

Solomon Islands Primary Social Studies

Learner's Book

Year 5





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Acknowledgements

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Chapter 1



Changes in the way we live

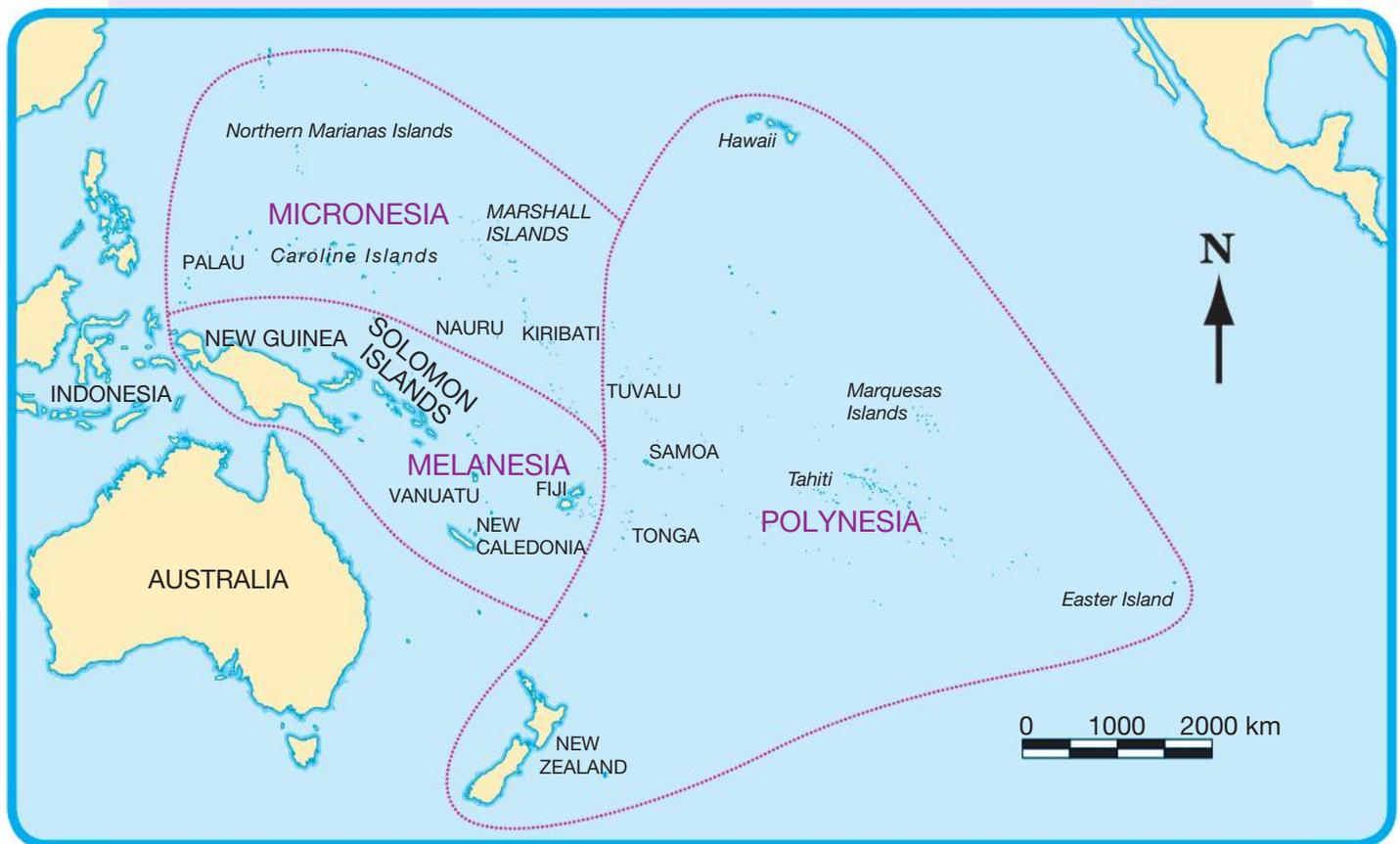
In this chapter, you will:

- learn about where our people come from
- **discover** how people came to live in Solomon Islands
- identify how Solomon Islanders made **contact** with each other and with the outside world in the past compared to today
- recognize the value of **culture**, custom, and traditional practices
- **appreciate** language as a means of **communication**
- find out how and why Pijin language came into use
- identify changes we encounter in the way we live
- find out about the work of the government in health services
- discover the changes that have taken place in education over time
- find out how **rules** and **laws** have worked in our community
- learn how markets and trade have developed.

Locating our major ethnic groups

Activity 1

Study the map. See where the three major ethnic groups in the Pacific region are located.



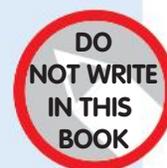
Where did our ancestors come from?

We think that our **ancestors** came from Asia, and then came through Australia and Papua New Guinea when those land masses were joined together. Some of our ancestors also came from Indonesia. For thousands of years people moved from their islands or countries. They settled on other islands in the Pacific. When people move from one area of the world to another, this is called **migration**.

Activity 2

- 1 Look at the map of the Pacific region on page 6. The huge area of Melanesia, Micronesia, and Polynesia contains more than 20 countries. Solomon Islands is one of the countries in Melanesia.
- 2 Copy the table below into your exercise book. List the countries that are a part of each ethnic region. An example of each has been done for you.

Melanesia	Polynesia	Micronesia
1 Vanuatu	1 Tonga	1 Kiribati
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8



A long time ago people from other countries could not visit Solomon Islands. They did not know how to travel safely over huge distances of ocean. In the same way, no one from Solomon Islands could go to other countries.

In time, people learnt how to build big ships. In the 1400s, **explorers** set out from several European countries to discover new lands. They searched for empty lands because they wanted the **resources** from those lands.

In November 1567, a Spanish explorer named Álvaro de Mendaña de Neira set out to search the Pacific Ocean. Santa Isabel was the first island he found in Solomon Islands.

In 1893, the British Government made Solomon Islands a British protectorate. This meant that we were looked after by the British Government. They set laws and made decisions for us. It also allowed the British Government to make money for themselves from the islands' resources.

The first foreigners

When the first “tall ships” from Europe came to Solomon Island shores, women and children ran and hid in the forests. Warriors got out their bows and arrows to fight the strange people they saw. They thought that the white people were devils or special animals.



Soon, they discovered that the newcomers brought some materials that made life easier. For example, they brought knives and axes. But not everything they brought was good. Tobacco and new diseases were also brought by the foreigners. Many illnesses that were common in European countries, including Britain, had never come to the Pacific before. It was difficult for our people to fight these illnesses. Some of the illnesses were typhoid, whooping cough, measles, and the flu. Lots of people got very sick and many died.

Activity 3

- 1 Find some of the routes that European explorers took to reach our shores.
- 2 Find out the names of some of the places where European explorers started their journeys.
- 3 Write in your exercise book the name of the first place in the Pacific that Mendaña came to.



Interaction between people

Activity 4

In groups of four, discuss how our people used to contact each other in earlier times. Also discuss how they **interact** with each other now. For example, people write each other letters. In your exercise book, list some of your ideas.



Where we live

Our country is made up of chains of islands. There are big islands with mountains. There are atolls that have lagoons with coral reefs.

Many people live on the large islands. To visit other people living on their island, they can often just travel on foot.

Some people live on small islands and coral atolls. To visit them, canoes or boats are often used.



These people have used a canoe to visit their friends on another island.

Interaction and culture

People interact for different reasons. One reason is to trade with each other. They trade by exchanging goods or services.

People also interact often with their relatives, their tribal group, or their **clan**. Relatives and communities share customs and culture, and people value these things. Sharing their **oral** and traditional history reminds people of where they came from. This is why cultural activities and social gatherings, such as marriage and sporting activities, are important around the islands. They keep traditions alive.



This man and woman are looking at shell money for a bride-price.

Traditional culture is strong in Solomon Islands, but different cultures and new ideas are also growing here. They come from different people travelling to our islands, Solomon Islanders travelling to new places, and intermarriage between different cultures. As a result, our culture and our customs are changing. **Modern** ideas and **beliefs** are also becoming a part of our lives.



Activity 5

Copy the table below into your exercise book. Write in the table some ways your family contacts relatives or friends who live in other places. Also write the reasons that they contact them. An example has been done for you.



How I contact people	Reason
1 Letter	Ask uncle in Honiara to buy a bag of rice for us
2	
3	
4	
5	
6	

Activity 6

- 1 In pairs, list in your exercise books some activities that help you to interact with friends at your school or in your community. For example, singing group.
- 2 Share your list with the class.



Activity 7



Imagine you are planning a singing competition in your village. In groups of four, list in your exercise books the types of communication you will use to invite your relatives living on other islands.

Changes in the way we live

Activity 8



- 1** In groups of four, think about this question:
What do we mean when we say people do things according to their custom?
Think of some examples of people doing things according to the custom of their people.
- 2** Present your group's points to the class. Write the other groups' ideas in your exercise book.

In some areas of Solomon Islands life, changes have taken place. People prefer new ways of living. For example, in our traditional culture, there were separate toilets for men and women. Now, toilets are built in our houses. Everyone uses the same one.

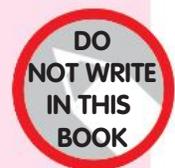
Below are some changes that are taking place. Can you think of more?



Activity 9

Ask your parents or other people at home about the changes they have seen in Solomon Islands' customs. Copy the table below into your exercise book. Record their points in the table.

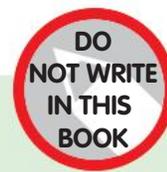
Our customs	Changes





Activity 10

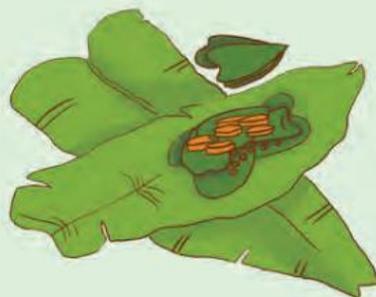
- 1 In groups of four, share your answers from take-home Activity 9.
- 2 Choose someone to present your group's points to the class.



Activity 11

Copy the table below into your exercise book. Classify the following cultural symbols by ticking the correct column in the table and identifying their purpose. Some are made from plants or animals, or from parts of the earth. Some are not *made* at all. Some may belong to more than one group.

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





Activity 12

- 1 Tell the person sitting beside you how many languages you speak.
- 2 Choose one language that you speak fluently. In your exercise book, re-write the paragraph below in the language you chose.

My name is Fred.

I walk to school every day.

When I grow up, I want to be a teacher.

My favourite subject at school is Social Studies.



Language is a very important part of culture. Language is also used to communicate. In Solomon Islands, 87 different languages are spoken. There is one common language, called Pijin.

Our language today has some parts that are traditional and some parts that are new. For example, we say *napo* tea (traditional Roviana dialect) and also *drink* tea (Pijin). Can you think of some examples in your language?



Activity 13

- 1 Find out what languages your family and your neighbours use.
- 2 In your exercise book, answer the following questions:
 - a What is the main language you speak?
 - b Do you speak other languages?
 - c What languages do your family members use?
 - d What languages do your neighbours use?

Pijin

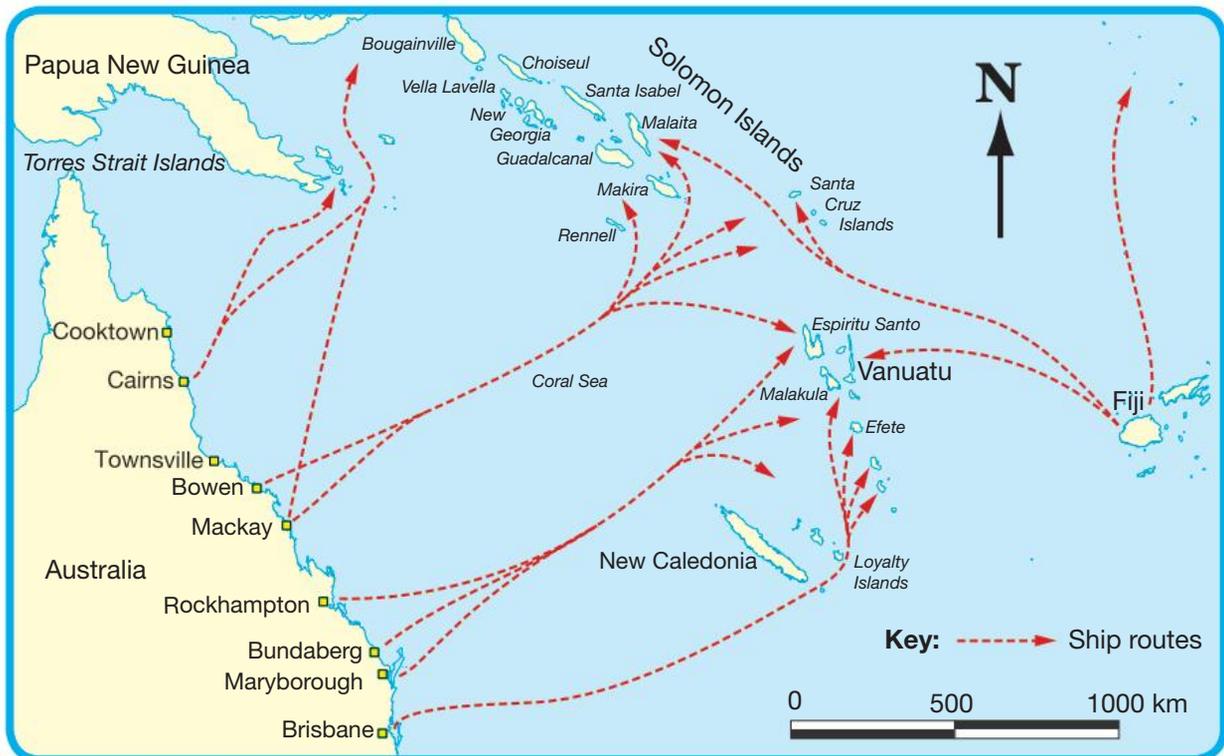
Our common language, Pijin, is also called Kanaka. It is similar to Tok Pisin of Papua New Guinea, Bislama of Vanuatu, and the Pidgin of the Torres Strait Islands (which are part of the state of Queensland, in Australia).

Solomon Islanders worked in Queensland from the late 1800s to the early 1900s. They learnt the Pidgin language of the region. This language was used on the sugar cane plantations. It became the language spoken between Melanesian workers (who were called Kanaka) and European overseers because it was simple. When Solomon Islanders came home, they brought the language back.



Solomon Islands workers on a Queensland pineapple plantation in the 1890s

Below is a map showing the routes that ships took from Australia and Fiji to travel to islands and find workers. Can you see where Solomon Islands, Papua New Guinea, and the Torres Strait Islands are? Study the directions of the arrows, starting from Australia.



Dress

Solomon Islands is changing very rapidly. The way that people dress is changing. Long ago, women wore grass skirts and shell money. Traditionally, the jewellery people wore to celebrate a special event would show their culture and their role in the community.

For example, in South Ngella, a woman going to a big event, such as a church day or feast, would show that she was engaged to be married to a man by wearing shell-money necklaces and other traditional jewellery. Today, people do not often practise this custom. Many young women think that wearing a lot of traditional necklaces is ugly. They prefer modern pieces of jewellery.



Music

Traditional singing and dancing are still important. However, many people now like to listen to, dance to, and sing the music from other countries. Much of this is modern, popular music.





A house in a remote settlement



A house built on newly cleared land

Gardening and settlement

The ways that people garden, make tools, fish, cook, and build houses have changed over the years. In the past, people depended on the food in their gardens and their surroundings. Today, it is more difficult to make gardens because there is less space. This means that often people would have to walk long distances if they wanted to make gardens.

People depend more on money now than on their gardens. They use the money to buy food that other people have grown (as well as to pay for other things such as transport and school fees). People move to towns looking for ways to earn money. And so more and more land is cleared for **settlements** where these people can live. This means that there is less space for gardens.

Diet

The foods that people grow and eat have changed. Some changes are good. Others are not good. Village people still grow the same crops they have grown for a long time, but there are also new crops. There are also new ways of taking care of crops. **Fertilizers** are used to make crops grow better and chemicals are used to kill insects and pests.

Most village people still eat a healthy, traditional diet. Many town people eat a greater variety of foods. Some new foods are not as healthy as the traditional food.





Activity 14

Ask an elder from your family or community the following questions:

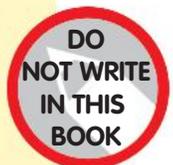
- 1 How did people long ago dress for special events, such as feasting or a marriage ceremony?
- 2 What did people long ago eat? How did they prepare their food?
- 3 Ask what types of songs their communities sing or listen to. Ask what types of dances they do.
- 4 Find out what methods of gardening they use. How do they control insects and pests?



Activity 15

- 1 Work in groups of four. Choose someone to copy the table below into their exercise book and record your group's findings from take-home Activity 14.
- 2 Choose someone to share your group's findings with the class.
- 3 Listen carefully to all presentations. In your exercise book, record any findings different from your group's.

Dress	Diet and food preparation	Songs and dances	Methods of gardening





Activity 16

- 1 Select a group of people from a region or island in Solomon Islands, such as the Tikopians.
- 2 Ask your parents or elders in your family to help you answer the following questions:
 - a What is the name of the people?
 - b Which province is the group of people from?
 - c What is their main religion?
 - d What ceremonies are important to the people?
 - e What traditional possessions do the people value most?
 - f How many languages do they speak in their area?
 - g What customs do they have that are different from other people in Solomon Islands?

Changes in health

Christian missions and health

Christian missionaries began visiting Solomon Islands in the mid-1800s. The missions had three important aims. Firstly, they aimed to convert the people to Christianity. Secondly, they wanted to improve health and the standard of living. To do this, they started hospitals. Thirdly, they hoped to educate people, and so began schools.

Running a health service was one of the missions' main jobs. Methodist and Catholic missionaries nursed the sick at the mission stations. They also treated sick people in their villages. Methodist missionary Helena Goldie and her medical sisters are well known for this. Later, trained doctors came from Australia and New Zealand to work in their hospitals.

The Seventh Day Adventists believed that hygiene (cleanliness) and a strict diet were a part of the Christian way of life. They **forbade** the chewing of betel nut, the smoking of tobacco, and the eating and keeping of pigs. Villages had to be kept clean. These rules prevented the spread of sickness, especially in large villages.

After decades of medical work by Christian missions, the government started to build hospitals and clinics in rural areas. Now, the Government has the chief responsibility for health services. Missionaries still help the Government.



Activity 17

Choose a health problem in your school or in the community. In groups of four, plan some simple activities to help people to behave in ways that are healthier. Choose the best ideas and put them into practice. Your parents might be able to help you.



Continued >>

<< Continued from page 23



For example, your group could:

- build a new or better rubbish disposal area (for example, metal drums with lids)
- make better drains
- build latrines
- repair leaking taps
- clean the community area or beaches.

Activity 18



- 1 In groups of four, trace a Solomon Islands wall map on a large sheet of paper.
- 2 Mark all the hospitals in each province. Label them.

Changes in education

Church schools

The idea of schools was brought to most of the islands of the Pacific by visitors. Christian missionaries gradually began to establish schools. The mission schools tried to **persuade** the people to change the way they lived. They wanted them to follow the Christian life instead of the

old life. The missionaries translated the Bible into the local languages and taught the local people to understand it. At the same time, they taught people to read and write in the local languages. They also taught practical skills such as agriculture, house building, and simple hygiene. These schools began to change the community.



Activity 19



- 1 Trace a map of your island or province into your exercise book.
- 2 On the map, mark and label the schools on your island.
 - a Mark and label church schools.
 - b Mark and label private schools.
 - c Mark and label Government schools.
 - d Mark and label provincial secondary schools.

Government schools

The Government of the British protectorate entered the field of education slowly. They started schools in the 1950s. In the beginning, the colonial government mainly wanted the schools to train the clerks and the **public servants**. They needed staff to run the government schools to prepare people for self-Government and Independence.



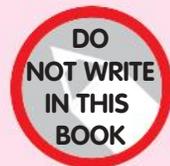
Today, our education system is changing to meet the current needs of the country. New skills are being taught to young people that they can use to find jobs.



Activity 20



- 1 Ask any elder at home or in your community about the dates the events below occurred.
 - a The village school started
 - b The first church was built
 - c The first missionary arrived
 - d The first mission school began
- 2 Draw the timeline below in your exercise book. Mark the four dates above on your timeline and label them.

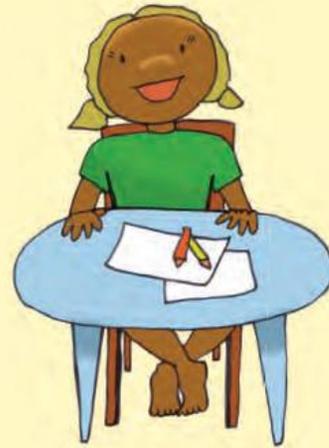




Activity 21

In groups of four, choose one of the topics below. Discuss whether or not you agree with the statement. Choose one person to write down your viewpoints. Choose another person to present your group's viewpoints to the class.

- It is better to attend school.
- Living in the village is better.
- Unemployment is not a big problem.
- Church schools are better than Government schools.



Foreign rules and laws

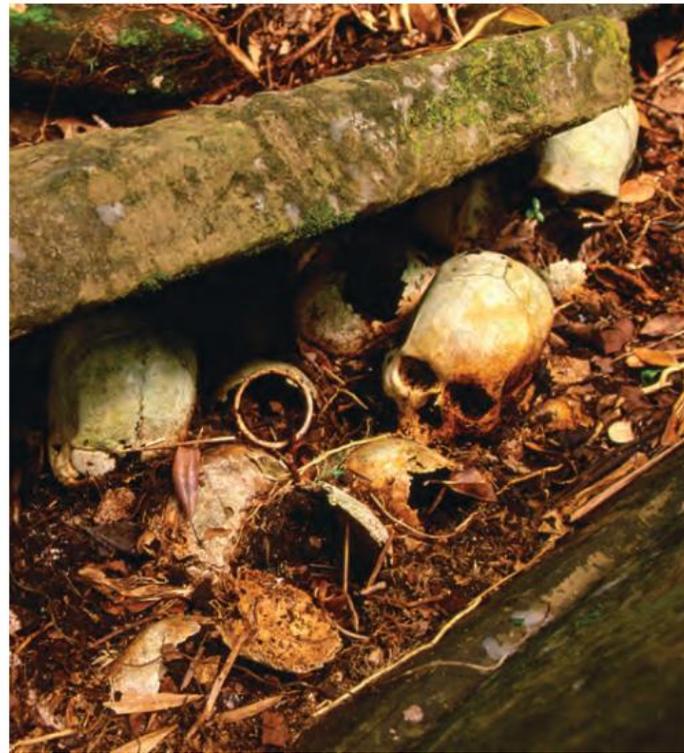


Activity 22

- 1 In groups of four, brainstorm the following questions.
 - a What is a law?
 - b What is a rule?
- 2 Choose one person to share your group's views with the class.
- 3 Copy everyone's views in your exercise book.

Traditional law

Long ago, our people had their own rules and laws. The reasons for the rules and laws were made clear to all people. When people understand the reasons for a rule or a law, they are more likely to follow it. Traditional rules and laws were based on common sense and our people's customs. For example, girls should not step over their brother's leg, and nobody should steal from other people's gardens. Our ancestors had their own system of living.



When foreigners first came to Solomon Islands, they did not always respect traditional rules and beliefs. Some tambu sites, like this one, were destroyed.

Mission rules

When the missionaries arrived, they encouraged the islanders to follow Christian beliefs and values. However, our people had to follow their own rules. Otherwise, the spirits would remove their blessings.

Government law

Today, people have different views of how life should be lived and how we should behave. For 85 years, the Government of the British protectorate made laws for the people. Since Solomon Islands became independent in 1978, our National Parliament has made the laws for our country.



Activity 23

- 1 In groups of five, think of a situation where a new rule or law is needed. Briefly describe the situation and the rule or law that you would introduce.
- 2 Represent your idea in a drama in front of the class.
- 3 Observe the other groups' dramas.

Trade

Trade

Trade happens when you exchange something you have for something else you want. Trade in Solomon Islands is not new. For a long time, we have traded axes, clay pots, oils, salt, and shells.

On a national level, trade is the movement of goods from one place to another to sell them. Trade within Solomon Islands is very important. For example, betel nuts are grown in most islands and traded to other islands and centres. Products from other villages are sold in markets in Honiara and other provincial centres.





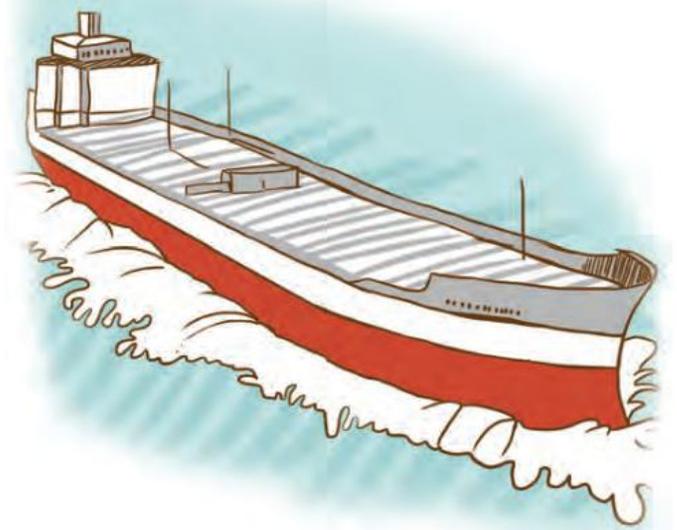
A bulldozer clearing a path for a new road

Trade is made possible by the **infrastructure** of a country. Infrastructure includes roads, bridges, and transport. The Government has improved some roads in the provinces to make it easier to move goods, especially to and from the ports (where goods can be put onto and taken off ships).

Exports and imports

When a country sells goods to another country, it is called exporting. Solomon Islands exports copra, palm oil, timber, fish, cocoa, minerals, and marine products such as trochus shell. Many of these are primary products because they are natural and are not processed in any way before they are sold.

The country earns money by selling these exports. The Government then uses the money to pay for services, including health and education. Some of the money is also used to buy things from other countries. This is called importing. In these ways, trade helps our nation to develop.



Ships like this one carry goods to and from other countries.

Trading partners

The countries we trade with (our trading partners) are Australia, New Zealand, Japan, China, and other Pacific island countries. Some of the goods Solomon Islands imports are food, motor vehicles, electronic equipment, and machines. These items help us to construct our nation.

However, the cost of imported goods has gone up a lot in the past few years. Our Solomon dollars buy less overseas than before, so our imports cost us more.

Activity 24

In pairs, discuss the meaning of the following words. For each word, list three examples in your exercise book.

- Infrastructure
- Export products
- Import products



Activity 25

- 1 On a world map, find the countries that Solomon Islands trades with.
- 2 In your exercise book, write the names of the countries. List the goods that we import from each country. An example has been done for you.
 - New Zealand: milk, butter, meat





Activity 26

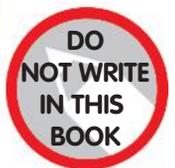
Study these pictures. Discuss which industries they represent and why we need them in our country.



Assessment activity

Copy the table below into your exercise books. Write four advantages and four disadvantages of foreign rule in the table. Two examples have been done for you.

Advantages	Disadvantages
1 Introduction of law and order	Tambu sites destroyed
2 Modern medicine	New diseases
3	
4	
5	
6	



Chapter 2



Growing up in Solomon Islands

In this chapter, you will:

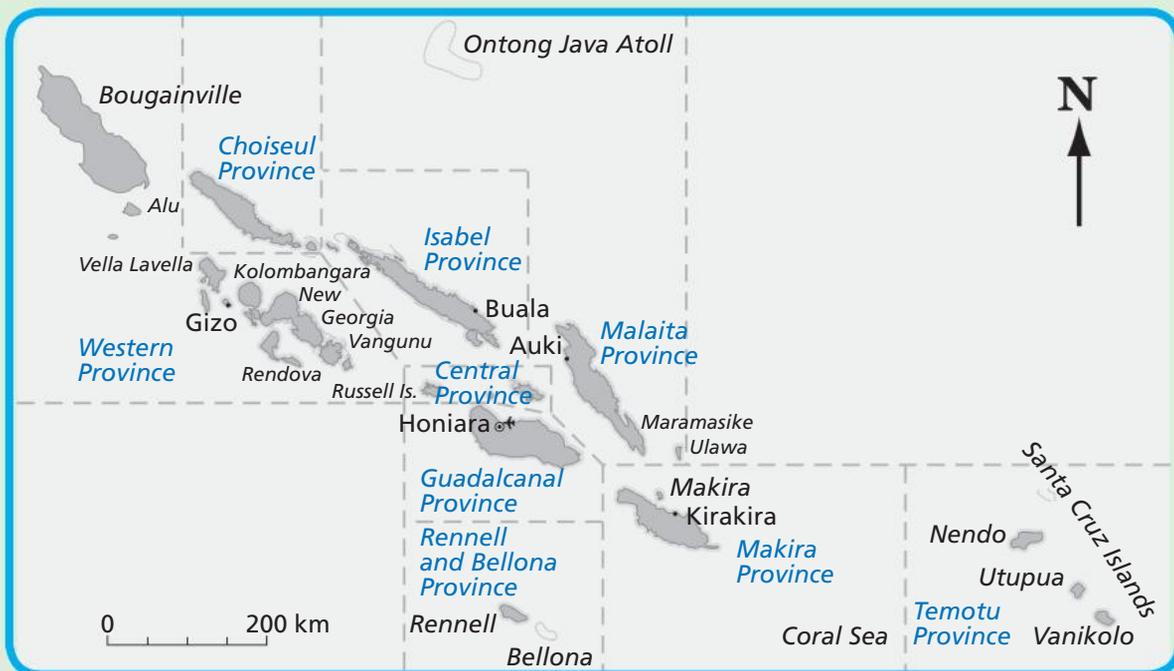
- locate the place where you were born and grew up
- learn about the people who live in Solomon Islands
- find out about the country's different **cultures** and communities
- **appreciate** the changes that are **occurring** in our culture
- identify the challenges that young people meet while growing up
- learn about the roles and responsibilities of young people in society
- learn about traditional food preparation.



Activity 1

In pairs, study the map below and discuss the following questions. Write the answers in your exercise book.

- 1 Which island and **province** were you born in?
- 2 Did you grow up where you were born? If not, how long have you been living in your new home?
- 3 Which other islands have you visited?
- 4 Which provinces do you want to visit?
- 5 Which direction from Honiara is Rennell Island?
- 6 Which direction from Honiara is Buala?
- 7 Which direction from Auki is Gizo?
- 8 Which direction from Kirakira is Rennell Island?
- 9 Which direction from Nendo Island is Ontong Java Atoll?
- 10 Which province does Ontong Java Atoll belong to?



Where I am growing up

Elena

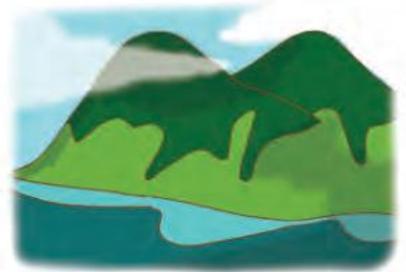
My name is Elena. I was born and grew up in Honiara. It is the capital of Solomon Islands, on Guadalcanal Island. I go to a school near the Chinese shops in China Town. My father drives me to school every day. I live in a house on a hill, looking down on Point Cruz shopping centre. There are lots of big houses of different shapes nearby.



Life is very busy in Honiara. There are lots of cars, buses, and trucks. There are lots of people. Our house is always full with our relatives. Some are here to sell their produce at the market. Some are sick and are here to see doctors. Some are students, staying to attend schools in town. Mum says that living in town is very expensive. We pay for the water, electricity, food, telephone, and gas for cooking.

Sogo

My name is Sogo. I grew up in a small, **remote** village on Guadalcanal Island. The village is surrounded by mountains, forests, and streams. The air is fresh and cool. We grow different types of food on the slopes of the mountains. We get fish, shells, and prawns from the streams. Dad goes to the town once a month to buy rice, soap, sugar, and other things. I go to a school run by the Seventh Day Adventist Church. I am in Year 5. I have to walk for one hour to get there. I think living in the mountains is healthier than living in a large town.



Tony

My name is Tony. I grew up on an **artificial** island. There was not enough space for more houses on the big island. My family decided to collect many stones. They built this island. Our island is in Langa Langa Lagoon, near Auki in Malaita. We have a well that we dug out beside our house. We use it for washing and cooking. We have a rainwater tank that we collect drinking water in. When there is no rain for a long time, the tank becomes empty. Then, we have to paddle to the big island to collect drinking water.



I like living here, but there is no space for playing. I go to a school on the big island. I have to paddle for 15 minutes to get there. I like staying late at school to play with my friends.

Activity 2



- 1 In groups of five, discuss the questions below.
 - a Is Elena's, Sogo's, or Tony's environment the most similar to the one you live in?
 - b Which environment do you want to live in? Why?
 - c Are there any problems you face in your school environment at the moment?
- 2 Choose one person to write down your group's viewpoints in their exercise book and present them to the class.
- 3 During the presentations, listen carefully to the other presenters. Ask questions.

Activity 3

Write a short paragraph about yourself. Include the following information in your writing:

- your place of birth and where you grew up
- good things about your environment
- bad things about your environment
- where you go to school
- what you would like to do after school
- how your family get water and food.

People in Solomon Islands

Solomon Islands has three main **ethnic** groups. They are the Melanesians, the Polynesians, and the Micronesians. The Melanesians are by far the largest group. There are also small numbers of **Asians** and **Caucasians** (white-skinned people).

The Melanesians have dark skin and curly hair. The Melanesians live on the bigger islands of the country. Melanesia means “dark-skinned people of the islands”.



Melanesian woman and child

The Polynesians have lighter skins. Their hair is usually less curly. They settled on the outlying islands, including Tikopia, Rennell, and Bellona. Polynesia means “many islands”.



Polynesian woman



Micronesian girl

The Micronesians have lighter skins than the Melanesians and the Polynesians. Their hair is straight. Micronesia means “small islands”.

The Gilbertese people are Micronesian. In 1955, the government of the Western Pacific realized that there was not enough space for all the people in the Gilbert Islands. Families were big. The islands could not produce enough food. There was not enough water. Families from the Gilbert Islands came to Solomon Islands. The Government gave them land so that they could make new homes, and have enough food and water. The Gilbertese can now become Solomon Islands **citizens**.

Census

In 2009, there was a **census** in Solomon Islands. This means that the government counted all the people who live here. The people who live in a country are known as its population.

This table shows the population of Solomon Islands. The second column shows the number of people there are in each of the ethnic groups. The third column shows the percentage of each group in the total population.

Population group	Number of people in population group	Percentage of total population (%)
Melanesian	519 750	94.5%
Polynesian	16 500	3%
Micronesian	6600	1.2%
Other	6050	1.1%
Unspecified	1100	0.2%
Total	550 000	100.0%

Activity 4

Form groups of three. Using the table above, answer the following questions in your exercise book.

- 1 Which population group is the largest?
- 2 Which population group is the smallest?
- 3 Add together the numbers for the Polynesian, Micronesian, Other, and Unspecified population groups. What is your answer? Work out the percentage of the country's total population that these four groups make up together. How can you check that your answer is correct?



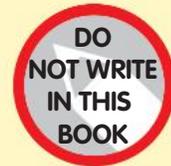


Activity 5

In groups of three, study the map on page 6. In your exercise book, answer the questions below.

- 1 Copy this table into your exercise book. In the table, list the islands that the three population groups live on. An example has been done for you.

Melanesian	Micronesian	Polynesian
Guadalcanal		

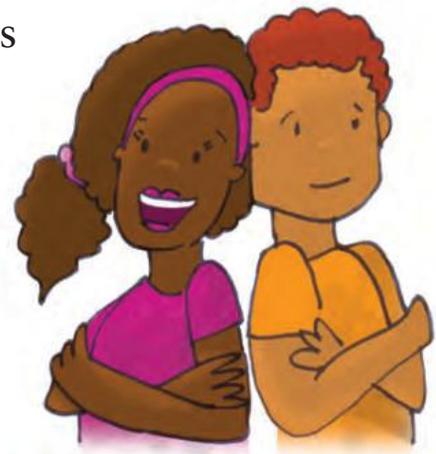


- 2 Which group do you belong to? Locate it on the map. Which island do you come from?

The diversity of Solomon Islands

The people living in Solomon Islands today are of mixed origins. Members of different ethnic groups and people from different islands have moved to other places and married into other groups.

Diversity in a population group means that there are different **genders** (males and females), ethnic groups, and religions. We say that Solomon Islands is an ethnically and culturally diverse country. People understand and appreciate that other groups have different customs.





Activity 6

In groups of four, discuss the diversity of your families or communities. The following questions will help you with your discussion.

- 1 What are the different religions in your community or family?
- 2 What gender are you?
- 3 Are there any people from different provinces?
- 4 What activities do people from different regions do together in groups? For example, do they play certain sports?
- 5 Do you think it is important to live in a diverse community? Give reasons for your answer.
- 6 Choose one person to write down your group's points in their exercise book, and present them to the class.

Our society

A society is a group of people who live together as a community and share aspects of their lives and culture. A culture includes a group's **ceremonies, beliefs,** languages, stories, songs, dances, customs, **laws,** crafts, art, music, food, and forms of transport. These features of a village or place, and its people, can tell us which region, ethnic group, or **clan** it belongs to.

Activity 7

1 In groups of five, discuss which ethnic group the people in each photo below belong to. What helps you to decide where they come from?



2 How do you know what culture the members of your group are from?

Activity 8

Ask someone in your family about a traditional story or song. Write it down in your exercise book. Share it with your class at school.



Activity 9

Imagine that you have been chosen to join a traditional dancing or music group that will perform during the Independence celebrations. Answer the following questions in your exercise book.

- 1 List the traditional costumes that will need to be prepared.
- 2 How do you feel about being part of the group?
- 3 Could you perform a traditional dance or song on your own in front of a large crowd? Why, or why not?



Our changing culture

Many changes have taken place in the various cultures of our country. This is due to the way that people live today. For many people, their way of life is different from the way their grandparents lived.



Read this story about Christina.

Christina had enjoyed her trip to town with her aunt. She had seen a nice dress in one of the stores. She was wondering how she might find enough money to buy it. It would look really good when she went to a party, especially if there was dancing.

At home, she started thinking about the traditional dance that each group of students had been asked to perform at school. She had learnt some traditional dances from her mother and aunts when she was small.

However, now that she was getting older, she felt shy about wearing a grass skirt and having her face and body painted. She thought that everybody would look at her. She wondered how she could avoid taking part.

When she got home, her aunt could see that she was worried about something. Christina told her why she did not want to take part in the traditional dancing.

Her aunt listened carefully. Then she explained that women in their clan were very important. She talked about being proud of their culture. She said that for many **generations**, older women had passed the skills of traditional dancing and making grass skirts to the young girls. She told Christina that she might want to teach her own children how to make grass skirts and how to dance.

As her aunt spoke, Christina realized that she was part of a long line of girls and women from her clan. She began to feel a bit better about performing the dance.

“Of course, we won’t wear grass skirts when we go to town,” her aunt said. “And next time, we might buy that dress you were looking at.”

Activity 10



In pairs, discuss the following questions. Write your answers in your exercise book.

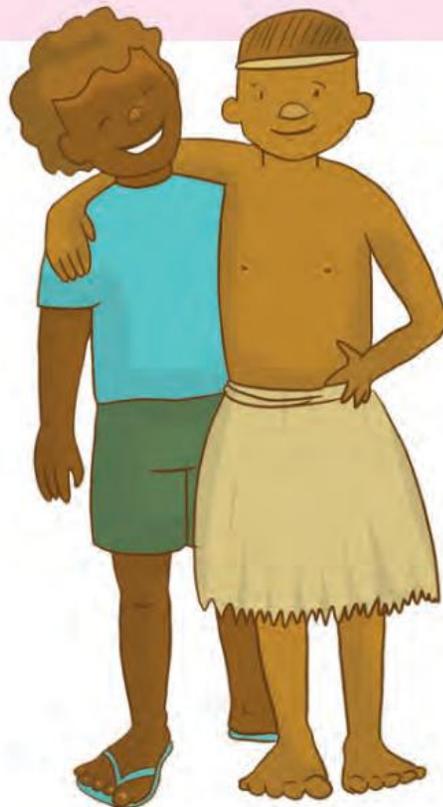
- 1 What did Christina feel uncomfortable about?
- 2 How did Christina’s aunt help Christina to feel better about taking part in traditional dancing?
- 3 Why do you think we must learn to make traditional things?
- 4 Do you think taking part in a cultural dance is a waste of time? Explain your answer.



Activity 11

Carry out a survey to find out about changes that have taken place in your community. Ask people's opinions about these changes. Copy the table below into your exercise book to help you. An example has been done for you.

Ways of living/ culture	Changes that have occurred	People's opinions about these changes
Food	Bigger choice of food than before, especially in the stores	I like to eat different types of food. However, new foods are expensive, and small children are asking for many things.
Dress		
Trade		
Spiritual beliefs		
Physical change (for example, buildings, roads)		
Language		



Education

Jeremy

My name is Jeremy. I am the only educated member of a family of two boys and four girls. My mother raised us. My father was always away from home, working as a bus driver to make enough money to clothe and feed us.



My mother saw no value in education for my sisters. She thought that girls should stay at home to learn skills they would need when they were married. Only boys should attend school. Then they should get jobs and help their parents.

I love school. It takes me away from all the jobs my mother makes me do each day. She makes sure that no one else in the village gives me dinner if I do not do my daily chores. Imagine how many dinners I miss out on!

Activity 12



Write a brief story about your family. The questions below will help you with your writing.

- 1 How many people are there in your family?
- 2 How many of you attended school or are attending school now?
- 3 Which schools have your family members attended?
- 4 Is there anyone in your family who does not or did not attend school? Why?
- 5 Why do you go to school?

Life skills for boys and girls



Activity 13

- 1 In groups of four, share what skills you are learning at home. Who is teaching you? For example, is your grandmother teaching you to start a fire?
- 2 Choose one person to write down your group's points in their exercise book, and share them with the class.



Long ago, boys and girls needed to learn a range of traditional **life skills**. These life skills would help them to be responsible, independent adults when they grew up.

A boy learnt skills such as making bows and arrows, spears, stone axes, and digging sticks. He learnt how to hunt, build houses, clear the land, and make gardens. He learnt how to make good decisions. He also learnt about his ancestors by listening to the many stories told by his elders.



Girls also learnt many skills. They learnt to cook, wash dishes, and weave mats, baskets, and grass skirts. They learnt to look after their houses, and the young children in the family. Like the boys, they also learnt to make gardens. They learnt how to behave towards older people. Girls learnt by watching and copying their mothers, aunts, and grandmothers.

Today, both boys and girls learn all these skills. Some boys cook, wash dishes, sweep the house, and make gardens. Some girls learn to hunt and to build houses.



Activity 14

Answer the following questions in your exercise book.

- 1 Did you learn some of these traditional skills at home? Which skills did you learn?
- 2 Identify some of the skills that you think boys and girls still learn today.
- 3 Identify some of the skills that they do not learn anymore. Why is this?
- 4 Do you think boys should learn some of the skills that used to be only for girls? Why?
- 5 Do you think girls should learn some of the skills that used to be only for boys? Why?



Young people's expectations

Many Solomon Islands young people were born in towns. Others came to town on boats and trucks to stay with relatives. They expect great things. They hope for a better life. They hope to get a good education and to choose the job they will do after school.

Later, many of these young people find out that there are no jobs for them. They find life becomes hard and tough. Many begin to break the law. They break into other people's houses, steal, and sell kwaso and marijuana.



Some young people also become very bored. To pass time with their friends, they think it is fun to drink kwaso and smoke marijuana. But they are slowly destroying their bodies.

Activity 15

In pairs, discuss the following questions. Write the answers in your exercise book.

- 1 What do you hope to do when you complete school?
- 2 What will you do if your wish does not come true?
- 3 Do you think drinking kwaso is the best thing to do when you get bored? Why?





Activity 16

In your groups, discuss these questions. Choose someone to write down your points in their exercise book, and share them with the class.

- 1 What do you think will happen when young people's expectations are not met?
- 2 List some of the illegal activities that you think young people are doing.
- 3 Which urban centres do most young people expect to find jobs in? Why?

Changes in young people's behaviour

Long ago, the elders of our society were very important. Everybody, including young people, had to obey them.

Nowadays, many young people do not listen to their elders. The behaviour of many young people can **offend** the elders. Below are some of the ideas that elders have about young people and do not like.

- They do not understand the needs of their families.
- They become lazy and do not help in the gardens.
- They do not clean up their living area.
- They throw rubbish anywhere they like.
- They often refuse when they are told to do something.



- They go to dances and other places without telling their parents.
- They roam around town after school.
- They smoke, drink alcohol, and chew betel nut.
- They commit crimes, such as stealing.
- They write bad words and draw on the walls of public buildings.
- They do not show respect. They use bad words, and tease and laugh at others.

Activity 17



In groups of five, discuss the questions below. Record your answers in your exercise book. Choose one person to share your group's ideas with the class.

- 1** Why do you think young people should obey their parents or the elders in their community?
- 2** Why does the behaviour of some young people offend their elders?
- 3** Think of three ways that young people's behaviour has changed.
- 4** List five examples of your own recent behaviour that was not respectful.
- 5** List five things that you will try to do from now on to be more respectful of your parents, elders, and others in school.

Traditional food preparation

Activity 18

In small groups, discuss your favourite food. How many traditional dishes are among your favourites? What is the most popular food in your group?



Living in a diverse community means that other people can see and learn about different cultures, including the food they eat. Here are some recipes for dishes from different parts of the country.

Masi masi from Isabel Province

Masi masi is a traditional dish from Isabel Province. It is made from taro leaves and tubers, with fresh ngali nuts. People only prepare it for special occasions, such as wedding feasts, Christmas celebrations, and important church events.



Recipe

Ingredients: many taro leaves, some taro tubers, fresh ngali nuts, banana leaves for wrapping, salt

Method:

- 1 Pre-heat the banana leaves and set them aside.
- 2 Peel the taro tubers and cut into small slices.

- 3** Arrange the banana leaves on a flat surface.
- 4** Clean the taro leaves and make a first layer.
- 5** Put in some ngali nuts, and add salt to taste.
- 6** Put some more taro leaves on top of the nuts. Then put the taro tuber slices on top of the taro leaves.
- 7** Continue to add layers of taro leaves, ngali nuts, and taro slices, until finished.
- 8** Wrap in the banana leaves, and bake in the motu (earth oven).

Bia from Balalae Island, Shortlands

Bia is a traditional food for the people of Balalae Island, in the Shortland Islands of the Western Province. It is made from the starch of the sago palm trunk on special occasions.

Recipe

Ingredients: sago palm starch, coconut meat, coconut cream, ngali nuts, pandanus

Method:

- 1** Scrape out the starch from the trunk of the sago palm.
- 2** Mix the starch with fresh ngali nuts, grated fresh coconut meat, and coconut cream.
- 3** Wrap small amounts in pandanus (with the spikes).
- 4** Bake in the motu.
- 5** Smoke the leftovers and use them later.



Nambo from Temotu Province

Nambo is the staple diet of the Temotu people. Nambo is as important for Temotu people as bread or rice is for the eastern islands people. Nambo is made from dried breadfruit.

Recipe

Ingredients: unripe breadfruits

Method:

- 1 Pick some unripe fruits from a breadfruit tree.
- 2 Make a big fire and roast the breadfruits in their skins.
- 3 Peel the roasted breadfruits, and cut them into small pieces.
- 4 Dry the pieces in the sun or over an open fire.
- 5 Lay the dry nambo pieces in coconut weave baskets.
- 6 The nambo is ready to eat.



Activity 19

In pairs, study the map on page 34. Find the provinces or islands where people make masi masi, bia, and nambo.





Activity 20

Interview any elder in your family or community about a type of food preparation that has been passed on from your ancestors. In your exercise book, record the name of the food, the ingredients, and how to prepare it.



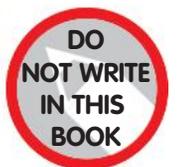
Activity 21

In groups of four, present your take-home Activity 20. Listen carefully to other presenters and ask questions.

Assessment activity

Copy the table below into your exercise book. Complete the table by listing three similar and three different cultural practices for each of the main ethnic groups in Solomon Islands. An example has been done for the Melanesian group.

Ethnic group	Similarities	Differences
Melanesian	1 Food preparation 2 3	1 Local language 2 3
Polynesian	1 2 3	1 2 3
Micronesian	1 2 3	1 2 3



Chapter 3



Money

In this chapter, you will:

- learn about the history of traditional money and **modern** money
- learn that using money is a form of exchange
- **appreciate** what money is and how it is used
- identify ways of earning money
- learn how to spend money wisely and keep a record of money spent
- appreciate the need to have plans and goals for the money you earn
- explore the idea of saving money and budgeting
- learn how to make a simple budget
- find out what business revenue and expenses are
- **discover** how a small business functions
- calculate business profits from revenue and **expenses**
- find out why we use banks
- learn about credit unions.

The history of money

Activity 1

Look at the people in these pictures. Discuss what they are doing.



Subsistence living

Many years ago, people lived in very small groups. They did not travel far. They got all the things they needed from their surroundings. They hunted for fish, grew crops, and built their own houses. They exchanged goods for goods. They also exchanged traditional money for goods. This is called **subsistence living**.

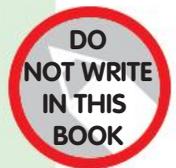
Today, many people in our country still live by subsistence. These people help each other. Exchange is important to them. The exchange of goods for other goods (or for work) is called barter. In this type of trade, people agree on a fair exchange.



Activity 2

Think about your family or community. Do you still see people exchanging goods with each other? Copy the table below into your exercise book. Record in the table any examples of exchange you can think of.

Type of exchange	Goods exchanged
1 Between individuals	Fish for taro
2 At a wedding	Shell money for bags of taro
3	
4	
5	



Early and traditional money

Barter is not always possible. A person does not always have what another person wants or needs. But some things are **valuable** to everyone. In the early days, these valuable things were exchanged for goods and services. They were the earliest kinds of money.

One of the valuable things used as money in the past was shells. The Roviana people in **Western Province** used a shell money called bakiha. Malaitans used a shell money as well, called tafuliae. Temotu people used

birds' feathers as their money (known as red feather money). These traditional forms of money are sometimes still used. For example, they may be used to pay the customary bride-price or to settle arguments.



Red feather money, traditional money of Temotu Province



Bakiha, traditional money of Western Province



Tafuliae, traditional money of Malaita Province

People in other countries also used certain things as money. The Aztecs of Central America used cocoa beans as their money. Long ago, the people of North America used tobacco leaves as their money.

Activity 3

In your exercise book, answer the questions below.

- 1 What traditional money was used in your home province many years ago?
- 2 Draw and describe this traditional money.
- 3 Do people still use that money today? What do they use it for?



Development of modern money

When people from different countries began to trade with each other, they needed one form of money that everyone could use. Traders began to use pieces of metal to buy their goods. But coins were too heavy to carry around. And traders were often robbed. Instead, people began to use paper money that represented the value of their coins. This meant that they could leave their coins in safe places. As years went by, governments and banks also began to use paper notes instead of coins.

Before Independence, Solomon Islands used foreign money. The early **currency** was pounds and pence from Great Britain. After some years, Solomon Islands used Australian money, instead.

Since Independence in 1978, we have used our own currency, the Solomon Islands dollar.



Australian dollars, like these, used to be used in Solomon Islands.



Solomon Islands now has its own money. These are some of our notes.

Activity 4

In small groups, use a Solomon Islands map to identify the islands that still use their traditional money for exchange, bride-price, and settling arguments. Write the names of the islands in your exercise book.



Using money

Money is anything that people accept as exchange for goods and services. Everyone uses money. We work to get money so that we can use it to pay for different things. Below are some of the things that we spend money on. Can you name them? Think about some other ways that we spend money.



Some ways of using money



Activity 5



Ask two elders in your community the questions below. Record the answers in your exercise book.

- 1 Do you use modern money? What things do you spend your money on?
- 2 Do you have any traditional money? How do you use it?
- 3 Do you have enough money?
- 4 If you could have more money, what things would you spend it on?

I'd buy more books!



Activity 6



- 1 In groups of four, discuss and compare your findings from take-home Activity 5.
- 2 Choose someone to write down your group's points in their exercise book, and present them to the class.

Spending and saving money

People earn money in different ways. Some people sell their garden produce at the local market. Some people sell different sorts of goods in a trade store.

Some people sell food at schools. Many people get money from selling crops such as cocoa and coconut, or other goods.



Some people work for an **employer**. Teachers, police officers, nurses, and doctors are employed by the Government. People who work for an employer are selling their **labour** or their skills, and their time. They are paid money for their labour. The money that people earn from their work is called their income.



After earning money, people use it to buy things that they need and want. Some people have a larger income than others. Everybody has to decide what to do with their income. There are many interesting things to buy from the shops, but people do not always have enough money to buy everything they want. They must select the things that are important. They must think carefully before spending money.

Activity 7

In pairs, try to make a home spending plan. Answer the following questions.

- 1 Have you ever saved any money?
- 2 What does your family do with the money it saves?
- 3 What happens if there is a family **emergency**?
- 4 Where can we save our money?



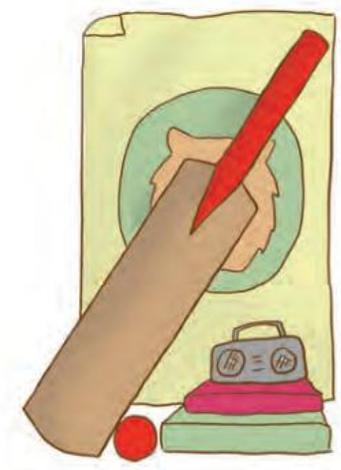


Activity 8

Interview some people in your area about the different ways they earn money. Record the answers in your exercise book.

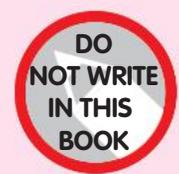
Spending money

We can do things to help us spend money wisely, including making a shopping list and price checking. A shopping list contains the names of items that you intend to **purchase**. Checking prices means you look at the prices and quality of an item at several different shops. Then you can decide where is the best or the cheapest place to buy the item.



Activity 9

- 1 In your exercise book, list five things you would like to buy. On your way home from school, check three shops for their prices.
- 2 Copy the table below into your exercise book and complete it.



Things I need	Prices		
	Shop 1	Shop 2	Shop 3
1 e.g. Pen			
2			
3			
4			
5			



Activity 10

In pairs, compare the prices you checked in take-home Activity 9. Answer the following questions in your exercise book.

- 1 Which shop has the cheapest prices?
- 2 If you buy each item from the shop where it is cheapest, how much money will you spend in total?
- 3 Imagine that you have \$500. How much change will you get back?
- 4 Are you are a wise buyer if you *always* buy the cheapest goods? Why, or why not?

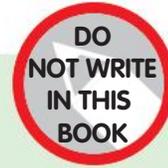
Saving for emergencies

Some people enjoy spending money. They buy things they cannot afford. They do not save any money. When they need money in an emergency, they do not have it. Saving money is very important for the future.

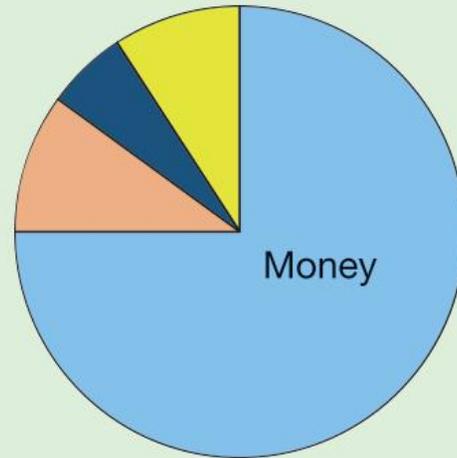
Families often have emergencies. If someone gets very sick, they have to go to hospital. If a mother has difficulties during her pregnancy, she must give birth in hospital. If a grandparent dies, the family usually has a funeral.

All these events require money. If there is no money, the family asks wantoks for help. This is very difficult for these wantoks. They have their own needs.

Activity 11



This pie graph shows the things that wantoks ask for. The pie graph has four parts. The biggest part is money. Draw the graph in your exercise book. Complete the graph by labelling the three blank parts. The labels will be the three things, other than money, that you think wantoks ask for the most.



Activity 12

In groups of four, look at the graphs that each of you drew for Activity 11. Discuss any differences you see in your graphs.



Keeping records

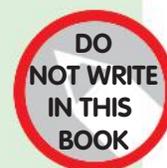
When you write down information about something that has happened, it is called keeping a record. For example, your teacher writes down your marks from tests. Your teacher is keeping a record of your marks. Keeping records is an important part of managing money belonging to a family or business. Activity 13 shows a simple way of keeping a record.



Activity 13

Riko has been keeping a record of her fruit and vegetable business. Look at her record and answer the following questions in your exercise book.

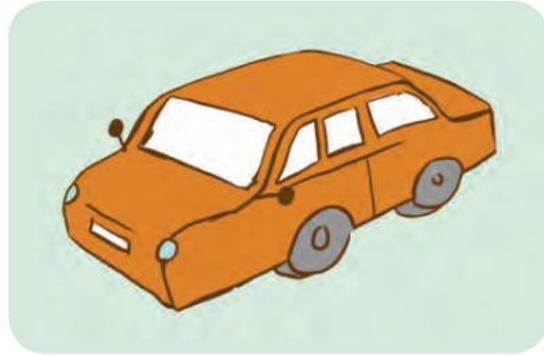
- 1 Add up Riko's total revenue.
- 2 Add up Riko's total expenses.
- 3 Calculate Riko's profits by subtracting the total expenses from the total revenue.



Revenue			Expenses		
Date	Items	Amount	Date	Items	Amount
Feb 2	Vegetables	\$12.50	Feb 2	Market fee	\$3.00
Feb 2	Fruits	\$20.00	Feb 2	Bus fare	\$2.00
Feb 3	Vegetables	\$ 8.80	Feb 3	Market fee	\$3.00
Total revenue \$ _____			Total expenses \$ _____		
Profit \$ _____					

Planning and setting goals

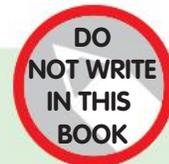
Making decisions about the future means making a plan. Money planning involves thinking about the different things that must be done with the money available. To make their plan, a person must set goals.



Setting goals

A goal is something that a person wants to achieve. An example is when a person wants to buy a vehicle. Buying the vehicle is their goal. To buy the vehicle, they will have to save money for a long time. An important part of planning for your goal is to decide what items are necessary for your living. We use the word “essential” for something that is necessary for living.

Activity 14

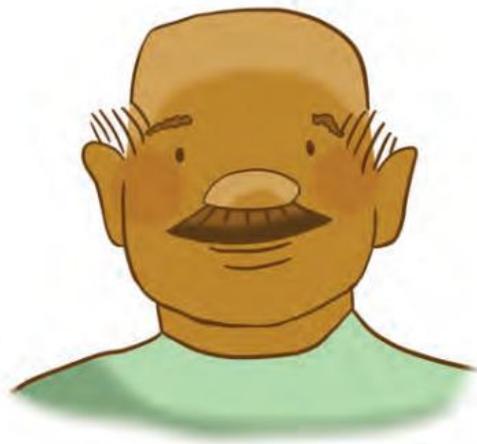


Copy the table below into your exercise book. Decide if each item is “essential” or “non-essential”. An example has been done for you. Rice is essential.

Item	Essential	Non-essential
Rice	✓	
Coca-Cola		
Ice-lolly		
Vegetables		
MP3 player		
Clothes		
Necklace		
Pot		

Budget

A money plan is called a budget. People can make a budget for a week, a fortnight, a month, a year, or longer. People usually make budgets according to the money they earn and spend. Money left over is savings.



The following passage is a conversation between Erika and her uncle. Erika wants to buy a bicycle that costs \$200.

Erika: Uncle, I really want a new bike like Taylor's. I could ride it to school and it would be great exercise.

Uncle: Great idea! But if you want a new bike, you'll have to save up and buy it yourself.

Erika: But that will take forever!

Uncle: Not if you put yourself on a budget.

Erika: A budget?

Uncle: It's a spending plan. I learnt about budgets from Mr Elvis. He is our family accountant. I can show you, if you want.



It's pretty simple. Here's my budget sheet. This is where I write down the money I **deposit** in my bank account each week. I also write down all the money I spend that week. At the end of the week, I write these numbers on a monthly budget table. When I subtract what I spent from what I had in my account, I will find out my weekly balance. After four weeks, I can find out my monthly balance.

Budget plan

	Money earned	Money spent	Money deposited	Balance
Week 1	\$850	\$500	\$350	\$350
Week 2	\$850	\$500	\$350	\$700
Week 3	\$850	\$500	\$350	\$1050
Week 4	\$850	\$700	\$150	\$1200
Total				\$1200

Erika: What does balance mean?

Uncle: The balance is the amount of money that's left in the bank after I've paid for the things we need. Once I know the balance, I can decide how much to spend on things we would like and how much to save.

Erika: Okay, you're saying I should keep a list of all the money I get each week and all the money I spend each week.

Uncle: That's right. And once you know what your monthly balance is, you'll be able to estimate how long it will take to save enough money for your bike.

Erika: Hmm. So, if I could earn more money, and save more money, I could buy my bike sooner. How cool is that? I'm starting a budget sheet after dinner. Uncle, how about paying me \$5 to wash the dinner dishes?

Uncle: No, thanks. Why don't you start collecting empty drink cans to sell for recycling instead?



Activity 15

Work in small groups. Copy the table on page 73 into your exercise book. Use the information below to complete the table.

- 1** Erika receives \$5 every school morning for her pocket money.
 - a** How much does Erika receive in a week?
 - b** How much does she receive in a month?
- 2** Erika earns \$5 each weekday morning after selling 60 buns. On Saturdays and Sundays, she usually earns \$2 per day for selling 30 buns. How much will she earn in one week? How much will she earn in a month?
- 3** At the end of every month, Erika sells five 20-kilogram bags of empty soft drink cans for \$12.
- 4** During the first week, Erika and her best friend went to the ice-cream shop and spent \$12 on two ice-cream cones. They also shared a packet of potato chips that cost \$7.50. If they split the cost of both, how much did Erika spend?
- 5** During the second week, Erika bought her mother's birthday present. She spent \$25 on her mother's favorite perfume and \$7 on a hair clip. How much did she spend?
- 6** Complete the table by calculating what Erika earns each week. Then calculate how much she earns in a month.

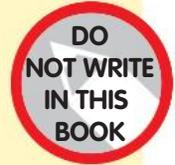


Continued >>



<< Continued from page 72

- 7 Calculate how much Erika spent during this month.
- 8 Calculate Erika's balance at the end of the month. Remember, the balance is the amount earned minus the amount spent.



Erika's earnings	Erika's earnings per month	Money spent	
\$5.00 every morning	\$25.00 a week \$ _____ a month	Ice cream \$ _____	
Selling of buns	\$ _____ a week \$ _____ a month	Chips \$ _____	
Selling empty cans	\$12.00 a month	Mum's present \$ _____	
	Total earned in a month \$ _____	Total spent in a month \$ _____	Monthly balance \$ _____

Family budget

This simple family budget shows how money planning works. It shows how much the father of a family earns and spends in a fortnight. The father earns \$500 a fortnight. He pays \$30 as a tax to the government. He also pays \$13 to the National Provident Fund (NPF), which he will get back in one large payment or smaller payments each year, when he is old enough to stop working. He now has \$457 that his family can use for living.

Family budget

	Amount
Money earned (income)	
Total wages	\$ 500
Income tax and NPF	-\$ 43
Wages left to spend	\$ 457
Money spent (expenses)	
Food	\$ 100
Electricity	\$ 90
Clothing	\$ 50
Transport	\$ 40
Other expenses	\$ 75
Savings	\$ _____



Activity 16

Work in pairs, and answer the questions below in your exercise book. Some questions relate to the family budget on page 73.

- 1 Is the father earning big wages?
- 2 What does the family spend most money on?
- 3 How much does the family spend in total in a month?
- 4 How much does this family save each month?
- 5 Do you think your parents have a family budget?
- 6 Why is it important to have a budget?

Personal budget

A personal budget is a person's plan for using their own money.

Bobby

Bobby is a student at Saint John's Community School. He lives with his aunt. His aunt gives him \$50 pocket money each month. Bobby collects old newspapers and sells them, earning him \$30 a month. He spends \$20 on bus fares and \$40 on food every month. He tries to walk home often after school. His friends often feed him at school, too.



Bobby is trying to save money to buy his own bicycle. He makes a budget every month.

Activity 17

Copy this budget table into your exercise book.
Complete the budget for Bobby.

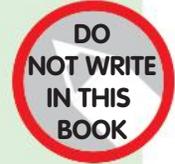
Money earned (income) _____

Money spent (expenses) _____

Total money earned (income) _____

Total money spent (expenses) _____

Savings _____



Activity 18

Work in pairs to answer these questions in your exercise book.

- 1 What does Bobby spend money on?
- 2 How much money does he save in a month?
- 3 Do you think Bobby is wise in saving rather than spending his money?
- 4 Why is Bobby selling newspapers?
- 5 Is Bobby's budget well planned?
- 6 If the new bicycle costs \$600, how many months will it take Bobby to save up enough money for it?





Activity 19

Construct a personal monthly budget. Study Bobby's sample budget. Draw up your own budget in your exercise book in the same way. Think about your pocket money or any money given to you by your parents or relatives.

Expenses, revenue, and profit



People selling their goods at a market



Activity 20

In pairs, study the picture on page 76 and discuss the questions below.

- 1 Where do people usually sell their produce?
- 2 What do they sell?
- 3 List the ways people get their produce to the market.
- 4 Who buys their produce?
- 5 Who earns money from the sale of the produce?



Activity 21

- 1 Work in groups of four. Choose one person to be leader of the group. Give \$3 each to the leader, to make \$12 in total.
- 2 Buy some fruit.
- 3 Agree on a price to charge for the fruit. Sell the fruit during school break time.
- 4 Record the amount of money that the group earns from the fruit sales.
- 5 What profit does the group make?





Activity 22

- 1 In Activity 21, how much did your group get for the sales?
- 2 How much money did your group spend on buying fruit?
- 3 Did your group need to spend money on anything else to sell the fruit?

Expenses

Many people earn an income from selling goods. In order to produce something to sell, a person must buy materials. Usually, the materials need to be bought before any money is earned. For example, farmers need to buy machinery to use on the farm and fuel to take goods to the market. These are both **expenses**. Expenses are the costs that go towards producing goods or getting them ready for sale. If a farmer buys perfume, it is not an expense. It does not help earn money from the sale of the goods.

However, farmers do need to be able to pay for their costs of living while they are working to produce their goods. If it is their first crop, for example, or they do not have any money saved from the sale of their last crop, they also need to plan for their costs of living. Farmers need to know they have enough money to pay for food and other living essentials for the period it will take to produce their goods.

Revenue

The money that people get from selling goods to customers and to clients is called revenue. Shop owners sell rice, tins of meat, sugar, clothing, and other goods, and the money they receive is their revenue.



Profit

The income that people earn from selling goods is the profit from their sales. The difference between the revenue and the expenses is called the profit. It is the reward for the work. You work out your profit by subtracting your expenses from your revenue.

$$\text{Profit} = \text{Revenue} - \text{Expenses}$$

The same principle is used to find the profit of a business. If the expenses are greater than the revenue in a business, then the business is said to be running “at a loss”. The business owner is losing money. If the business keeps losing money, eventually it will have to close down.



Activity 23

This is a follow-up activity to Activities 21 and 22. Work in your groups. Think about the fruit that your groups were selling. On a large sheet of paper, write answers to the following questions. Choose a speaker to present your group's business report to the class.

- 1 What was the revenue?
- 2 What were the expenses?
- 3 Did you make a profit? Subtract your expenses from your revenue to find out.
- 4 Do you think that each group made a good profit?

Mark

Mark started his small business with \$2. First he bought a small pineapple for \$2. He cut it up into six pieces, and sold each piece for \$0.50. So, at first he earned \$3 a day. His daily profit was \$3 minus \$2, which is \$1. Every week he was able to buy more than the week before because of the extra profit. After two years, he was able to buy a two-tonne truck. He used the truck to carry farmers' produce from their village to the market. He charged fees for this service. Mark is now running a much larger business. He used his profits wisely.





Activity 24

Tina takes 10 pineapples to the market. She sells them for \$5 each. She had to pay \$12 for the taxi she took from her house, \$3 for the market fees, and \$3 for the bus fare to get back home. At the market, Tina sells all her pineapples. Copy the information below into your exercise book and work out Tina's expenses and profit.

Tina's revenue:

10 pineapples at \$5 each

$$10 \times \$5 = \$ \underline{50}$$



Tina's expenses:

Taxi fare \$12, market fee \$3, and bus fare \$3

$$\$12 + \$3 + \$3 = \$ \underline{\quad}$$

Tina's profit:

Revenue – Expenses

$$\$ \underline{\quad} - \$ \underline{\quad} = \text{Profit of } \$ \underline{\quad}$$

Activity 25



- 1 In pairs, discuss the different ways in which a business can lose money.
- 2 List your answers in your exercise book.



Activity 26

Listen to a speaker talking about how a business can be successful. The discussion topics should include the expenses, revenue, and profit of a business. Take note of any information that you think is important.

Banking

A bank is a business that deals with money. Banks hold large amounts of cash. They use very special methods of security, so they are safe places to store money.

There are three banks in Solomon Islands. They are ANZ, Bank of South Pacific, and Westpac. They have branches both in Honiara and in the provinces. All these banks provide money services for the people who use them. Like any business, a bank's aim is to make a profit. Banks make a profit by charging fees for their services.

Some of the services banks provide are:

- holding savings for people
- lending money
- arranging payments to other countries
- exchanging other currencies for Solomon Islands dollars and the reverse.



Savings

The banks ask people to save their money with them. In return, the banks pay a small amount to people who save. This is called interest.

Loans

Banks also lend money. The more money someone earns or deposits, the more the banks will lend them. People pay back the money they borrowed, plus extra fees to the bank. This charge is also called interest.

Payments to other countries

Business people must pay for the things they buy from other countries. The banks arrange to send these payments safely. The banks charge fees for this work.

Currency exchange

Visitors from other countries need to use our currency to buy things here. The banks exchange visitors' foreign money for Solomon Islands dollars. They charge fees for this service.



These customers are waiting in a bank, in Honiara, to be served by the bank tellers.

Credit unions

Some people belong to special savings groups called credit unions. Members of a credit union are usually from the same place or do the same type of job. For example, most of the members of the Public Service Credit Union are **public servants**. To be a member of a credit union, a person must **deposit** some money. Most members pay a contribution each month from their salaries. In this way, they build up savings.

The credit unions also lend money to their members. The more money deposited with a credit union, the more money it can lend to its members. Just like banks, credit unions keep records of the members' savings and loans.

The Solomon Islands National Teachers Association (SINTA) has a credit union for teachers. This credit union also gives salary advances to members. A member pays a fee for the advance. The fee is called interest.

Activity 27

As a class, discuss some advantages and disadvantages of joining credit unions.



Other ways of saving money

If you do not want to put your money in a bank or a credit union, you can keep it somewhere safe at home. You can also barter, without using money, to get some of the goods you need. Bartering can help people save money.



Activity 28

Ask your parents or anyone at home to help you with the following questions.

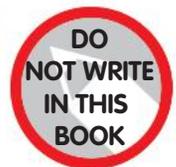
- 1 Name three places that your elders keep their money.
- 2 Some people bury their money. Do you think this is a good idea?
- 3 Where do you prefer to keep your money? Why?
- 4 Where is the best place to save your money?

Assessment activity

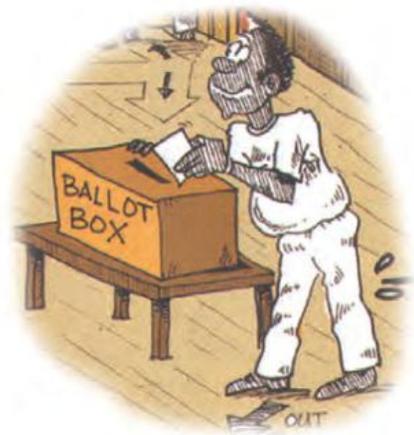
The table below is a one-month financial record of a family. Copy the table below into your exercise book. Complete the table by showing money that is earned and spent in a family. A few examples have been done for you.

Family budget

Income (money earned)		Expenses (money spent)	
Income	Amount	Expense	Amount
Mum's fortnightly salary	\$948.50	Food	\$500.00
		Babysitter's fortnightly payment	



Chapter 4



Our National Government

In this chapter, you will:

- learn how the National Government is organized
- find out about the process of electing Members of Parliament (MPs)
- identify the electoral **constituencies** for Solomon Islands National Parliament
- learn about the political history of the country
- learn how an election is organized and how people vote for their representatives
- **appreciate** that MPs are leaders with responsibilities to their people
- learn about the responsibilities and the work of the National Government
- **discover** how the National Government raises money to pay for the services it provides to the people
- appreciate why **laws** are important to our people and country
- find out how laws are passed in Parliament.

National Government



Activity 1

In your exercise book, write some words that come into your mind when you hear the words “National Government”.

Read the story about Paul and Mark.



Paul and Mark met in church one afternoon. Mark had just moved back from Honiara. Paul wanted to learn about the Government. He asked Mark some questions.

Paul: What does the National Government do, Mark?

Mark: Well, in each country, there is a body that governs the country. It is called the National Government.

Paul: Yes, but what does the National Government *do*?

Mark: It makes many important decisions about the everyday affairs of our country. The Government represents us and looks after our interests.

Paul: But how does the Government represent people like me? I mean, how do I get to help decide what the Government does?

Mark: You help decide how the Government acts by voting. All Members of Parliament, or MPs, in the National Government are elected in their constituencies by the people. You vote for the person who you think will best represent what you want the Government to do.

Paul: And then the MPs we've elected work in the Government to get things done for us?

Mark: That's right. They can't always achieve everything we would like. But they try to do the best for everyone.

Paul: How does the Government get things done for us?

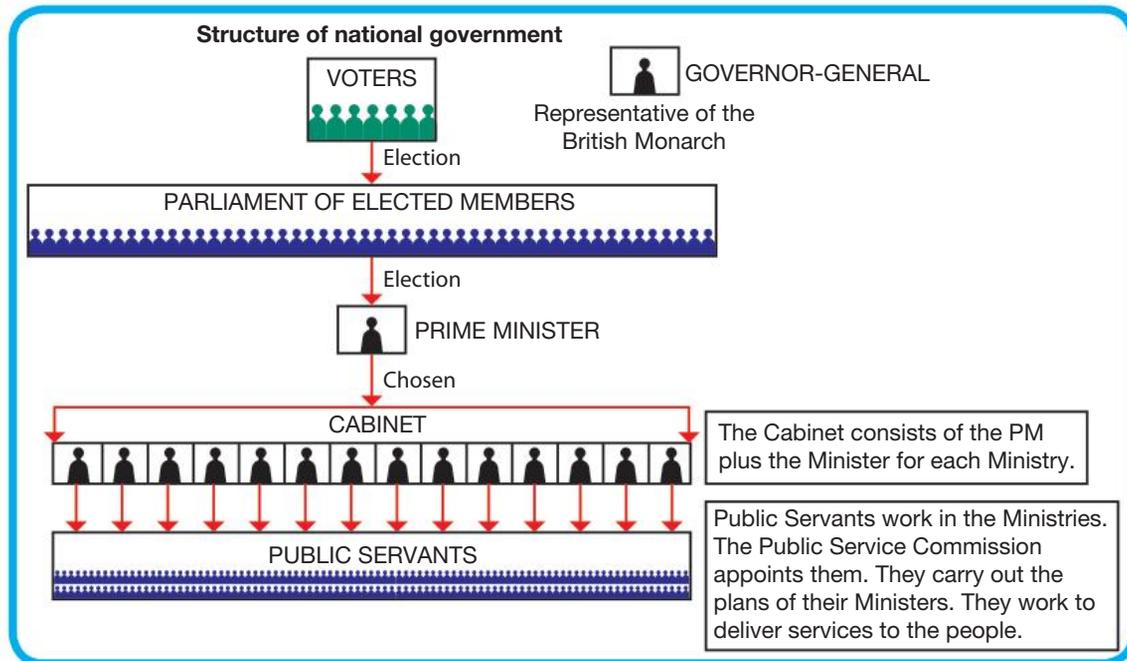
Mark: The Government collects all the money. It also asks for help from overseas if we can't provide enough for ourselves. Then the Government organizes for the money to be spent on providing the services we need, such as education.

Structure of the National Government

Solomon Islands is one country, made up of nine provinces and the Capital Territory, Honiara. There are two levels of Government: National Government and Provincial Government. This book will teach you about the National Government.

The National Government responds to the needs of all people in the country. The Ministers are the working team at the head of the National Government and form the Cabinet. The Prime Minister is the chief Minister. The other ministers report to the Prime Minister on the work of their Ministries.

The diagram below shows the structure of the National Government. The voters are at the top. They have the power to choose the members in national elections.



Public servants work in the Ministries. The Public Services Commission appoints them. They carry out the plans of their Ministers. They work to deliver services to the people.

Electing Members of Parliament (MPs)

Activity 2

Imagine that you want to choose five people in your class to represent you when the school makes decisions. Discuss in groups the answers to the questions on page 90. Write down your group's ideas in your exercise book.

Continued >>



<< Continued from page 89

- 1 On what aspects of school life will decisions be made?
- 2 How will you talk to the school leadership as one group? How will you communicate your ideas?
- 3 How will you choose who is to speak for the class?

School leaders represent all the other members of their class. In the same way, the people of a country choose a small group to represent them in the Government. This way of choosing representatives is called **democracy**.

The people choose their representatives every four years in Solomon Islands. The process of choosing, or electing, representatives is called an election. The elected representatives meet and discuss issues in National Parliament. They are called Members of Parliament (MPs).

To allow people to choose the representatives they want, the country is divided into 50 areas. Each area is called a constituency. The people in each constituency vote for their representative.



This map shows the constituencies for the province of Malaita. Malaita Outer Islands is the 14th constituency.

The population of the provinces as found in the 2010 national census are shown in the table to the right. The table also shows the number of constituencies for each province. The provinces with large populations have more constituencies than those with small populations.

Solomon Islands provinces: Populations and constituencies

Province	Population	Constituencies
Honiara	64 602	3
Guadalcanal	93 613	9
Renbel	3 041	1
Central	26 051	2
Malaita	137 596	14
Choiseul	26 379	3
Makira	40 419	4
Western	76 649	8
Isabel	26 158	3
Temotu	21 362	3
Total	515 870	50

Source: Solomon Islands National Statistics Office



Activity 3

- 1 Malaita's population in 2010 was 137 596. It has 14 constituencies. How many Members of Parliament does it have?
- 2 Can you identify the smallest constituency in the country?
- 3 Compare its population to the average population of Malaita's constituencies.
- 4 Can you think of a reason why it has its own Member of Parliament?

Voting

After four years, the Government sets a date to elect Members for a new Parliament.

On election day, people all over Solomon Islands vote for their representatives. To be able to vote, a person must be 18 years old or more. They must also register to be on the list of voters in the constituency. The Electoral Commission prepares the list of registered voters.

A person votes for only one candidate in his or her constituency. The candidates are the people who want to represent the people in their constituency. The candidate who gets the largest number of votes in each constituency wins the election. They become the next Member of Parliament for the constituency. This system is called "first past the post". Can you guess why?

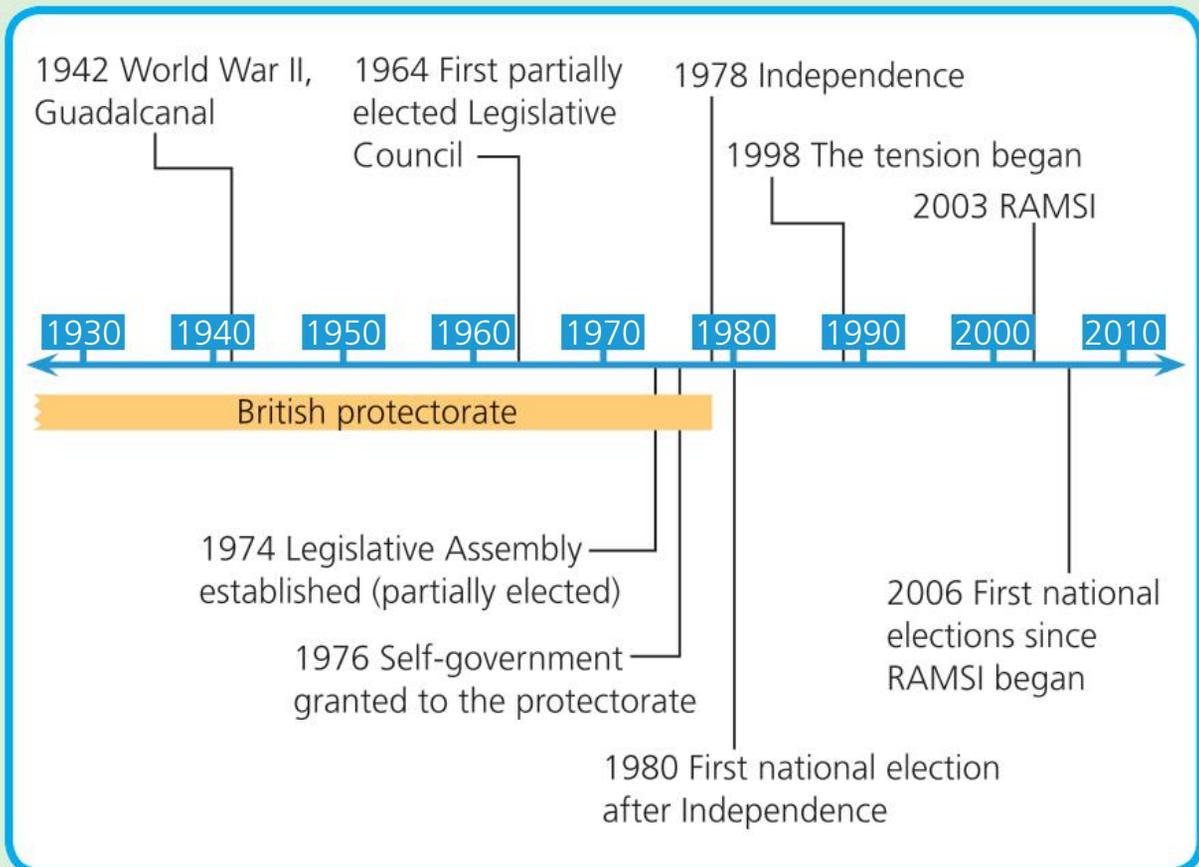


Activity 4

In pairs, answer the questions below.

- 1 In which year did Solomon Islands become independent?
- 2 How many national elections have there been since Independence?
- 3 When will the next national election be?
- 4 In what year will you be allowed to vote?

Timeline showing the political history of Solomon Islands



Continued >>



<< Continued from page 93

- 5 Do you know which constituency you are in?
- 6 Who is the Member of Parliament for your constituency?
- 7 How long has the Member represented the constituency?
- 8 How many constituencies are there in your province?

Holding elections

The Electoral Commission does a lot of work to prepare for and hold an election. The electoral officers prepare special places for voting. These are called polling stations.

The polling stations have screened areas where people mark their ballot papers in secret. Every polling station has a presiding officer and polling assistants.

This is the ballot paper for the East Honiara 2008 **by-election**.

FOURTH SCHEDULE (Section 28(a))		
BALLOT PAPER		
CONSTITUENCY OF EAST HONIARA		
PUT A MARK IN THE BOX OF YOUR CHOICE		
Vote For One Candidate Only		
NAME OF CANDIDATE (POLITICAL PARTY / INDEPENDENT)	SYMBOL OF CANDIDATE	MARK
Jack DONGA Independent		<input type="checkbox"/>
Collin BENTLEY Independent		<input type="checkbox"/>
Silas CHEKANA Independent		<input type="checkbox"/>
Damion James TEOBASI Independent		<input type="checkbox"/>
Wilfred Bello FAARI Independent		<input type="checkbox"/>
Peterson BOSO Independent		<input type="checkbox"/>
Edward Jacob RONIA Independent		<input type="checkbox"/>
Ellison Ryan SADE Independent		<input type="checkbox"/>
Alfred Solomon SASAKO Independent		<input type="checkbox"/>
Simeon BOURO Independent		<input type="checkbox"/>
David DAUSABEA Independent		<input type="checkbox"/>
Ramon QUITALES Independent		<input type="checkbox"/>
Moses RAMO Independent		<input type="checkbox"/>
Timothy OMANI Independent		<input type="checkbox"/>
Joseph BAETOLINGIA Independent		<input type="checkbox"/>
John ASHLEY Independent		<input type="checkbox"/>
Andrew KUVU Independent		<input type="checkbox"/>
Tagini MAKARIO Independent		<input type="checkbox"/>
George MANIMU Independent		<input type="checkbox"/>
Alfred MAETIA Independent		<input type="checkbox"/>
Yukio SATO Independent		<input type="checkbox"/>
Delmah Lavina NORI Independent		<input type="checkbox"/>
Kerry WATE Independent		<input type="checkbox"/>
Milikada Miller SILAS Independent		<input type="checkbox"/>
Robert GERE Independent		<input type="checkbox"/>
Leslie Winston KAKAI Independent		<input type="checkbox"/>

OFFICIAL MARK

The officers and assistants make sure that every voter is registered on the electoral roll, and every candidate and their symbol is on the ballot paper. They also make sure people only vote once and they vote correctly, marking the person they want to represent them in parliament. The officers put the ballot papers in locked boxes after people vote.



Activity 5



Ask a member of your family or community to help you find out the answers to the questions below. Present your answers to the class during your next lesson.

- 1 How many political parties are there in Solomon Islands?
- 2 Write down the names of the parties in your exercise book.

<< Continued from page 96

- one person to be the security officer
- a list of three class members who will be the election candidates
- one table and one chair
- prepared ballot papers
- pens or pencils
- a ballot box
- an electoral roll (this is a list of voters—for this activity you can just use your class list!).

Activity 7

Work in groups. Your teacher will give you a large piece of paper and some crayons or coloured pencils.

During election campaign time, candidates and their supporters make posters. They put them up on walls, tree trunks, or on noticeboards. These posters tell us all about the candidates and what they will do for us in Parliament.

- 1 Discuss and plan what words and pictures you will put in your candidate's election poster.
- 2 Use the crayons or coloured pencils to decorate your poster.
- 3 Put up the poster on the wall of your classroom.

Responsibilities of a Member of Parliament

A Member of Parliament (MP) has a lot of work to do. They must attend Parliament meetings to represent their people. The meetings take place in the National Parliament. The picture below shows the National Parliament building in Honiara.

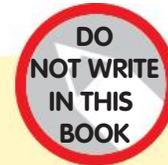


MPs work to make sure that the people in their constituency receive the services they need from the Government. You will learn about these services later.

Many people think that when candidates are voted into Parliament, they will have a lot of money to share with the people in their constituency. This thinking needs to stop. An MP cannot give **individuals** money for school

fees, ship fares, bride-price, food, or beer. Government money is for services that will benefit the whole community, not just a few individuals. Other people should not have to miss out.

Do you think the MP in your constituency is a responsible MP?



Activity 8

- 1 In groups of three, discuss things you want your MP to do for your community.
- 2 Choose one person to copy the table below into their exercise book. In the table, they will write five things your group wants for your community and the reasons. An example has been done for you.
- 3 Choose another person to present your findings to the class.



A water tank attached to a building

	What I want my MP to do for my community	Reasons
1	Buy water tanks	So people have clean, safe water to drink
2		
3		
4		
5		
6		

The work of the National Government

The National Government does much important work for the country. The Government makes laws. It protects our people from unfriendly countries that might try to take our land. The National Government also collects money, and asks for help from other countries. The National Government works with the Provincial Governments to plan services and put them in place. The services include:

- providing health clinics and hospitals
- providing education and building schools
- building roads, bridges, airfields, and wharves
- providing public transport, including ships
- building market houses
- looking for new industries to begin
- finding new ways of growing crops and improving farming
- supplying clean water and sewerage systems
- providing electricity
- making **communications infrastructure** available (for example, telephone lines)
- trading goods with other countries
- training people to work in all of the service areas above, including teachers, engineers, farmers, doctors, and bankers.

By doing all these things, the National Government and the Provincial Governments work for the people.



The work of Government Ministries

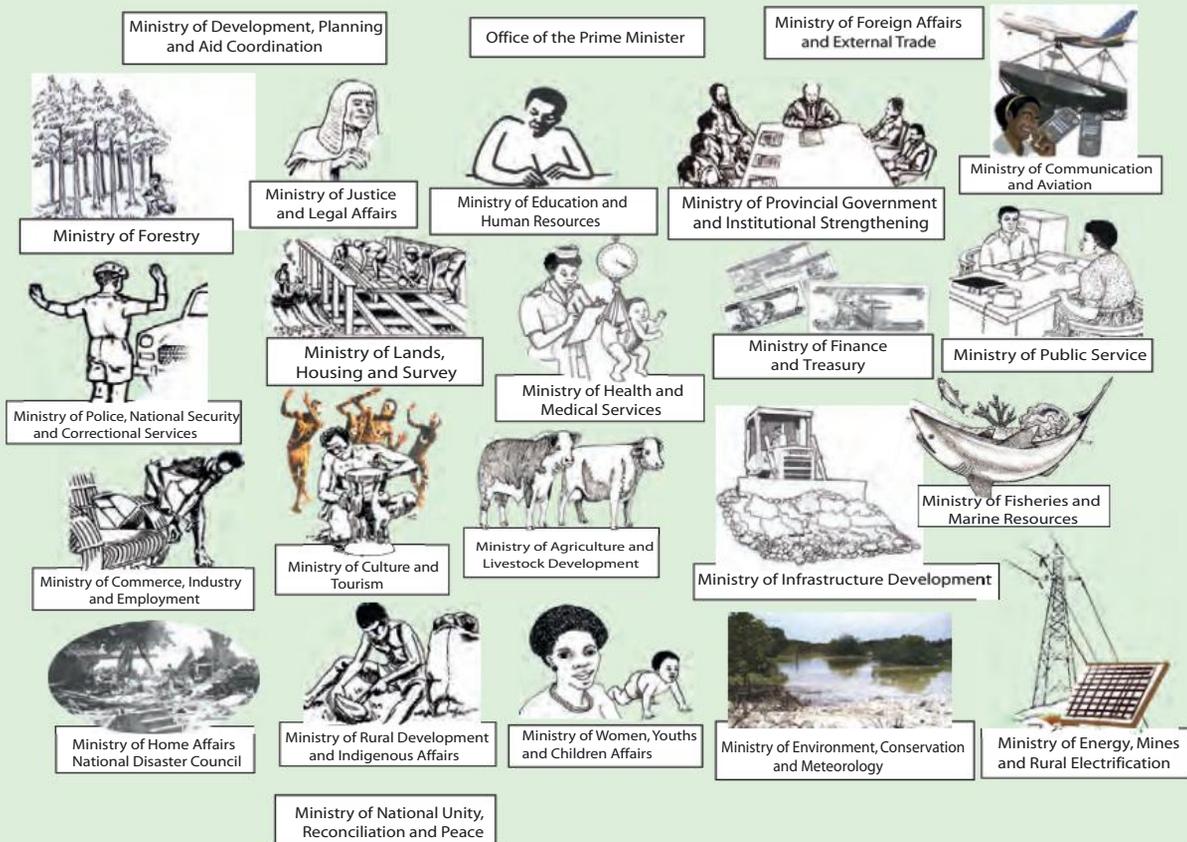
There are many different types of Government work. Because of this, there are different Government Ministries. There are 24 Ministries at the moment, but the number of Ministries can change when a new Government comes into power. The Prime Minister chooses some of the Members of Parliament to supervise the work of these Ministries. These Members are called Ministers.



Activity 9

- 1 In your exercise book, write down five services that the National Government provides for the people.
- 2 Study the drawing below and identify which of our Ministries provide these services.

OUR GOVERNMENT MINISTRIES



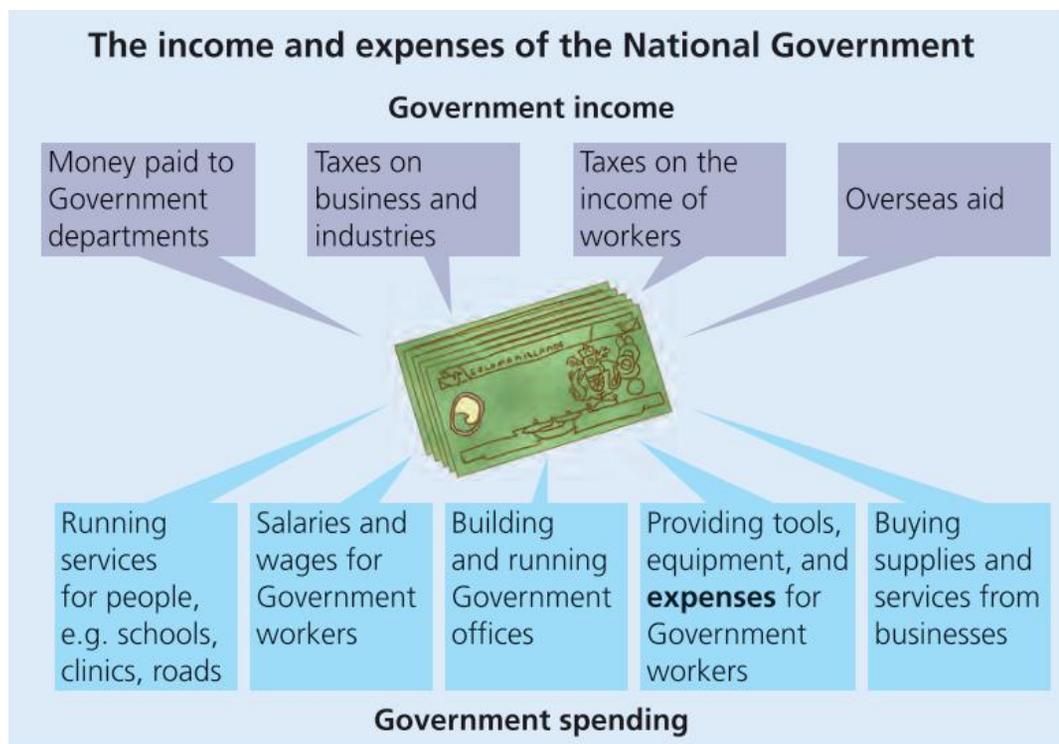
To carry out the work of the Ministries, the Government employs workers. It pays their wages and salaries and also pays for their offices, equipment, tools and sometimes their vehicles and transport.

Government income and expenses

To pay for all these things, the National Government needs money. The money comes from:

- **taxes** on businesses and industries
- taxes on the wages and salaries of workers
- fees, fines, and charges by government departments (for example, the fees for licences to own shops and to drive vehicles)
- other countries that give money to Solomon Islands. This is called Overseas Aid. Australia gives the most aid—about SI\$800 million every year.

This drawing summarizes how the National Government takes in money and then spends it.



Ministry of Education

Study how the Ministry of Education made this book. It is an example of the way a Government Ministry provides a service to the people. Many people work together to prepare a book like this one. These people are public servants. The chart and the photographs show how they do this.

Making a book for schools

1 Ministry of Education

There are many sections in the Ministry. The workers in one section prepare new books for schools. This section is called the Curriculum Development Division.



2 Curriculum Development Division

The people in this section find out what the learners and teachers need. Then, they decide what the books should be about.



4 Illustrators and designers

These people prepare the pictures and diagrams for the books. They also fit the words and pictures onto the pages. The learners can then use the book easily.



3 Writers and editors

These people write the words for the books. They make sure that the words are correct and that the learners in that year level will be able to understand them.



5 Printers

These people print the pages of the books on large printing machines. They then bind the pages together to make a book like this one.



6 Dispatch

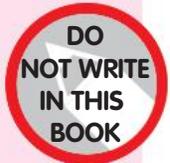
The staff at the Education Resources Unit sends the new books to schools throughout the country.





Activity 10

Find out some of the current Ministries and Ministers of the National Government. Copy the table below into your exercise book and record the information in it. Give one example of the kind of work the Ministry does. One Ministry has already been listed for you.



Ministry	Minister responsible	Example of work
Ministry of Education and Human Resources Development		

The work of the National Parliament



Activity 11

Ask a member of your family to help you answer the questions below. Present your answers to the class in your next lesson.

- 1 Who is the present Speaker of the National Parliament?
- 2 What is the Speaker's role in the National Parliament?
- 3 How many Ministries are there in the present Government?

A meeting of the Members of Parliament (MPs) is called a session of Parliament. During sessions of Parliament, the Members decide on the best way to provide services to the people in their constituencies. They hold these discussions in the chamber of



Parliament. The Members of the party in Government sit on one side. (When a coalition Government is formed, the Members will be from different parties.) The Members of the party in opposition sit on the other side. This picture shows a session in the chamber.

The Government is the party that has the majority of Members in Parliament. The Prime Minister is the leader of the National Government. Often, the Government and the opposition do not agree on what action to take. The two groups sometimes argue about decisions.

In addition, there are some MPs who are not members of either the Government or the opposition parties. They are called independents. They might think the Government should take a completely different action!

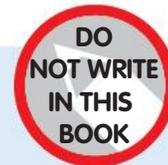
This is why the Speaker's role is very important in the chamber. They make sure that every member has a chance to speak. They make sure discussions are peaceful.



Activity 12

Look carefully at the picture of the Parliament chamber on page 106. In groups, discuss the questions below.

- 1 On which side of the chamber does the Government sit?
- 2 Why does the leader of the opposition sit opposite the Prime Minister?
- 3 Discuss reasons for the position of the Speaker's seat.



Activity 13

Write the sentences below in your exercise book, leaving a gap for the missing word/words. Complete each sentence by filling in the correct word from the following list.

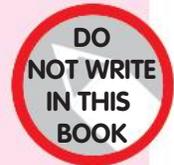
agree Prime Minister peaceful Members opposition

- 1 The Speaker makes sure discussions are
- 2 The Government always has the majority of in the Parliament.
- 3 The leader of the National Government is the
- 4 The group on the opposite side of the Government is the
- 5 The opposition does not always with the Government.

The importance of law

Activity 14

Survey the students in your school or people in your community about their attitudes towards rules and laws. Use some of the statements below and add some of your own.



Statement	Strongly agree	Agree	Disagree	Strongly disagree	Reason
People who break the law should be punished.					
Everyone should be free to do as they please.					
People should feel safe everywhere they go.					
Girls should not have the same freedom as boys.					
Rules should be different for boys and girls.					
The biggest problem in the community is people breaking the law.					

Rules

In schools, there are rules for pupils to follow. The rules help the school to run smoothly. They protect people and keep pupils and parents happy. A family has rules for the same reasons. The nation of Solomon Islands is like a family, but it is a very large family, with lots of people living in it. Just like a family and a school, rules are important for our country. Laws are rules for a country.



Activity 15

- 1 Choose one of the following: your family, school, village, or community.
- 2 Make a set of rules for this group. If there is already a set of rules, describe how you would improve the rules.
- 3 Can any of the rules be removed from the list?

Laws

If somebody breaks a law, they can be punished. This is to help stop people from breaking laws. For example, if one person hurts another person, the victim can report it to the police. The police can then arrest the offender, and the offender will go to court. If the court finds the offender guilty, they will receive a punishment. The punishment is usually a fine or a period in prison. The laws also state what the punishments are for different crimes. More serious crimes have bigger punishments.



The laws of Solomon Islands help make our nation peaceful. If the laws are followed, people will live more happily. This will also mean that people from other countries will want to visit or live in Solomon Islands. While they are here, they will buy our goods and pay to use our services. Some people from overseas will also want to set up businesses. These businesses will provide jobs for our people. In this way, our nation will grow and develop.



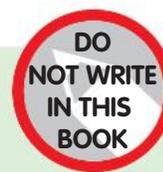
Activity 16

In groups of four, discuss the questions below.
Write your group's answers in your exercise book.

- 1 Why is it important to obey laws?
- 2 What will happen to you if you break a law?
- 3 What is the job of the police?

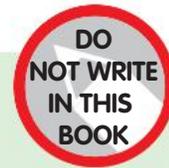
Activity 17

In your exercise book, write down some of the rules and laws that you have seen being followed or broken this week. Two examples have been done for you.



Rules followed	Laws followed
Children wore their school uniforms	
Rules broken	Laws broken
	A thief stole goods from a shop

Activity 18



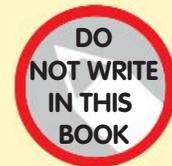
Copy the table below into your exercise book. In the second column of the table, write a community value that explains the reason for having the law.

Rule or law	Why do we have this rule or law?
Cross the road only when safe	To prevent injury or death
Help with the work at home, such as cooking	
Ask permission before you use other people's things	
Use resources carefully, for example firewood and paper	
Take care of things that belong to you and to others	
Keep houses, schools, villages, and towns clean	
Collect rubbish and throw it away in the proper place	
Solve disagreements peacefully and fairly	

Activity 19



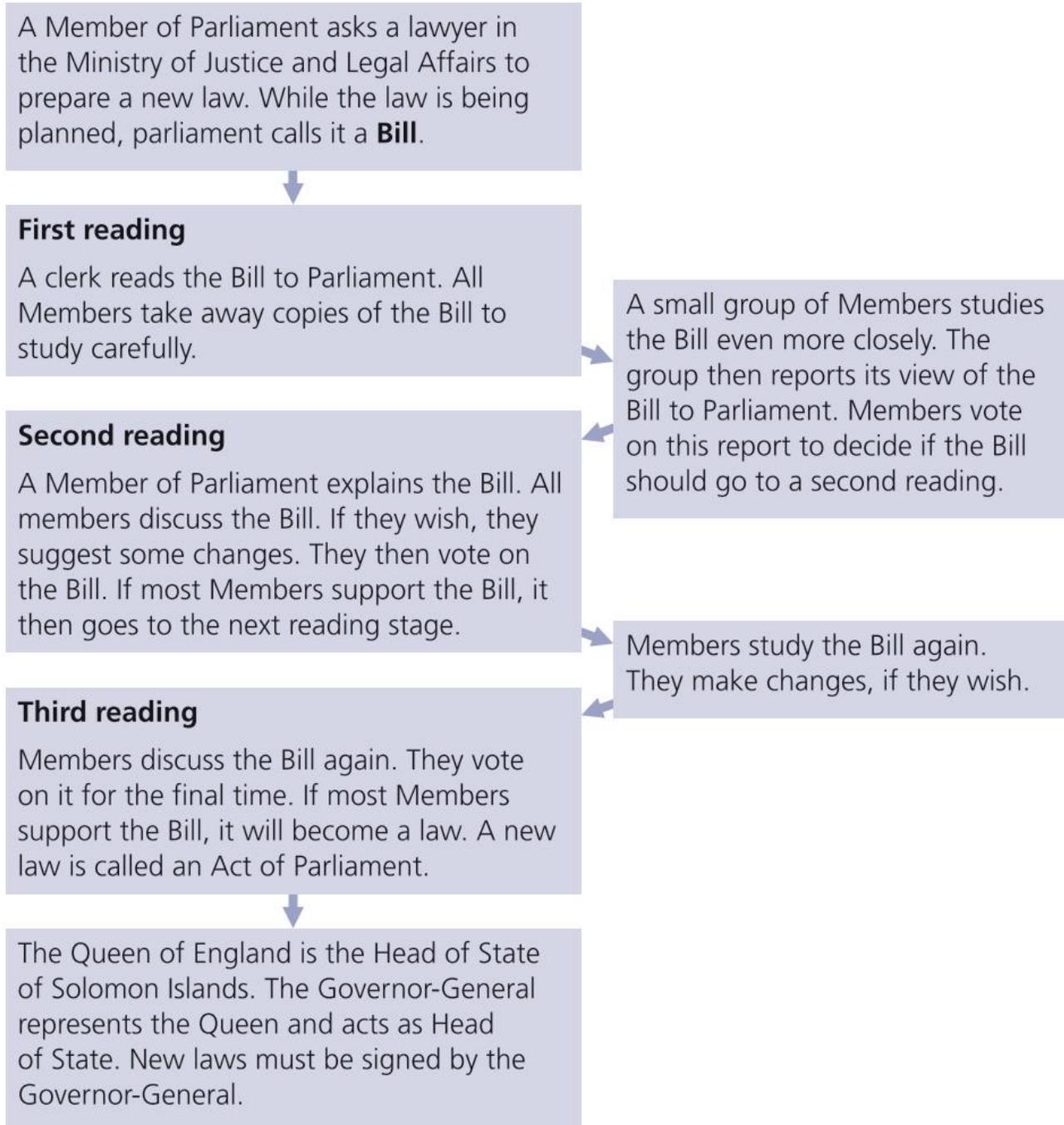
In groups of three, think of three effects of obeying and three effects of disobeying the laws of Solomon Islands. Copy the table below into your exercise book and complete it.



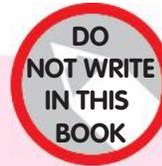
	Effects of obeying the laws of Solomon Islands	Effects of disobeying the laws of Solomon Islands
1		
2		
3		

Making a new law in Parliament

The National Parliament makes laws for Solomon Islands. This chart shows the steps that the Members go through before a new law is passed.



Activity 20



- 1 Ask somebody about the rules in your community.
- 2 Copy the table below into your exercise book. Write down four rules in your community. Also write down what happens to someone who breaks these rules. An example has been done for you.
- 3 Share your answers with the class in your next lesson.



	Rules in my community	Penalty for breaking community rules
1	Respect each other's property	Pay compensation to the victim
2		
3		
4		
5		

Activity 21



In groups of four, discuss the following questions. In your exercise books, write down your answers.

- 1 Imagine there were no laws in Solomon Islands. What do you think would happen?
- 2 Why is it important for people from other countries to come to Solomon Islands?
- 3 Who makes the laws of Solomon Islands?
- 4 Where do they make the laws?

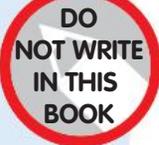


Activity 22

Write the sentences below in your exercise book.
Complete the sentences by writing the correct words
from the choices below in the blank spaces.

National Government	voters	Cabinet
leader of the opposition	constituency	50
independent	Prime Minister	candidate
court	Governor-General	services
coalition	democracy	four years

- 1 There are _____ members in the National Parliament.
- 2 The body that rules a country is the _____.
- 3 The _____ is the Queen's representative in Solomon Islands.
- 4 After a national election, the National Parliament remains in place for _____.
- 5 When the people choose the Members of the nation's Parliament, the nation is called a _____.
- 6 A person who wants to be elected as a Member of Parliament is called a _____.
- 7 The people who choose the Members of Parliament in an election are called _____.
- 8 The Members of Parliament who are not members of political parties are called _____ members.



Continued >>

<< Continued from page 114

- 9 The head of the National Government is the _____.
- 10 The National Government must provide _____ for the people.
- 11 The Members of Parliament who are members of the governing party or who are supporting the party when a single party does not hold sole power are called the _____.
- 12 The area in which a Member of Parliament is chosen is called a _____.
- 13 The opposition side is led by the _____.
- 14 If a person breaks a law, he or she will have to go to _____.
- 15 The _____ is formed by the Prime Minister and Ministers of the various Ministries.

Assessment activity

- 1 Trace a map of your province into your exercise book.
- 2 Show the boundaries and names of the constituencies for the National Parliament.
- 3 Find out the name of the Member of Parliament for each constituency. Label each constituency with the name of its Member.

Chapter 5



Natural hazards

In this chapter, you will:

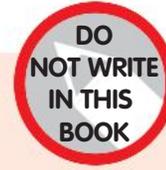
- learn what a **natural hazard** is
- identify the types of natural hazards
- learn about the wet and dry seasons of Solomon Islands
- become aware of how cyclones affect our lives
- understand how floods **occur** when there is heavy rain
- find out what an earthquake is and how it affects us
- **discover** what a tsunami is and what the warning signs of tsunamis are.

What is a natural hazard?

Study the following pictures.



What do you think happened to cause the damage in each picture above? They are examples of the effects of natural forces on the environment. The forces of nature include wind, heavy rain, floods, earthquakes, volcanoes, and tsunamis. We call these natural hazards. In this chapter, you will learn about the natural hazards that Solomon Islands can experience.



Activity 1

Copy the table below into your exercise book.
Use this table to describe a natural hazard.

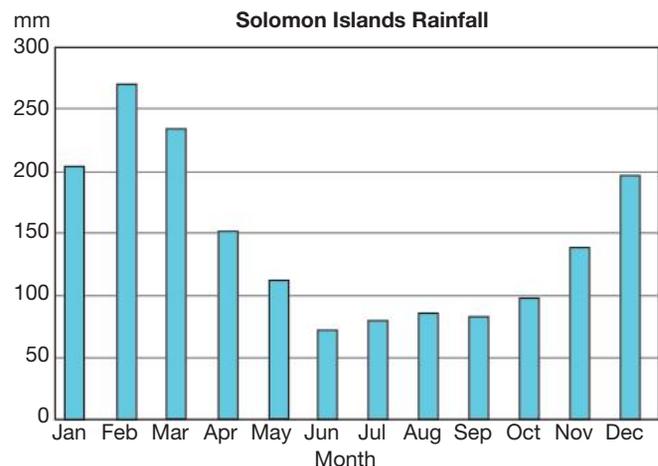
A natural hazard that you experienced	How the natural hazard affected you, your family, and your community

Tropical cyclones

When do tropical cyclones occur in Solomon Islands?

Solomon Islands experiences one or two **tropical** cyclones in a year. Cyclones usually happen during the wet season, between November and April.

The column graph to the right shows the rainfall for one year. Look at the rainfall from November to April. What do you notice? Can you calculate how many millimetres of rain fell in the six months from November to April?





Activity 2

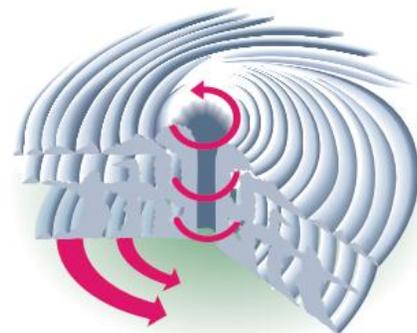
In pairs, study the column graph on the previous page and answer these questions in your exercise book.

- 1 Which months of the year have the most rainfall?
- 2 Which months have less rainfall?
- 3 List five things you should do during a cyclone.

How do tropical cyclones form?

Cyclones form over warm oceans that have been heated up by the sun. Hot **moisture** above the ocean turns into water droplets. This change means the heat is released into the air. The hot air then expands and rises upwards. When it is high up, the air becomes cold and the water vapour turns into clouds. As the vapour and clouds get thicker, they begin to spread outwards and to **spiral**.

The diagram to the right shows what a cyclone cloud would look like if you could cut through it. The big arrows show the direction of the winds.

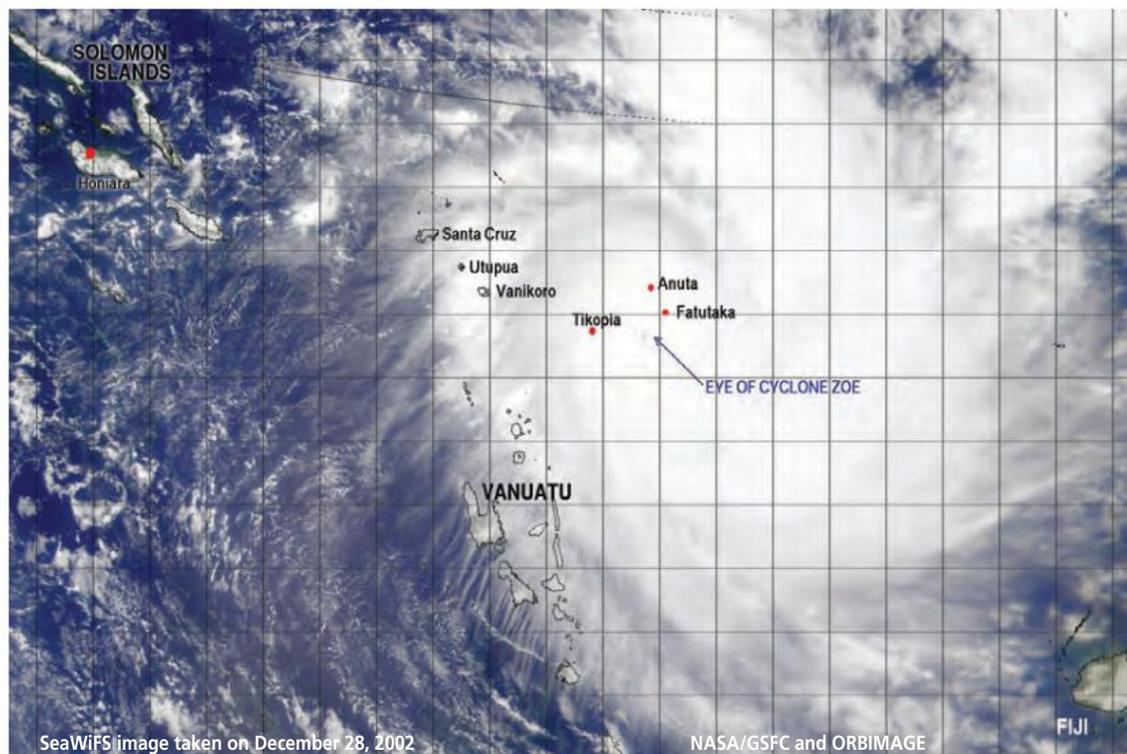


A tropical cyclone is made up of very strong winds and cloud that spin around and upwards. When the winds of a cyclone spin around, there is a hole in the middle called the eye.

Damage caused by tropical cyclones

Tropical cyclones are dangerous because they produce very strong winds that can destroy towns, villages, and even whole islands. Cyclones also bring heavy rainfall that causes flooding.

Cyclone Zoe devastated the island of Tikopia in 2002. The photograph below is of cyclone Zoe. It was taken by a satellite above the storm. The photograph shows how huge the storm was. It was 1000 kilometres wide. You can see the eye of the cyclone in the centre—it was about 50 kilometres wide.



Satellite photograph of cyclone Zoe, 2002



Activity 3

Carry out this experiment in groups of four. In your exercise books, answer the questions below.

Experiment

- 1 Fill up a bucket or cup with water.
- 2 Stir the water with a stick or spoon.
- 3 Stir the water more quickly.

Questions

- 1 What do you notice when the water goes around and around?
- 2 What is the hole in the middle of a cyclone called?
- 3 How is the hole in the middle of a cyclone formed?
- 4 In what direction do the winds of a cyclone travel?

Cyclone Namu

Tropical cyclone Namu hit Solomon Islands in May 1986. It struck the Guadalcanal plains, in the north-east of the island. Winds at a speed of up to 185 kilometres per hour caused heavy rain and waves. **Massive mudslides** rolled off the mountains. The floods uprooted thousands of trees. Fallen trees were swept into the *Mbalasuna*, *Mbarande*, and *Ngalimbiu* rivers. The fallen trees created dams. The dams stopped the flow of the rivers.

As the rain poured down, the water levels of the rivers rose. The rivers spilled onto the plains. The flood happened quickly because the plains are flat. Many people and buildings were swept out to sea.





Buildings and trees devastated by Cyclone Namu

More than 130 people were killed. Around 90 000 people were made homeless in Solomon Islands. Some villages were completely wiped out. The cyclone devastated land and houses. It destroyed buildings, roads, bridges, and water sources. It damaged crops such as cocoa, coconut, coffee, oil palms, and rice that were worth millions of dollars.

Activity 4



Study the picture above and answer the questions.

- 1 What colour is the river?
- 2 Explain what makes the river change colour.
- 3 List two things in the picture that have been destroyed by the flood.
- 4 Where do you think the trees in the river came from?
- 5 What three pieces of advice do you have for people who live near rivers?

Read about Elina's experience during cyclone Namu.

My name is Elina. This is my experience of cyclone Namu. I was 12 years old at that time. I lived at Ndondo Station. Our Sunday school group went to Mbinu Station to attend a rally for all the Sunday schools from Kongga to Numbu Village. We arrived at 3 o'clock on Saturday afternoon. The rain was pouring heavily. The wind started to blow **fiercely**.

Early Sunday morning, we woke up and were shocked to see the Mbalasuna River was overflowing. We tried to swim to a higher building. I was washed away. Luckily, I managed to grab hold of the fence of the office building. I climbed up into the building. I stayed there for three days. After the floods, my parents came looking for me. I was so happy to be back with my family. It was a very frightening experience.

Activity 5

In pairs, share your own experience of a natural hazard. If you don't have one, imagine that you are experiencing a natural hazard. Write your story in your exercise book.



Floods

When do floods occur in Solomon Islands?



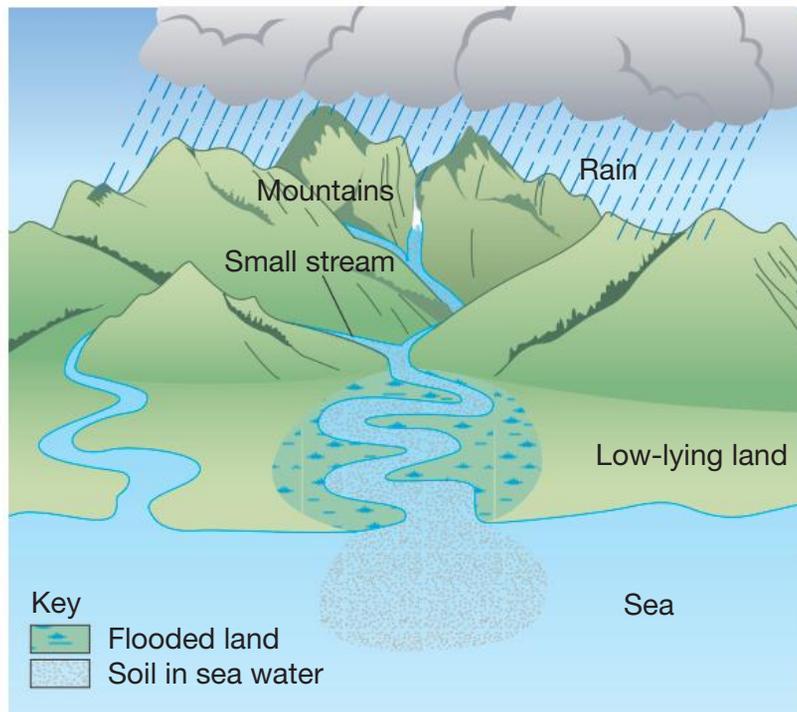
Activity 6

The table below shows the average rainfall for each month of the year in Honiara. It also gives the total rainfall for the year (1823 millimetres). The rainfall was measured at Henderson weather station. Answer the questions below in your exercise book.

Month	Rainfall (mm)
January	212
February	278
March	241
April	161
May	120
June	80
July	87
August	94
September	91
October	106
November	149
December	204
Total	1823

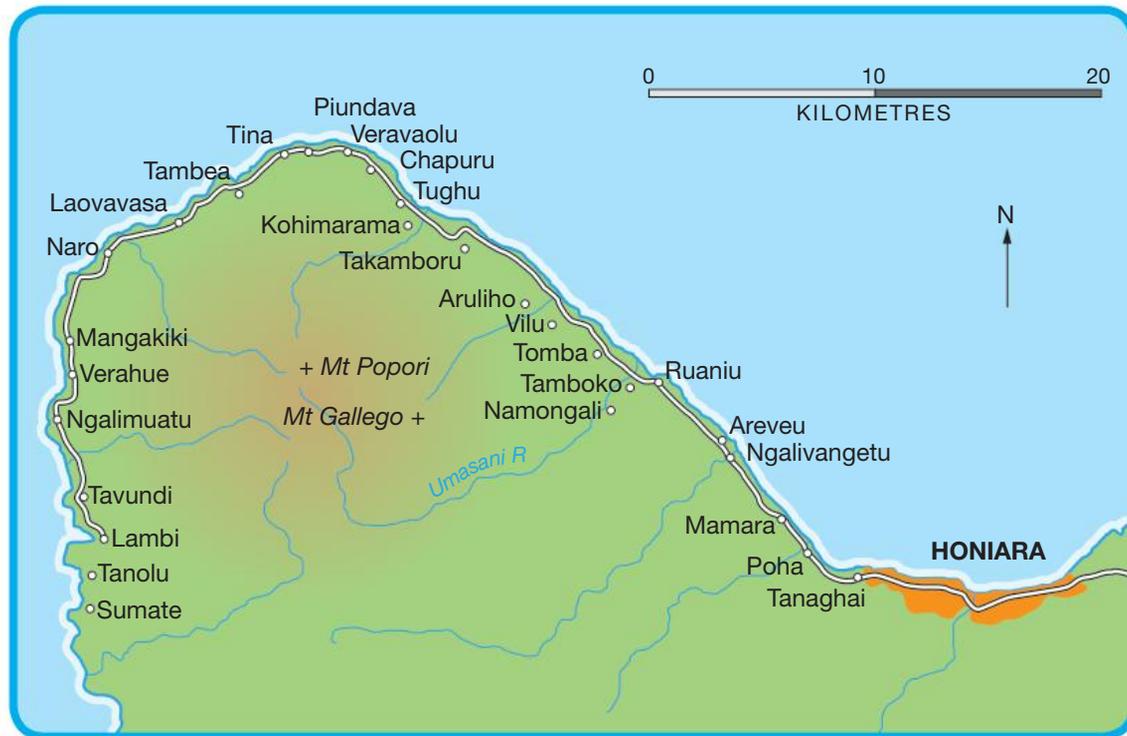
- 1 Which month has the highest rainfall?
- 2 Which month has the lowest rainfall?
- 3 Which months have 204 millimetres of rainfall or more?
- 4 Which are the four wettest months?
- 5 Add up the rainfall for the four wettest months.

The four wettest months get more than 50% of the year's rainfall in Solomon Islands. These months are called the "wet season". During the wet season, the water levels in the rivers increase. Rain that falls on the mountains also flows down to lower ground. This is shown in the illustration below.



Damage caused by floods

When the water rises above the riverbanks and spills onto the land, it is called a flood. Flooding rivers can cause damage to crops, houses, and roads. In February 2009, there was very heavy rainfall in west Guadalcanal. Many rivers flooded. The Umasani River washed huge trees against the road bridge at Tamboko. The photo on page 124 shows how the bridge was destroyed.



Activity 7

In pairs, study the map of north-west Guadalcanal above. Follow the steps below.

- 1 Find the Umasani River and follow it on the map. It starts in the mountains near Mt Popori.
- 2 Find Tamboko on the map. Note that it is near the Umasani River. The bridge in the photograph on page 123 is over the Umasani River in Tamboko.
- 3 Which direction is Mamara from the Umasani River?
- 4 Name another village along the Umasani River.
- 5 What other mountain is close to Mt Popori?

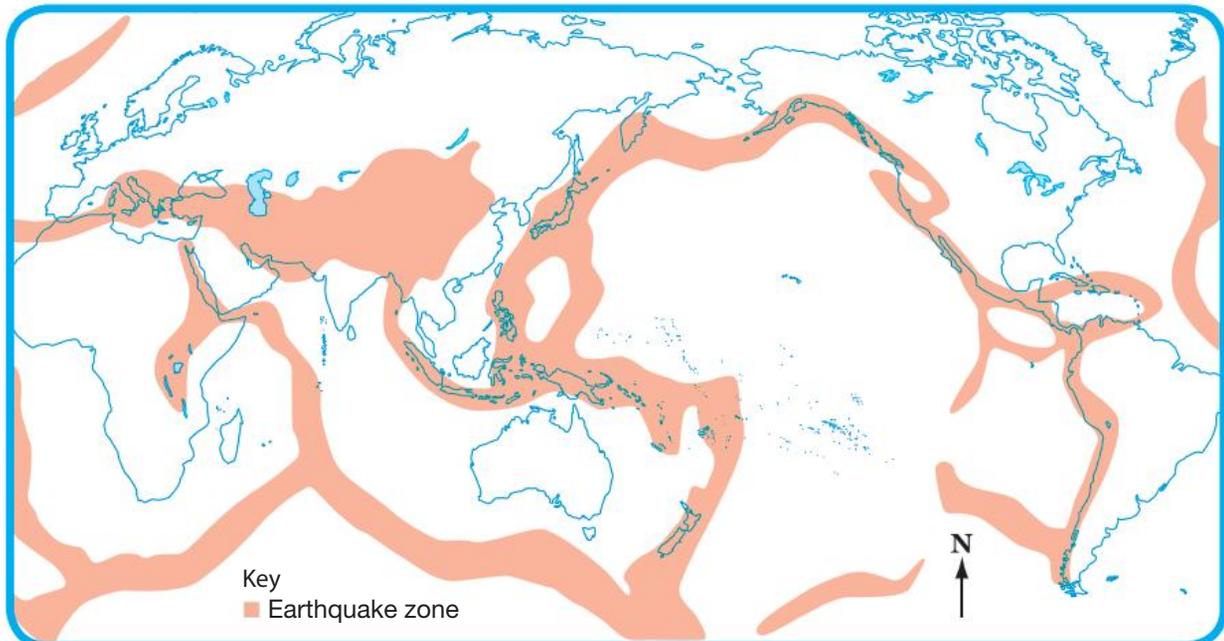


Earthquakes

Why do earthquakes occur?

Solomon Islands often has earthquakes. An earthquake is caused by forces below the surface of the earth. Large pieces of the earth's surface, called **plates**, shift or move. The shifting causes the earth's surface to shake. The lines between the plates are called fault lines. One of earth's fault lines runs from Indonesia through the Pacific islands.

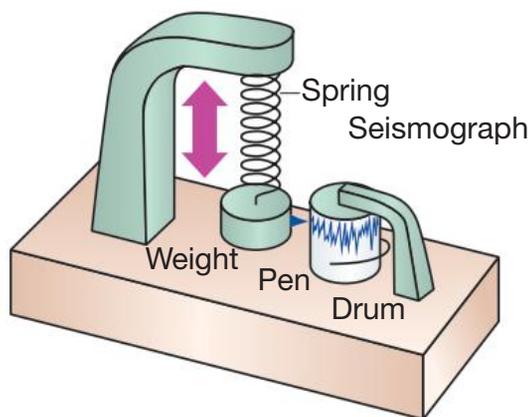
The map below shows the earthquake zones of the world. Locate Solomon Islands on the map. Notice that it is right in the middle of an earthquake zone.



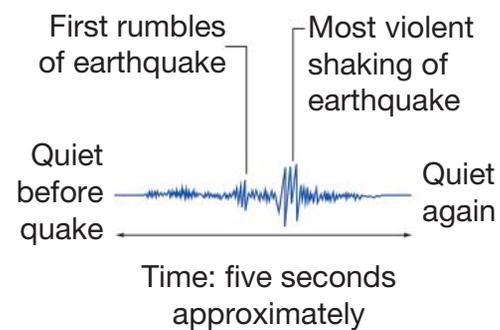
Measuring earthquakes

Scientists measure the strength of earthquakes using an instrument called a **seismograph**.

The seismograph measures the shaking of the earth, and draws a graph (called a seismogram) to show the shaking. In the example below, the earthquake lasts five seconds.



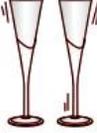
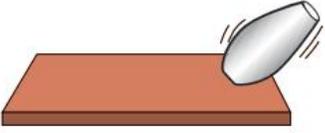
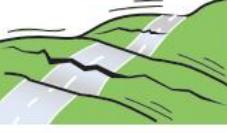
A seismograph



A seismogram

In 1936, an earthquake scientist called Charles Richter created a system to measure the strength of earthquakes. This lets scientists compare the strength of earthquakes around the world. The Richter scale is from 1 to 10.

The table below shows what might happen at certain points on the Richter scale.

	<p>Richter below 3 Felt by seismographs but not by people</p>
	<p>Richter 3–3.4 Felt by seismographs and a few people; delicate objects may shake</p>
	<p>Richter 3.5–4 Obvious shaking felt inside houses; walls creak and hanging items swing</p>
	<p>Richter 4.1–4.8 Felt by most people; glass windows crack; loose objects fall over</p>
	<p>Richter 4.9–6 Felt by all; furniture moves; some walls fall down</p>
	<p>Richter 6.1–7 People panic; some houses collapse; roads crack and pipes break</p>
	<p>Richter 7.1–8.1 Large cracks open up in the ground; landslides occur; few buildings remain standing</p>
	<p>Richter over 8.1 Total destruction; the ground rises and falls like waves in the ocean</p>

Damage caused by earthquakes

In 1977, the Weather Coast of Guadalcanal had a strong earthquake. It caused a landslide. Many villages were destroyed. Afterwards, a lot of people moved to the north-west of Guadalcanal.

At 7:40 am on 2 April 2007, a very big earthquake struck in the Western Province. It shook the islands of Gizo, Simbo, Ranongga, and Vella Lavella. The earthquake measured 8.1 on the Richter scale. It was very serious. The earthquake raised the level of Simbo and Ranongga islands by several metres. The picture to the right shows the risen reefs.



The picture to the left shows Gizo, in the Western Province, in 2007. Buildings have been destroyed.



Activity 8

In groups, discuss what might happen if there was a big earthquake at your school. Then, design an earthquake safety plan.

To design your safety plan, you need to follow these steps.

- 1** Look around the classroom and identify dangers. For example, windows could break or cupboards or bookshelves could fall over.
- 2** Decide where the safest place in the classroom is.
- 3** Decide where people should move to in the school grounds for safety.

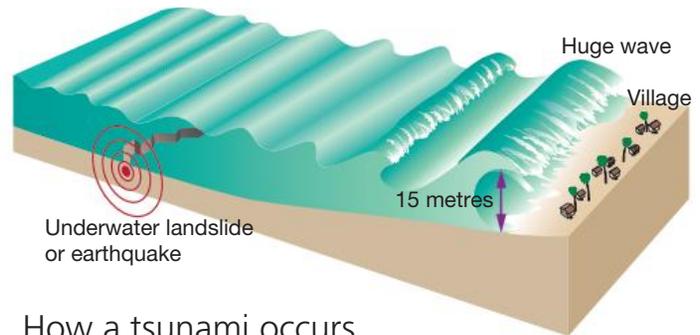
Tsunamis

Why do tsunamis occur?

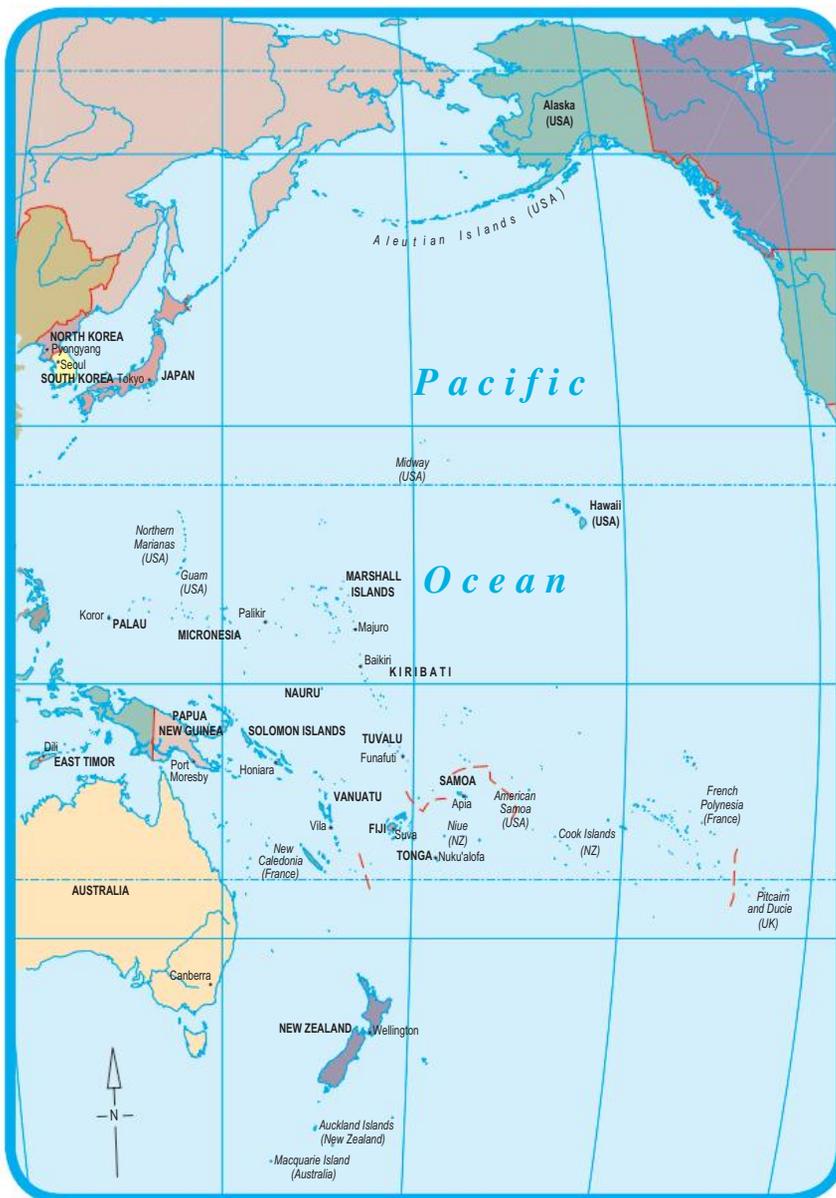
The word “tsunami” (pronounced “sooh-nah-mee”) comes from the Japanese words “tsu” and “nami”, which mean “harbour wave”. Tsunamis occur often in the ocean around Japan.

A tsunami occurs when there is a huge earthquake on the bed of the ocean. The bed of the ocean is pushed up. This force pushes the water upwards. Huge waves begin to move across the ocean in all directions.

Tsunami waves travel at a speed of approximately 700 kilometres per hour. The waves that reach the coast can be huge. When the waves break on the coast, they can cause much destruction.



How a tsunami occurs



In 1964, a tsunami travelled the 8000 kilometres from Alaska to Solomon Islands in about 14 hours. When it reached Solomon Islands, it did not cause a great amount of damage. By then it was small. However, the tsunami still travelled a great distance. Using the map to the left, you can see how it had to travel the whole Pacific Ocean. Can you find Alaska on the map?

The biggest tsunami ever occurred in the Indian Ocean on 26 December 2004. A huge earthquake occurred in the ocean, near the island of Simeulue, in Indonesia. This caused a huge wave to travel across the whole Indian Ocean.

It reached Sri Lanka, Thailand, and the coast of Bangladesh and India. It even made it to the coast of Africa. The tsunami caused around 230 000 deaths. Many thousands were injured. It destroyed entire towns in Indonesia and Sri Lanka.



Activity 9

In pairs, locate Sumatra, in Indonesia, in an atlas. Use the scale to find out how many kilometres Simeulue Island is from Sri Lanka. Write the answer in your exercise book.

Tsunami of 2007

The very big earthquake in Solomon Islands in April 2007 occurred under the ocean. After the earthquake, the people of Gizo noticed that the sea had been “sucked” from the beach. People could see the fish and coral reefs a long way out to sea. Then they saw a giant wave coming towards the island. The wave was moving very fast. It was a tsunami.



People turned and ran up the nearby hills. But some people did not escape. Two giant waves crashed onto Gizo and nearby coastal villages. The waves came one after the other.

Most of the 52 people who were killed were trapped inside their houses or were washed out to sea. Buildings collapsed. Boats washed ashore. Entire villages were washed away. More than 900 homes were destroyed. The disaster left 5000 people homeless.

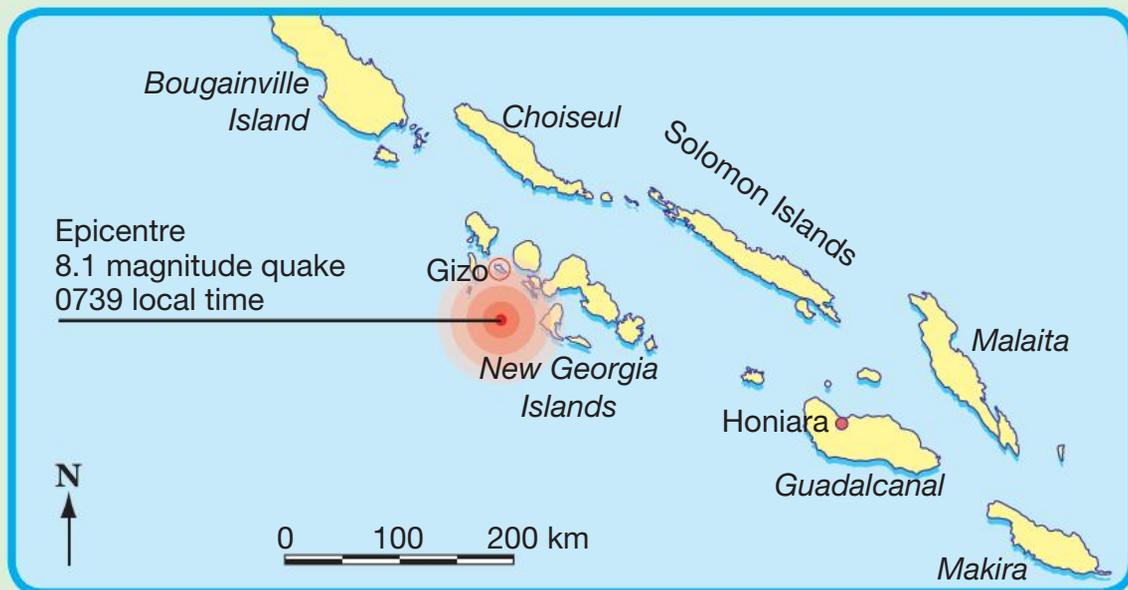


Activity 10

The map below is from a press release in April 2007. It shows where the earthquake happened in the ocean in Western Province. The waves hit Gizo fewer than five minutes after the earthquake. Locate Gizo, Simbo, Ranongga, and Vella Lavella islands in your atlas.

In your exercise book, answer the following questions.

- 1 Which island is nearest the epicentre (the middle) of the earthquake?
- 2 Use the scale on the atlas map to measure the distance from the epicentre to Gizo Island. How many kilometres is it?
- 3 If the giant waves travelled from the epicentre of the earthquake to Gizo Island in five minutes, calculate in kilometres per hour the speed that the waves travelled at.





Activity 11

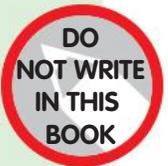
Solomon Islands has had 12 tsunamis since 1931. The tsunamis occurred in the following years.

1931 1939 1950 1959 1960 1964 1966 1974 1977 1991
1998 2007

- 1 Copy the timeline below into your exercise book. In the timeline, 10 years equals 1.5 centimetres. Start the timeline at 1925 and finish it at 2015. So, the timeline interval markers will be:

1925 1935 1945 1955 1965 1975 1985 1995
2005 2015

- 2 Mark all 10 tsunamis on the timeline with dots. The first two have been done for you (1931 and 1939).



Solomon Islands tsunamis



- 3 What is the average number of years between each tsunami?
- 4 Try to predict which year there might be another tsunami in Solomon Islands.

What to do before a tsunami strikes

1 Prepare an **emergency kit** for your home. Store it somewhere that it will be easy to find in an emergency.

The kit should have:

- spare batteries for a radio and a torch
- a torch, a radio, kerosene, and matches
- drinking water and some food
- medical items, such as paracetamol (pain killers) and bandaids.



2 Be aware. Expect a tsunami to happen after an earthquake or a volcanic eruption.

3 Pay attention to animals. They sense danger. They also hear sounds before humans do. They move to higher ground before the water arrives. In Sri Lanka in 2004, people saw animals moving away before they saw the waves.

- 4** When you see the tide going out too fast and too far, run to higher ground.
- 5** Save your life, not your belongings. Do not worry about rescuing money or expensive items.
- 6** Do not waste time. Do not stay at the coast to watch what happens, or to collect fish left behind by the sea.
- 7** Do not return to lower ground after the first wave. A tsunami brings a series of waves. The ones that come later are usually higher.

Assessment activity

- 1** In your exercise book, trace a map of Solomon Islands.
- 2** Locate the places that have experienced the effects of natural hazards. These will include floods, cyclones, earthquakes, tsunamis, and landslides.

Chapter 6



Solomon Islands in the region

In this chapter you will:

- locate Solomon Islands in the Pacific on a map
- locate countries in the Pacific region and their capital cities or towns
- **discover** the major physical features of Solomon Islands and our neighbouring countries
- compare different landscapes and place names
- learn about the factors that influence where people settle and live
- identify different ways of using the landscape and the effects it has on others
- **consider** the effects of **climate** on natural and built landscapes.



Activity 1

- 1** In pairs, study the map of the Pacific region on page 141. Locate Solomon Islands. Discuss whether it is in the north, south, east, or west of the Pacific region.
- 2** Draw the map in your exercise book and label the countries.
- 3** Imagine you are in a canoe sailing south from Solomon Islands. Plan a journey from Solomon Islands to three countries you wish to visit. Draw a line on the map in your exercise book to show your journey.

Solomon Islands is situated in the south-west of the Pacific region. It is one of many small island countries in this region. The south-western Pacific generally includes Papua New Guinea, Fiji, Kiribati, Tuvalu, Tonga, New Caledonia, Norfolk Island, Nauru, and Vanuatu. Australia and New Zealand are also located in this region.

This area is also known as Oceania. But there are different views on which countries are actually a part of Oceania. Sometimes Oceania is described as all the island nations between Asia and America, including Hawaii, Taiwan, and the Malay Archipelago (Indonesia, the Philippines, and Singapore). Sometimes Australia and New Zealand are included. Micronesia, Polynesia, and Melanesia are always included as part of Oceania.

Our neighbour countries and their capital cities

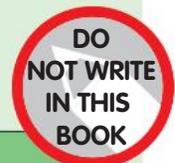
The islands and countries near another country are considered its neighbour countries. Solomon Islands' closest neighbour countries are Papua New Guinea (to the west), Vanuatu (to the south-east), Australia (to the south-west), Nauru (to the north-east), and New Caledonia (to the south).

The countries in our region all have capital cities or towns. Capital cities are the main centres of **commerce** and **industry**. So, capital cities are important to the functioning and **economy** of a country. In the capital cities or towns you will find schools, hospitals, banks, supermarkets, roads, airports, wharves, and hotels. This means there are lots of jobs in capital cities and towns, so many people work and live there. Government administrations have their main offices in capital cities or towns.

Activity 2

Copy the table below into your exercise book. Use the map on page 141 to locate the countries listed in the table and to record their capital cities.

Country	Capital city or town
Cook Islands	
Federated States of Micronesia	
Fiji	



Continued >>



<< Continued from page 143

Country	Capital city or town
Kiribati	
Marshall Islands	
New Caledonia	
Niue	
Palau	
Papua New Guinea	
Samoa	
Solomon Islands	
Tonga	
Tuvalu	
Vanuatu	

The physical features of our neighbour countries

Our neighbour countries have major physical features that are special to each country. Physical features include mountains, forests, rivers, valleys, plains, and historical and **cultural** buildings. Although the Pacific countries are located near each other, they do not all have the same physical features. Some Pacific countries may have common features. For example, Solomon Islands, Papua New Guinea, Vanuatu, and Fiji all have many mountains. But some Pacific countries might have different features to the other Pacific countries. For example, Australia has deserts, but Solomon Islands does not.

Read what Tom and Anna say about their favourite holiday places.

My name is Tom. I would like to go to Fiji for a holiday. I would like to go to the islands for a picnic on a beach. I want to see the sun set over the beautiful ocean. I would also like to see a local bure.



My name is Anna. I would like to visit Australia some day. I would like to see Uluru in the desert, and the Harbour Bridge and Opera House in Sydney.



What differences can you see between the physical features of Fiji and Australia?



Activity 3

- 1 Imagine you and your friend are in a place that you would really like to visit.
- 2 Draw a picture of this place, showing you and your friend.
- 3 Draw speech balloons to show what you would say to each other. Describe what you and your friend want to see and do there.
- 4 Explain your picture to a partner.



Activity 4

- 1 In pairs, study the six pictures below.



- 2 In your exercise book, write one sentence about each picture describing the physical features you can see.

Activity 5



- 1 On your way home, observe the place where you live. List five physical features you see. For example, trees or mountains.
- 2 Draw a map of your community. On the map show your house and the five physical features that you listed above. Use a key and symbols on your map.

Activity 6



- 1 In groups of four, study the maps you drew in Activity 5.
- 2 Choose one person to write a list of the features common to the maps of everybody in the group. Then, write a list of any other features that some (but not all!) members of your group have marked.
- 3 Present the lists to the class.

Activity 7



In pairs, walk around your school grounds and draw a map of your school. Label all the physical features that you can see. Use symbols, a key, and compass directions on your map.

Papua New Guinea

Papua New Guinea has a **tropical** climate. It is mostly mountainous with coastal lowlands. The highest mountain is Mt Wilhelm. It peaks at 4509 metres. Papua New Guinea's largest river is the Sepik River. The country also has one of the world's largest swamps along the south-west coast. Papua New Guinea's natural **resources** include gold, copper, timber, oil, fish, and natural gas.



Vanuatu

Vanuatu has a tropical climate. Its islands are mostly mountainous and have narrow coastal plains. Most islands in Vanuatu have active volcanoes. Vanuatu's natural resources include hardwood forests, fish, and manganese.

Fiji

Fiji is mostly mountainous. Many of the mountains used to be volcanoes. Fiji also has beautiful beaches. Its natural resources include gold, copper, fish, and offshore oil. As Fiji has a mountainous landscape, rivers, and lakes, it is able to make use of hydropower. Hydropower is when electricity is created using flowing water.



Australia

Australia is considered a continent, which is a single large landmass. Australia is also the smallest of the recognized continents in the world. Australia has a temperate climate in the south and east, but a tropical climate in the north. There are many different types of landscapes in Australia. For example, there are snow-capped mountains, as well as deserts, forests, and tropical rainforests. Off the eastern coast is the Great Barrier Reef, the world's largest coral reef complex. Australia's natural resources include gold, copper, coal, minerals, cotton, fish, sugar, offshore oil, and timber. Australia also has many sheep and cattle farms.



New Zealand (Aotearoa)

New Zealand has two main islands: South Island and North Island. The land is mostly mountainous with large coastal plains and snow-capped mountains. New Zealand has a temperate climate but is also subtropical in some areas. New Zealand's natural resources include fish, offshore oil, gold, copper, and coal. New Zealand also has many sheep and cattle farms.





Activity 8

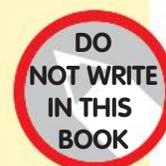
Copy the table below into your exercise book. In the table, record what you have just learnt about our neighbours. An example has been done for you.

Name of country	Location	Climate	Terrain	Natural resources
Solomon Islands	South-west Pacific region	Tropical	Mountains Volcanoes Rainforest	Gold Copper Fish Timber
Papua New Guinea				
Vanuatu				
Fiji				
Australia				
New Zealand				



Activity 9

- 1 In a group of four, identify some differences and **similarities** in the physical features of the six countries examined in Activity 8.
- 2 Copy the table below into your exercise book. Record your group's findings in the table.
- 3 Choose one person to present your group's findings to the class.



Physical feature	Differences	Similarities
Climate		
Land		
Natural resources		

Where people live

The places where people live are often very special to them. They may have connections to both the landscape and the name of their home.

Read the story below about how an island got its name.

Why our island is called Paspasbarego

A long time ago, 10 boys and 10 girls lived on a mountain called Bakele. People did not know where these boys and girls came from. As time went on, nine boys and nine girls got married but two did not marry. The girl wanted to marry the boy but he did not want to get married. The boy enjoyed working in the garden and worked there often.

One day, while he was working in the garden, he saw a beautiful girl sitting nearby.

He went to her and asked her, "What are you doing?"

She replied, "I came here because I saw all the hard work that you have done and I wanted to help you."

The boy and the beautiful girl got married.

One day the men of Bakele left their wives and children to go to the island that is today called Paspasbarego. The word paspasbarego means "cutting breadfruit". All of the men, except the one who married the beautiful girl, took breadfruit to eat on the island. The beautiful girl, who was now the man's wife, was not allowed to touch or smell breadfruit. This was a custom of her people. She had told the man that if he did not give up breadfruit, she would leave him.

The men fished all day and caught many fish. In the afternoon they cut their breadfruit and ate. The man who married the beautiful girl did not eat any breadfruit. He looked at the other men eating and he wanted to taste it. He wanted the breadfruit so much, that he reached out and touched it.

Back on Bakele, as the man touched the breadfruit, his wife began to cry and kissed her two sons. That afternoon, she disappeared.

When the man came back, he asked his two sons where their mother was, but they could only tell him that she had cried, kissed them, and disappeared. Their father then realized what he had done. And that is why the island was named Paspasbarego.

Activity 10



Read the above story again. Think about the name of your village. What does the name mean in your culture? Write a story about where the name of your village came from.

Settlements

Settlements are places where people live together. These places slowly become communities, but they are smaller than towns. In the past, some communities have grown into towns, and some towns have grown into cities. Other towns and cities may grow in the future.

People choose to settle or live in one place or another for certain reasons. Some people choose to live up in the mountains because the soil is fertile. Some people choose to live near a river so they can get plenty of water and fish. Some people choose to settle in a group with people who speak the same language.

In Solomon Islands, most people live near transportation (roads, ports, and airfields), rivers, and urban centres. Living in an urban area means you are closer to shops, schools, banks, hospitals, and clinics. In urban areas, it might also be easier to find work to earn an income.



Activity 11

- 1** Find out more about your own village or community. Describe the location of your village. To help you describe your village or community, think about:
 - where your village is located. Is it inland or near the coast?
 - the type of trees and plants around your village
 - the major features of your village. For example, churches, schools, clinics, wharves, rivers, and mountains.
- 2** Ask somebody in your community the reasons for the names of the major physical features, or if there is a story behind them. Write the answers in your exercise book.
- 3** Write a list of five reasons why you like or dislike living in your village, town, or community.



Activity 12

- 1 In pairs, discuss your responses to take-home Activity 11.
- 2 Join another pair. Each person will introduce their first partner to the new pair by describing where they live.
- 3 As a group of four, compare the names of the physical features in your group's villages and the reasons behind them.
- 4 Choose one person to present your group's findings to the class.

Here are some pictures of settlements in Solomon Islands.



Activity 13



Study the pictures on page 154.

- 1** Name the physical features in each of the settlements in pictures 1–6. Write your answers in your exercise book.
- 2** Describe how the people living in the settlements may value the different physical features of their settlements and why they may have chosen to live there.

Activity 14



Ask your parents or guardians to help you answer the questions below.

- 1** Why do you live in the village or town you are living in now?
- 2** Would you move and settle in another place in the future? Why or why not?
- 3** What factors do you have to think about if you want to move and settle in another place?

Here is a story about a family that moved to settle on another island.

My name is Pati. My family used to live in Lipe on the Reef Islands. Lipe village is situated on the eastern end of the island. My family found it very hard to get to the main town of our **province**, Lata, on Santa Cruz Island. This is where the bigger shops, secondary school, hospital, and bank are. Ships came to our village only five times a year. So most of the time the people had to get to Lata by outboard motor boats. When there was bad weather, sick people could not get to the hospital. Sometimes they would die because they could not get any medication. Sometimes people had to travel in the rough weather conditions. They were risking their lives. Lots of people went missing in the sea. Life in the outer islands is very tough.



One day our father decided to visit our uncle, who owns a piece of land on Santa Cruz Island. My father asked my uncle if we could move and settle there with his family. My uncle agreed. We moved and settled in Matu village on Santa Cruz Island. From our new village, it is much easier to get to the bank and hospital, as well as to transport, bigger shops, and other services in Lata. My father's decision has made life for my family easier.

Activity 15

- 1 Read the answers you wrote for Activity 11 again. Then, read Pati's story again.
- 2 Identify the similarities and differences between your story and Pati's.



Continued >>

<< Continued from page 156

DO
NOT WRITE
IN THIS
BOOK

- 3** Copy the table below into your exercise book.
Record your information in the table. An example has been done for you.

Similarities	Differences
Shops	Outboard motor boats

Activity 16

In your exercise book, draw a map of an imaginary island showing four different physical features. Show four different settlements and explain why the people settled there.



Our region's landscapes

Natural landscapes

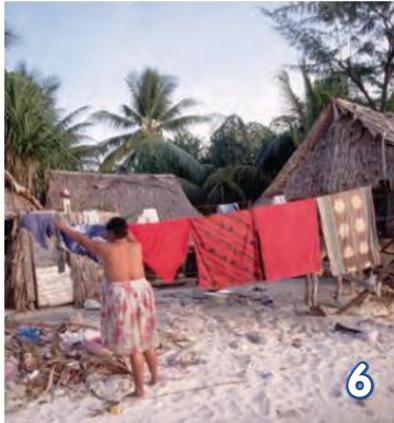
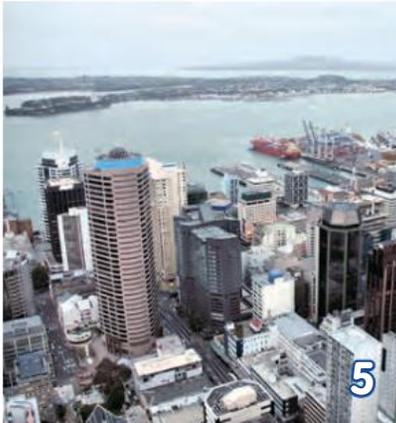
There are many types of natural landscapes in the Pacific region. The type of landscape varies from one region to another. Different types of natural landscapes include mountains, forests, rivers, valleys, plains, grasslands, and deserts.

Built landscapes

Built landscapes are different from natural landscapes. They are human-made structures. Different types of built landscapes include buildings, bridges, and roads.

Both natural and built landscapes are important to people. They both play **valuable** roles and have valuable functions.

Here are some pictures of different landscapes across the region.

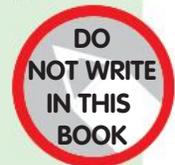


Using our region's landscapes

Activity 17

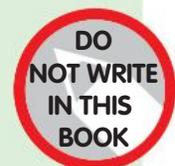
In pairs, study the pictures on page 158. For each picture, identify the landscape type, the landscape's use, and any effects of these uses on people or the environment. Copy the table below into your exercise book and record your answers.

Picture no.	Landscape type (natural or built)	Landscape use	Effects of use
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



Activity 18

- 1 In pairs, draw a natural or built landscape.
- 2 Draw a box labelled "Disadvantages" on one side of your drawing, and a box labelled "Advantages" on the other side. List three disadvantages and three advantages of the landscape you have drawn.



Continued >>

<< Continued from page 159

3 Present your work to the class. An example of a built resource has been done for you below.

Disadvantages		Advantages
1 Takes up space		1 Creates jobs
2		2
3		3

Activity 19



Ask several people in your community if there are any buildings in your area that are designed for a certain reason. Ask them what the reason is. Write the responses in your exercise book.

How climate shapes our region's landscapes

Different climatic conditions help to shape different types of natural landscapes. For example, hot, dry climates lead to desert landscapes with little vegetation. Climatic conditions also shape the way built landscapes are constructed. Buildings in hot and humid places are often different from buildings in cold and wet places.



Activity 20

- 1 Look at the pictures of the buildings above. They were designed to suit different climates. Identify some features of the buildings that might have been designed because of the climate the building is located in.
- 2 In your exercise book, draw a design for a building to be built in either a hot climate or a cold climate.



Assessment activity

You are invited to travel overseas on a school exchange visit to a primary school in New Zealand. The students in New Zealand are looking forward to learning about Solomon Islands. They do not know much about our country.

- 1** Plan a story that will describe Solomon Islands to the students. Use the questions below to guide your story.
 - Where is Solomon Islands located in the Pacific region?
 - Which countries are neighbours of Solomon Islands?
 - What are some reasons that people choose to settle in different parts of Solomon Islands?
 - What are some of the built and natural landscapes in Solomon Islands?
 - Name some ways that the landscapes of Solomon Islands are used. What are some effects of these uses?
 - Compare the landscapes of Solomon Islands and New Zealand in two ways.
- 2** Make two visual aids to support your story, such as a map or a picture.

Glossary

A

ancestor a member of your family who lived before you

appreciate to understand or recognize something's value or importance

artificial something that is not natural but made by people

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

B

belief the thought or feeling that something exists or is true

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

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

C

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

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

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

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

classify to decide which group or class something belongs to

climate the temperature and type of weather of a place

commerce trade and business dealings

communication to exchange or share information or meaning

consider to think something through carefully; to believe

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

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

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

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

D

delicate easily broken or damaged; needing extra care

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

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

devastate to destroy or cause extreme damage

discover to find something or to learn something

diversity many different people, cultures, or things

E

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

emergency a sudden serious event or situation that needs immediate attention

employer a person or company that employs people to work

essential extremely important

ethnic relating to national, racial, or cultural origin

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

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

F

fertilizer a substance used to make plants grow well

fiercely violently or wildly

forbade ordered somebody not to do something

G

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

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

I

individual specific to one thing or person, different to everything or everyone else

infrastructure the basic structures and facilities necessary for a country to function efficiently. For example, buildings, transport, or water

ingredient something that is combined with other things to form something else, especially foods to make a particular dish

interact to talk to or communicate with someone

J

jewellery rings, bracelets, necklaces, and other ornaments that people wear

L

labour work

law rules made by the government that everybody in a country must obey

life skills skills we need for survival in life. For example, making a garden, making a fire to cook with, or looking after our belongings and homes

M

massive huge in size

migration when large numbers of people go to live in another area or country

modern of present times; new or recent

moisture liquid that can be on a surface or in the air

mudslide when a lot of wet earth falls down a hill or mountain

N

natural hazard a threatening event that is caused by nature. For example, a cyclone

O

occasion a particular time when something happens

occur to happen

offend to make someone upset or feel hurt; to commit a crime

oral spoken

overseer someone who is in charge. For example, overseer of a project or a group of workers

P

persuade to make somebody do or believe something

plate a very large piece of the earth that can move and cause earthquakes

province a small part of a country that has its own governing body

public servants people who work for a country's government to provide services

purchase to buy something

R

remote far away from where other people live

resource something that is useful, valuable, or informative

rule an order or principle that says something is allowed or not allowed; to be in charge of or in control of

S

satellite an object that moves around the earth in space

seismograph an instrument for measuring and recording the strength and length of an earthquake

settlement a place people have gone to build homes and make a new community

similarity two or more things having the same features

spiral a spinning circular movement up or down; an object shaped in a spiral

subsistence producing enough food to survive but not more than is needed

T

tax money paid to the government by people and businesses to help pay for public services

tropical the hot and humid parts of the earth; or something coming from those areas

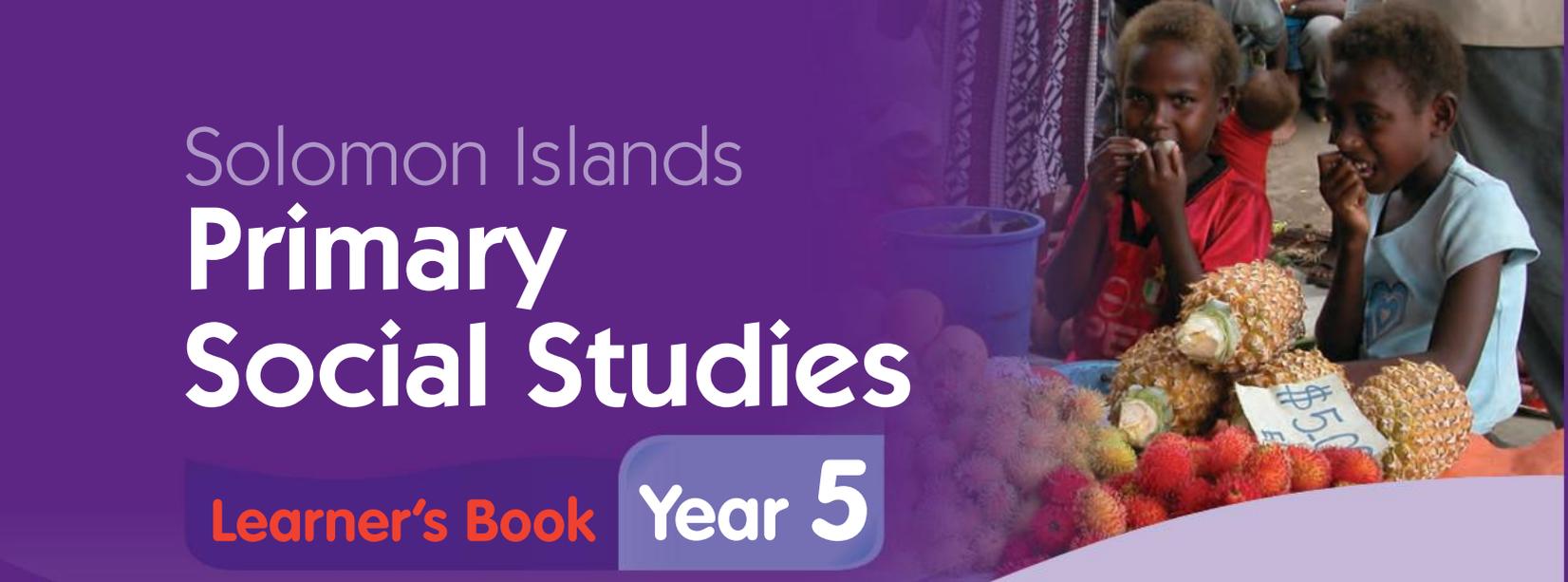
tuber the thick part of a root or stem that can be eaten (such as a kumara tuber) or used to grow a new plant

V

valuable very useful or important; worth a lot of money

Z

zone an area or a region



Solomon Islands Primary Social Studies

Learner's Book Year 5

In *Solomon Islands Primary Social Studies Learner's Book Year 5*, learners will develop a range of Social Studies investigation and research skills. The Learner's Book provides hands-on, practical and interactive investigations that allow learners to explore issues, make decisions and work cooperatively. The layout of text and activities is easy to follow and illustrations and photographs are colourful, to further engage learning.

The **Solomon Islands Primary Social Studies** series for Years 3–6 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 in their societies and cultures and with their environment. The series also incorporates learning about other societies, cultures and places beyond Solomon Islands.

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