

Solomon Islands

Primary Social Studies

Teacher's Guide

Year 1



Solomon Islands

Primary Social Studies

Teacher's Guide

Year 1

Acknowledgements

This Teacher's Guide provides material to be used with the Solomon Islands Primary Social Studies Year 1 Learner's Resource Book. The Learner's Resource Book and Teacher's Guide address the learning outcomes of the Primary Social Studies syllabus, developed during 2006 and 2007. The Ministry of Education and Human Resources Development would like to thank the following people whose work led to the development of the Year 1 Social Studies materials.



Curriculum Development Division

Patrick Daudau, Director
Edwin Ha'ahoroa, Chief Curriculum Development Officer
Vissy Tupou Kama, Principal Curriculum Officer
Tricia Thompson, Technical Advisor – Primary Social Studies

Social Studies Subject Working Group

Eddie Maelagi, Social Studies Department, School of Education, Solomon Islands National University
Jonathan Dive, Deputy Principal, King George VI School
Ellen Soni, St John's Primary School

Funding support

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

Pearson Australia

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

Publisher: Caroline Williams
Project Manager: Andrea Davison
Editor: Thalia Kalkipsakis
Designer: Anne Donald
Cover Design: Anne Donald

Copyright © Pearson Australia 2014
(a division of Pearson Australia Group Pty Ltd)
First published 2014 by Pearson Australia
2016 2015 2014
10 9 8 7 6 5 4 3 2 1

Solomon Islands Primary Social Studies Year 1 Teacher's Guide
ISBN 978 1 4425 1001 2

Printed in Malaysia

Pearson Australia Group Pty Ltd ABN 40 004 245 943

Contents

<i>Introduction</i>	<i>iv</i>
<i>The outcomes-based approach</i>	<i>iv</i>
<i>The Teacher's Guide and the syllabus</i>	<i>vi</i>
<i>Teaching methods</i>	<i>vii</i>
<i>Assessment</i>	<i>xi</i>
<i>Links between Social Studies and other subjects</i>	<i>xv</i>
Chapter 1: Important things where I live	1
Chapter 2: Relationships in the family	29
Chapter 3: Basic needs	46
Chapter 4: Living together	71
Chapter 5: Special events	85
Appendix 1: Glossary	104
Appendix 2: Suggested teaching methods	105
Appendix 3: Lesson plan format	106
Appendix 4: Sample individual record form	107
Appendix 5: Sample class record form	108
Appendix 6: Sample individual monitoring form	109
Appendix 7: Sample class monitoring form	110
Appendix 8: Sample monitoring of specific learning outcome form	111
Appendix 9: Sample individual remedial work form	112
Appendix 10: Sample individual report form	113
Appendix 11: Sample school report	115

Introduction

This Teacher’s Guide is designed to help you to use the *Solomon Islands Social Studies Year 1 Learner’s Resource Book*. It is meant to give you ideas, not to tell you exactly how to teach. The exact methods and timing will vary according to your own circumstances.

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

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

The outcomes-based approach

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

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

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

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

One way to understand this approach is to think of the more traditional approach of our schools as *banking education*. In banking education the teacher regards the learners as empty vessels to be filled with knowledge. The learners are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning them and reproducing them later. This can even be done successfully without the learner understanding fully what they are writing and reading.

The outcomes-based approach can be called *problem-posing education*. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems to the learners to make them think about their own ideas and experiences, as well as adding new knowledge and skills. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics and read passages, and thus gain knowledge and ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learnt. Learners are encouraged to be responsible for their own learning, to think for themselves and to form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

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

The approach of the Learner's Resource Book

The Learner's Resource Book follows all these principles. It is not just a summary of the factual knowledge and concepts of the subject. There are visual aids and question prompts which are designed to help learners gain knowledge in each topic. These activities form an essential part of the learning process.

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

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

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

The Learner's Resource Book and the syllabus

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

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

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

The Teacher’s Guide and the syllabus

The following table is from the Social Studies syllabus. It shows you the total amount of time that should be spent on teaching each of the topics covered by the Year 1 Learner’s Resource Book.

Try to spend the indicated number of weeks teaching each strand of the syllabus. Schools vary a great deal in the ability of their learners. It is impossible, therefore, to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If you find you are unable to teach all the topics in a chapter in the time suggested, choose the most important topics and leave some of the rest. Do not spend so long on one topic that you miss other topics altogether. Try to teach at least some of every chapter in the Learner’s Resource Book. If you have very quick learners, make up extra exercises that challenge them to think about the topic in greater depth.

Program planner for Year 1

The following planner shows the entire learning program for Year 1 Primary Social Studies and the suggested teaching times based on 162 teaching periods per year.

Term 1											Term 2									
Week	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Year 1	Chapter 1 Strand: Place and Space Sub-strand: The Important Things Where I Live 32 periods, 8 weeks										Chapter 2 Strand: Family and Relationships Sub-strand: Relationships in the Family 20 periods, 5 weeks					Chapter 3 Strand: Resources and Economic Activities Sub-strand: Our Basic Needs 32 periods, 8 weeks				
	<ul style="list-style-type: none"> Natural things around you Things built by people in your village or settlement Differences between natural and built things What makes a home a special place A favourite place How to get rid of rubbish Ways to look after the places around you 										<ul style="list-style-type: none"> Names of family members Differences between smaller and bigger families How family members cooperate and work together Roles in the family Your role in your immediate family Roles of individuals in a family 					<ul style="list-style-type: none"> Examples of basic needs The importance of basic needs Things we would like to have (wants) Differences between needs and wants How resources help us meet needs and wants Ways that money can satisfy needs and wants How people meet needs and wants 				
Term 3										Term 4										
Week	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Year 1	Chapter 3 continues					Chapter 4 Strand: Governance and Leadership Sub-strand: Living Together 16 periods, 4 weeks					Chapter 5 Strand: Time, Continuity and Change Sub-strand: A Child’s Special Events 28 periods, 7 weeks									
						<ul style="list-style-type: none"> Good things about living together in a village/ settlement Why people need to live together How people work together Rights of people when they are living together Reasons for school rules Different responsibilities and duties in the classroom Reasons for family rules Examples of caring for each other What groups do in the village/settlement 					<ul style="list-style-type: none"> Special events in life Past events An important event in school Events at home Events in the village or settlement A simple timeline to show changes in life Changes that you know about 									

Teaching methods

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

Fieldwork and excursions

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

Fieldwork is particularly important in the outcomes approach, which aims to link the learning to the real needs of the learners. It should not be treated as an “optional extra”.

To ensure an effective and successful outcome, you must consider important aspects of fieldwork such as good classroom preparation and planning, an effective process of carrying out actual work in the field and, finally, follow-up work in the classroom. In Chapter 1, a simple example of fieldwork is shown in Activity 24 on page 23, where learners are taken outside to see natural and built things around the school.

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

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

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

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

Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork; collecting the information through one or more of the techniques explained in this section; and organising the information in a logical and clear manner. In Year 1, you should not place too much emphasis on the formal writing of reports. It is usually enough for learners to answer a series of questions.

Many of the activities in Year 1 Social Studies teach learners about simple research and report writing. For example, a simple example of reporting is shown in Chapter 2, Activity 5 on page 35.

Group work

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

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

The role of the teacher in group work includes the following tasks:

- **Choose the topic:** Groups can only discuss topics that they know something about and which have different points of view or opinions.
- **Set the objective/s:** Make sure groups know exactly what to discuss and have a set of clear questions to answer or tasks to do with a clear timeframe. It is not enough just to say “discuss this topic”.
- **Organise the groups:** Groups should be small enough for everyone to be able to talk. They should usually be mixed—different island groups, not all *wantoks*. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk. All-girl groups may sometimes be better.
- **Organise the seating:** Good discussion will only take place if learners face each other in a circle. You cannot discuss anything with someone’s back! If possible, classrooms may be arranged by grouping desks in circles facing each other so group work is easy and no movement is necessary. In crowded classrooms you may allow some groups to go and discuss outside.
- **Circulate and listen to progress:** It is best to do this only after giving time for discussion to start. Try to make sure all are being given a chance to speak. If you see certain people dominating groups, intervene and ask others their ideas. If groups are having difficulty, give guidance by explaining the topic, give some extra questions or ask individuals their ideas. If groups are doing well on their own do not interfere.
- **Decide on the language to be used:** In Year 1, most learners will want to use Pijin or their own language. It is best to let them do so, or they may say nothing. There is nothing wrong with a local language if all in the group speak it. But try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Reporting back:** It is often a good idea to appoint a speaker or presenter who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion. Ensure that the jobs of chairing, writing, presenting and recording are rotated so everyone uses those skills.

Debate and discussions

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

Debates are good to encourage learners to share their own opinions about a topic. Even in Year 1 we should encourage this, using simple topics such as the discussion about classroom duties in Activity 9, Chapter 4 on page 80. At this level, debates should be informal, allow learners to talk freely and you just control the debate to ensure no problems arise.

Role-play and simulation

Role-play is a kind of group work in which learners are given a part to play, either in a discussion or a story. Role-plays encourage learners to participate, interact and learn through talking. Learners act as someone else. Role-play involves them putting themselves imaginatively in the place of other people and trying to think, act and talk as they would. Role-play can be used at the end of a teaching topic, when learners have learnt quite a lot about a topic or about people in a different area, or in the middle of a topic to motivate learners to learn more about the topic. This helps them to think about the ideas, emotions and feelings of those people. For example, “Dramatise social actions” in peer groups using group-work skills is a social action skill/process for Year 1. In Chapter 1, Activity 26 on page 25, learners are asked to dramatise ways to keep the school tidy.

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

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

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

Use of atlases and maps

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

It is much easier for younger learners to use maps than to draw them. Maps drawn to accurate measurements are more difficult than sketch maps based on estimations. Atlases show small-scale maps of whole countries, continents and the world. If the school has atlases, use them in every lesson, so that learners get used to finding out where places are in Solomon Islands and the world. You should encourage learners to use these to locate any places mentioned in the Learner's Resource Book.

Photograph interpretation

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

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

Be particularly careful of photographs of things some learners may have never seen. Even simple things like types of vehicles may be unfamiliar to people in some rural areas. Probably no one will have ever seen a train or a buffalo or snow, so you must point out what the photo shows, not just presume that learners see what you see.

Reality has three dimensions, but photographs have only two dimensions, so learners must get used to using perspective on photographs; that is, recognising that things which are close are large and things farther away are smaller. This can cause confusion sometimes. Remember also that one of the differences between a photograph and a map is that photographs show things from the side and show perspective as we normally see them. Maps show things looking directly down from above and so do not have perspective.

Graphs and statistics

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

Research interviews and questions

There are different ways of doing research through interviews with people, to collect information about a topic, or asking questions about a text, picture or photograph. This could include informal chats; questions for particular people prepared in advance; or questions which learners use in small groups, pairs or individually. Learners ask the same questions to the people at their various homes and in the next lesson they get back to the class to discuss their homework findings. This is an example of how learners do research questions and interviews with the people around them, while at the same time gathering information about other people. An example of doing research is shown in Chapter 2, Activity 8 on page 38. Learners are asked to find ways that their extended family helps each other.

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

Guest speakers

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

It is important to prepare learners for guest speakers by ensuring that learners have prepared questions beforehand and are able to apply appropriate protocols to visitors. A head teacher/principal, another teacher or parents could be guest speakers. The learners need time after the visit to discuss what the responses were to their questions. For example, in Chapter 3, Activity 6 on page 52, the teacher invites a local health officer to visit the class to talk about feeding babies.

Visits

Visits link with fieldwork. If possible, try to visit an area like the one you are talking about in the Learner's Resource Book. This might include a plantation, a historical site, a fishing scale industry at Noro, or a chief's house. If you visit, make sure learners go with questions as for fieldwork, so they know what to look for and what to find out.

Case studies

A case study is a detailed study of a particular area or topic. Presenting a case study helps learners to understand the reality of a particular topic. It helps to convert the abstract topics in the syllabus into concrete reality so learners will understand them better.

Glossary

At the end of the book is a glossary. This includes only words that are important in Social Studies. Other difficult words should be looked up in the dictionary or explained by the teacher. Learners should be encouraged to use the glossary whenever they come across a word in bold that they do not know or understand clearly. They do not need to learn these definitions. They should

use the definition to make sure they understand the word and then practise using it. The real test is being able to use the word correctly in a sentence, not simply repeating the definition.

Assessment

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

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

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

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

Assessment techniques

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

Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

Written assessment

- Doing an activity (from textbooks or self-prepared)
- Doing an assignment
- Writing a report
- Sitting for a test or an examination

Practical assessment

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

Group-work assessment

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

Other

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

Assessment of specific learning outcomes using achievement levels

Learners’ achievements will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes at Year 1 Social Studies in the Solomon Islands. Six levels are used to describe learners’ achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2 and L1 to L0, the lowest. These levels will be used for assessment of individual learning outcomes

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

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

Assessment criteria as achievement levels

Following is an example of an assessment criteria framework for a specific learning outcome in Year 1 Social Studies. The statements in the table are assessment criteria for specific learning outcome 1.1.1.1. Each of the six levels describes the achievement of the learner.

Level	Assessment criteria	Judgement criteria	Achievement award
5	Describe the uses of five new technology types.	Able to describe the uses of the five new technology types.	Achieved (A) Full mastery of learning outcome

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

Recording learners' achievements

Teachers are encouraged to keep accurate records for both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. The recommended recording template is shown in Appendix 4.

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

Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. You should monitor individual learners' performance, progress and achievements at the end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classroom, you need to keep accurate records of the performance of all learners in the class against the performance of an assessed outcome at the end of the assessment event. In this way you can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify learners who need enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 6.

Reporting individual learner's achievement

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on the learner's performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education requires more description of the learner's performance. This means that the report must also provide a descriptive account of the learner's achievement.

The reporting system no longer uses marks or grades; instead you need to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome. You should indicate this with an A, a PA (1–4) or an NA on the approved reporting form. At the end of each assessment period, you need to give an overall achievement level for the learner. This is essential

for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner. The recommended reporting template is shown in Appendix 10.

Calculating progressive achievement levels for formative and summative assessment

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

Calculation of overall achievement levels using formative and summative assessments

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

The table below shows achievement levels, awards and certifications.

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

National Achievement Standards within individual subjects

The National Achievement Standards can be translated and adapted within individual subjects and are determined by the knowledge content, and the processes and skills taught, learned and assessed during an assessment period for each academic year. For example, specific Primary Social Studies knowledge content, processes and skills taught, learned, assessed and achieved by each learner shall

be reported clearly with an appropriate achievement award, grade and percentage attained using the National Achievement Standards framework. The report shall provide specific Primary Social Studies knowledge content, processes and skills attained by each learner for a specific assessment period. Such attainments can be measured against the curriculum standards and benchmarks prescribed in the Primary Social Studies syllabus and the prescription handbook.

Meetings with parents, learners and other stakeholders

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

Links between Social Studies and other subjects

Primary Social Studies links with other subjects

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

Primary Social Studies links with other subjects continued

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

Chapter 1 • Important Things Where I Live

Strand

Place and Space

Sub-strand

The Important Things Where I Live

Sub-strand statement

There is a range of visible natural and built features in our immediate environment. Learners should recognise the importance of such features and appreciate the reasons why they live in particular places.

General learning outcomes

Learners should:

- 1.1.1** know the features of where they live (k)
- 1.1.2** understand that natural processes (e.g. weather) affect the way people do things (u)
- 1.1.3** appreciate where they live (a/v)
- 1.1.4** develop a sense of pride that shows loyalty to the school and home (a/v).

Specific learning outcomes

Learners should be able to:

- 1.1.1.1** distinguish between natural and built features in their immediate environment
- 1.1.2.1** identify examples of natural and built features (e.g. river, cliff, forest, reef, gorge) in their school and home
- 1.1.3.1** talk about things they like about where they live
- 1.1.3.2** draw a picture of their favourite place or places
- 1.1.4.1** draw a picture to show some ways that people can look after their environment.

Topics and timing

Suggested periods: 32

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

Topics	Activities	Periods
1. Natural things around us	1, 2, 3	3
2. Natural things on the land	4, 5, 6, 7, 8, 9, 10	7
3. Natural things in the sea	11, 12, 13	3
4. Natural things in the air	14, 15, 16,	3
5. Things made by people	17, 18, 19, 20, 21	6
6. The things I like at my place	22	1
7. My favourite place	23, 24, 25	3
8. Looking after my place	26	2
9. Looking after my school	27, 28	3
Learning outcomes review and assessment activity		1

Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Tell learners what they will do and explain that you will review the outcomes or goals during and at the end of the chapter.

In this chapter you will:

- draw **natural** things around you
- show things **built** by people in your village or settlement
- talk about the differences between natural and **people-made** things
- say what makes a home a special place
- draw a favourite place
- give examples of how to get rid of rubbish
- show some ways to look after the places around you.

Topic • Natural things around us

Pages 2 to 3 of the Learner's Resource Book

► LESSON 1

Aim

Learners should be able to identify the natural things around them.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.

Resources

- Activity 1 in the Learner's Resource Book

Method

- Step 1** Begin the lesson by taking learners outside for a walk around the school. Ask them to talk and describe what they see. Look at natural (e.g. trees, earth, rocks, sand, dirt, plants, sky hills, beaches) and people-made features (classrooms, buildings, playground, toilets etc).
- Step 2** Go back to the classroom, and give out the Learner's Resource Book. Write the words "nature" and "natural" on the board. Ask learners to say what they think the words mean.
- Step 3** Ask learners to list some of the natural things they saw during the walk in Pijin and their language.
- Step 4** Write up the word "built" and "buildings". Ask learners to list some of the buildings they saw during the walk.
- Step 5** Copy Activity 1 onto the board and explain it to learners in their language, Pijin or English. Ask learners to complete Activity 1.



Activity 1

1. Think about one natural thing and one people-made thing you saw on your walk.
2. In your exercise book, draw a picture of one natural thing and one people-made thing.
3. Talk about your pictures with a partner.
4. Hand your book to the teacher for marking.

Answers

Pictures might include trees, rocks, mountains, plants, beach, river, lake and classroom, office, buildings.

► LESSON 2

Aim

Learners should be able to identify the natural things around them.

Processes and skills

- Use simple symbols to represent data.

Resources

- Activity 2 in the Learner's Resource Book
- Crayons, coloured pencils
- A4 paper

Method

Step 1 Ask learners to study the pictures under Activity 2 in the Learner's Resource Book.

Step 2 Tell learners to find a partner and share their ideas about the pictures.

Step 3 Copy Activity 2 onto the board and explain it to learners in their language, Pijin or English.



Activity 2

1. Look at the pictures under Activity 2 in the Learner's Resource Book.
2. Talk about the pictures with a partner.
3. Write the letters A, B, C in your exercise book. Then write a word about each picture beside the letter.

Answers

A = sky, air, clouds, sun

B = islands, land, sea, rocks, ocean, rocks

C = waves, ocean, sea

► LESSON 3

Aim

Learners should be able to identify the natural things around them.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.

Resources

- Activity 3 in the Learner's Resource Book
- Pictures of different land, sea, air on display in the classroom.

Method

- Step 1** Copy Activity 3 onto the board and explain it to learners in their language, Pijin or English. Give out the Learner's Resource Book.
- Step 2** Put learners into groups and talk about group rules. Allocate one picture from Activity 3 in the Learner's Resource Book to each group.
- Step 3** Ask learners to talk about their picture and do the activity.
- Step 4** Move around the groups and give feedback on their group work.
- Step 5** Ask groups to talk about their pictures. Then conclude the lesson by going through the Points to Remember.

Activity 3

1. In groups, talk about your picture. Say how the things you can see in the picture:
 - help us to live
 - give us food
 - help us to move about
 - help us to have fun.
2. Talk with the class about your picture and how it helps us.

Answers

Learners' answers will vary but may include:

- A.** gives us air to breathe, rain brings water for drinking, we can fly in the sky and it gives us warmth and cold
- B.** land grows food, plants, animals to eat, we can build houses on land; sea gives fish and seafood, we travel on land and sea, we can swim and run, sail and paddle
- C.** the sea gives us food, water to wash in, seafood to eat, we can travel by canoe and boat, have fun sailing and surfing.



Points to Remember

- Natural things are all around us.
- There are many natural things on the land, in the air and in the sea, which give us everything we need to live.

Topic • Natural things on the land

Pages 4 to 10 of the Learner's Resource Book

► LESSON 4

Aim

Learners should be able to name and give examples of natural things on land.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.

Resources

- Activity 4 in the Learner's Resource Book
- Pictures of different things on land on display in the classroom.

Method

Step 1 On the board or a chart, write up the words about different types of land: seashore, waterfall, riverbank, valley, forest, big tree, stream, cliff, desert, mountain, lake.

Step 2 Talk about the words in Pijin, local language and English.

Step 3 Ask learners to give examples of land being used nearby (e.g. a local waterfall or seashore).

Step 4 Copy Activity 4 onto the board and explain it to learners in their language, Pijin or English.

Step 5 Ask learners to talk about the things they go past walking to and from school and name some things on the land (e.g. an old big mango tree, a small stream they have to cross, a beach beside the path, a valley in the distance, a high mountain).

Step 6 Tell learners to look at the things they pass on their way home and back to school tomorrow.

Activity 4

1. Talk about the words on the board.
2. Think about the types of land around you and talk with the class about the things you see on your way to and from school (e.g. a stream that you have to cross).

Answers

Encourage learners to describe in their own language what they see.



► LESSON 5

Aim

Learners should be able to name and give examples of natural things on land.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.
- Identify own value positions.

Resources

- Activity 5 in the Learner's Resource Book
- Pictures of different things on land on display in the classroom.

Method

- Step 1** On the board or a chart, write up the words about different types of land use: seashore, waterfall, riverbank, valley, forest, big tree, stream, cliff, desert, mountain, lake.
- Step 2** Ask learners to read the words and talk about their meanings.
- Step 3** Ask learners to talk about what they noticed on their way to and from school. Give feedback to learners on their descriptions.
- Step 4** Copy Activity 5 onto the board and explain it to learners in their language, Pijin or English.
- Step 5** Move around the class assisting learners to do the task.
- Step 6** Ask learners to read their sentences to the class. Give feedback to learners on their sentences. Collect books for marking.



Activity 5

1. In pairs, talk about the natural things that you saw on your way to and from school.
2. Choose three natural things that are around your school or village/settlement. Draw them in your exercise book.

Answers

Learners will draw three pictures of natural things around their village or settlement.

► LESSON 6

Aim

Learners should be able to name and give examples of natural things on land.

Processes and skills

- Make observations of familiar things in the environment.

Resources

- Activity 6 in the Learner's Resource Book

Method

- Step 1** Tell learners to turn to Activity 6 in the Learner's Resource Book. Ask them to name the natural things in the pictures.
- Step 2** Copy Activity 6 onto the board and explain it to learners in their language, Pijin or English. Move around and assist learners to do the task.
- Step 3** Ask learners to read the sentences to the class. Collect books for marking.



Activity 6

1. In pairs, talk about the pictures of natural things in the Learner's Resource Book.
2. Copy the table into your exercise book, and work together to fill in the gaps.

No.	Name of picture	Sentences
A.	seashore	Children like playing on the ____.
B.	waterfall	The water falls ____ ____.
C.	riverbank	The ____ of the river is sandy.
D.	valley	A lot of grass is growing in the ____.
E.	forest	The forest has a lot of ____.
F.	big tree	The big tree is very ____.
G.	stream	The water in the stream flows over the ____.
H.	cliff	Jumping ____ the cliff is dangerous.
I.	desert	The land in the desert is very ____.
J.	mountain	The mountain is ____.
K.	lake	The fish found in the lake is ____.

Answers

Learners' answers may vary; possible answers follow.

- A. seashore
- B. very fast
- C. bank
- D. valley
- E. trees
- F. old/high/wide/shady
- G. rocks
- H. off/over
- I. dry
- J. high/green/sharp/steep
- K. tilapia, or other names of local fish

► LESSON 7

Aim

Learners should be able to name and give examples of natural things on land.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.
- Identify own value positions.

Resources

- Activity 7 in the Learner's Resource Book
- Pictures of different natural things on the land on display

Method

- Step 1** Ask learners to talk with a partner about the things at their place that are the same as the pictures in Activities 6 and 7 in the Learner's Resource Book (e.g. I have a stream by my place).
- Step 2** Copy Activity 7 onto the board and explain it to learners in their language, Pijin or English.
- Step 3** Sum up the lesson by asking learners to read out which pictures they see at their place.



Activity 7

1. Talk with a partner about the things at your place that are the same as the pictures in Activity 7 in the Learner's Resource Book (e.g. I have a stream by my place).
2. Copy the table into your exercise book, and tick which pictures can be seen at your home.
3. Tell your answers to the class and listen as others tell theirs.

No.	Name of picture	Natural things that are the same at my place
A.	seashore	
B.	waterfall	
C.	riverbank	
D.	valley	
E.	forest	
F.	big tree	
G.	stream	
H.	cliff	
I.	desert	
J.	mountain	
K.	lake	

Answers

Learners' answers will vary, depending where they live.

➤ **LESSON 8**

Aim

Learners should be able to name and give examples of natural things on land.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 8 in the Learner's Resource Book
- Pictures of different natural things on display

Method

- Step 1** Copy Activity 8 onto the board and give out the Learner’s Resource Book.
- Step 2** Ask learners to study the pictures under Activity 8 in the Learner’s Resource Book.
- Step 3** Explain the activity to learners in their language, Pijin or English and ask questions to check that learners understand the task.
- Step 4** Tell learners to talk about the names they gave to the pictures in groups of four.

**Activity 8**

1. Study the pictures (A to E) under Activity 8 in the Learner’s Resource Book.
2. In your exercise book, write words to describe each picture.
3. In groups of four, show each other the description you chose. Say why you gave that description to the picture.
4. Discuss with the class why they are called natural things.

Answers

Learner’s answers will vary; suggested answers follow.

- A. Houses by a river
- B. Puppy playing
- C. A forest
- D. Beach and water
- E. Bunches of bananas

► LESSON 9**Aim**

Learners should be able to name and give examples of natural things around the school.

Processes and skills

- Work with others to explore the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 9 in the Learner’s Resource Book
- Pictures of different natural things on the land on display
- Coloured pencils, crayons

Method

- Step 1** Recap the previous lesson to make sure learners understand the meaning of “natural things”.
- Step 2** Prepare learners to go outside to observe their environment.
- Step 3** Explain how to look at an object and draw it.
- Step 4** Copy Activity 9 onto the board and explain it to learners in their language, Pijin or English.
- Step 5** Take learners outside and tell them to draw two natural things.
- Step 6** Sum up the lesson by asking learners to look at each other’s drawings and discuss the natural things they saw.



Activity 9

1. Take your exercise book outside and draw two natural things you can see in and around the school.
2. Take your drawings inside and show them to your class. Look at each other's drawings.
3. As a class, talk about each other's drawings.

Answers

Learners will have drawn two natural things that can be seen in the schoolyard.

► LESSON 10

Aim

Learners should be able to name and give examples of natural things on land.

Processes and skills

- Work with others to explore the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 10 in the Learner's Resource Book
- Pictures of different natural things on the land on display
- Coloured pencils, crayons

Method

- Step 1** Copy Activity 10 onto the board and explain it to learners in their language, Pijin or English.
- Step 2** Start the lesson by asking learners to look around and name any natural things they can think of that may not have been mentioned already.
- Step 3** Ask learners to open their Learner's Resource Book and look at the pictures about natural things found on the land.
- Step 4** Ask learners to choose the pictures they like and tell their partner a reason why they like each picture.
- Step 5** Walk around and listen to learners' discussions.
- Step 6** When learners have finished their discussions, ask some to share with the class which pictures they chose and explain why.
- Step 7** Read and explain the Points to Remember. Ask learners to say what they learnt during the topic.



Activity 10

1. Look around both the inside and outside of the classroom and name the natural things you can see.
2. Look at the pictures in the Learner's Resource Book and choose which ones you like.
3. With a partner, discuss the pictures of natural things on the land that you like. Say what you like about each picture.

Answers

Answers will depend on choice of pictures.



Points to Remember

- Land is one of our most useful natural things.
- We use it in many different ways.
- People live on the land.
- Food is grown on the land.
- Plants and animals live on the land.
- People are buried on the land.
- Land is made up of different special things.

Topic • Natural things in the sea

Pages 11 and 12 of the Learner's Resource Book

► LESSON 11

Aim

Learners should be able to name and give examples of natural things in the sea.

Processes and skills

- Identify own value positions.

Resources

- Activity 11 in the Learner's Resource Book
- Pictures of different natural things in the sea on display

Method

- Step 1** Begin the class by brainstorming with learners what they know about the sea. Write their ideas on the board.
- Step 2** Give out the Learner's Resource Book and discuss the pictures under Activity 11.
- Step 3** Copy Activity 11 onto the board and explain it to learners in their language, Pijin or English.
- Step 4** Encourage learners to listen carefully to each other's presentations, and try not to repeat what someone else says.

Activity 11

1. In pairs, talk about what you like and don't like about the sea.
2. Join with another pair and tell each other your likes and dislikes about the sea.
3. Choose a person to tell the class what your group likes and dislikes about the sea.
4. Listen to each group's presentation about the sea.

Answers

Answers will vary depending on each group's thoughts about the sea. Sample answers include:

- We catch fish from the sea.
- We travel over the sea in a boat.
- We can swim in the sea, but big waves can be dangerous.



► LESSON 12

Aim

Learners should be able to name and give examples of natural things in the sea.

Processes and skills

- Study pictures and discuss feelings, ideas and opinions.

Resources

- Activity 12 in the Learner's Resource Book
- Pictures of different natural things in the sea on display

Method

Step 1 Begin by looking at the pictures under Activity 12 in Learner's Resource Book.

Step 2 Copy Activity 12 onto the board and explain it to learners in their language, Pijin or English.

Step 3 Ask learners to name some natural things in the sea that give us food and help us earn money. Encourage learners to think of some things that are not shown in the pictures.

Step 4 Conclude the lesson by asking learners to name any other ocean features that they can think of.

Activity 12

1. In pairs, study the pictures under Activity 12 in the Learner's Resource Book. Name what you can see in each picture.
2. Name some natural things in the sea that give us food and help us earn money.
3. As a whole class, name the pictures and then discuss your ideas about things from the sea that give us food and money.

Answers

- A. turtle
- B. fish
- C. waves
- D. cave
- E. coral



► LESSON 13

Aim

Learners should be able to name and give examples of natural things in the sea.

Processes and skills

- Study pictures and discuss feelings, ideas and opinions.

Resources

- Activity 13 in the Learner's Resource Book
- Pictures or real things from the sea on display

Method

Step 1 Copy Activity 13 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to study the pictures under Activity 13 in the Learner's Resource Book.

- Step 3** Explain Activity 13 to learners in their language, Pijin or English. Ask questions to check that they know what to do.
- Step 4** Ask learners to exchange books for marking while correcting the task.
- Step 5** Go through the Points to Remember and ask individual learners to read the sentences. Then ask a different learner to explain the meaning of each sentence.



Activity 13

1. Study the pictures under Activity 13 in the Learner's Resource Book.
2. Match these words with the correct picture: fish, seashells, seaweed, sea urchin.
3. In your exercise book, write the correct word next to the letter of the picture (A, B, C, D).
4. Exchange your books for marking.

Answers

- A. sea urchin
- B. seaweed
- C. fish
- D. seashells



Points to Remember

- There are natural things in the sea.
- They give us some things we need, such as food.

Topic • Natural things in the air

Page 13 of the Learner's Resource Book

► LESSON 14

Aim

Learners should be able to name and give examples of natural things in the air.

Processes and skills

- Study pictures and discuss feelings, ideas and opinions.

Resources

- Activity 14 in the Learner's Resource Book
- Pictures or real things from the air on display

Method

- Step 1** Write up the words “air, wind, rain, clouds, sunlight” on the board and describe what they mean in Pijin and local language. Check that learners understand the words.
- Step 2** Give out the Learner's Resource Book. Copy Activity 14 onto the board and explain it to learners in their language, Pijin or English.
- Step 3** Check and mark learners' work as you walk around the room. Help any learners who need it.
- Step 4** Conclude the lesson by asking learners to talk about what they found out.



Activity 14

1. Look at the pictures under Activity 14 in the Learner's Resource Book: A, B, C, D.
2. Write the correct word to match each picture. Choose your words from: rain, wind, cloud, sunlight.

Answers

- A. wind
- B. sunlight
- C. rain
- D. cloud

► LESSON 15

Aim

Learners should be able to name and give examples of natural things in the air.

Processes and skills

- Study pictures and discuss feelings, ideas and opinions.

Resources

- Activity 15 in the Learner's Resource Book
- Pictures or real things from the air on display

Method

- Step 1** Copy Activity 15 onto the board and explain it to learners in their language, Pijin or English.
- Step 2** Take the learners outside to look at the air around them. Ask them to say what they can see and feel in the air. Talk about words and what they mean (e.g. sunlight, sky, clouds).
- Step 3** Play "I Spy". (For example: I spy with my little eye something beginning with "c". The answer is clouds.)
- Step 4** Sum up the lesson by asking some learners to share with the class what they saw and felt while outside.



Activity 15

1. Go outside and look at what you can see in the air.
2. Talk with the class about what you can see and feel.
3. Talk about the names of things and what they mean.
4. Play the game "I Spy" giving the first letter of natural things in the air.

Answers

Learners' answers should focus on what they see and feel.

► LESSON 16

Note: This activity will take two periods.

Aim

Learners should be able to name and give examples of natural things in the air.

Processes and skills

- Listen to a story and discuss feelings, ideas and opinions.

Resources

- Activity 16 in the Learner's Resource Book
- Pictures or real things from the air on display

Method

Step 1 Ask learners to look at the pictures under Activity 16 in the Learner's Resource Book.

Step 2 Tell your own story about one of the pictures. (For example: A. The wind blows very strong. A coconut falls from the tree. The girl finds the coconut and takes it home.)

Step 3 Copy Activity 16 onto the board and explain it to learners in their language, Pijin or English.

Step 4 Ask learners to choose a picture and make up a story about it. Learners should also draw a picture to match their story. Explain they will be telling their story and showing their picture during the next class.

Step 5 At the start of the next class, choose learners to tell their story and show their drawings.

Step 6 Listen to the stories and praise learners for their drawings and stories.

Step 7 Read through the Points to Remember and talk about what learners have found out about natural things in the air.

Activity 16

1. Study the pictures under Activity 16 in the Learner's Resource Book.
2. Choose one picture and think of a story to match it.
3. Draw a picture about your story.
4. Tell your story to the class and show them your picture.
5. Listen to the other stories from people in your class and look at their pictures.

Answers

Learners' answers will be in stories and drawings.



Points to Remember

- The things in the air are natural things.
- They help us to stay alive.

Topic • Things made by people

Pages 14 to 17 of the Learner's Resource Book

► LESSON 17

Aim

Learners should be able to name and give examples of things made by people.

Processes and skills

- Make observations of familiar things in the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 17 in the Learner's Resource Book
- Pictures of buildings on display

Method

Step 1 Write these words on the board and begin the lesson by asking learners to say what they mean: building, made by people, built things. Brainstorm some things that are built by people.

Step 2 Put learners into six groups and give a picture to each group (A, B, C, D, E, F).

Step 3 Copy Activity 17 onto the board and explain it to learners in their language, Pijin or English.

Step 4 Remind learners about group-discussion rules. Check and listen to all groups' discussion.

Step 5 Ask each group to present their task while others listen.

Step 6 Sum up the lesson by finalising the name of the pictures.

Activity 17

Your teacher will put you into groups and give each group a picture from the Learner's Resource Book.

1. As a group, discuss and name the picture. Answer these questions:
 - a. What can you see in the picture?
 - b. What things have been built in the picture?
 - c. Who might have made or built the things in the picture?
2. Choose someone from your group to tell the class about your picture.

Answers

- A. A swimming pool; built things include the pool and surroundings; they would have been built by the pool owners.
- B. Park; built things include the park bench and footpath; they would have been built by the park keepers.
- C. Telecommunication tower; built things include the metal tower and the receivers/transmitters; they would have been built by phone and radio companies.
- D. An island made by people; built things include huts and paths; built by the owners of the island.
- E. Entrance to festival village; built things include the carvings and huts; they would have been built by the festival organisers and carvers.
- F. Signs on walking tracks; built things include the signs and tracks; they would have been built by the park managers.



► LESSON 18

Aim

Learners should be able to name and give examples of things made by people.

Processes and skills

- Make observations of familiar things in the environment.

Resources

- Pictures of buildings on display
- Coloured pencils, crayons

Method

Step 1 Copy Activity 18 onto the board and explain it to learners in their language, Pijin or English.

Step 2 Ask learners to name some things around them that are made by people (for example, a table).

Step 3 Prepare learners to go outside and draw one thing made by people in their exercise book.

Step 4 Ask learners to show their completed drawing to a friend before displaying them in the classroom.

Activity 18

1. Go outside and draw something in your exercise book that has been made by people.
2. Go back to the class and show your work to a friend.
3. Display your book, and move around to look at other's drawings.

Answers

Learners will draw a picture of one thing made or built by people.



► LESSON 19

Note: This activity will take two periods.

Aim

Learners should be able to name and give examples of things made by people.

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions.

Resources

- Activity 19 in the Learner's Resource Book
- Pictures of buildings on display
- Coloured pencils, crayons
- A4 paper

Method

Step 1 Write the words “like”, “favourite” and “special” on the board. Talk about the meaning of the words in Pijin and local language.

Step 2 Ask learners to think about their favourite things made by people (e.g. their church, their classroom, a house).

Step 3 Copy Activity 19 onto the board and explain it to learners in their language, Pijin or English.

Step 4 Conclude the lesson by asking learners to display their drawings and talk about them.



Activity 19

1. In pairs, talk about your favourite things made by people.
2. Draw your favourite people-made things on paper.
3. Display and talk about your drawings.

Answers

Learners' answers should be drawn. Encourage learners to give a reason for choosing their favourite thing made by people.



PLAN AHEAD: Begin now to organise a field trip to see natural and built things around your school for Activity 24. Know the route you will take and notify the school principal. Make sure your preparation follows school policy on field trips. Ask some parents/guardians to accompany your class. Learners will need to bring bottles of water and enough food for the field trip.

► LESSON 20

Aim

Learners should be able to name and give examples of things made by people.

Processes and skills

- Make observations of familiar things in the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 20 in the Learner's Resource Book
- Pictures of buildings on display

Method

Step 1 Give out the Learner's Resource Book and ask learners to study the pictures under Activity 20.

Step 2 Explain Activity 20 and talk about the meaning of "difference, not the same". Give examples.

Step 3 Ask learners to write the numbers for each picture in their exercise book and then place a tick against the pictures of natural features.

Step 4 Check that all learners know what to do.

Step 5 Give feedback to learners when they finish the activity and choose learners to give their answers. Correct the activity as a class.

Step 6 Inform learners that they will play a game called "natural and built things" in the next lesson.

Step 7 Write the names of three natural and three built features on a large chart or board.



Activity 20

1. Study the pictures in the Learner's Resource Book under Activity 20.
2. Put a tick against the number that shows something made by people.
3. Mark your own work during feedback from the teacher.

Answers

Picture	Tick (✓)	Picture	Tick (✓)
1.	✓	6.	✓
2.		7.	✓
3.	✓	8.	✓
4.		9.	
5.		10.	

► LESSON 21

Aim

Learners should be able to name and give examples of things made by people.

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions

Resources

- Activity 21 in the Learner's Resource Book
- Coloured pencils, crayons
- A4 paper

Method

Step 1 Before the lesson begins, write these words on six pieces of paper: seashore, classroom, airstrip, mountain, road, lake. If you run out of time, ask learners to help you make the signs.

Step 2 Begin the lesson by discussing the Points to Remember.

Step 3 Write up Activity 21 either on a chart or blackboard before putting the learners into two teams.

Step 4 Explain the activity and take learners outside to play the game.

Step 5 Place the six signs around the schoolyard; you should be able to see them all from where you are standing.

Step 6 Choose one learner from each team. They will race to the right sign after you call out its name.

Step 7 The first learner to reach the sign and call the correct word ("natural" or "built") earns one point for their team. Record the number of points earned by each team.

Step 8 When all learners have had a turn, return to the classroom and announce the winning team.

Step 9 Congratulate both teams for playing so well. Ask learners to give two happy cheers for the winning team, and one for the losing team.



Activity 21

Two teams will play this game against each other. Go outside or where there is space to run.

1. Your teacher will place six signs around the schoolyard: seashore, classroom, airstrip, mountain, road, lake.
2. One person from each team will race against each other. You should run to the sign that your teacher calls out. The first person to reach the sign, and call correctly “natural” or “built” will earn one point for their team.
3. When everyone has had a turn, return to your classroom to hear which team won.

Answers

Built things are: classroom, airstrip and road. Every learner should have a turn; make sure they can differentiate between natural and built things.



Points to Remember

- Built things are made by people.
- Things made by people are helpful to us.
- People make things using their hands, tools and machines.

Topic • The things I like at my place

Pages 18 to 19 of the Learner's Resource Book

► LESSON 22

Aim

Learners should be able to name and give examples of the things they like at their place.

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions.

Resources

- Activity 22 in the Learner's Resource Book
- Pictures of local places, village/settlements on display

Method

Step 1 Study the pictures and comments under Activity 22 in the Learner's Resource Book.

Step 2 Copy Activity 22 onto the board and explain it to learners in their language, Pijin or English.

Step 3 Ask learners to say to a partner what they like about their place. Each learner will listen carefully to each other and ask questions about why their partner likes their place.

Step 4 Ask each pair to join another pair to make a group of four. Partners will introduce each other to the group and say what their partner likes about their place.

Step 5 Move about the room and listen to the pairs' and groups' discussions.

Step 6 Conclude the lesson by discussing the Points to Remember.



Activity 22

1. Face a partner as they say what they like about their place. Listen carefully to what they say.
2. Answer your partner's questions about the reasons why you like your place.
3. Join another pair. Introduce your partner and tell the group what your partner likes about their place.
4. Listen as other members of the group introduce their partner and explain what they like about their place.

Answers

Learners will produce different answers depending on their own values and opinions.



Points to Remember

- The things I like at my place might be natural or made by people.
- All places have special things.
- My thoughts on natural and built things might be different from other people's.

Topic • My favourite place

Pages 20 and 21 of the Learner's Resource Book

► LESSON 23

Aim

Learners should be able to name and describe their favourite place.

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions.

Resources

- Activity 23 in the Learner's Resource Book
- Pictures of local places, village/settlements on display
- Crayons and coloured pencils

Method

- Step 1** Copy Activity 23 onto the board and give out the Learner's Resource Book.
- Step 2** Study the pictures and comments under Activity 23 in the Learner's Resource Book.
- Step 3** Explain the activity and give time for learners to discuss their favourite place with a partner.
- Step 4** Move around the room and listen to the discussions.
- Step 5** Tell learners to draw their favourite place in their exercise book.
- Step 6** Collect books and give feedback to learners on their drawings.



Activity 23

1. Tell your partner about your favourite place. Listen to your partner talk about theirs.
2. Draw your favourite place in your exercise book.
3. Hand your exercise book to the teacher.

Answers

Learners' answers will vary.

► LESSON 24



PLAN AHEAD: Before it's time for Lesson 24, organise a field trip to see natural and built things around your school. Know the route you will take and notify the school principal. Make sure your preparation follows school policy on field trips. Ask some parents/guardians to accompany your class. Learners will need to bring bottles of water and enough food for the field trip.

Aim

Learners should be able to name and describe the natural and built things around their school.

Processes and skills

- Work with others to explore the environment.
- Follow simple directions.

Resources

- Activity 24 in the Learner's Resource Book
- Visit local places, village/settlements to see built and natural things
- Crayons and coloured pencils
- A4 paper

Method

Step 1 Explain the rules before leaving the classroom. The rules are:

- a. Follow what the teacher says.
- b. Choose a partner and look after each other.
- c. Stay together during the visit.
- d. Take a drink bottle, some food and paper and pencils for drawing.

Step 2 Follow the route you have planned to see natural and built things around your school. Try to show learners a variety of examples.

Step 3 Stop along your route and give learners time to draw two natural and two built things around the school.

Step 4 Return to the class and ask learners to present their drawings for natural and built things.

Step 5 Thank the parents for helping.



Activity 24

Your class will be going on a field trip to see natural and built things around your school.

1. During the field trip, follow these rules:
 - a. Follow what the teacher says.
 - b. Choose a partner and look after each other.
 - c. Stay together during the visit.
 - d. Take a drink bottle, some food and paper and pencils for drawing.
2. Look at the natural and built things you can see. Draw two natural and two built things on pieces of paper.
3. When you return, show your drawings to the class.

Answers

Learners will see and draw the natural and built features in their environment.

► LESSON 25

Aim

Learners should be able to name and describe the natural and built things around their school.

Processes and skills

- Work with others to explore the environment.
- Answer questions.

Resources

- Activity 25 in the Learner's Resource Book.
- Learners' drawings of built and natural things in local village/settlement
- Crayons and coloured pencils
- A4 Paper

Method

Step 1 Ask learners what they liked and disliked about the field trip. What things did they notice about the natural and built things?

Step 2 Ask questions like:

- What did you see?
- What natural and built things did you see?
- In what ways are the natural and built things important to people in the village or settlement?
- How do people look after the things in their environment?

Step 3 List on the board some of the things that the learners found out on their field trip.

Step 4 Display the drawings and give feedback on the drawings of natural and built things.

Step 5 Conclude the lesson by reading through the Points to Remember and asking learners what they learnt about the topic.

Activity 25

1. With your class, talk about the things you noticed on your field trip during the last lesson.
2. Give reasons why the natural and built things are important to people in the village or settlement.
3. Talk about how people look after the things in their village/settlement.
4. Show your drawings of two natural and built things that you saw on the field trip.

Answers

Learners will discuss the natural and built things they saw on the field trip from the last lesson.



Points to Remember

- A favourite place is special to people.
- It has things that make it special.
- The place can be natural or built.

Topic • Looking after my place

Page 23 of the Learner's Resource Book

► LESSON 26

Note: this activity will take two periods.

Aim

Learners should be able to show ways to care for their place.

Processes and skills

- Work with others to explore the environment.
- Talk about own problems and issues, and how they solve problems.

Resources

- Activity 26 in the Learner's Resource Book
- Pictures of clean and tidy places

Method

Step 1 Ask learners to study the pictures under Activity 26 in the Learner's Resource Book. Ask questions beginning with "how, what, why, when, who, what, where" about the pictures.

Step 2 Put learners into eight groups and give each group one of the statements below, written on pieces of paper or cards:

- Children weeding around the house or school.
- Children cleaning up rubbish.
- Tim is burying the rubbish.
- The women are planting the flowers beside the office.
- Some men are digging a drain.
- Dan is looking for a rubbish bin.
- Ellen is taking the glass bottle to the shop to get money.
- Lilly is making something new from a plastic bag.

- Step 3** Copy Activity 26 onto the board and explain it to learners in their language, Pijin or English. Show how the learners can dramatise the actions and make up conversations
- Step 4** Explain that each group will present their dramatisation during the next lesson.
- Step 5** At the start of the next lesson, encourage each group as they present their dramatisation.
- Step 6** Conclude the lesson by asking learners to say some of the things they have learnt. Read through and discuss the Points to Remember.



Activity 26

In groups, make a role-play about the statement that your teacher will give you. You can prepare your role-play during this lesson and perform it during the next lesson.

- Children weeding around the house or school.
- Children cleaning up rubbish.
- Tim is burying the rubbish.
- The women are planting the flowers beside the office.
- Some men are digging a drain.
- Dan is looking for a rubbish bin.
- Ellen is taking the glass bottle to the shop to get money.
- Lilly is making something new from a plastic bag.

Answers

Learners' dramatisations will show how the learners keep their place clean and tidy. Suggest solutions to problems of getting rid of rubbish.



Points to Remember

- Pick up rubbish whenever you see it.
- Put rubbish in the right places.
- Make compost and recycle rubbish.

Topic • Looking after my school

Pages 24 to 25 of the Learner's Resource Book

► LESSON 27

Aim

Learners should be able to show ways they can care for their school.

Processes and skills

- Work with others to explore the environment.
- Talk about their own problems and issues, and how to solve problems.

Resources

- Activity 27 in the Learner's Resource Book
- Pictures of clean and tidy places

Method

Step 1 Copy Activity 27 onto the board and explain it to learners in their language, Pijin or English. Give out the Learner's Resource Book.

Step 2 Ask learners to say what is happening in each picture under Activity 27 in the Learner's Resource Book. Write learners' responses on the blackboard.

Step 3 Ask learners to say ways to look after the school to keep it clean and tidy.

Step 4 Write some suggestions on the board or chart and ask for other ideas. Some examples could be:

- Weeding around schools, offices or buildings
- Digging a hole in the ground to put non-rotting rubbish
- Putting compost rubbish (including paper) in a box to rot before it is mixed with the soil for planting of flowers or placing as compost in the flower beds
- Separating compost and non-rotting rubbish
- Growing plants at schools
- Growing trees for shade and making nice places to sit.

Step 5 Conclude the lesson by asking learners to say ways that they plan to look after the school and keep it tidy.

Activity 27

1. Say what is happening in each picture under Activity 27 in the Learner's Resource Book.
2. Think of ideas about looking after your school. It might be something you do at home or something you have seen in your village/settlement.
3. Share your ideas about caring for your school with the rest of the class.



► LESSON 28

Note: This activity will take two periods.

Aim

Learners should be able to show ways they can care for their school.

Processes and skills

- Work with others to explore the environment.
- Talk about own problems and issues, and how to solve problems.

Resources

- Activity 28 in the Learner's Resource Book
- Pictures of clean and tidy places

Method

Step 1 Ask learners to study the pictures under Activity 28 in the Learner's Resource Book and say what they think is happening.

Step 2 Ask if learners have heard of the word "compost". Explain what the word means in Pijin and local language.

Step 3 Copy Activity 28 onto the board and explain it to learners in their language, Pijin or English. Ask learners to show how they will place rubbish into two types and put them into two different bins. The two types are "compost" and "recycling".

Step 4 Inform learners that they will eat their food in the classroom during the next lesson. If anyone wishes to buy food at the market or school canteen, they must bring their food back to eat in the classroom.

- Step 5** During the next lesson provide two plastic bins or empty paper boxes. Ask learners to eat their lunch and then place their rubbish either in the compost or recycling bin.
- Step 6** After they have finished, inform learners that as of today there will be two bags or boxes in the class: one for compost and the other for recycling.
- Step 7** Conclude the lesson by reminding learners that even though they are children, they can still take care of the environment. Discuss the Points to Remember and ask some learners to say what they have learnt.



Activity 28

1. Eat your food in the classroom during break time.
2. Place your rubbish into two types of bins: compost or recycling.
3. Start developing the habit of placing rubbish into two categories in the classroom, the whole school and at home.

Answers

Learners will place rubbish in two bins: compost and recycling.

Inform learners to educate their family at home if they have not seen their parents placing rubbish into two categories.

As a teacher, you must ensure that learners divide their rubbish properly when they are at school.



Points to Remember

- Put rubbish in the right places at school.
- Weed around your school.
- Use plastic bags to store rubbish.
- Grow plants and trees around school.

Assessment Activity

Aim

To test learners' ability and understanding of important things where they live

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions.

Method

- Step 1** Write the Assessment Activity on the board and explain it to learners in local language, Pijin or English. Ask questions to make sure they understand.
- Step 2** Give learners time to complete the activity.
- Step 3** Collect books for marking, and explain that learners have come to the end of the chapter.
- Step 4** Review the Learning Outcomes from the start of the chapter by reading through them with the learners. Check that learners understand by asking them to explain each point in local language or Pijin.

Assessment Activity

Name three important natural things and **people-made** things in your village/settlement.

Answers

Learners' answers will vary.

Possible answers for natural things: swamp, ridge, large tree.

Possible answers for people-made things: classroom, stepped track, staff house, vehicle track.

Chapter 2 • Relationships in the Family

Strand

Family and Relationships

Sub-strand

Relationships in the Family

Sub-strand statement

The relationships between family members in the community are important to maintain and show as they interact and depend on each other. This involves social development such as taking part in different activities so that they understand themselves properly and learn to accept others.

General learning outcomes

Learners should:

- 1.2.1** know their relationships within the immediate and extended family (k)
- 1.2.2** understand the different types of families (k)
- 1.2.3** be aware of the importance of being members of a family (a)
- 1.2.4** appreciate that members of a family depend on each other (a/v).

Specific learning outcomes

Learners should be able to:

- 1.2.1.1** identify and name family members
- 1.2.2.1** explain the difference between nuclear and extended families
- 1.2.3.1** give examples of how families cooperate and work together
- 1.2.3.2** identify the roles in their immediate family
- 1.2.4.1** identify the roles of individuals in the family
- 1.2.4.2** distinguish similarities and differences between the roles of individuals in a family.

Topics and timing

Suggested periods: 20

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

Topics	Activities	Periods
1. Knowing family members by name	1, 2	2
2. Different types of families	3, 4, 5	4
3. Family members working together	6, 7, 8	5
4. Roles in my family	9, 10	3
5. Roles I play in my family	11, 12	2
6. Similarities and differences of the roles of family members	13, 14, 15	3
Learning outcomes review and assessment activity		1

Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what you will do and explain that you will review the outcomes or goals during and at the end of the chapter.

In this chapter you will:

- know the names of **family** members
- show the differences between smaller and bigger families
- talk about how family members cooperate and work together
- name and compare the **roles** in the family
- understand your role in your immediate family
- compare the similarities and differences between the roles of individuals in a family.

Topic • Knowing family members by name

Pages 27 to 28 of the Learner's Resource Book

► LESSON 1

Aim

Learners should be able to identify and know their family members' names.

Processes and skills

- Listen to stories and predict what might happen based on information.
- Identify own value positions.

Resources

- Activity 1 in the Learner's Resource Book
- Pictures of family member names in different colours and shapes

Method

Step 1 Start the lesson by asking learners about their families. How many members are in their family? Ask them to name some members. Write their responses on the board.

Step 2 Look at the picture of Deku's family under Activity 1 in the Learner's Resource Book. Read the words and help learners to read all the names.

Step 3 Put learners into pairs. Copy Activity 1 onto the board and explain it to learners in their language, Pijin or English.

Step 4 Go around the class and give feedback to the discussions.

Step 5 Conclude the lesson by asking each pair to join with another pair and share what they have discussed.



Activity 1

1. In pairs, discuss how many members you have in your family.
2. Tell your partner the names of your family members.
3. Explain how you know the names of your family members.
4. Talk about the meanings of the names of some members of your family.
5. Talk to each other about the surname or family name that your immediate family uses. Is it from your father's line or mother's line?

Answers

Learners should discuss their families and the names of family members.

► LESSON 2

Aim

Learners should be able to identify and know their family members' names.

Processes and skills

- Work together as a group.
- Make observations of familiar things in the environment.
- Work with others to explore the environment.

Resources

- Activity 2 in the Learner's Resource Book
- Pictures and names of family members

Method

Step 1 Start the lesson by reading the text "Names are Special" under Activity 2 in the Learner's Resource Book. Look at the photo and ask the learners questions to check their understanding.

Step 2 Ask learners to think about "given names" and "family names" (or surnames). These names are special. They have meanings. They may relate to special or important people or to any other things that are special in the family. Ask them questions such as:

- Where did each person get their names?
- How special are the names? Do they have special meanings?
- What is a given name?
- What is a family name or surname?

Step 3 Put the learners into pairs. Make sure that each learner has a partner.

Step 4 Copy Activity 2 onto the board and explain it to learners in their language, Pijin or English.

Step 5 Go around the class and assist each pair.

Step 6 As a class, write given and family names on paper to decorate and display. Conclude the lesson by reading through the Points to Remember.



Activity 2

1. Tell your partner how you came to have your given names. Listen as your partner tells you about their given names.
2. Discuss with your partner your family name or surname.
3. If you know it, talk about the meaning of your family name or surname.
4. Draw a picture in your exercise book about the meaning of your family name or surname.

Answers

Learners' answers will depend on each pair's discussion.



Points to Remember

- It is important to know the names of family members.
- Father and mother can tell us the names of family members.
- I can go to my family members if I need help.
- Names are special. They have meanings.
- People have given names and family names (also called surnames).

Topic • Different types of families

Pages 29 to 32 of the Learner's Resource Book

► LESSON 3

Aim

Learners should show the differences between small and bigger families.

Processes and skills

- Use simple symbols to represent data.
- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 3 in the Learner's Resource Book
- Charts displaying nuclear and extended family members

Method

Step 1 Copy Activity 3 onto the board and explain it to learners in their language, Pijin or English.

Step 2 Ask learners in pairs to look at the chart under Activity 3 in the Learner's Resource Book. Ask learners to look at the chart and then ask them questions such as:

- a. What can you see in the chart?
- b. What do the words mean?
- c. Are the words about people?
- d. Do you have such people in your family?

Step 3 Explain to the learners that the chart represents a type of family called a small or nuclear family. It has a father, mother and children. It is the smallest family unit. A nuclear family is important because the parents look after and care for the children. They will buy food, clothes, toys and other things for the children. The parents also pay for the children's school fees so that they can go to school.

Step 4 Explain Activity 3 and give learners time to draw their nuclear family.

Step 5 Conclude the lesson by going through the chart again in the Learner's Resource Book and talking about the importance of a nuclear family.



Activity 3

1. Draw your own nuclear family in your exercise book just like the chart in the Learner's Resource Book.
2. Use the names of your parents, and any brothers and sisters you have.
3. When you finish your chart, show it to the learner sitting next to you.
4. Hand in your book for marking.

Answers

Learners' answers will vary depending on the names of their parents and brothers and sisters. All learners should show a small or nuclear family.

► LESSON 4

Aim

Learners should show the differences between small and bigger families.

Processes and skills

- Work with others to explore the environment.
- Identify own value positions.
- Discuss problems and issues.
- Listen and discuss feelings, ideas and opinions.

Resources

- Activity 4 in the Learner's Resource Book
- Pictures and photographs of extended family members

Method

Step 1 Tell learners to look at the chart under Activity 4 in the Learner's Resource Book. Explain that it still shows a nuclear family, but now we can see the other family members around them.

Step 2 Ask them questions such as:

- a. What can you see in the diagram?
- b. Read the words that you can see in the diagram. What are those words saying about families?
- c. Are there some different words from the chart in Activity 3 that you can see? What are those words?
- d. Why is the chart bigger than the one for the nuclear family?
- e. Are your grandfather and grandmother still alive?
- f. Can you name one of your uncles and aunts?
- g. Do you know the members of your extended family?

- Step 3** Copy Activity 4 onto the board and explain it to learners in their language, Pijin or English. Put the learners into groups of six and give them time to complete the activity.
- Step 4** Conclude by asking each group to give feedback about other groups' presentations of an extended family. Give feedback to the groups about how they have shown relationships.



Activity 4

1. In groups, draw an imaginary extended family to put on display.
2. Choose family members that are in an extended family and give them made-up names.
3. Show how the family members are related.
4. When you have finished, show your group's chart of an extended family to the class and explain how they are related.

Answers

Learners' answers will vary as they show their own imaginary extended families. They will also use their own made-up names.

► LESSON 5

Note: this activity will take two periods.

Aim

Learners should show the differences between their mother's and father's line.

Processes and skills

- Work with others to explore the environment.
- Place events in sequence.

Resources

- Activity 5 in the Learner's Resource Book

Method

- Step 1** Begin by looking at the picture under Activity 5 in the Learner's Resource Book. Explain in their language or Pijin what the words mean and talk about the importance of an extended family.
- Step 2** Ask learners to say what is good about having an extended family. (They are people who love you, and will look out for you.)
- Step 3** Copy Activity 5 onto the blackboard and explain to learners that it should be done at home. It is their "homework".
- Step 4** Explain the activity to the learners. Tell them that it is important to know their relatives from the father's line and mother's line.
- Step 5** Ask learners to copy the homework into their exercise books. They may use Pijin or their own language.
- Step 6** Tell learners that some of them will be asked in the next period to present their answers, so they must be ready.
- Step 7** At the start of the next period, review the idea of extended family by again reading Activity 5 in the Learner's Resource Book.
- Step 8** Ask learners to read out the names of family members from their homework. Talk about the mother's and father's line. Write some responses on the blackboard.

Step 9 Use learners' answers to discuss the idea of extended family. Perhaps some learners in the class are part of the same family. Look at names that are the same and discuss how names can trace a family line.

Step 10 Conclude the lesson by reading through the Points to Remember. Ask learners to say what they learnt about families during this topic.



Activity 5

1. Ask members of your family to help you with this activity.
2. Complete each sentence in your exercise book by adding a person's name from the father's line and mother's line.

Father's line	Mother's line
1. My grandfather's name is _____.	1. My grandmother's name is _____.
2. My uncle's name is _____.	2. My aunt's name is _____.
3. My aunt's name is _____.	3. My grandfather's name is _____.
4. My grandmother's name is _____.	4. My uncle's name is _____.
5. My cousin brother's name is _____.	5. My cousin sister's name is _____.
6. My cousin sister's name is _____.	6. My cousin brother's name is _____.

Answers

Learners' answers will vary depending on their family members' names.



Points to Remember

- There are two types of families: a small or nuclear family and an extended or bigger family.
- A nuclear family has a father, mother and the children. It is the smallest family unit.
- An extended family has other members such as grandparents, uncles, aunts and cousins.
- Your nuclear family and extended family are important because family members look after each other.

Topic • Family members working together

Pages 32 to 34 of the Learner's Resource Book

► LESSON 6

Aim

Learners should be able to list ways that family members help each other at home.

Processes and skills

- Identify own value positions.
- Talk about own problems and issues, and how to solve problems.

Resources

- Activity 6 in the Learner's Resource Book

Method

- Step 1** Put learners into pairs and look at the pictures under Activity 6 in the Learner's Resource Book.
- Step 2** Read the words and explain so that learners understand about families working together.
- Step 3** Ask learners to say in pairs why family members either in a nuclear or an extended family should work together. Ask them questions such as:
- How do your family members help each other at home?
 - What sort of work do they help with?
 - How are you willing to help at home? Why?
 - What sort of work do you not like at home? Why?
- Step 4** Copy Activity 6 onto the board and explain it to learners in their language, Pijin or English. Give learners time to complete the activity.
- Step 5** Conclude by asking learners again why family members should work together. Collect their books and give feedback on their lists and drawings.

Activity 6

- In pairs, make a list of three things that family members help to do at home. For example: cooking, cleaning and gardening.
- Write your list in your exercise book.
- Choose two of the jobs from your list and draw them in your exercise books.

Answers

Learners' answers will vary, but examples include cooking, cleaning, gardening, fixing broken things, gathering firewood, listening to each other, helping to solve each other's problems.



► LESSON 7

Note: this activity will take two periods.

Aim

Learners should demonstrate an understanding of the importance of family members helping each other.

Processes and skills

- Work with others to explore the environment.
- Identify own value positions.
- Listen to a story and discuss their feelings, ideas and opinions.

Resources

- Activity 7 in the Learner's Resource Book
- Large sheets of paper
- Crayons and marking pens

Method

- Step 1** Read the text and look at the pictures under Activity 7 in the Learner's Resource Book. Ask questions such as:
- What happens when family members work together?
 - Who will be happy with you if you help them at home? What do you think they will say to you?
- Step 2** Write learners' responses on the board.

- Step 3** Put the learners into groups of four. Copy Activity 7 onto the board and explain it to learners in their language, Pijin or English. Tell learners that they will perform their role-plays during the next period
- Step 4** At the start of the next period, ask each group to show their role-play to the class. Praise the learners for their work and talk about the different ways that families can help each other.
- Step 5** Conclude the lesson by praising each group for working well together.



Activity 7

1. Make a list of three things that you could ask members of your extended family to help you with. For example: Build a house.
 - a. _____
 - b. _____
 - c. _____
2. In your group, choose two of the jobs from your lists and prepare a role-play showing the jobs and who helps.
3. Show your role-plays to the class and watch other groups perform their role-plays.

Answers

Learners' answers will vary; they should show ways that extended family members help each other.

► LESSON 8

Note: this activity will take two periods.

Aim

Learners should be able to discuss and draw examples of families helping each other.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 8 in the Learner's Resource Book

Method

- Step 1** Begin by discussing the role-plays from the last lesson. Talk about ways that families help each other. Ask learners to talk about a time when they helped, or were helped by, a family member.
- Step 2** Copy Activity 8 onto the board and explain it to learners in their language, Pijin or English.
- Step 3** Ask questions to make sure that learners understand what to do. Explain that this activity will be done at home.
- Step 4** Give learners time to copy the activity into their exercise books. They should bring back their answers for the next period.
- Step 5** At the start of the next period, ask learners to say what they found out as homework. Write some answers on the board.
- Step 6** Give learners time to draw three examples of families helping each other. When they have finished, choose learners to talk about their drawings and show them to the class.
- Step 7** Conclude the lesson by reading through the Points to Remember. Ask learners to say in their own words why families are important.



Activity 8

1. Ask your parents to help you speak to members of your extended family, such as your grandparents, cousins or aunts and uncles.
2. Ask members of your extended family what they do to help each other in the village or settlement. For example: Making a marriage feast for a relative.
3. Try to find out three examples. You will have time in class to draw your three examples in your exercise book.

Answers

Learners' answers will vary depending on their findings. They should draw three examples of families helping each other.



Points to Remember

- Working together as a family is very important.
- Family members usually work together to get things done in time.
- Working together makes work easier.
- Every member of a family will be happy if they help each other.
- Parents will be pleased with children who help them at home.

Topic • Roles in my family

Pages 35 and 36 of the Learner's Resource Book

► LESSON 9

Note: this activity will take two periods.

Aim

Learners should understand that each family member plays an important role in the family.

Processes and skills

- Identify own value positions.
- Listen to stories and predict what might happen based on information.

Resources

- Activity 9 in the Learner's Resource Book
- Pictures of roles in the families

Method

- Step 1** Write the word "role" on the board in English, Pijin and their language. Ask learners what they know about the word and what it means.
- Step 2** Read the text and look at the picture under Activity 9 in the Learner's Resource Book, explaining it in Pijin or their language.
- Step 3** Copy Activity 9 onto the board and explain it to learners in their language, Pijin or English. They will perform their role-play during the next period.
- Step 4** Put learners into pairs. Go around the class and give feedback to learners and help with their role-plays.
- Step 5** At the start of the next period, choose pairs to show their role-plays to the class and give feedback as each pair performs.



Activity 9

Discuss these questions with a partner:

1. What is a mother's role? Apart from being a mother, what other roles does she have?
2. What is a father's role? Apart from being a father, what other roles does he have?
3. What is the role of a brother and sister? Apart from being your brother or sister, what else do you expect from your brother or sister?
4. Make a role-play of one of the roles in your family.

Answers

Learners' role-plays should show that each person in a family has different roles.

► LESSON 10

Aim

Learners should understand that each family member plays an important role in the family.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 10 in the Learner's Resource Book
- Display table of extended family members' roles
- Photos and pictures of bigger families

Method

- Step 1** Recap on the previous lesson by talking about different roles in a family.
- Step 2** Start the new lesson by asking learners about the number of members in their extended family. Ask: what roles does each member play? Write some responses on the board.
- Step 3** Look at the table under Activity 10 in the Learner's Resource Book and help learners read the words. Explain that members of an extended family sometimes have many roles.
- Step 4** Explain to learners that as family members grow older, they take on some extra roles. They become a husband or wife, parent or aunty or uncle. Remind learners that a person's role is always changing.
- Step 5** Copy Activity 10 onto the board and explain it to learners in their language, Pijin or English.
- Step 6** Go around the class and check learners' responses and their understanding of the task.
- Step 7** Conclude by asking some learners to share their answers. Ask learners to hand in their books for marking.



Activity 10

Answer these questions in your exercise book:

1. What is a son-in-law? Do you have a person like that in your family?
2. What is a daughter-in-law? Do you have a person like that in your family?
3. What does your mother teach you? Write down three things.
4. What does your father teach you? Write down three things.

Answers

Learners' answers will vary. They should show that a son- and daughter-in-law have married the grown-up children of the family. Examples of lessons taught by parents include: right from wrong, and how to look after each other.



Points to Remember

- A role is a person's work or responsibility.
- A person can have one or more roles.
- Family members have roles to play.
- Nuclear family members have two roles to play.
- Extended family members have more than two roles to play.
- There are certain social and family expectations on how family roles should be fulfilled.
- As family members grow old, they take on extra responsibilities or roles.
- A person's role is always changing depending on his or her age and family stage.

Topic • Roles I play in my family

Page 37 of the Learner's Resource Book

► ACTIVITY 11

Aim

Learners should be able to list and draw some of their own roles in their family.

Processes and skills

- Identify own value positions.

Resources

- Activity 11 in the Learner's Resource Book
- Pictures of family groups doing things in group

Method

Step 1 Start the lesson by asking learners to read the text and pictures together under Activity 11 in the Learner's Resource Book. Explain the text in Pijin and their language and discuss the meaning.

Step 2 Copy Activity 11 onto the board and explain it to learners in their language, Pijin or English.

Step 3 Ask some learners to read out their list of the roles they are expected to play in their families. Ask other learners to show their drawing.



Activity 11

1. In pairs, talk about Sive and Kuria. Do you have any of the same roles in your own family?
2. What other roles are you expected to do in your own family? Make a list of them.
3. Draw one of the roles you are expected to do in your own family.

Answers

Learners' answers will differ depending on their roles within their families. They should have drawn one of their roles. Examples include helping with chores and listening to their parents.

► LESSON 12

Aim

Learners should be able to discuss the importance of doing the roles expected in a family.

Processes and skills

- Talk about own problems and issues, and how to solve problems.
- Listen to a story and discuss feelings, ideas and opinions.

Resources

- Activity 12 in the Learner's Resource Book

Method

Step 1 Begin the lesson by summarising some of the roles played by learners that were shown in the previous lesson.

Step 2 Ask learners the following questions:

- a. What roles do Sive play?
- b. What roles Kuria do play?
- c. Why do you think Sive has to collect water from a nearby stream?
- d. Do you want to do what Sive and Kuria do?

Step 3 Copy Activity 12 onto the board and explain it to learners in their language, Pijin or English.

Step 4 Ask some pairs to present to the rest of the class what they have discussed.

Step 5 Go through the Points to Remember with learners.



Activity 12

Do this activity in groups of three. Ask a member of your group to write down what you talk about.

1. What will happen if you do not obey what your parents tell you to do?
2. What will you do if you have done something which is not right?
3. Ask someone in your group to present to the rest of the class what you have discussed.

Answers

Learners' answers will vary but should talk about punishment or the risk of being hurt if they do something wrong.



Points to Remember

- Family members have their own roles.
- Sometimes, males and females have different roles in a family.
- Some roles may be **similar** for males and females.

Topic • Similarities and differences of the roles of family members

Pages 38 to 40 of the Learner's Resource Book

► LESSON 13

Aim

Learners should be able to compare the similarities and differences between the roles of individuals in a family.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 13 in the Learner's Resource Book

Method

- Step 1** Look at the pictures under Activity 13 in the Learner's Resource Book and discuss what the people are saying.
- Step 2** Copy Activity 13 onto the board and explain it to learners in their language, Pijin or English. Put the learners into groups of four.
- Step 3** Give learners time to discuss their answers. Move around the class and make sure everyone has a chance to speak.
- Step 4** Ask some groups to present what they have discussed. Ask other groups to listen, add information and ask questions.

Activity 13

1. Choose a group leader and make sure you are all seated so that you can see each other.
2. Discuss the following questions:
 - a. Do you want to do any roles that your brothers or sisters do?
 - b. Why do you want to or do not want to do them?
 - c. Is it good to have the same responsibilities? Why?

Answers

Learners' answers will vary; encourage learners to think of reasons why family members have different roles (e.g. different ages, skills and interests).



► LESSON 14

Aim

Learners should be able to discuss roles performed by different members of a family.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 14 in the Learner's Resource Book

Method

- Step 1** Ask learners to look at the pictures under Activity 14 in the Learner's Resource Book and discuss what they see.
- Step 2** Copy Activity 14 onto the board and explain it to learners in their language, Pijin or English. Explain this activity is their homework and it should be done at home. Tell learners that they can ask their parents to help them.
- Step 3** Conclude the lesson by checking that learners understand what they need to bring back to school for the next lesson.

Activity 14

1. Make a list of the roles that you perform at home which have not been mentioned already.
2. Write down two roles that are performed by your mother.
3. Ask your mother what is her favourite role at home?
4. Write down two roles performed by your father.
5. Ask your father what is his favourite role at home?
6. Do you think that spearfishing is a man's role? Why or why not?
7. Show the whole class what you have done in your next class lesson.

Answers

Learners' answers will vary. They should be able to discuss their own roles at home, their mother's and their father's roles, and compare the differences.



► LESSON 15

Aim

Learners should be able to compare the similarities and differences between the roles of individuals in a family.

Processes and skills

- Listen to stories and predict what might happen next based on information.
- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 15 in the Learner's Resource Book
- Large sheets of paper

Method

- Step 1** Ask learners to discuss their findings from their homework in pairs. Ask learners to say which roles they perform that are the same, and which roles are different.
- Step 2** Put learners into groups of four.
- Step 3** Ask learners to look at the pictures under Activity 15 in the Learner's Resource Book and discuss how tools are being used.
- Step 4** Copy Activity 15 onto the board and explain it to learners in their language, Pijin or English.
- Step 5** Conclude the lesson by asking some groups to present to the whole class what they have done.
- Step 6** Go through the Points to Remember with the learners and explain that they will have an assessment in the next lesson.



Activity 15

In your groups, talk about the tools that can be used to help people do work at home. Fill in the blank spaces in the table. Some examples have been given for you.

Tool	Use	Tool	Use
Axe	Cut firewood	Pot	Cook food
Spear	1.	Spoon	2.
Bush knife	3.	Kitchen knife	Peel cassava to cook
Hoe	Make mounds in the garden	Bucket	4.
Shovel	5.	Pandanus	Weave a basket
Saw	Cut the timber for the floor of the house	Bag	6.
Hammer	7.	Kettle	8.

Answers

- 1. To spear fish
- 2. To stir food and dish out food
- 3. To cut plants and chop roots
- 4. To carry water, food and plants
- 5. To move soil, stones and sand
- 6. To carry things and wrap things
- 7. To hammer in nails, posts
- 8. To boil water



Points to Remember

- Some roles that family members do are similar.
- Some roles that family members do are also different.
- There are reasons why different people perform different roles.
- The right tools must be used to do certain tasks.

Assessment Activity

Aim

Learners should demonstrate an understanding of the relationships within a family.

Processes and skills

- Identify own value positions.
- Test learning ability on what had been learnt.

Resources

- Sheets of paper
- Crayons, pens and coloured pencils

Method

Step 1 Explain that you have come to the end of this topic and review the Learning Outcomes from the beginning of the chapter.

Step 2 Copy the Assessment Activity onto the board and explain it to learners in their language, Pijin or English.

Step 3 Give learners time to complete the task.

Step 4 Praise the learners who worked hard and collect papers for marking.

Assessment Activity

1. On a sheet of paper, draw and label pictures of your family members e.g. father, mother, brother, sister.
2. Show some of the things that family members do around the home.

Answers

Pictures should show relationships of family members and some of the roles they play.

Chapter 3 • Basic Needs

Strand

Resources and Economic Activities

Sub-strand

Our Basic Needs

Sub-strand statement

People satisfy their basic needs by using the resources that are available in the environment and their engagement in economic activities.

General learning outcomes

Learners should:

- 1.3.1** know the difference between needs and wants (k)
- 1.3.2** understand our basic needs (food, clothing and shelter)
- 1.3.3** recognise that available resources determine how a basic need is met (k)
- 1.3.4** appreciate what people do to meet their needs and wants (v).

Specific learning outcomes

Learners should be able to:

- 1.3.1.1** discuss the difference between needs and wants
- 1.3.2.1** identify at least one common need (e.g. food)
- 1.3.3.1** name one common resource that helps to meet people's needs
- 1.3.4.1** discuss different ways people use to satisfy their needs and wants
- 1.3.4.2** draw different ways people use to satisfy their needs and wants.

Topics and timing

Suggested periods: 32

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

Topics	Activities	Periods
1. Basic needs	1	1
2. Food is a basic need	2, 3, 4, 5, 6, 7, 8, 9	9
3. Water is a basic need	10, 11, 12, 13	6
4. Shelter is a basic need	14	2
5. Things we would like or want	15, 16	2
6. Difference between needs and wants	17, 18, 19, 20, 21	6
7. How people meet their needs and wants	22, 23, 24, 25, 26	5
Learning outcomes review and assessment activity		1

Introduction

At the beginning of the first lesson, display the Learner's Outcomes below in their language, Pijin or English on the blackboard or on a chart. Talk about what you will do and explain that you will review the outcomes or goals during and at the end of the chapter.

In this chapter you will:

- name and give examples of basic **needs**
- talk about the importance of basic needs
- give examples of things we would like to have (**wants**)
- show the differences between needs and wants
- show how resources help to meet needs and wants
- talk about the ways that money can satisfy needs and wants
- give examples of how people meet needs and wants.

Topic • Basic needs

Page 42 of the Learner's Resource Book

► LESSON 1

Aim

Learners should be able to give examples of basic needs.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 1 in the Learner's Resource Book

Method

- Step 1** Begin the lesson by asking learners to say what the words “basic needs” mean. Listen to their responses and explain the words in Pijin and their language. Explain that basic needs are things that keep us alive.
- Step 2** Look at the diagram under Activity 1 in the Learner's Resource Book and again talk about “basic needs”.
- Step 3** Copy Activity 1 onto the board and explain it to learners in their language, Pijin or English.
- Step 4** Put learners into pairs to discuss the question and complete the activity.
- Step 5** Walk around the class and listen to the discussions.
- Step 6** Choose learners to discuss their answers with the class and review the lesson by reading the Points to Remember.



Activity 1

In pairs, answer the following questions.

1. What are basic needs?
2. Name some basic needs that you know.
3. Tell the class what you think “basic needs” means.
4. Listen to what the class says about needs.

Answers

Learners' answers will vary but may include: food, drink, keeping well, a house, clothes etc.



Points to Remember

- Living things have basic needs.
- We meet our basic needs to live.

Topic • Food is a basic need

Pages 43 to 49 of the Learner's Resource Book



PLAN AHEAD: Organise now for a mother and local health officer to come to class for Lesson 6 to explain how mothers feed their babies and the importance of breastfeeding. Show them the Answers to Activity 6 so that they know what they should talk about.

► LESSON 2

Aim

Learners should be able to give examples of food as a basic need.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.

Resources

- Activity 2 in the Learner's Resource Book

Method

Step 1 Recap on the last lesson by discussing the meaning of basic needs.

Step 2 Give out the Learner's Resource Book. Read the information under Activity 2 about basic needs and look at the pictures.

Step 3 Copy Activity 2 onto the board and explain it to learners in their language, Pijin or English.

Step 4 Give feedback to learners about their work.



Activity 2

1. Food is a basic need. Draw three of your favourite foods in your exercise book.
2. Show your drawings to a friend.

Answers

Learners' answers will vary but could include local and bought food with local names.

► LESSON 3

Aim

Learners should understand that food is a basic need.

Processes and skills

- Make observations of familiar things in the environment.
- Use simple symbols to represent data.

Resources

- Activity 3 in the Learner's Resource Book

Method

Step 1 Give out the Learner's Resource Book and ask learners to look at the pictures under Activity 3 in the Learner's Resource Book.

Step 2 Copy Activity 3 onto the board and explain it to learners in their language, Pijin or English.

Step 3 Explain that learners should do the activity in their exercise book and give them time to complete the activity.

Step 4 Discuss the pictures and their names with the learners.



Activity 3

1. In pairs, look at the pictures A to F under Activity 3 in the Learner's Resource Book.
2. In your exercise book, write one or more words to describe each picture.
3. Discuss the name of the pictures with your class and check what you have written.

Answers

- A. Vegetables
- B. Fruits
- C. Seafood
- D. Bread and nuts
- E. Rice
- F. Chicken

► LESSON 4

Aim

Learners should be able to show why they need food to live.

Processes and skills

- Ask questions beginning with how, what, why, when.
- Use simple symbols to represent data.

Resources

- Activity 4 in the Learner's Resource Book
- Pictures of food on display
- Local foods with names on display

Method

Step 1 Copy Activity 4 onto the board and give out the Learner's Resource Book.

Step 2 Begin the lesson by brainstorming why we need food. Write learners' responses on the board.

Step 3 Give the learners ten minutes to look at the pictures in pairs under Activity 4 in the Learner's Resource Book.

Step 4 Explain the activity to learners in their language, Pijin or English and give them time to complete it.

Step 5 Conclude the lesson by discussing the learners' responses to the activity.

Activity 4

1. In pairs, talk about the importance of food.
2. Look at the pictures under Activity 4 and discuss where they can be found: sea, land or river?
3. Ask your partner questions about the types of food and where they are found. Begin your questions with "how, what, why, when". For example: where do fish come from?
4. Discuss your answers with the class.

Answers

- A. Sea
- B. Land
- C. River
- D. River and sea
- E. Sea
- F. Land



► LESSON 5

Aim

Learners should be able to show why they need food to live.

Processes and skills

- Ask questions beginning with how, what, why, when.
- Talk about their own problems and issues, and how to solve problems.

Resources

- Activity 5 in the Learner's Resource Book
- Pictures of food on display

Method

Step 1 Copy Activity 5 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to say how they think food helps us live.

Step 3 Discuss the pictures and help learners understand the words under Activity 5 in the Learner's Resource Book.

- Step 4** Explain the activity to learners in their language, Pijin or English. Give learners time to complete the activity.
- Step 5** Go around the class and give feedback on learners' sentences.
- Step 6** Ask some learners to tell the class how they finished their sentence.
- Step 7** Inform learners that speakers will be coming in the next lesson to talk about feeding babies.
- Step 8** Review with learners the rules for welcoming and working with visitors in the classroom.



Activity 5

1. In pairs, talk about the pictures and statements about food under Activity 5.
2. Read the sentence: "We need to eat food for strength before cutting the grass." Your teacher will help you understand what it means.
3. In your exercise book, write the beginning of the sentence: "We need to eat food for strength before _____."
4. Draw three things that will finish the sentence. "We need to eat food to give us strength before ...". For example: carrying water, doing the washing, dancing and singing.

Answers

Learners' answers will vary and should be drawn. They could include: before weeding the garden, before walking a long way, before going into the forest, before doing the washing. Choose activities that both girls and boys do.

► LESSON 6



PLAN AHEAD: Before it's time for Lesson 6, organise for a mother and local health officer to come to class to explain how mothers feed their babies and the importance of breastfeeding. Show them the Answers to Activity 6 so that they know what they should talk about.

Aim

Learners should understand the importance of breastfeeding babies by asking questions.

Processes and skills

- Ask questions that begin with how, what, why, when and where.
- Talk about their own problems and issues and how to solve problems.

Resources

- Activity 6 in the Learner's Resource Book
- Pictures of food on display

Method

- Step 1** Copy Activity 6 onto the board and explain the questions to learners in their language, Pijin or English. Tell learners that they should ask the visitors these questions.
- Step 2** Introduce the speakers, and explain they are going to talk about feeding a baby.
- Step 3** Encourage learners to ask the questions. If any questions are not being asked, you should ask them yourself.
- Step 4** Ask a learner to thank the speakers for talking to the class.



Activity 6

Ask your visitors these questions to find out about breastfeeding babies:

1. Can babies eat the same food as other people? Why or why not?
2. Why is breastfeeding important?
3. Why is the food that the mother eats important?
4. What are the best foods for mothers who are breastfeeding?

Answers

Answers will vary, but visitors should talk about the special antibodies in mother's milk that stops a baby from falling ill; explain that breastmilk is designed exactly for the baby; and discuss the importance of the mother eating well so that her body can make enough milk for her baby.

► LESSON 7

Aim

Learners should be able to learn the words of a song and sing it as a group.

Processes and skills

- Listen to a song and discuss feelings, ideas and opinions.

Resources

- Activity 7 in the Learner's Resource Book
- Pictures of mangos or real mangos

Method

Step 1 Copy Activity 7 onto the board and give out the Learner's Resource Book.

Step 2 Ask volunteers to read the words under Activity 7 in the Learner's Resource Book.

Step 3 Talk about the meaning of the words and read them again to the learners.

Step 4 Teach the tune while learners listen.

Step 5 Sing the song and ask the learners to sing along.

Step 6 Ask learners to stand up as a group and sing by themselves. Encourage them to sing their best and use big voices.



Activity 7

1. Read the words of the song under Activity 7 and talk about their meaning.
2. Listen and sing along with the tune as you begin to learn it.
3. Stand together in a group so that the whole class can sing at their best. Sing the song together.

Answers

Learners should sing the song about mango.

► LESSON 8

Aim

Learners should demonstrate an understanding of food as a basic need.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 8 in the Learner's Resource Book
- Pictures of people doing things using energy

Method

Step 1 Sing the mango song to review the last lesson. Put learners into six groups.

Step 2 Copy Activity 8 onto the board and explain it to learners in their language, Pijin or English. Give out the Learner's Resource Book.

Step 3 Give one picture from Activity 8 to each group for discussion e.g. Picture A to Group 1.

Step 4 Ask each group to discuss and name their picture.

Step 5 Ask each group to tell the whole class what is happening in their picture and how it is linked to eating food.

Step 6 Instruct learners to say a sentence in their language about each group's presentation.



Activity 8

Your teacher will give you a picture for this activity.

1. In your group, read and discuss the information in your picture.
2. Say how food is important to what is happening in your picture.
3. Choose one member of your group to present your group's ideas to the class.

Answers

Food is needed to make energy. We use energy when we work and play. Food helps us to do all the things we do.

► LESSON 9

Note: This activity will take two periods.

Aim

Learners should demonstrate an understanding through role play of food as a basic need.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 9 in the Learner's Resource Book

Processes and skills

- Do the action while singing the song

Method

Step 1 Ask some learners to choose a local song they like to sing as a class. Demonstrate some actions to the local songs.

- Step 2** Copy Activity 9 onto the board and explain it to learners in their language, Pijin or English.
- Step 3** Ask learners to show some dances they know with actions.
- Step 4** Ask learners to sing some local songs and show some actions.
- Step 5** Put learners into groups of three and give them time to prepare a dance or song to perform during the next lesson.
- Step 6** At the start of the next lesson, watch each group as they sing and dance. Ask each group to explain why eating food helps them to do the activity.
- Step 7** Conclude the topic by asking learners to read the Points to Remember and talk about what they have learnt.



Activity 9

1. In groups of three, prepare a local song or dance to show to the class. You will perform during the next lesson.
2. Be prepared to say how eating food helps you to perform your song or dance.
3. Perform for the class and watch other groups perform.

Answers

Learner's should sing and dance local songs and dances, using actions. They should talk about why we need food to give us energy.



Points to Remember

- Food is a basic need. It help keeps us alive.
- Food is a basic need for babies.
- Food helps us grow.
- Food gives us energy to dance and sing.

Topic • Water is a basic need

Pages 50 to 52 of the Learner's Resource Book

► LESSON 10

Aim

Learners should be able to show why they need water to live.

Processes and skills

- Make observations of familiar things in the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 10 in the Learner's Resource Book
- Containers of water

Method

- Step 1** Copy Activity 10 onto the board and give out the Learner's Resource Book.
- Step 2** Ask learners to talk about where they get their water. Write their responses on the board.
- Step 3** Explain the activity to learners in their language, Pijin or English. Give them time to answer the questions in pairs.

Step 4 Ask learners to look at the photos and say what is different and the same as the way they get water.

Step 5 Choose some pairs to talk about what they learnt about ways that people get water.



Activity 10

1. In pairs, talk about the pictures under Activity 10.
2. Say where the people in each picture find their water.
3. Say what is the same or different to the way that they get their water.
4. Tell the class where you get your water and what is the same or different in the pictures.

Answers

- A. River
- B. Tank
- C. Tap
- D. Jug

► LESSON 11

Aim

Learners should be able to show ways that water helps us live.

Processes and skills

- Make observations of familiar things in the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 11 in the Learner's Resource Book
- Pictures of water

Method

Step 1 Copy Activity 11 onto the board and give out the Learner's Resource Book.

Step 2 Explain the meaning of the words "Water is life!" under Activity 11 in the Learner's Resource Book. Ask learners to say what they think it means.

Step 3 Explain the activity to learners in their language, Pijin or English. Put learners into pairs and ask learners to draw three uses of water in their exercise books.

Step 4 Collect books and give feedback to learners about their drawings.



Activity 11

1. Think about the meaning of the sentence: "Water is life!"
2. Look at the pictures under Activity 11 and talk about them with a partner.
3. In your exercise book, draw three uses of water. Talk about your drawings with your partner.
4. Hand in your exercise book for marking.

Answers

Drawings might show drinking, washing themselves and their clothes, watering the garden, cooking, washing dishes, fishing.

► LESSON 12

Note: This activity will take two periods.

Aim

Learners should be able to show ways that water helps us live.

Processes and skills

- Make observations of familiar things in the environment.
- Compare ideas, pictures or parts of pictures.

Resources

- Activity 12 in the Learner's Resource Book
- Pictures of water

Method

Step 1 Copy Activity 12 onto the board and give out the Learner's Resource Book.

Step 2 Begin the lesson by asking learners to study the pictures under Activity 12 in the Learner's Resource Book.

Step 3 Ask individual learners to say which picture they like the best and why they like the picture.

Step 4 Explain the activity to learners in their language, Pijin or English.

Step 5 Ask learners questions to make sure they know what they will ask their parents for homework.

Step 6 Review responses to questions in the next lesson and take learners on a walk around their school to find out where the water in the school comes from.

Activity 12

1. In your exercise book, write the names for each picture under Activity 12.
2. Write these homework questions to ask your parents about how your village/ settlement uses water.
 - a. Where does our water come from?
 - b. Who looks after the water?
 - c. What happens if we don't have water?
3. In the next lesson, talk with your class about what you found out about water in your village.
4. Walk around your school with your teacher and find out where your water comes from for your school.

Answers

- A. Well
- B. Tank
- C. Sea
- D. Rain
- E. River
- F. Lagoon



► LESSON 13

Note: This activity will take two periods.

Aim

Learners should be able to show why they need water to live.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 13 in the Learner's Resource Book

Method

- Step 1** Copy Activity 13 onto the board and give out the Learner's Resource Book.
- Step 2** Organise learners into six groups and share out one question (A to F) to each group.
- Step 3** Explain the activity to learners in their language, Pijin or English.
- Step 4** Ask each group to choose one person to write down their answers. Choose another person to present to the class in the next lesson.
- Step 5** As groups discuss their answers, walk around the room and provide assistance. Make sure everyone has a chance to speak.
- Step 6** Explain that learners should take their question home and ask their parents for help.
- Step 7** At the start of the next lesson, give the groups time to discuss the answers they heard at home. Give them time to prepare, then ask each group to share their answers with the whole class.
- Step 8** Conclude the topic by reading through the Points to Remember about water and discussing them with learners.



Activity 13

- In groups of four, answer one of these questions. Your teacher will give you one question to answer from the list below.
 - What would you do if the water in your village/settlement was not drinkable?
 - How can the people in your village look after their water?
 - How do people in your village/settlement wash their clothes?
 - Why is water important?
 - If there is no water, what will happen?
 - How can people in your village/settlement save water?
- Discuss the question in your group using group-discussion rules.
- Take the question home and ask your parents to help answer the question.
- Present your group's work to the whole class in the next lesson.

Answers

Group answers should contain a range of ideas about sourcing, caring for and saving water in villages and settlements.



Points to Remember

- Water is a basic need. We need water to live.
- We need to look after the water in our village/settlement.
- Water is important for drinking and washing.

Topic • Shelter is a basic need

Page 53 of the Learner's Resource Book

► LESSON 14

Note: This activity will take two periods.

Aim

Learners should be able to give examples of different types of shelter.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 14 in the Learner's Resource Book
- Pictures of different types of houses
- Visit to different shelters around the school

Method

- Step 1** Write the word “shelter” on the board and talk about its meaning in Pijin and local language.
- Step 2** Ask learners to talk about their shelter or house and what it is made of. List some of the materials on the board.
- Step 3** Ask learners to give reasons why shelters are a basic need, e.g. they keep us safe, warm and dry.
- Step 4** Ask learners to discuss the pictures of shelters in pairs under Activity 14 in the Learner's Resource Book.
- Step 5** Tell learners to look at how the houses are made and what they might be made of.
- Step 6** Copy Activity 14 onto the board and explain it to learners in their language, Pijin or English. Give out the Learner's Resource Book.
- Step 7** Tell learners to talk about their houses at home with their parents and ask what they are made of and how they were made.
- Step 8** In the next lesson, ask learners to talk about what they found out about their houses and how they are made.
- Step 9** Take the learners for a walk around their classroom and school and point out what the buildings are made of and who might have built them.
- Step 10** Conclude the topic by reading through and discussing the Points to Remember.

Activity 14

1. In pairs, talk about the pictures under Activity 14.
2. Tell each other your ideas about what the houses are made of. Do you think they are modern or made from local materials?
3. When you go home today, ask your parents about your house. What is it made of? Who helped to build your house?
4. In the next lesson, tell your class how your house was made.

Answers

Learners' answers will vary but may include leaf houses, concrete, wooden, earth, coral rocks, tin, iron.





Points to Remember

- **Shelter** is a basic need.
- Shelters keep people safe, warm and dry.
- People need shelter to stay alive.

Topic • Things we would like or want

Pages 54 and 55 of the Learner's Resource Book

► LESSON 15

Aim

Learners should be able to give examples of things they would like or want.

Processes and skills

- Identify own value positions.

Resources

- Activity 15 in the Learner's Resource Book
- Pictures of things learners would like to have or items that they may bring and show to the class

Method

Step 1 Copy Activity 15 onto the board and give out the Learner's Resource Book.

Step 2 Review the meaning of basic needs by reading the Points to Remember from Activity 14.

Step 3 Brainstorm what things learners would “like to have” or want. Explain the word “want” in Pijin and their language.

Step 4 Explain the activity to learners in their language, Pijin or English and ask them to do it with a partner.

Step 5 Move around the room and listen to the partners discussing their “wants”.

Step 6 Conclude the lesson by asking some learners to say some of the “wants” they spoke about with their partner.

Activity 15

1. In pairs, talk about the things you would like to have. Begin each sentence with: “I want...”
2. Listen to your partner talk about the things they would like to have.

Answers

Learners' answers will vary; they should be free to say fun answers such as “I want a motorbike.”



► LESSON 16

Aim

Learners should be able to draw examples of things they would like or want.

Processes and skills

- Identify own value positions.

Resources

- Activity 16 in the Learner's Resource Book
- Pictures of things learners would like to have or items that they may bring and show to the class

Method

Step 1 Copy Activity 16 onto the board and give out the Learner's Resource Book.

Step 2 Tell them to look at the pictures under Activity 16 in the Learner's Resource Book. Ask learners the following questions:

- Do you want any of the items in the pictures?
- Are wants important?
- Do you "need" any of the items in the pictures?

Step 3 Explain the activity to learners in their language, Pijin or English.

Step 4 Walk around the class and listen to the learners' discussions.

Step 5 Conclude the lesson by talking about the Points to Remember below.



Activity 16

1. In your exercise book, draw three examples of your "wants".
2. Show your work to a partner and look at their drawings of their wants. Talk together about wants. Are wants important?

Answers

Learners' drawings will be different from each other, but should show drawings of three wants.



Points to Remember

- Wants are things you would like to have.
- A want is not important for survival.
- Wants are things for enjoyment.
- Wants do not keep us alive.

Topic: The difference between needs and wants

Pages 56 to 58 of the Learner's Resource Book

► LESSON 17

Aim

Learners should be able to discuss the differences between needs and wants.

Processes and skills

- Talk about their own problems and issues, and how to solve problems.

Resources

- Activity 17 in the Learner's Resource Book
- Pictures of things learners would like to have or items that they may bring and show to the class

Method

- Step 1** Copy Activity 17 onto the board and give out the Learner’s Resource Book.
- Step 2** Ask learners to say in their own words the difference between “needs” and “wants”.
- Step 3** Ask the learners to name any needs or wants they can see in the classroom in Pijin and their language.
- Step 4** Look at the pictures in the Learner’s Resource Book and ask learners to say which are needs and which are wants.
- Step 5** Explain the activity to the learners in their language, Pijin or English. It is to be done individually in their exercise books.
- Step 6** Move around the class and assist learners as they complete the activity.
- Step 7** Collect books for marking and give feedback to learners.



Activity 17

Copy the table into your exercise book. For each item, tick the correct column:
Is it a “need” or a “want”?

	Need	Want
banana		
car		
fish		
house		
mobile phone		
paper		
tent		
toy		
TV		
water		

Answers

Needs: banana, fish, house, tent, water

Wants: car, mobile phone, paper, toy, TV

► LESSON 18

Aim

Learners should be able to dramatise through role-play the difference between a need and a want.

Processes and skills

- Listen to a story and discuss feelings, ideas and opinions.

Resources

- Activity 18 in the Learner’s Resource Book
- Pictures of things learners would like to have or items that they may bring and show to the class

Method

- Step 1** Copy Activity 18 onto the board and give out the Learner’s Resource Book.
- Step 2** Read and explain what each person is saying in Activity 18 in the Learner’s Resource Book.

Step 3 Ask individual learners to read each person's statement.

Step 4 Ask learners to explain what each person is talking about either in Pijin or their own language.

Step 5 Explain the activity to learners in their language, Pijin or English. Tell them what is meant by "acting out" and ask questions to make sure learners know what to do.

Step 6 Move around the room and help learners express their ideas in actions.

Step 7 Choose learners to show needs and wants in actions.



Activity 18

1. Read what the people say about needs and wants in Activity 18.
2. In pairs, talk about what each person says.
3. Choose two people from Activity 18 and act out what they have said.
4. Show your "act" to your partner. If your teacher asks, show it to the class.

Answers

Actions should show what is being said about needs and wants.

► LESSON 19

Aim

Learners should be able to demonstrate an understanding of the difference between a need and a want.

Processes and skills

- Listen to a story and discuss feelings, ideas and opinions.

Resources

- Activity 19 in the Learner's Resource Book
- Pictures of things learners would like to have or items that they may bring and show to the class

Method

Step 1 Copy Activity 19 onto the board and give out the Learner's Resource Book.

Step 2 Review the actions from the last lesson that show the differences between needs and wants.

Step 3 Explain the activity in their language, Pijin or English and ask learners to copy the table into their exercise book. Learners should refer to the person's statement and tick against one of the two given headings (needs or wants).

Step 4 Ask learners to exchange books with a partner for marking while the class talks about the answers.



Activity 19

Put a tick under the correct heading for each person: are they talking about “needs” or “wants”?

Name	Need	Want
Jaminai		
Oma		
Oqa		
Grace		
Eric		
Rose		

Answers

Name	Need	Want
Jaminai		✓
Oma	✓	
Oqa	✓	
Grace		✓
Eric	✓	
Rose		✓

► LESSON 20

Aim

Learners should be able to dramatise ways that people meet their needs and wants.

Processes and skills

- Watch a mime and discuss feelings, ideas and opinions.

Resources

- Activity 20 in the Learner’s Resource Book

Method

Step 1 Copy Activity 20 onto the board and give out the Learner’s Resource Book.

Step 2 Introduce a mime to the learners: show them how to use gestures but no words to show an action.

Step 3 Ask learners to choose a partner and show different actions to each other and guess what they are doing.

Step 4 Explain the activity to learners in their language, Pijin or English. Learners should talk about needs and wants then choose a need and a want to mime to the class.

Step 5 Watch each pair do their mime and guess what need or want that they are miming.

Step 6 Discuss as a whole class whether the mimes are needs or wants.



Activity 20

1. Choose a partner and do a mime of something you want for your partner. Ask your partner to guess what you are doing.
2. Watch your partner do a mime of a need or want and try to guess what they are showing.
3. With your partner, prepare two mimes to perform together: one which shows a need and one which shows a want.
4. Perform your mimes and see if the rest of the class can guess what they are. Watch other learners perform and try to guess their mime.

Answers

Learners' answers will vary but mimes should show a variety of needs and wants, e.g. staying warm inside a house, riding a bicycle, eating food or playing with a puppy.

► LESSON 21

Note: This activity will take two periods.

Aim

Learners should be able to demonstrate an understanding of different needs and wants in their home.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 21 in the Learner's Resource Book

Method

- Step 1** Copy Activity 21 onto the board and give out the Learner's Resource Book.
- Step 2** Look at the pictures under Activity 21 and talk about needs and wants in the home.
- Step 3** Explain the activity and allow time for learners to copy the activity into their exercise book to take home.
- Step 4** Check that learners understand what they have to do at home and bring back for the next lesson.
- Step 5** In the next lesson, put learners into pairs to show and talk about their drawings of needs and wants at home.
- Step 6** Conclude the lesson by singing a song called "Kaikai popo olowe".
- Step 7** Talk about the Points to Remember with the class and check to make sure all learners understand the difference between needs and wants.



Activity 21

Do this activity as homework:

1. Write a list of any needs or wants that you can find at home.
2. Draw two needs and two wants from your list.
3. In the next lesson, show your exercise book to a partner and talk about the needs and wants you found at home.

Answers

Learners should write down and draw the needs and wants they can see at their homes. Make sure they have shown examples of both needs and wants.



Points to Remember

- Needs are things that keep us alive and healthy.
- Wants are things we would like to have, but may not keep us alive.
- All people have things that they need, and things that they want.

Topic • How people meet their needs and wants

Pages 59 to 62 of the Learner's Resource Book

► LESSON 22

Aim

Learners should be able to show ways that people meet their needs and wants.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 22 in the Learner's Resource Book
- Pictures displaying the different types of work in the community
- Large sheets of paper and marker pens

Method

Step 1 Copy Activity 22 onto the board and give out the Learner's Resource Book.

Step 2 Organise learners into six groups and allocate a picture (A to F) from the Learner's Resource Book to each group. Give each group a large sheet of paper.

Step 3 Explain the activity questions to learners in their language, Pijin or English.

Step 4 Ask learners to discuss the questions about their picture. They should write their answers on the piece of paper you gave them.

Step 5 When all groups have finished, ask each group to present their work.



Activity 22

Your teacher will put you into a group, and give a picture from the Learner's Resource Book to each group.

1. Discuss the questions below and write or draw your answers on a chart.
 - a. What work is shown in the picture?
 - b. What does the person get in return for the work?
 - c. If the person earns money for their work, what will happen to the money?
2. Show your picture and share your answers with the class.

Answers

- A. People grow food to eat, or to sell and earn money. They can spend their money on things they need (such as fish or meat) or things they want.
- B. People sell food at a market to earn money. They can spend their money on things they need or want.
- C. If you want a grass mat, you can make your own. Or you can sell it to earn money and buy other things you need or want.
- D. The man is chopping coconuts to eat, or sell. He can buy other things with the money he earns.
- E. These men have a job loading boxes in a warehouse. They are paid for their work. They will use their pay to buy things they need and want.
- F. Men are paid to build a house. They are paid for their work. They will use their pay to buy things they need and want.

► LESSON 23

Aim

Learners should be able to show ways that their parents meet their needs and wants.

Processes and skills

- Describe other people's value positions.

Resources

- Activity 23 in the Learner's Resource Book
- Pictures displayed of the different types of work in the community

Method

- Step 1** Put learners into six groups. Give out the Learner's Resource Book and allocate one picture (A to F) to each group.
- Step 2** Copy Activity 23 onto the board and explain it to learners in their language, Pijin or English.
- Step 3** Give learners time to complete the activity and write their answers in their exercise books. Move around the class and help any groups if they have trouble answering a question.
- Step 4** Correct the activity as a class and collect books for marking.
- Step 5** Conclude the lesson by asking learners how each worker might spend the money they earned. As a class, brainstorm all the things that the workers might buy.



Activity 23

In your group, discuss the questions below. Choose one member of your group to write or draw your answers on a chart.

1. What work is shown in the picture?
2. Why is the work done?
3. How do they get money?

Answers

- A. A police officer keeps law and order to help the people live together. They are paid money by the government.
- B. A doctor treats people who are sick and helps them become well. They are paid money by the government and the people they treat.
- C. A teacher helps students learn all they need to know. They are paid by the parents.
- D. A petrol assistant helps fill cars with petrol. He is paid by the car owners and station owner.
- E. A hairdresser helps people keep their hair neat and clean. She is paid by her customers.
- F. Office workers help to run a business or government. They are paid by the business owners or the government.

► LESSON 24

Aim

Learners should be able to list some ways that people earn money to meet their needs and wants.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 24 in the Learner's Resource Book
- Large sheets of paper and marker pens

Method

- Step 1** Copy Activity 24 onto the board and give out the Learner's Resource Book.
- Step 2** Discuss the pictures under Activity 24 and encourage learners to name any other work that enables people to earn money.
- Step 3** Talk to the learners about your work as a teacher and how you earn your money. Remind learners that you use your money to buy food and other things you need.
- Step 4** Explain the activity to learners in their language, Pijin or English and help them read the words. Allow learners to do the work in pairs in their exercise books.
- Step 5** Collect books for marking. Give positive feedback to learners about their work.



Activity 24

Select the right word to complete each sentence:

cut write things seeds clothes drives

1. A teacher teaches children to read and _____.
2. A gardener plants _____ to grow food for people to eat.
3. A sewing machinist makes _____ for people to wear.
4. A grass cutter helps to _____ the grass and keep the village tidy.
5. A taxi driver _____ people where they want to go.
6. A shopkeeper sells _____ that people buy.

Answers

1. write
2. seeds
3. clothes
4. cut
5. drives
6. things

► LESSON 25

Aim

Learners should be able to list some ways that their parents meet their needs and wants.

Processes and skills

- Make observations of familiar things in the environment.

Resources

- Activity 25 in the Learner's Resource Book

Method

- Step 1** Copy Activity 25 onto the board and give out the Learner's Resource Book.
- Step 2** Look at all the pictures in the Learner's Resource Book that show what work people do to meet their needs and wants.
- Step 3** Explain the activity to the learners in their language, Pijin or English and check they know what to do.
- Step 4** Ask learners to find a partner and discuss the questions.
- Step 5** Walk around and listen to learners' discussions. Give feedback to learners about their discussions.
- Step 6** Conclude the lesson by asking a few learners to share their answers with the class.



Activity 25

In pairs, talk about things your parents do to meet their needs and wants.

1. How do your parents earn money?
2. How do they get food?
3. How do they get their house or shelter?

Answers

Learners' answers will vary depending on the jobs done by their parents. Some families might grow or catch some of their food, while other families might buy all their food. Point out to learners that there are different ways of meeting needs such as buying or growing food.

► LESSON 26

Aim

Learners should be able to list some ways they meet their own needs and wants at home.

Processes and skills

- Talk about their own problems and issues, and how to solve problems.

Resources

- Activity 26 in the Learner's Resource Book

Method

Step 1 Copy Activity 26 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners what they think is happening in the pictures under Activity 26 in the Learner's Resource Book.

Step 3 Explain the activity to learners and ask them to find a partner.

Step 4 Give learners time to discuss the questions, then go around the room and ask learners to share their ideas with the class.

Step 5 Conclude the lesson by making a list on the board of the work that learners do at home. Record what they like and dislike.



Activity 26

Study the pictures under Activity 26 and answer these questions:

1. What work do you do at home?
2. What work would you like to do?
3. What work don't you like doing?
4. What changes would you like to make about the work you do at home?

Answers

Answers will depend on what learners do, like and dislike. Make a list of changes.



Points to Remember

- People living in the town work and get paid for their work.
- The money they earn is used to meet their needs and wants.
- In the villages/settlements, people work to feed themselves.
- They also work to get money to buy the things they need.
- People work to get everything in life.

Assessment Activity

Aim

Learners should demonstrate an understanding of basic needs and wants.

Processes and skills

- Talk about their own problems and issues, and how to solve problems.

Method

Step 1 Explain that you have come to the end of the chapter and will be doing an Assessment Activity. Review the Learning Outcomes from the beginning of the chapter.

Step 2 Copy the activity onto the board, then explain it to the learners in their language, Pijin or English.

Step 3 Give learners time to complete the activity.

Step 4 Collect books for marking and give feedback to the learners.

Step 5 Conclude the lesson by going through the Points to Remember. Ask learners to say what they liked most about the topic.

Assessment Activity

Copy the table into your exercise book and draw the different types of needs and wants beside their names.

Basic Needs	Picture	Wants	Picture
Food		Ribbon	
Shelter		Clock	
Water		Mobile phone	

Answers

Learners will draw their answers to represent the basic needs and wants.

Chapter 4 • Living Together

Strand

Governance and Leadership

Sub-strand

Living Together

Sub-strand statement

People living together should respect each other, recognise their rights and responsibilities, and understand that living and working together promote peace and understanding among people.

General learning outcomes

Learners should:

- 1.4.1** know some reasons why people live together (u)
- 1.4.2** know the need for rules at home and school (k)
- 1.4.3** understand the benefits of living together (u)
- 1.4.4** recognise the importance of other people's rights (a/v)
- 1.4.5** appreciate the responsibilities of others (a).

Specific learning outcomes

Learners should be able to:

- 1.4.1.1** state reasons why people need to live and work together
- 1.4.2.1** discuss and make class rules and give reasons why children need rules at home and school
- 1.4.3.1** give an example of the benefits of living together
- 1.4.4.1** give an example of a right of a person living as a member of a group
- 1.4.5.1** identify the responsibilities that children have in the classroom.

Topics and timing

Suggested periods: 16

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

Topics	Activities	Periods
1. Reasons why people live together	1, 2, 3, 4	5
2. Everyone has rights	5, 6, 7	3
3. Rules in school and at home	8, 9, 10, 11	5
4. Caring for each other	12	1
5. Groups in my village/settlement	13	1
Learning outcomes review and assessment activity		1

Introduction

At the beginning of the first lesson, display the Learner's Outcomes on the blackboard or on a chart in their language, Pijin or English. Talk about what you will do and explain that you will review the outcomes or goals during and at the end of the chapter.

In this chapter you will:

- name the good things about living together in a village/settlement
- say why people need to live together
- show how people work together
- know some of the **rights** of people when they are living together in a family, village/settlement and school
- name and give reasons for some school **rules**
- show different responsibilities and duties in the classroom
- name and give reasons for some family rules
- give examples of caring for each other
- name some groups and say what they do in the village/settlement.

Topic • Reasons why people live together

Pages 64 to 66 of the Learner's Resource Book



PLAN AHEAD: Organise now for a visitor to speak to the class about the good things about living together for Activity 3. It could be the head teacher, a village/settlement leader or a member of the women's group.

► LESSON 1

Note: This activity will take two periods.

Aim

Learners should be able to name the good things about living together in a village/settlement.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 1 in the Learner's Resource Book
- Large sheets of paper and pens for each group

Method

- Step 1** Write up the activity on the board and give out the Learner's Resource Book.
- Step 2** Ask learners to say some of the good things that happen in their village/settlement (for example, rubbish is picked up, leaves are raked, people go to church together).
- Step 3** Look at the pictures under Activity 1 in the Learner's Resource Book and discuss what the pictures are showing about living together.
- Step 4** Write on a chart or blackboard learners' ideas about the good things about living together.
- Step 5** Explain the activity to the learners in their language, Pijin or English. Tell them that it will be done as homework. They should be ready to report back in the next lesson.



Activity 1

1. This activity should be done as homework.
2. Ask your parents to tell you good things about living with other families in the village/settlement.
3. Find out three good things and be ready to report back to the class in the next lesson.

Answers

Learners' answers will vary but should focus on the theme of people helping each other and looking out for each other.

► LESSON 2

Aim

Learners should be able to name the good things about living together with other families.

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions.

Resources

- Activity 2 in the Learner's Resource Book

Method

- Step 1** Copy Activity 2 onto the board and explain it to learners in their language, Pijin or English.
- Step 2** Put learners into groups and ask them to discuss what they found out from their homework for Activity 1.
- Step 3** Move around the room and assist learners in their discussions.
- Step 4** Ask each group to report back what they found out about the good things in living together with other families.
- Step 5** Add any new ideas to the list on the board or chart and ask learners to say their thoughts on the list.
- Step 6** Ask learners to sing a song related to living together with other families, such as "We are one big happy family".
- Step 7** Inform learners that a speaker will visit the class in the next lesson. Choose one learner to thank the speaker and help them practise what to say. Tell learners that they will sing their song for the visitor.



Activity 2

1. In groups, discuss what you found out from your homework in Activity 1.
2. Choose one person from your group to report back to the class about the good things about living with other families.
3. Listen as other groups report back. Give your opinions on the list that your class has created.

Answers

Learners should identify some good things about living together with other families, for example, helping each other in cooking food, cleaning up, sharing food, learning each other's culture or way of life.

► LESSON 3



PLAN AHEAD: Before it's time for Lesson 3, organise for a visitor to speak to the class about why families live together in a village or settlement. It could be the head teacher, a village/settlement leader or a member of the women's group.

Aim

Learners should be able to give reasons why people need to live and work together.

Processes and skills

- Listen to a speaker and discuss feelings, ideas or opinions.
- Ask questions.

Resources

- Activity 3 in the Learner's Resource Book

Method

- Step 1** Copy Activity 3 onto the board and explain it to learners in their language, Pijin or English. Give out the Learner's Resource Book.
- Step 2** Introduce the speaker and ask the class to stand up and welcome them as a group.
- Step 3** Ask the learners to listen to the speaker talk about the reasons why people live together. If they run out of ideas, encourage them to ask the questions listed in Activity 3.
- Step 4** Ask learners to look at the pictures under Activity 3 in the Learner's Resource Book. Encourage learners to ask more questions about living together after looking at the pictures.
- Step 5** Ask the selected learner to thank the speaker and invite the class to sing a song such as "We are one big happy family".
- Step 6** Once the visitor has left, ask the class to say some of the important things they learnt about people living together.

Activity 3

1. Welcome the guest speaker.
2. Ask the speaker questions about why people live together, such as:
 - What are the benefits of families living together in a village or settlement?
 - What would it be like for a family that lived on its own, and away from other families?
 - What happens when someone in your village or settlement needs help?
3. Thank the speaker with a song.

Answers

People live together for different reasons. Suggested reasons are: similar interests, common cultures, belonging to the same church or group, to help each other, doing the same jobs or going to the same school.



► LESSON 4

Aim

Learners should be able to name the good things about living together in a village/settlement.

Processes and skills

- Make observations of familiar things in the environment.
- Answer how, why, what questions.

Resources

- Activity 4 in the Learner's Resource Book

Method

- Step 1** Write up Activity 4 on the board and give out the Learner's Resource Book.
- Step 2** Ask learners to look at the pictures of people who are working together under Activity 4 in the Learner's Resource Book.
- Step 3** Explain the activity to learners in their language, Pijin or English. Put learners into eight groups, and give one picture to each group.
- Step 4** Move around the groups and listen to their discussions.
- Step 5** Ask each group to present their answers to the class and praise the groups for their presentations.
- Step 6** Conclude the lesson by reading through and discussing the Points to Remember. Ask learners to say some good things that come from living together.



Activity 4

Study your picture with your group and answer these questions:

1. Name the job that the workers are doing in the picture.
2. In what ways are people helping each other?
3. How do the workers know what to do?

Answers

Picture 1: Builders are working together to build a house. Their boss leads the group and tells them what to do.

Picture 2: These woman are working together to make shell money. They decide as a group who shines and drills a hole in each shell.

Picture 3: These people are selling flowers that they have grown in their garden. They join together to make a big flower stall with lots of flowers to choose from.

Picture 4: These people are diving for clams. They each do a different job, such as diving or sorting. They talk to each other and decide what to do.

Picture 5: These people are working together in the garden. Some are harvesting and others will carry the crops.

Picture 6: These workers are transporting building materials. They are helping each other move the materials from the boat. Their boss leads the group and tells them what to do.

Picture 7: This is a protest group. The protest organiser tells them what to do. They are standing together and wearing the same clothes to make sure their message is heard.

Picture 8: These factory workers are wrapping goods. Their boss leads the group and tells them what to do.



Points to Remember

- Living together brings many good things.
- People live together in family groups, cultural groups and for other reasons such as working together or going to school together.
- Life is better when people work together, learn from each other and help each other.

Topic • Everyone has rights

Pages 67 to 69 of the Learner's Resource Book

► LESSON 5

Aim

Learners should be able to list some of the rights of people when they live together.

Processes and skills

- Identify own value positions.
- Answer how, why, what questions.

Resources

- Activity 5 in the Learner's Resource Book

Method

Step 1 Write up the activity and give out the Learner's Resource Book.

Step 2 On the board, write the word "rights" and these sentences:

- I have the right to be safe.
- I have the right to go to school.

Step 3 Discuss the meaning of the word and sentences. Use Pijin and local language to explain that "rights" are things that we can expect to have, such as food and shelter.

Step 4 Read the sentences under Activity 5 in the Learner's Resource Book and discuss their meaning. Ask some learners to say in their language or Pijin the meaning of the word "rights".

Step 5 Put learners into groups to discuss some of the rights that people have in their village/settlement. Remind learners about group rules and that all group members have the "right" to speak.

Step 6 Ask groups to present some of the rights they have while living in their village/settlement. Write the rights on the board.

Step 7 Use the list to summarise what the groups have presented.



Activity 5

1. In groups of four, make a list of all the “rights” that people have who live in your village or settlement. Remember, rights are things that you deserve or can expect.
2. Tell the teacher your list of rights and listen to other groups say their list.

Answers

Answers will depend on the group’s discussion, but could include some of the following:

- The right to be safe from harm.
- The right to food and water.
- The right to be warm and sheltered from bad weather.
- The right to go to school.
- The right to be heard (or to say what you think).

► LESSON 6

Aim

Learners should be able to demonstrate an understanding of the rights of people when they are living together in a family.

Processes and skills

- Talk about own problems and issues, and how to solve problems.
- Answer how, why, what questions.

Resources

- Activity 6 in the Learner’s Resource Book
- A4 paper
- Coloured pencils and crayons

Method

Step 1 Write up the activity and give out the Learner’s Resource Book.

Step 2 Ask learners to study the pictures and comments under Activity 6 in the Learner’s Resource Book.

Step 3 Explain the activity to learners in their language, Pijin or English and give them time to make their drawings.

Step 4 Talk with the class about people having marriage links with other people.

Step 5 Ask the learners to tell the class about some of the rights of a person living with a family.



Activity 6

1. Draw a picture of yourself on paper and write a comment about who you live with.
2. Talk in groups of four about your pictures and comments.
3. Say what you think about the rights of a person living with a family.
4. Listen to what others have to say and take part in the discussion about rights in a family.

Answers

Many learners will live with their mother and father but some may live with others in different situations e.g. a close relative. Learners’ answers about rights in a family will vary but may include: the right to live with their family, the right to be safe, cultural rights, and the right to be heard and included in making decisions.

► LESSON 7

Aim

Learners should be able to list some of their rights when they are playing with friends.

Processes and skills

- Talk about own problems and issues, and how to solve problems.
- Answer how, why, what questions.

Resources

- Activity 7 in the Learner's Resource Book
- A4 paper
- Coloured pencils and crayons

Method

Step 1 Write up the activity and give out the Learner's Resource Book.

Step 2 Ask learners to study the pictures under Activity 7 in the Learner's Resource Book and talk with a partner about what is happening in the pictures.

Step 3 Write the word "friends" on the board. Ask learners to say what makes a good friend. Why do they choose the friends they do?

Step 4 Take learners outside and ask learners to get into groups and play some games they play at break time with their friends.

Step 5 Move around the groups and ask about the "rights" of the players, for example, a player has the right to challenge a ruling.

Step 6 Return to the classroom and ask learners about the rights of their friends when they were playing together. Write their ideas on the board.

Activity 7

1. Go outside, and play some games that you play at break time with your friends.
2. Explain the rules of the game and the rights of your friends playing the game.
3. Make a list about some of the "rights" you have when playing games with your friends.

Answers

Learners' answers will vary but may include rights on choosing what game they want to play, making sure the rules are followed, asking what the rules are, asking for help, and not being bullied.



Points to Remember

- Everyone has rights. People who live together have the same rights.
- You have the right to be safe from harm, and the right to food.
- You have the right to live with your family.
- A person has a right to work or go to school.
- We have the right to live with extended family members.
- We must respect others' rights.

Topic • Rules in school and at home

Pages 70 to 75 of the Learner's Resource Book

► LESSON 8

Note: This activity will take two periods.

Aim

Learners should be able to name some school rules and say why we need rules.

Processes and skills

- Talk about own problems and issues, and how to solve problems.
- Answer how, why, what questions.

Resources

- Activity 8 in the Learner's Resource Book

Method

- Step 1** Write up the activity and the word “rules” on the board. Talk about the rules in the games that learners played in the last lesson.
- Step 2** Ask learners to say some school rules. Write them on the board. (For example, learners must not hit each other.)
- Step 3** Choose other learners to say *why* the school has each rule. (For example, so that no one gets hurt.)
- Step 4** Explain the activity to learners in their language, Pijin or English. During the next break, learners will watch other learners and say what they notice about following the school rules.
- Step 5** In the next lesson, ask learners to talk about what they saw at break time. Did everyone follow the school rules?
- Step 6** Ask learners to tell the class what they found out about school rules.
- Step 7** Give out the Learner's Resource Book and ask learners to read together “St John's School Rules” and the “Disciplinary Actions” under Activity 8.
- Step 8** Discuss St John's School Rules and ask learners if they agree with the rules and the disciplinary action.

Activity 8

1. During the next break, watch other learners as they eat and play. Take notice of ways that learners are following school rules.
2. Did any learners break a rule? If so, what happened?
3. During your next lesson, report back to the class what you noticed about school rules.

Answers

Compare what learners saw to the school rules. If learners saw children following rules, point out that everyone should have been happy and playing well. If any of the rules were broken, point out who was affected and how.



► LESSON 9

Aim

Learners should be able to list some classroom duties and say what they like and dislike about classroom duties.

Processes and skills

- Identify own value positions.

Resources

- Activity 9 in the Learner's Resource Book

Method

- Step 1** Write up the activity and ask learners to talk about classroom duties in their own language or Pijin.
- Step 2** Put learners into groups of four. Explain the activity and check that learners are following group-discussion rules.
- Step 3** When groups have had time to discuss their answers, ask each group to give their answer to questions 1 to 4. Move around the class until each group has presented one of their answers.
- Step 4** Conclude the lesson by talking about question 5. Would learners change any duties if they could? This is a good chance to improve some of the classroom duties.

Activity 9

In groups, discuss the following questions. Be ready to give your group's answers when the teacher asks.

1. What classroom duties do you like?
2. What classroom duties do you not like?
3. Why do we have classroom duties?
4. Why are there different duties for boys and girls?
5. What duties would you change and why?

Answers

Learners' answers will vary but it is important to give everyone a chance to say their thoughts about classroom duties. If you don't agree with any changes that learners suggest, try to explain why.



► LESSON 10

Aim

Learners should be able to name and give reasons for some rules at home.

Processes and skills

- Listen to stories and predict what might happen based on information.

Resources

- Activity 10 in the Learner's Resource Book

Method

- Step 1** Write up the activity and give out the Learner's Resource Book.

- Step 2** Tell a story about a girl who didn't follow a rule at home and ask learners to guess what might happen to her. Local legends may tell similar stories.
- Step 3** Ask learners to study the pictures and help them read the words under Activity 10 in the Learner's Resource Book.
- Step 4** Put learners into five groups and allocate a topic from the pictures to each group.
1. Thanking our mum for cooking our meals
 2. Listening to mum and dad
 3. Keeping the house clean and tidy
 4. Helping in the garden
 5. Caring for each other
- Step 5** Explain that during the next lesson each group will act out a story about someone who breaks a rule.
- Step 6** Move around the groups and check that they know what to do. Give learners time to prepare their role-plays to perform in the next lesson.



Activity 10

1. Study the picture that your group has been given.
2. Make up some rules for your topic.
3. Make up a story about a girl or boy who broke a rule. Show what happened to them.
4. Act out your story and show what might happen when someone breaks rules at home.
5. Practise your drama and be ready to present it in the next lesson. You might like to bring some clothes or other items to use as a costume or props.

Answers

Groups will prepare their stories around their topics. Make sure that each drama shows rules at home and what happens when rules are broken.

► LESSON 11

Aim

Learners should be able to name and give reasons for some rules at home.

Processes and skills

- Listen to stories and predict what might happen based on information.

Resources

- Activity 11 in the Learner's Resource Book

Method

- Step 1** Give learners time to practise their drama, then encourage each group to present their drama to the class. Praise each group for their work.
- Step 2** Ask learners to say what they have learnt about rules at home, and what happens if someone breaks a rule.
- Step 3** Give out the Learner's Resource Book and read together what Jaminai says about the rules in her family.
- Step 4** Ask learners to say if they agree with each rule in Jaminai's family. Why, or why not?
- Step 5** Discuss the topic by reading through and talking about the Points to Remember.



Activity 11

1. Make up a story about a girl or boy who broke a rule at home and show what happened to them.
2. Present your drama to the class.
3. Tell the class what you have learnt about rules at home and what happens when they are broken.

Answers

Groups should present dramas that show what happens when they break a rule at home, such as having to do extra chores.



Points to Remember

- Rules are made so that life is good for everyone.
- Rules help to shape your attitude and behaviour.
- Family rules help you respect yourself and others.
- School rules help us play and learn together.
- Learners can help make school rules.
- Everyone has a duty to look after their classroom.

Topic • Caring for each other

Page 76 of the Learner's Resource Book

► LESSON 12

Aim

Learners should be able name someone they care about and show ways that people care for each other.

Processes and skills

- Identify own value positions.
- Share ideas with teacher and class.

Resources

- Activity 12 in the Learner's Resource Book
- Pictures of people working together in families

Method

Step 1 Write up the activity and give out the Learner's Resource Book.

Step 2 Ask learners to say why they care for people. Brainstorm some words in Pijin, local language and English that show caring (e.g. "love") and write these on the board or a chart.

Step 3 Read what each person says about their friend under Activity 12 in the Learner's Resource Book. Explain the comments and try to find words about "caring" that you have already written on the board.

Step 4 Add any new "caring" words to the list that you can find in the comments under Activity 12 of the Learner's Resource Book.

Step 5 Explain the activity and give learners time to complete their drawings. Encourage learners to copy some “caring” words from the list that describe the person in their drawing.

Step 6 Read through the Points to Remember and talk about caring for each other.



Activity 12

1. Choose some caring words and write in your exercise book about someone you care about.
2. Draw a picture of the person you care about.
3. Show your drawing to a friend and tell them why you like the person in your drawing.

Answers

Learners' drawings should include some of the words on the board and in the Learner's Resource Book.



Points to Remember

- Friends are very special people. I care for them and they care for me.
- When a friend is sad or hurt, we can help them feel better.
- When we are happy, it is good to have friends around us.
- I love my parents and they love me too.

Topic • Groups in my village or settlement

Pages 77 to 78 of the Learner's Resource Book

► LESSON 13

Aim

Learners should be able to name some groups and say what they do in their village or settlement.

Processes and skills

- Work with others to explore the environment.
- Ask how, what, why, where, who questions.

Resources

- Activity 13 in the Learner's Resource Book

Method

Step 1 Write up the activity and give out the Learner's Resource Book.

Step 2 Brainstorm with learners the groups that are in your village or settlement. Write the names of the groups on the board.

Step 3 Ask learners to talk about the pictures of groups under Activity 13 in the Learner's Resource Book.

Step 4 Explain the activity, and give learners time to complete their drawings.

Step 5 Conclude the chapter by reading through the Points to Remember. Explain that learners will do an Assessment Activity during the next lesson.



Activity 13

1. Look at the pictures of groups under Activity 12 in the Learner's Resource Book.
2. Choose one of the groups that you like, or choose another group that is not in the pictures.
3. Write some things that the group does, and why you'd like to join the group.
4. Draw a picture of yourself doing something with the group.

Answers

Learners should show themselves as part of a village/settlement group.



Points to Remember

- There are many different groups in my village/settlement.
- People join groups for different reasons.
- Everyone can help each other and belong to a group.

Assessment Activity

Aim

Learners should demonstrate an understanding of the rights and responsibilities that come with living together.

Processes and skills

- Make observations of familiar things in the environment.
- Identify own value positions.

Method

Step 1 Explain that you have come to the end of the chapter and will be doing an Assessment Activity. Review the Learning Outcomes from the beginning of the chapter.

Step 2 Copy the activity onto the board, then explain it to the learners in their language, Pijin or English.

Step 3 Give learners time to complete the activity.

Step 4 Collect books for marking and give feedback to the learners.

Step 5 Conclude the lesson by asking learners to say what they liked most about the topic.

Assessment Activity

1. Choose two groups that belong in your village/settlement (e.g. family, church group, school, sporting).
2. Draw one thing that each group does together.

Group 1: _____

What they do together:

Group 2: _____

What they do together:

Answers

Learners' answers will vary. They should have drawn two groups working together.

Chapter 5 • Special Events

Strand

Time, Continuity and Change

Sub-strand

A Child's Special Events

Sub-strand statement

When children grow up they experience events that may bring changes in their lives, sometimes through family influences and peer-group pressure and the environment in which they live.

General learning outcomes

Learners should:

- 1.5.1** know an important event within their own lifetime (k)
- 1.5.2** understand some past memorable events shared by the same peer group (u)
- 1.5.3** be aware of any changes that they may experience (a/v).

Specific learning outcomes

Learners should be able to:

- 1.5.1.1** share experiences of an important or memorable personal event (e.g. birthday)
- 1.5.2.1** draw one memorable personal event
- 1.5.2.2** give an example of a major event in the school or community that took place in a given period of time
- 1.5.2.3** place symbols on a large class calendar to mark classmate's birthdays
- 1.5.3.1** list any changes they come across in their life.

Topics and timing

Suggested periods: 28

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

Topics	Activities	Periods
1. Special events	1	1
2. A child's special event	2, 3, 4	3
3. Birthdays on a timeline	5, 6, 7, 8, 9	7
4. What makes an event special?	10	1
5. Changes in our lives	11	2
6. A special day for mothers	12, 13	3
7. Events at school	14, 15, 16	6
8. Events at home	17, 18, 19	4
Learning outcomes review and assessment activity		1

Introduction

At the beginning of the first lesson, display the following Learner's Outcomes on the blackboard or on a chart in their language, Pijin or English. Talk about what you will do and explain that you will review the outcomes or goals during and at the end of the chapter.

In this chapter you will:

- show some special **events** in your life
- talk about past events you can remember
- show an important event in your school
- give examples of events at home
- give examples of events in your village or settlement
- draw a simple timeline to show some of the changes in your life
- talk about changes that you know about.

Topic • Special events

Page 80 of the Learner's Resource Book

➤ LESSON 1

Aim

Learners should be able to name some special events that happen in their lives.

Processes and skills

- Identify own value positions.

Resources

- Activity 1 in the Learner's Resource Book

Method

Step 1 Copy Activity 1 onto the board and give out the Learner's Resource Book.

Step 2 Write "event" on the blackboard and talk about what it means in local language and Pijin.

Explain that a special event is something that people do together for a specific reason.

Many events are celebrations when friends and families get together to have fun.

Step 3 Give examples of events, such as birthdays and church festivals.

Step 4 Look at the pictures under Activity 1 in the Learner's Resource Book and ask learners to say what is happening.

Step 5 Explain the activity to learners in their language, Pijin or English.

Step 6 Give learners time to complete the activity, then ask each learner to present their drawing and say why they chose their event.



Activity 1

1. In pairs, talk about your favourite event. Why do you like it?
2. Draw a picture to show what happens at your favourite event.
3. Show the class your drawing and tell them why you chose your special event.

Answers

Learners' answers will vary, but some common events will be birthdays, sports activities, church festivals etc.



Points to Remember

- Events are about people doing things together.
- Special things happen at events.

Topic • A child's special event

Page 81 of the Learner's Resource Book

► LESSON 2

Aim

Learners should be able to talk about past events they can remember.

Processes and skills

- Listen to a story and discuss feelings, ideas and opinions.

Resources

- Activity 2 in the Learner's Resource Book

Method

Step 1 Copy Activity 2 onto the board and give out the Learner's Resource Book.

Step 2 Write "birthday" on the blackboard and talk about what it means in local language and Pijin. Explain that a birthday is a special event. Tell learners that their birthday is the celebration of their birth.

Step 3 Ask learners to talk about the picture under Activity 2 in the Learner's Resource Book.

Step 4 Explain the activity to learners in their language, Pijin or English and give learner's time to complete their drawings.

Step 5 Conclude the lesson by asking learners to bring photos of someone's birthday or birthday cards to the next lesson.



Activity 2

1. Talk about your last birthday with a partner.
2. In your exercise book, draw a picture of yourself at your birthday celebration.
3. Show your picture to a partner.

Answers

Learners' answers will vary, but should show some common things at birthdays.

► LESSON 3

Aim

Learners should be able to discuss the things that make a birthday special.

Processes and skills

- Work with others to explore the environment.

Resources

- Activity 3 in the Learner's Resource Book
- Pictures of birthdays or birthday cards brought to school by learners

Method

Step 1 Copy Activity 3 onto the board and give out the Learner's Resource Book.

Step 2 Write "birthday party" on the blackboard and talk about what it means in local language and Pijin.

Step 3 Put learners into groups of four. Make sure they are facing each other and choose a leader. Remind each other about one person speaking at a time.

Step 4 Explain the activity to learners in their language, Pijin or English.

Step 5 Give learners time to discuss what happens at a birthday party and then ask each group to report to the class.

Activity 3

1. In groups of four, talk about what you did at a birthday party. Was there special food? Did you play any games? Did you wear anything special?
2. Look at the picture of a birthday party in the Learner's Resource Book under Activity 3 and talk about what you can see in the picture.
3. If anyone brought photos of a birthday party, look at the photos and talk about what you see.
4. Choose one person in the group to tell the class what happens at a birthday party.

Answers

Learners' answers will vary but could include special food such as a birthday cake, candles, balloons, games, people in party hats, food, presents.



► LESSON 4

Aim

Learners should be able to draw and talk about past events.

Processes and skills

- Make observations of familiar things in the environment.

Resources

- Activity 4 in the Learner's Resource Book
- A4 paper, crayons, coloured pencils

Method

Step 1 Copy Activity 4 onto the board and give out the Learner's Resource Book.

Step 2 Brainstorm with learners what they talked about in the last lesson about what happens at birthdays.

- Step 3** Write on the blackboard and talk about what the words mean in local language and Pijin.
Step 4 Give learners a piece of paper, crayons, coloured pencils.
Step 5 Explain the activity to learners in their language, Pijin or English.
Step 6 Give learners time to complete their drawings and then display them around the room.



Activity 4

1. Imagine you are at a birthday party. Whose party is it? Who else is there? Are there any special food or games?
2. Draw yourself at your imaginary party and remember to include special things like balloons and party hats.
3. Put up your drawing on the wall for display.

Answers

Learners' drawings will vary but could include special food such as a birthday cake, candles, balloons, games, people in party hats, food, presents.



Points to Remember

- A birthday is a special event.
- People often have fun together at birthdays.

Topic • Birthdays on a timeline

Pages 82 to 85 of the Learner's Resource Book

► LESSON 5

Aim

Learners should be able to talk about some past events they can remember.

Processes and skills

- Place events in sequence.

Resources

- Activity 5 from the Learner's Resource Book

Method

- Step 1** Copy Activity 5 onto the board and give out the Learner's Resource Book.
Step 2 Ask learners to listen as you read the text under Activity 5 in the Learner's Resource Book and talk about the word "date". Write up the words "day, month, year". Show how dates can be written.
Step 3 Explain that their "birthdate" is the day they were born. We say the date of birth as the day, the month and the year.
Step 4 Put learners into groups of four. Explain the activity to learners in their language, Pijin or English.
Step 5 Move among the groups and help any groups who need it.
Step 6 Conclude the lesson by going through the answers as a class.



Activity 5

In groups of four, look at the pictures in the Learner's Resource Book and answer these questions.

1. When is Gaffa's birth date?
2. In what year was Faith born?
3. Who was born on the 2nd of June 2004?
4. What month was Mali born?
5. Who is the youngest in the pictures?

Answers

1. 31st March 1990
2. 2000
3. Lean
4. May
5. Mali

► LESSON 6

Note: This activity will take two periods.

Aim

Learners should discover their date of birth.

Processes and skills

- Place events in sequence.

Resources

- Activity 6 in the Learner's Resource Book
- A calendar, timeline of the year, diary

Method

Step 1 Copy Activity 6 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to look at the pictures under Activity 6 and explain in their own language the meaning of "birthdate".

Step 3 Explain the activity to learners in their language, Pijin or English. Inform them that they will be doing this as homework.

Step 4 Give learners time to copy the table and sentences into their exercise books. Ask questions to make sure they understand. Explain that they must find out the answers at home tonight.

Step 5 At the start of the next period, ask learners to say their birthdates. Write them on the board.

Step 6 Discuss birthdates and ages as a class by asking the following questions:

- a. How many people have already had their birthday this year?
- b. Does anyone share the same birthdate with another? Does anyone share the same month of being born?
- c. How many people in the class are the same age?
- d. Why are so many people the same age?

Step 7 Conclude the lesson by asking learners to say what they like about being this age.



Activity 6

Copy the table below to your exercise book. Ask your family to help you.

1. Find out your birthdate.

Day	Month	Year
My birthdate		

2. How old will you be on your next birthday?
I will turn ___ years old on my next birthday.
3. How many candles will there be on your next birthday cake?
There will be ___ candles on my birthday cake.

Answers

Point out to learners that people can be similar or different in age. Help them copy their sentences into their exercise books.

► LESSON 7

Aim

Learners should be able to discuss and draw a timeline of the year.

Processes and skills

- Identify own value positions.
- Use simple symbols to represent data.
- Create and interpret a simple personal timeline.

Resources

- Activity 7 in the Learner's Resource Book
- Timeline on the board or chart

Method

- Step 1** Copy Activity 7 onto the board and give out the Learner's Resource Book.
- Step 2** Ask learners to look at the timeline in the Learner's Resource Book. Explain that it shows all the months of the year.
- Step 3** Ask learners to point to the month they were born; they should have found out their birthdate as homework.
- Step 4** Draw on a chart or the blackboard a timeline showing the months of the year.
- Step 5** Ask learners to say the dates of their birthdays. Write them on the timeline.
- Step 6** Explain the activity to learners in their language, Pijin or English.
- Step 7** Move around the room and help learners to mark their birthday and their friends' birthdays on the timeline.



Activity 7

1. In your exercise book, draw a timeline of a year with the months marked.
2. Show the month of your birthday on the timeline.
3. Show three friends' birthdays on your timeline.

Answers

Answers will vary, but should show a calendar year with months and birthdays marked.

► LESSON 8

Note: This activity will take two periods.

Aim

Learners should be able to share their own stories and listen to others tell theirs.

Processes and skills

- Use vocabulary of time.
- Work with others to explore the environment.
- Create and interpret a simple personal timeline.

Resources

- Activity 8 in the Learner's Resource Book
- Flashcards with months of the year, or chalk for writing months outside

Method

Step 1 Copy Activity 8 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to listen as you read the text under Activity 8 in the Learner's Resource Book. Talk about the pictures of different groups of children celebrating their birthdays at different times of the year.

Step 3 Take the learners outside and draw a line showing January to June. Tell learners to stand in the month of their birthday. Add the months from July to December and tell learners to stand in the month of their birthday.

Step 4 Ask learners to count the number of learners in their "month" and say their names.

Step 5 Ask learners to tell each other about their birthday, what they did or might do.

Step 6 At the start of the next period, explain the activity to learners in their language, Pijin or English. Learners should draw their birthday group in their exercise book and write the names of the children in their group.

Activity 8

1. Draw a picture showing all the children in your class who have their birthday in the same month as you.
2. Write the names of the learners who have birthdays in the same month as you.

Answers

Some groups may be large and others may be quite small. It will be interesting to see the distribution of learners along the birthday timeline.



► LESSON 9

Aim

Learners should be able to sing the birthday song.

Processes and skills

- Identify own value positions.

Resources

- Activity 9 in the Learner's Resource Book

Method

- Step 1** Copy Activity 9 onto the board and give out the Learner's Resource Book.
- Step 2** Ask learners to listen as you read the birthday song under Activity 9 in the Learner's Resource Book. Explain the lyrics of the song in their language or Pijin.
- Step 3** Ask learners if anyone has a birthday this month.
- Step 4** Sing the birthday song together and put in the names of any children who have birthdays this month.
- Step 5** Ask learners to copy the song into their exercise book.
- Step 6** Explain the activity and what they will do for homework.
- Step 7** Conclude the topic by going through the Points to Remember. Ask learners to say what they liked best about this topic.

**Activity 9**

1. Sing the birthday song with the names of any children who have their birthday this month.
2. Copy the song into your exercise book and show your teacher.
3. Sing the song to your family at home.

Answers

Some learners will know the song already. Have learners sing the song to each other.

**Points to Remember**

- A birthday is a special event in a child's life.
- Birthdays can be shown on a timeline.
- A birthday is a time for families and friends to come together and have fun.

Topic • What makes an event special?

Page 86 of the Learner's Resource Book

► LESSON 10**Aim**

Learners should be able to talk about some past events that they can remember.

Processes and skills

- Look at pictures and discuss feelings, ideas and opinions.

Resources

- Activity 10 in the Learner's Resource Book

Method

- Step 1** Copy Activity 10 onto the board and give out the Learner's Resource Book.
- Step 2** Ask learners to listen as you read the words under Activity 10 in the Learner's Resource Book and talk about the pictures.
- Step 3** Explain the activity to learners in their language, Pijin or English.
- Step 4** Give learners time to complete their drawings and then listen as they talk about their special event. Encourage learners to talk about more than just special food or presents; point out that special events are often special because of the people who are there.



Activity 10

1. In pairs, look at the pictures about special events in the Learner's Resource Book.
2. Think about a special event that you can remember and tell your partner what made it special.
3. Draw something from your event that made it special. It could be special clothes, such as new shoes, special food such as Easter eggs, or a special song.
4. Tell the class about your event and show them your drawing.

Answers

Learners' drawings will vary; encourage learners to talk about the event and say more than one reason why it was special (food, gifts, people coming together, something new such as starting at a new school).



Points to Remember

- Many events are special in a child's life.
- Food, clothes, gifts, songs and many other things make an event special.
- Special events are all about families and friends coming together to have fun.

Topic • Changes in our lives

Page 87 of the Learner's Resource Book

► LESSON 11

Note: This activity will take two periods.

Aim

Learners should be able to draw a simple timeline to show some of the changes in their lives.

Processes and skills

- Place events in sequence.

Resources

- Activity 11 in the Learner's Resource Book

Method

Step 1 Copy Activity 11 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to listen as you read the timeline under Activity 11 in the Learner's Resource Book and talk about the events.

Step 3 Write the words "changes in our lives" on the board in Pijin and language. Ask learners to talk about the meaning of the words and give examples of changes in their lives.

Step 4 Explain the activity to learners in their language, Pijin or English, especially how to draw the timeline and show the changes.

Step 5 Move around the pairs and listen to their discussions. Help learners with their drawings and timelines.

Step 6 Tell learners to talk about their timelines with their families tonight, and find out more about the changes in their lives.

- Step 7** At the start of the next lesson, ask learners to show the class their timelines and talk about the changes in their lives.
- Step 8** When everyone has shown their timelines, talk about some of the same changes that happened for everyone (such as starting school).
- Step 9** Talk about some of the changes that may only have happened to one person, such as moving house or going on a special holiday.
- Step 10** Conclude the lesson by going through the Points to Remember.



Activity 11

1. In pairs, talk about any changes in your life that you know about.
2. Draw a timeline in your exercise book with one thing for each year to show the changes in your life.
3. Take your exercise book home and talk about your timeline with your family. Ask them to add some more changes that have happened since you were born.
4. Bring your exercise book back to school and show your timeline to the class.

Answers

Timelines should show an event for each year with some extra events added as homework.



Points to Remember

- Things happen that make changes in our lives.

Topic • A special day for mothers

Pages 88 to 89 of the Learner's Resource Book

► LESSON 12

Aim

Learners should be able to give examples of events in their home.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 12 in the Learner's Resource Book

Method

- Step 1** Copy Activity 12 onto the board and give out the Learner's Resource Book.
- Step 2** Ask learners to listen as you read the words and talk about the pictures under Activity 12. Ask learners to say what the words mean in Pijin or their language.
- Step 3** Explain that Mother's Day is another special event. It is a day when children do special things to say thank you to their mothers for looking after them.
- Step 4** Brainstorm what happens on Mother's Day, write words on the board and talk about their meaning.

Step 5 Put learners into groups of four and talk about discussion rules. Choose leaders to make sure everyone has a chance to speak.

Step 6 Explain the activity to learners in their language, Pijin or English. Move around and assist groups as they discuss the questions.



Activity 12

1. In groups of four, talk about Mother's Day and what it means.
2. Talk about all the things your mother does for you.
3. Talk about ways that you could say "thank you" to your mother for looking after you.

Answers

Encourage learners to talk about different ways to say thank you to their mothers: with words, a card, by making a cake or breakfast, or by helping around the house.

► LESSON 13

Note: This lesson will take two periods.

Aim

Learners should be able to demonstrate ways to help their mother at home.

Processes and skills

- Listen to stories and predict what might happen based on information.

Resources

- Activity 13 in the Learner's Resource Book

Method

Step 1 Copy Activity 13 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to look at the picture under Activity 13 in the Learner's Resource Book and talk about what is happening.

Step 3 Ask learners to brainstorm their group discussions from the last lesson about Mother's Day and how they might say thank you. Write their ideas on the board.

Step 4 Add any ideas that have not been mentioned: greeting cards, home-made presents, or simple things like a hug, making a cup of tea or helping her with a job.

Step 5 Explain the activity to learners in their language, Pijin or English. Learners will perform their role-plays during the next lesson. Give learners time to practise their role-plays.

Step 6 At the start of the next lesson, give learners time to prepare their role-plays.

Step 7 Praise each group as they perform their role-plays.

Step 8 If there is time, ask learners to draw a picture of themselves helping their mother, or doing something nice for her, to say thank you.

Step 9 Conclude the lesson by going through the Points to Remember.



Activity 13

1. In pairs, make a role-play of something you could do for your mothers to say thank you.
2. Show your role-play to the class.
3. On a piece of paper draw a picture of your mother and you helping her.
4. Take your picture home as a present for your mother.

Answers

Role-plays should show a variety of ways to thank their mothers: helping in the garden, cooking, washing, carrying bags at the market, making a drink, hugging her etc.



Points to Remember

- Mother's Day is a special event when families thank their mother for her love, care and work.
- Children give cards and presents to say thank you, and do things to help their mothers.

Topic • Events at school

Pages 90 to 91 of the Learner's Resource Book



PLAN AHEAD: Organise the principal or head teacher to visit the class during Lesson 15. The class will ask questions about events that happen at school.

► LESSON 14

Note: this activity will take two periods.

Aim

Learners should be able to show an important event in their school.

Processes and skills

- Use simple symbols to represent data.

Resources

- Activity 14 in the Learner's Resource Book
- School timelines, calendars, year planner

Method

Step 1 Copy Activity 14 onto the board and give out the Learner's Resource Book.

Step 2 Read the stories about events under Activity 14 in the Learner's Resource Book. Make sure that learners listen carefully.

Step 3 Ask learners to say what is happening in the pictures.

Step 4 At the start of the next period, brainstorm with the class the events that happen at your school.

Step 5 Draw a timeline on the blackboard showing the days of the month.

Step 6 Put learners into groups of four and talk about group-work rules.

Step 7 Explain the activity to learners in their language, Pijin or English. Give learners time to discuss their answers, then add their events to the timeline.

Step 8 Conclude the lesson by adding one more event to your timeline: in two periods' time the principal or head teacher will be visiting the class.



Activity 14

1. In groups of four, talk about events that will happen this month at school.
2. Tell the class what your group has discussed. Point to the place on the timeline that shows when each event will happen. Your teacher will add your events to the timeline.
3. When all the groups have spoken, copy the timeline into your exercise book.

Answers

Answers will vary but may include: sports days, parents' days, visitors, excursions, picnics, fundraising, prize giving, ceremonies.



PLAN AHEAD: Before it's time for Lesson 15, you should have organised for the principal or head teacher to visit the class. The class will spend the first period preparing questions. During the second period, the principal should visit the class and answer questions about events that happen at school.

► LESSON 15

Note: this activity will take two periods.

Aim

Learners should be able to show an important event in their school.

Processes and skills

- Work with others to explore the environment.
- Talk about own problems and issues, and how to solve problems.

Resources

- Visit from school principal or head teacher

Method

Step 1 Copy Activity 15 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to prepare for a visit from the principal/head teacher to talk about events at school. For example:

- make a timeline of the year on a chart or blackboard
- prepare questions about school events
- organise for someone to welcome and thank the speaker.

Step 3 Explain the activity to learners in their language, Pijin or English.

Step 4 Give learners some examples of questions, such as:

- What are some events that will happen this year at school?
- What events happen every year?
- Will any events happen only this year?

Step 5 Give learners time to prepare their questions and make sure they are ready for the visit during the following period.

Step 6 At the start of the next period, welcome the principal/head teacher.

- Step 7** Encourage learners to ask their questions. Add events to a timeline on the board as they are mentioned.
- Step 8** When all questions have been asked, tell one of the learners to thank the head teacher/principal.
- Step 9** If time permits, ask learners to draw a picture in their exercise book about one event at school.



Activity 15

1. Write two questions in your exercise book to ask the principal/head teacher about school events.
2. Welcome the visitor and listen to them talk about events at school. Ask them your questions when it is your turn. Remember to thank the visitor for answering your questions.
3. Draw a picture of the event you like the most in your exercise book.

Answers

Learners' questions to ask the visitor will vary. Encourage everyone to ask at least one question. Support the learners who are shy or unsure.

► LESSON 16

Note: this activity will take two periods.

Aim

Learners should be able to show an important event in their school.

Processes and skills

- Make observations of familiar things in their environment.
- Follow simple directions.

Resources

- Activity 16 in the Learner's Resource Book

Methods

- Step 1** Copy Activity 16 onto the board and give out the Learner's Resource Book.
- Step 2** Ask learners to talk about the visit of the principal/head teacher. What did they find out? Name some events that have happened. Name some events that will happen soon and some that are far away.
- Step 3** Read the timeline together and see if there are more things that can be added.
- Step 4** Explain what is meant by putting things "in sequence". Give examples and use the language of "first, second, next, then, after that, in the future, at the end".
- Step 5** Look at the pictures in sequence in the Learner's Resource Book under Activities 16.
- Step 6** For each comic strip, ask learners to say what happens "first", what happens "second", and what happens "at the end".
- Step 7** Explain the activity to learners in their language, Pijin or English and give them time to discuss their events.
- Step 8** At the start of the next lesson, ask each pair to show their events to the class. They should show what happens "first", "second" and "at the end".
- Step 9** Conclude the lesson by reading through and discussing the Points to Remember.

Activity 16

1. With a partner, talk about an event at school (e.g. eating, playing or going into class at the beginning of the year).
2. Act out the event in sequence, showing what happens “first”, then “second”, and “at the end”.
3. Show the event to the class and talk about what happens “first”, then “second”, and “at the end”.

Answers

Learners' actions of events will vary; they should all show events in sequence.



Points to Remember

- There are many different events at school over a year.
- Events can be shown on a timeline to see quickly when they will happen.
- The events are shown in sequence.

Topic • Events at home

Page 92 of the Learner's Resource Book

► LESSON 17

Aim

Learners should be able to give examples of events in their home.

Processes and skills

- Listen to a story and discuss feelings, ideas and opinions.
- Use vocabulary of time and chronology.
- Create and interpret a simple personal timeline.

Resources

- Activity 17 in the Learner's Resource Book

Method

Step 1 Copy Activity 17 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners in pairs to look at the pictures under Activity 17 in the Learner's Resource Book and talk about what is happening.

Step 3 Brainstorm with learners some of the events that happen at home. Write the events on the board.

Step 4 Write words on the board: “past, last month, two months ago, the past two weeks”, and discuss how we talk about things that happened in the past.

Step 5 Put learners into pairs and talk about “good listening skills”.

Step 6 Explain the activity to learners in their language, Pijin or English.

Step 7 Move around the room and help learners as they tell their stories to each other. Remind them to use the words that are written on the board.



Activity 17

1. In pairs, talk about an event that happened at home in the past month.
2. Listen to your partner tell their story of a past event.
3. Join another pair to form a group of four. Tell your partner's story to the group.
4. Listen as other members of your group tell their partner's story.

Answers

Each group should have told four different stories. Encourage learners to use the words “past, last month, two months ago, the past two weeks”.

► LESSON 18

Aim

Learners should be able to give examples of events in their village or settlement.

Processes and skills

- Make observations of familiar things in the environment.
- Follow simple directions.

Resources

- Activity 18 in the Learner's Resource Book

Methods

Step 1 Copy Activity 18 onto the board and give out the Learner's Resource Book.

Step 2 Ask learners to look again at the pictures under Activities 18, and talk about some of the things that are happening in the events.

Step 3 Brainstorm with learners the events that happen in their village or settlement. Write the events on the board.

Step 4 Explain the activity to learners in their language, Pijin or English.

Step 5 Move around the room and help learners as they tell their stories to each other.



Activity 18

1. In pairs, talk about an event that happened in your village or settlement in the past month.
2. Listen to your partner tell a story about a past event in the village or settlement.
3. Join another pair to form a group of four. Tell your partner's story to the group.
4. Listen as other members of your group tell their partner's story.

Answers

Each group should have told four different stories. Check whether learners are still using the words “past, last month, two months ago, the past two weeks”.

► LESSON 19

Note: this activity will take two periods.

Aim

Learners should be able to give examples of events in their village or settlement.

Processes and skills

- Listen to a story and discuss feelings, ideas and opinions.
- Identify own value positions.

Resources

- Activity 19 in the Learner's Resource Book

Methods

- Step 1** Copy Activity 19 onto the board and ask learners to think about the stories that they heard during the last activity.
- Step 2** Put learners into groups and explain the activity in their language, Pijin or English. Groups will choose an event to dramatise for the class.
- Step 3** Give learners time to practise their drama. Remind them to prepare their drama like a comic strip showing “first”, “second” and “at the end”.
- Step 4** At the start of the next period, give learners time to rehearse and then ask each group to present their drama to the class. Praise each group for their work.
- Step 5** Conclude the lesson by going through the Points to Remember.



Activity 19

1. In groups of four, choose an event that happened in your village or settlement in the past month.
2. Prepare to act out a simple comic of the sequence of actions that happened in the event. Remember to show what happened “first”, “second” and “at the end”.
3. Practise acting out the event making sure everyone in the group has a part.
4. During the next lesson, show your drama to the class.

Answers

Events should show a sequence of actions that happened in the past month.



Points to Remember

- Events happen at home.
- Many events happen in your village or settlement.
- Events change over time.

Assessment Activity

Aim

Learners should be able to demonstrate an understanding of the special events covered in this chapter.

Processes and skills

- Place events in sequence.
- Make observations of familiar things in their environment.
- Follow simple directions.

Method

Step 1 Explain that you have come to the end of the chapter and will be doing an Assessment Activity.

Step 2 Review the Learning Outcomes from the start of the chapter.

Step 3 Ask learners the following questions:

- What have we found out?
- Why did we study the things in this chapter?
- What new words have we learnt to use?
- What did you like/dislike doing?

Step 4 Copy the Assessment Activity onto the board and explain it to learners in their language, Pijin or English. Learners should do the activity in their exercise books.

Step 5 Conclude the lesson by thanking the learners for working hard. Collect exercise books for marking.

Assessment Activity

1. Draw pictures of three events that happened at school in the last two weeks.
2. Arrange the pictures in sequence to make a timeline.

Answers

1. Answers will depend on things that happened, it may be a visitor coming to the school, a new set of books, a visit to the market, a fire in the forest nearby, going home early, a flood.
2. Timelines should show the last two weeks with three things that happened.

Appendix 1: Glossary

built	made by people, not made by nature
event	something of importance that is planned and then takes place, such as a celebration or sports activity
family	parents and children, usually living together; extended family includes grandparents, aunts, uncles and cousins
natural	made by nature, not made by people
need	something that is important for good health or to stay alive
people-made	made by people
rights	things that we can expect to have, such as food and shelter
role	the part a person plays in their family, such as sister or brother
rules	words that say how to behave
shelter	a building to protect you from heat, cold and weather
similar	a close match without being exactly the same
want	something you wish for

Appendix 2: Suggested teaching methods

A range of strategies for helping learners to achieve the overall learning outcomes is shown here.



Appendix 3: Lesson plan format

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

Appendix 4: Sample individual record form

Learner name:		Year:		Class:						
Strand:		Sub-strand:		Specific Learning Outcomes						
Assessment event	Specific Learning Outcomes (use appropriate code)	Achievement levels (ratings)					Achieved (A) Partially Achieved (PA) Not Achieved (NA) Key: 5 = A, 1-4 = PA, 0 = NA			
	Code	Outcome assessed	5	4	3	2		1	0	
1	1.1.1.1	Identify the similarities and differences between natural and people-made features in their local area	*						A	
2	1.1.1.2				*				PA	
3	1.1.2.1							*	NA	
4	1.1.2.1					*			PA	
Descriptive comments:										
Class teacher:		Signature:					Date:			

Appendix 5: Sample class record form

Class:	Strand:	Sub-strand:	Year:
	Specific Learning Outcomes: A = Achieved, PA = Partially Achieved, NA = Not Achieved		Individual comments on the learning progress in the class
Assessment event	1		
Learning outcome assessed (code)	1.1.1.1		
Denis	A		
Ian	A		
Jack	A		
James	A		
John	PA		
Joyce	PA		
Lionel	PA		Steady/satisfactory
Liza	NA		
Luke	NA		
Mary	A		Improved/excellent progress
Michael	PA		
Nancy	NA		
Peter	A		
Tom	NA		
Yates	NA		Not improved/slow progress
Overall comments:			
Class teacher:			Date:
		Signature:	

Appendix 6: Sample individual monitoring form

Learner name:		Class:		Year:	
Strand:		Topic/unit:			
Sub-strand:		Specific Learning Outcomes: A = Achieved, PA = Partially Achieved, NA = Not Achieved			
Assessment event		Remarks		Comment on learning progress: improved, steady or not improved	
Code	Description of outcome assessed	A	PA	NA	Remarks
1	1.1.1.1 Identify the similarities and differences between natural and people-made features in their local area	*			Improved from previous assessment event
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
Class teacher:					Signature:
					Date:

Appendix 8: Sample monitoring of specific learning outcome form

Class:		Term/Semester:				Year:										
Strand/Sub-strand:		Total number of learners:				Topic/Unit remarks										
Assessment event	Code	Specific Learning Outcome assessed (use appropriate code)	A	PA	NA											
1	1.1.1.1	Identify similarities and differences between natural and people-made features in their local area	5	25	10	<table border="1"> <thead> <tr> <th>Enrichment support</th> <th>Remedial work</th> </tr> </thead> <tbody> <tr> <td>5 learners have achieved outcome assessed</td> <td>35 learners have not achieved outcome assessed</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Enrichment support	Remedial work	5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed						
Enrichment support	Remedial work															
5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed															
Class teacher:						Signature:										
						Date:										

Appendix 9: Sample individual remedial work form

Learner name:		Class:		Term/Semester:		Year:	
Strand:		Sub-strand:					
Specific learning outcomes (use appropriate code)							
Assessment event	Code	Outcome assessed	A	PA	NA	Remedial work required	Results after remedial work
1	1.1.1.1	Identify the similarities and differences between natural and people-made features in their local area		*		Revise relevant pages in the Learner's Resource Book.	Learner understands the concepts of natural and people-made material and can identify at least three similarities and differences between them.
Class teacher:						Signature:	Date:

Appendix 10: Sample individual report form

Learner name:		Class:	Term:	Year:
Strand:	Sub-strand:	Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)		
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
1.1.1.1		*		
Descriptive remarks:				
Strand:	Sub-strand:	Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)		
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
1.1.1.1			*	
Descriptive remarks (must include results after remedial work has been completed by the learner)				
Results for summative assessment: The progressive achievement level for summative assessment is:				

Appendix 10 (cont.)

Strand:	Combination of sub-strands:	Specific Learning Outcomes Achieved (A), Partially Achieved (PA), or Not Achieved (NA)		
		A	PA	NA
1.1.1.1	*			
1.1.1.2			*	
1.1.2.1				*
1.1.2.2				
Descriptive remarks from summative assessment:				
Overall achievement level:		Overall achievement award:		
School administration report on learner's behaviour and character				
Class teacher:		Signature:		Date:
Class teacher comments:				
Head teacher/Principal:		Signature:		Date:
Head teacher/Principal comments:				

Appendix 11: Sample school report

Name: Year level: Year:

Reporting period: Term/semester from to Date issued:

Subject	Score (%)	Overall achievement level, award and certification	Grade	Comment												
English	95	5, AWE & Gold	A	<i>Well done</i>												
Mathematics	82	4, AWM & Silver	B	<i>Good work</i>												
Science	49	2, ABMS	D	<i>Needs to attend Science practicals</i>												
Social Studies	90	4, AWM & Silver	B	<i>Good work</i>												
Health Education	40	2, ABMS	D	<i>Could do better</i>												
Christian Education	60	3, AWMS & Bronze	C	<i>Satisfactory work</i>												
Class teacher's comments on learner's attitude, behaviour and character																
Head teacher's comments																
<p>Key to letter grades</p> <table> <tr> <td>A is equivalent to 95–100%</td> <td>Competency & Achieved with Excellence (AWE) with Gold Certificate</td> </tr> <tr> <td>B is equivalent to 80–94%</td> <td>Competency & Achieved with Merit (AWM) with Silver Certificate</td> </tr> <tr> <td>C is equivalent to 50–79%</td> <td>Competency & Achieved with Minimum Standards (AWMS) & Bronze Certificate</td> </tr> <tr> <td>D is equivalent to 20–49%</td> <td>Competency & Achieved below Minimum Standards (ABMS)</td> </tr> <tr> <td>E is equivalent to 1–19%</td> <td>Competency & Achieved far below Minimum Standards (AFBMS)</td> </tr> <tr> <td>E is equivalent to 0%</td> <td>Competency & Not Achieved (NA)</td> </tr> </table> <p>Note: Certifications to learners are issued at the end of each assessment period or academic year.</p>					A is equivalent to 95–100%	Competency & Achieved with Excellence (AWE) with Gold Certificate	B is equivalent to 80–94%	Competency & Achieved with Merit (AWM) with Silver Certificate	C is equivalent to 50–79%	Competency & Achieved with Minimum Standards (AWMS) & Bronze Certificate	D is equivalent to 20–49%	Competency & Achieved below Minimum Standards (ABMS)	E is equivalent to 1–19%	Competency & Achieved far below Minimum Standards (AFBMS)	E is equivalent to 0%	Competency & Not Achieved (NA)
A is equivalent to 95–100%	Competency & Achieved with Excellence (AWE) with Gold Certificate															
B is equivalent to 80–94%	Competency & Achieved with Merit (AWM) with Silver Certificate															
C is equivalent to 50–79%	Competency & Achieved with Minimum Standards (AWMS) & Bronze Certificate															
D is equivalent to 20–49%	Competency & Achieved below Minimum Standards (ABMS)															
E is equivalent to 1–19%	Competency & Achieved far below Minimum Standards (AFBMS)															
E is equivalent to 0%	Competency & Not Achieved (NA)															

Solomon Islands

Primary Social Studies

Teacher's Guide

Year 1

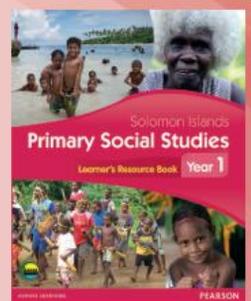
This *Solomon Islands Primary Social Studies Year 1 Teacher's Guide* provides teachers with comprehensive support material to support the implementation of the Key Learning Outcomes of the Primary Social Studies Syllabus (2008), along with assistance in teaching a range of themes and important skills in Social Studies investigation and research.

Designed to be used alongside the accompanying Learner's Resource Book, this Teacher's Guide provides hands-on, practical and interactive activities that will enhance the learner's engagement and understanding of their environment, culture and society within Solomon Islands and in the wider world.

This Teacher's Guide also provides detailed lesson plans, including a step-by-step method for teaching each topic, and advice on how to integrate the key skills and knowledge of each topic with the available resources in the Learner's Resource Book. In addition, this guide includes:

- support notes on processes and skills
- lists of required resources
- teacher support activities
- detailed Learner's Resource Book cross-references
- answers to the activities and assessment tasks.

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.



ISBN: 978-1-4425-1001-2



9 781442 510012