 12

How has your village or settlement changed since your grandparents were young?



How people got their food in the past and get their food now

Activity 13

Long ago people in my village got their food by growing, gathering, hunting and fishing.



People grew food like taro and kumara in their gardens.

They hunted for wild pigs in the bush.

They got fish and shells from the sea, reef or river.

They gathered fruits and nuts from the bush.



Activity 14

Food from the store is yummy, but it is not always good for us.



Fresh food that is caught or grown is good for us.



Things people used in the past and things we use now

Activities 15 and 16



Activities 17 and 18



Mobile phone



Car



Outboard motor



Aeroplane



Modern house building



Computer



Chainsaw



Radio



Road

Activity 19



What are the good things about new and old ways?

Changes in my school



Activity 20

Look around your school. Did you see some changes? Here is a story about Joy's school.

My name is Joy. I started school when I was eight years old in 1980. There were six of us in Year 1. Our classroom was a small house made from bamboo and the roof was made from sago palm leaves. Our desks and stools were made from tree trunks. In those days, parents had to pay school fees so not everyone in my village could afford to go to school.



Activity 20 continued

Last year I visited my old school. I was sad to see the old classroom gone, but so happy to see new classrooms made from modern materials.



There is a big change in my old school. There are many classrooms and lots of children.

Events that happen at my school



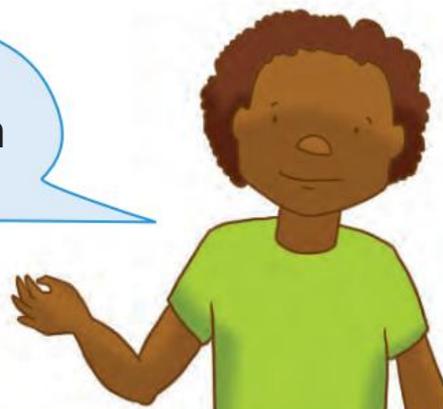
Activity 21

Janet lives in a small village or settlement near Atori School. Below is their timetable showing things that the learners and teachers will do for the months of January and February.

Class and school timetable

Event	Dates
Shopping for school materials	16th – 21st January
Covering books with paper	16th – 21st January
Clean the class room	23rd January
School assembly	25th January
New class timetable	26th January
Make class rules	1st – 2nd February
Choose the class captain	7th February

What has happened in your class and school in the past two months?



Activity 22



Activities 23 and 24

Sports day is my favourite school event.



The school concert is my favourite day.



Chapter 3

Features of Our Culture

In this chapter you will:

- talk about and show some things that people do in their daily lives
- talk about and show that **culture** gives people their **identity** and **pride**
- name some features that make up cultures
- show some features of your culture
- compare the similarities and differences of your culture to that of other cultures
- describe the importance of cultures in the **community**
- talk about your own culture.

What do you know about your culture?



Things I like to do in my daily life



Activity 1

This is Vanesa.



There are three things I like to do daily. I like to read storybooks, brush my teeth and comb my long hair.

This is Iani.



Chewing betel nuts, working in my cassava garden and telling stories with other people are what I like to do daily.

Activity 1 continued

This is Matiu.



Every day I like to read my school books, do my homework and go to bed early in the evening.

This is Timoly.



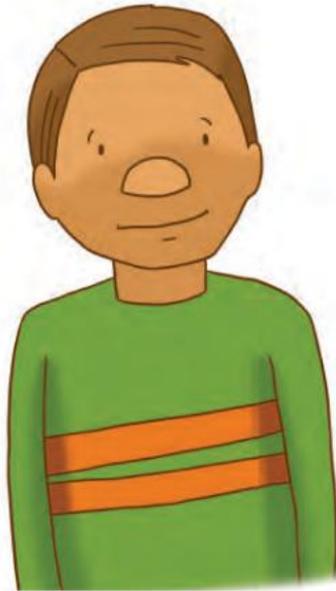
I like to wash the dishes daily and help my mother to clean the house.

Identity and pride



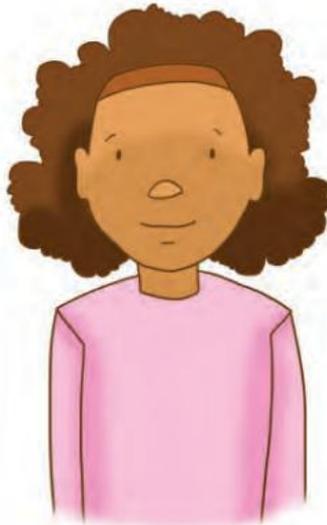
Activity 2

1



I come from Isabel.
I like planting and
harvesting kava.

2



I come from New
Georgia. I like
swimming in the sea.
I also like to paddle
my wooden canoe.



Activity 2 continued

3



I come from Ulawa. I like spear fishing.

4



I come from Guadalcanal. I like to ride in my uncle's truck to the market.

5



I come from Marovo. I like to watch my father chipping away wood to make a carving.

Activities 3 and 4

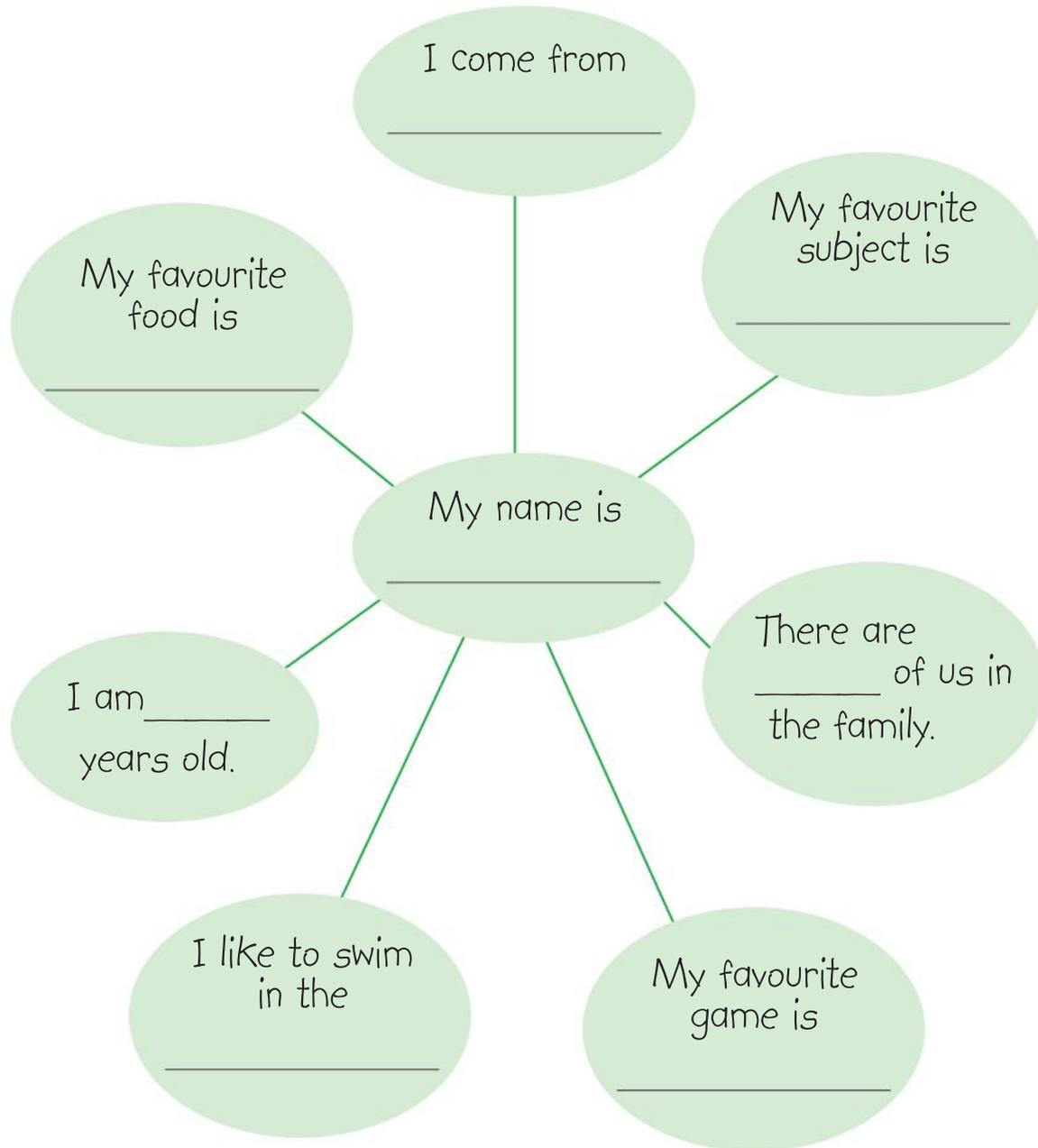
What do you like to do at home?

What do people do in your village or settlement?



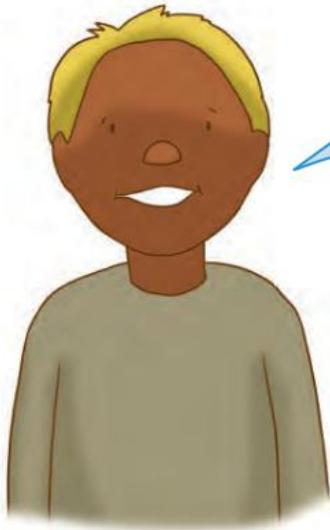


Activity 5



Activities 6 and 7

This is Tom.



I always feel very happy as a member of my family. Sometimes I am allowed to share what I think with my parents. Sometimes they agree with me. This makes me feel I am important in the family.

This is Jenny.



I am happy to be a member of my family. But sometimes if I **want** to say something, my older sisters stop me. This makes me feel that I am not important in the family.

Cultural features or things

Activity 8

This is Rosalyn.



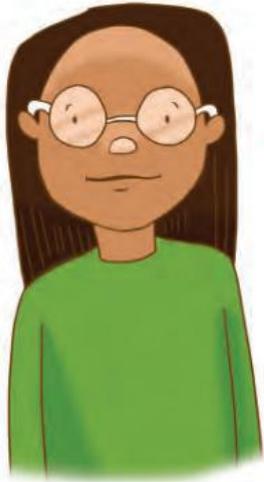
What are cultural features?

This is Peli.



Culture is about our way of life. Features are the things of culture that can be seen. I think “cultural features” are what we do as part of our way of life. Think of the carvings made by the people of Marovo, or the shell money made by the people of Langa Langa. These are cultural features.

This is Nepia.



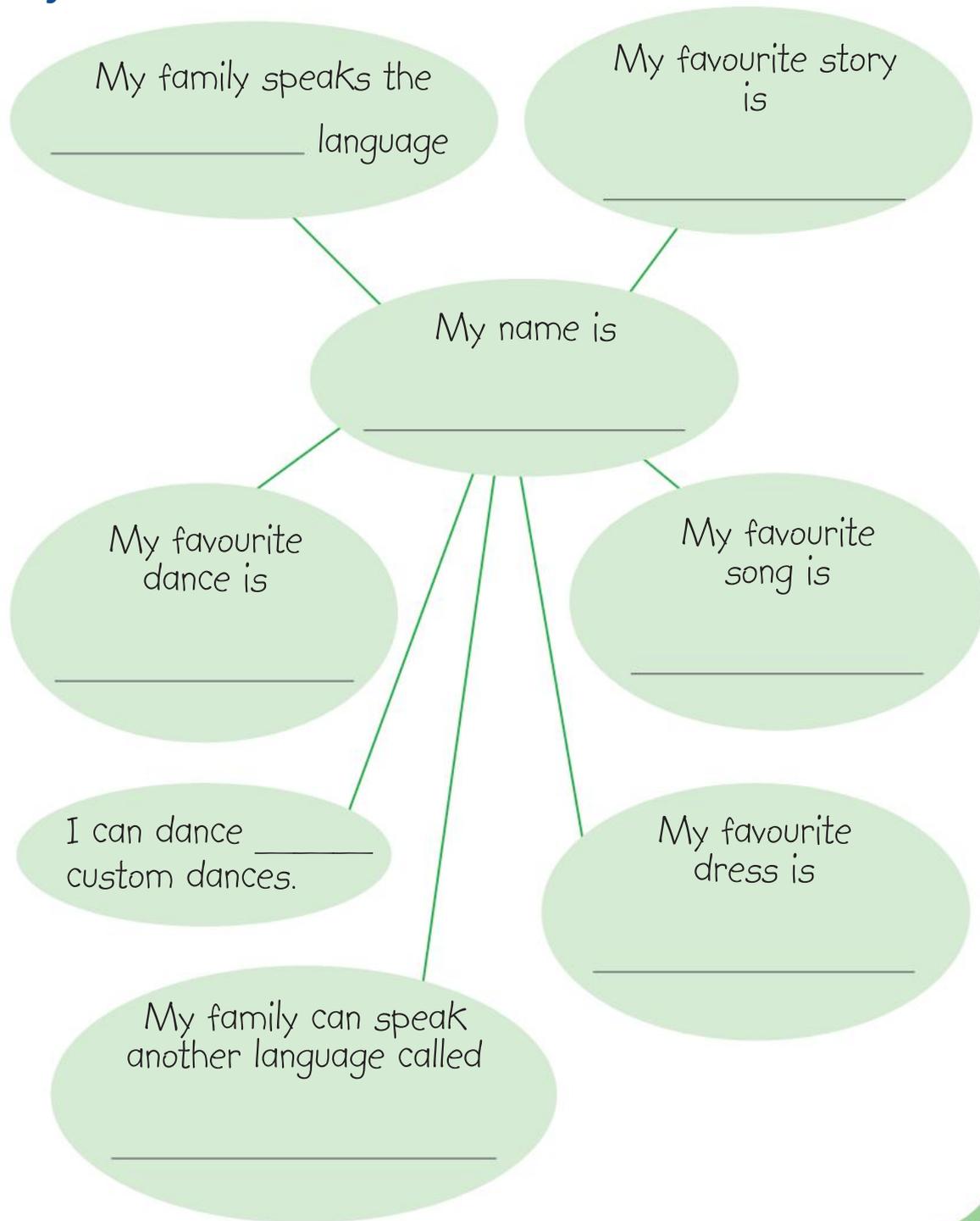
“Cultural features” are the parts of our way of life that can be seen, touched, tasted, smelled or heard. The languages we speak and the dances we dance are features of our cultures. They are part of our identity and pride as people of a place.





Activity 9

My culture



Showing cultural features or things



Activity 10

This is Ribi.



How can we show people our cultural features?



Activity 10 continued

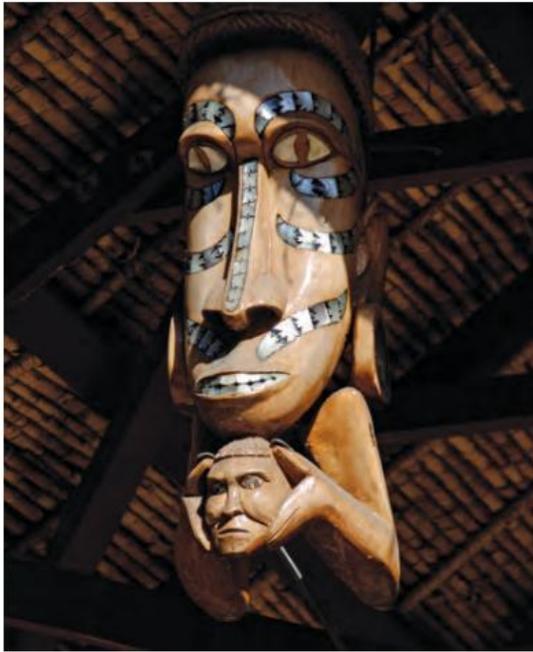


Hello, my name is Pita. We can take tourists to the bush and show them the remains of our ancestors. In some places there are still some important traditional **artefacts** in the shrines to see, for example smoking pipes and shell money.

I am Alerade. We organise cultural festivals in our schools. In these festivals we put on dances, play traditional games and show our skills by making shell money. We also play traditional music, sing traditional songs and put on dramas that show our customs, such as the paying of bride price.



Activity 11



1. *Nguzunguzu* (figure head)



2. *Tafuliae* (shell money)



3. *Tomoko* (war canoe)

Activity 11 continued



4. *Kuza* (string bag)



5. *Trao* (red feather money)



6. *Apira* (wooden bowl)

Things that are the same and different in cultures



Activities 12 and 13

This is David from Solomon Islands.

In my village we sometimes cook our food in a *motu*, a stone oven. We heat up the stones in a big fire. When they are hot enough, we take them out, put the food in after wrapping them with leaves, put the hot stones back in and cover the oven with a lot of leaves. After a few hours the oven is uncovered. Then we have delicious food to eat. Other people in the Solomon Islands do the **same**.





Activities 12 and 13 continued

This is Etuate from Fiji.

In our village, we sometimes cook our food in a *motu*, but in Fiji we have a **different** name. We call it a *lovo*. We dig a hole in the ground for the *lovo*. After wrapping the food with leaves we put the food in the *lovo* and cover it with soil, not leaves like you do. The food is delicious.



Importance of cultural things in the village or settlement

Activity 14



Activity 15



Activity 16



Cultural things might change



Activity 17

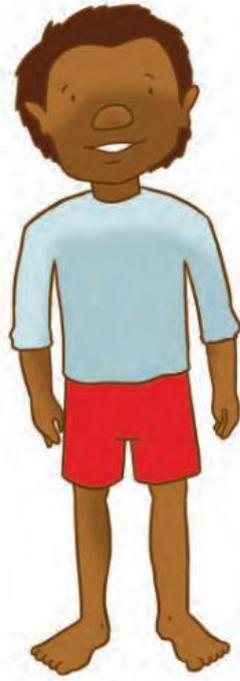


Hello, I am Aneti. We have a rich culture. We still keep our traditional way of living. For example, we still use firewood to cook our food. We speak our own language without any English words creeping into it. Our dances are still the kind of dances that our ancestors practised in the very early days. We do not dance borrowed dances like the Tamure dance.

Hello, my name is Kazukuru. Some of our important cultural features are dying. There is a lot of influence from other people. For example, in our language we use English words that are used if people talk to each other. This is sad. Maybe in the future our language will disappear.

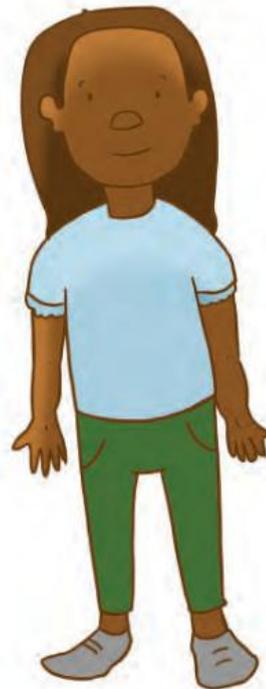


Activity 17 continued



Hello, I am Devi. Our culture is still alright. But we must be careful. There is a lot of development going on in our area. If we are not careful, other cultures will take over and in the future our children will not know their own culture. Our identity as a group of people will go away. We will have no pride in ourselves as a special group of people.

Hello, my name is Neirade. I have seen some changes taking place around us. But this makes me want to look after our culture. It helps us to keep pride in who we are.





Chapter 4

Living in the Village or Settlement

In this chapter you will:

- say what a group is
- give reasons why people belong to groups
- name some groups you belong to
- list **rules** in your group
- name **different** groups of people in your village/ settlement
- show some things people do in their groups
- give examples of **rules** and say why we have them when working in groups.



What is a group?



Activity 1



People belong to groups for lots of reasons

Activity 2





What groups do you belong to?



Activity 3

Football group

My family

Social Studies

My friends at school

Sunday school

My friends from church

Do you belong to any of the groups that I belong to?



Activity 4



I'm Selu and I'm six years old. I joined Sunday School because I love the Bible stories.



My name is Kore. I am a youth member. Helping other people really makes me happy.



I spend my time playing sport to keep fit and healthy.



Being a Year 2 girl, I am part of the school group.



I am a mother and housewife. I'm a member of the women's group.

Different groups of people in my village/settlement

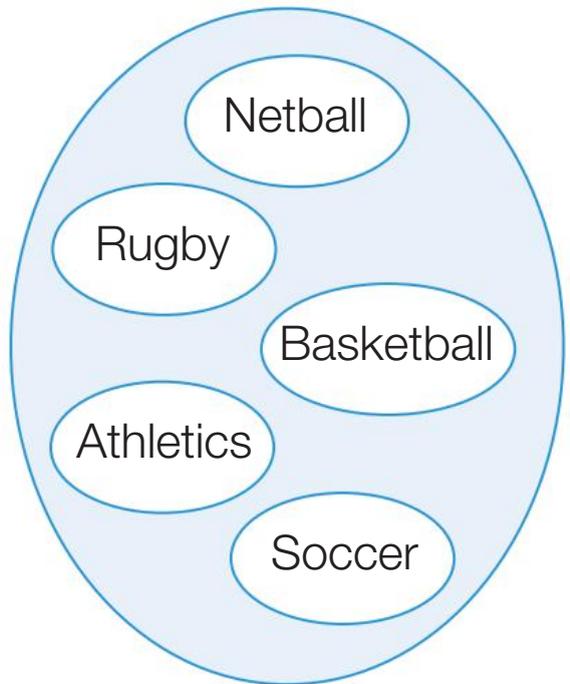
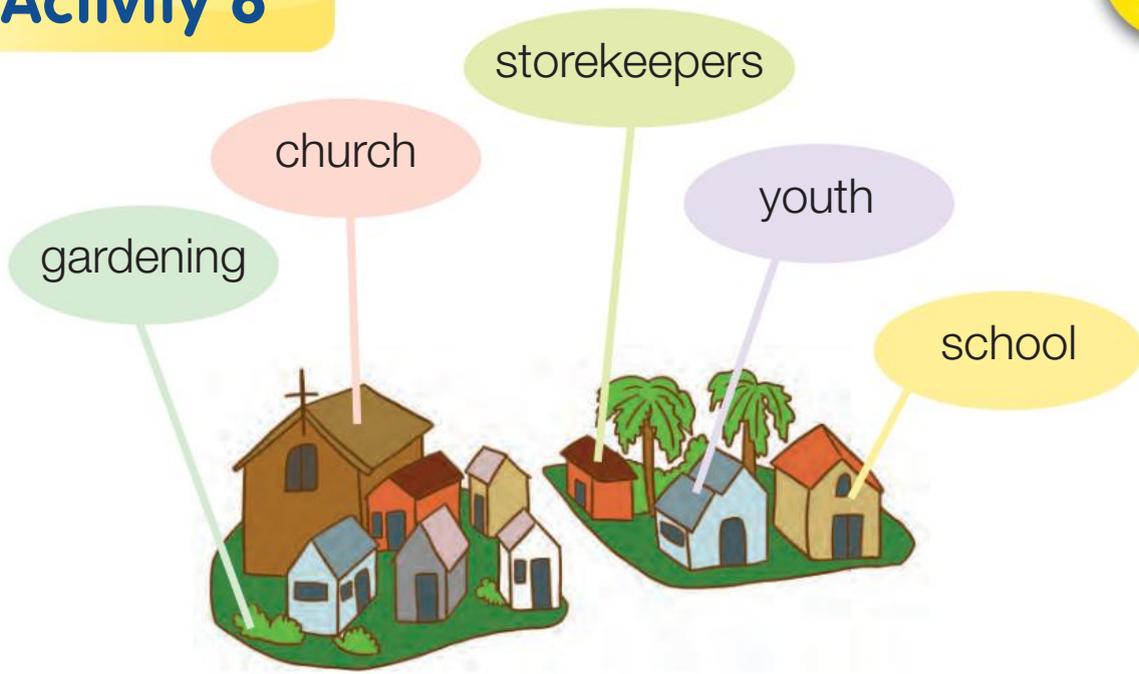


Activity 5

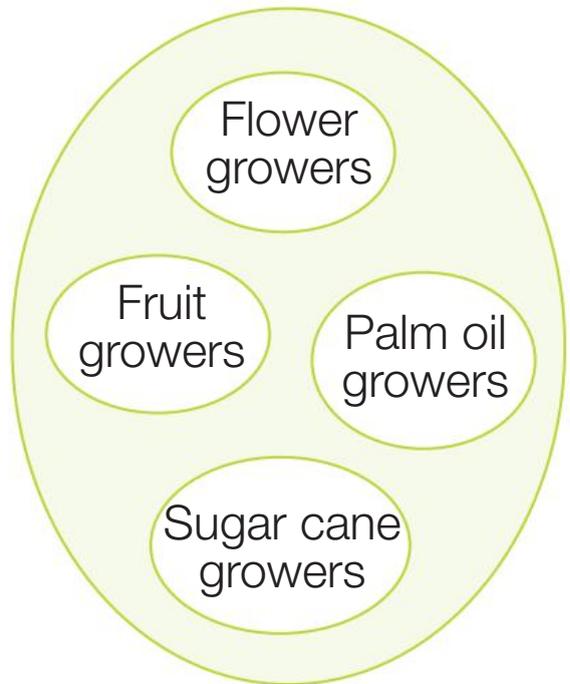
In my village, there are many different groups of people.



Activity 6



Sports groups



Farmers

What do groups do in the village/settlement?

Activities 7 and 8



After school, I am going to interview my football coach. Here are my questions.



What do you do at football practice?

How often do you meet?

Where do you have football practice?

Are there rules?

What happens if someone breaks a rule?

Activities 9 and 10

What do you do in your group?

Why is your group important?



Working together in groups



Activity 11



Activity 12

I like working in our group because we do a better job together than I could do on my own.



I don't like working in our group because I don't get a chance to speak.





Activity 13

Rules

by Edward Stanford, Solomon Voices

Rules

Things to **obey**

Followed by everybody

Frightened, tired, give up, disobey,

Punishment



Activity 14





Activities 15 and 16

A



B



C



Activity 17

Here are our group rules.



Our Group Rules

1. Make sure that you can see each other's faces in the group.
2. Everybody has a turn to speak.
3. Listen to each other and don't interrupt.

Activities 18 and 19





Chapter 5

Goods and Services

In this chapter you will:

- learn to say what **goods** and **services** are, and give examples
- talk about how people grow, make and catch things to use and sell
- show the differences between **needs** and **wants**
- read and share stories about the ways that people sell, buy and use things.

Let's find out
what goods and
services are!

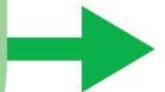
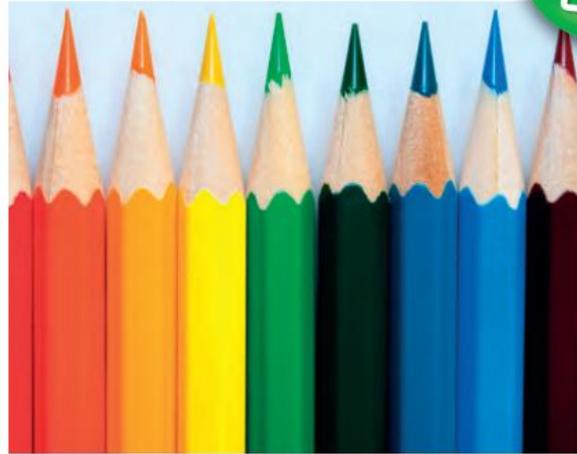


What are goods?

Below are some pictures of goods that are made, grown, gathered and caught.



Activities 1 and 2



Activities 1 and 2 continued



Look at these pictures carefully. They show things that people make and grow.



Activity 3



The carving, corn and cloth in the pictures are all goods. They are things that are made and grown and can be used or sold for money.

What are services?

What are services?
Below are some pictures
that show services that
are given to people.



Activity 4



A nurse caring for a sick person



A storekeeper serving a customer



A teacher guiding learners



A petrol station attendant putting fuel into a customer's car



Activity 5



Police officer



Dishwasher



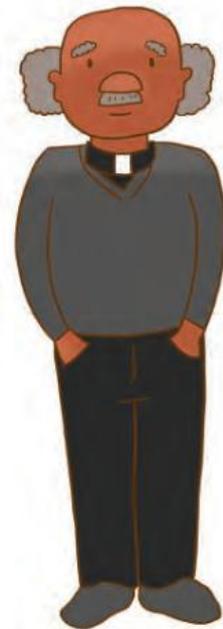
Healer



Fire officer



Pilot



Pastor

Activity 6



Activities 7 and 8



What are needs and wants?

We can meet many of our needs and wants by buying goods and services.



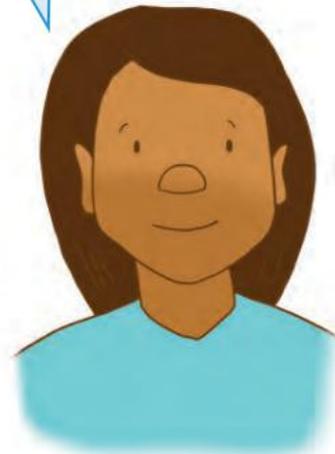
Activity 9

Read what each person says about their needs and wants.

I want a toy truck for my birthday.



I need to go to the market to buy food.



Our house was blown down. We need somewhere to live.



I really want to buy a new car.



Can I have a new dress for Christmas?



I need to drink fresh water each day to stay healthy.



Activity 10



Jaminai is from Mokuipiala Island in the Roviana Lagoon in Western Province.

She lives with her mum and dad. They have a good house and Jaminai always wears nice clothes and eats good food. She wants some hair pins and ribbons but her mum and dad could not buy them for her.



Activity 11

How are your needs and wants met at home?



People who make goods

Activity 12

Read what the boy and girl in Year 2 are saying.

Can you tell me who makes goods?



All kinds of people make goods. People in your village, your family and even you and I can make goods.



How do people sell the goods they make?



In lots of different ways. Let's look at the pictures on the next page of people selling goods.



These people are selling goods that they made, grew or caught.



Activity 13

What are you selling?

Where do you grow your vegetables?

Who buys your vegetables?

When did you start growing and selling vegetables?



People who buy and use goods and services

Drama Activity



Activities 14 and 15

We buy and use goods and services



Buying food from the market seller



Buying a ticket for a boat trip so that I can return home



Activities 14 and 15 continued

Buying petrol
so that I can
drive my car



Paying the
hairdresser for
cutting my hair



Activity 16

Let's watch and listen to what the sellers and customers at the canteen say to each other.



Hello. What would you like to buy today?

Hi. How much does this sweet potato cost?



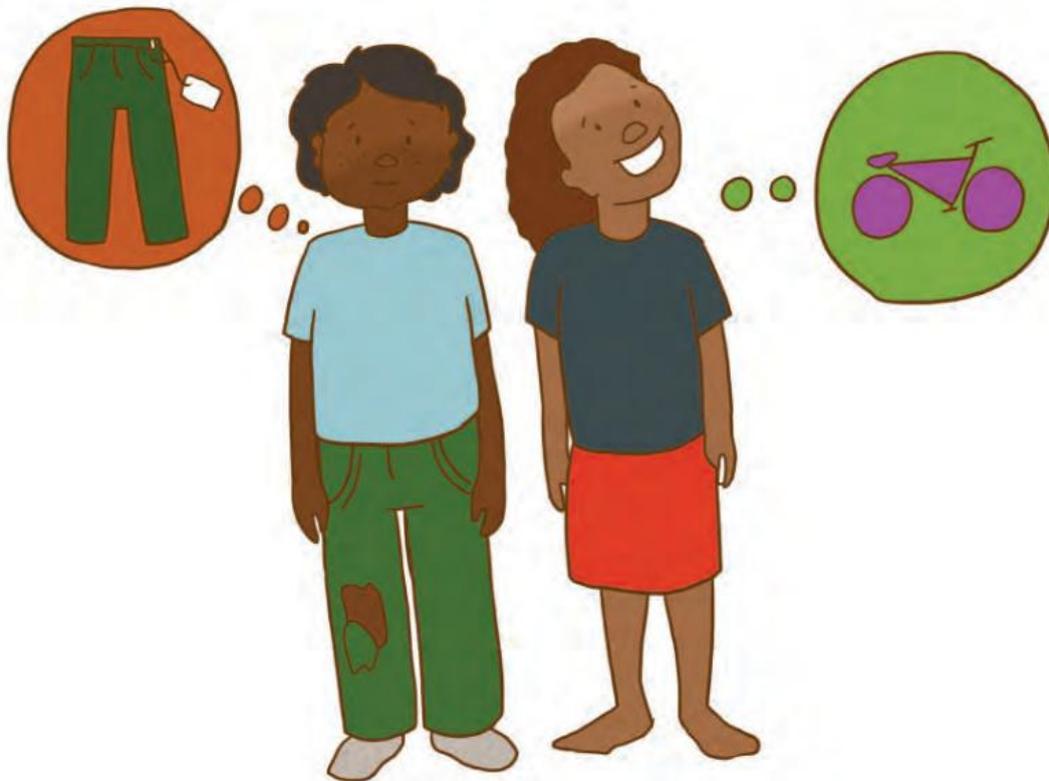
People need each other



Activity 17

Gaso lives in Sasavele village. People in Sasavele village do many **different** jobs. They all help to provide goods and services that people need and want. Gaso needs new trousers. Who do you think will help Gaso to get new trousers?

Gaso's friend is Selu. She wants a bike to ride to school. Who will sell Selu a bike? How will she get the bike?





Activity 18



Doctor



Storekeeper



Farmer



Teacher

Activity 19



Activity 20



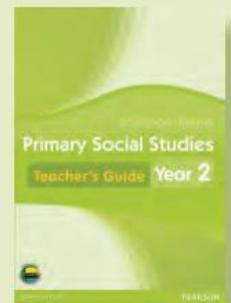
Solomon Islands Primary Social Studies

Learner's Resource Book

Year 2

The *Solomon Islands Primary Social Studies Year 2 Learner's Resource Book* provides a range of colourful and engaging photographs and illustrations that allow learners to explore their environment, culture and society. This rich resource forms the basis for teacher-led, hands-on and practical activities and interactive investigations that are included in the accompanying Teacher's Guide.

This book is a part of **Solomon Islands Primary Social Studies** series for Years 1–6 and follows the Ministry of Education's Key Learning Outcomes of the Primary Social Studies Syllabus (2008). Throughout the series, learners develop their understanding and appreciation of the cultural diversity of Solomon Islands and how people interact within their societies and cultures, and with their environment. The series also incorporates learning about other societies, cultures and places beyond Solomon Islands.



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