



Solomon Islands
Home Economics
Year 8

Learner's Book





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Home Economics

Year 8

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Table of contents

Introduction for learners iv

Core strand: Food and nutrition

Chapter 1

| | |
|---|----|
| 1.1 Food and nutrients | 1 |
| 1.2 Food for children | 7 |
| 1.3 Things to consider when buying food . . | 26 |
| 1.4 Food availability | 30 |
| 1.5 Junk and convenience foods | 33 |
| 1.6 Advertising | 36 |

Core strand: Home management

Chapter 2

| | |
|---------------------------------------|----|
| 2.1 Consumers and finance | 38 |
| 2.2 Budgeting | 40 |
| 2.3 Methods of buying goods | 43 |
| 2.4 Wise shopping | 44 |
| 2.5 Advertising | 54 |

Core strand: Clothing and textiles

Chapter 3

| | |
|---|----|
| 3.1 Textiles, fibres and fabric | 55 |
| 3.2 Fabric construction | 62 |
| 3.3 Wearing garments | 63 |
| 3.4 Garment construction and assessment . . | 69 |

Core strand: Family studies

Chapter 4

| | |
|--|----|
| 4.1 Family needs, roles and responsibilities . . | 81 |
| 4.2 Family and relationships | 85 |
| 4.3 Parenting | 96 |
| 4.4 Self-esteem | 97 |

Extension strand: Food and nutrition

Chapter 5

| | |
|--|-----|
| 5.1 Nutritious snacks and drinks | 101 |
| 5.2 Nutrients and good health | 105 |
| 5.3 Serving food | 109 |

Extension strand: Home management

Chapter 6

| | |
|--|-----|
| 6.1 Homes and home maintenance | 114 |
| 6.2 House planning | 119 |
| 6.3 Interior and exterior decoration | 121 |
| 6.4 Beautification and landscaping | 125 |

Extension strand: Clothing and textiles

Chapter 7

| | |
|--|-----|
| 7.1 Drafting an A-line skirt | 129 |
| 7.2 Drafting leisure shorts | 134 |
| 7.3 Drafting a classic shirt block | 138 |

Extension strand: Family studies

Chapter 8

| | |
|-----------------------------|-----|
| 8.1 Family needs | 143 |
| 8.2 Gender issues | 153 |

| | |
|----------------------------|-----|
| Acknowledgements | 156 |
|----------------------------|-----|

Introduction for learners

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

Each activity is marked by a sign or **icon** to show you what kind of activity is being used. The icons are as follows:



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



This indicates doing a practical activity such as cooking, sewing, cleaning or making something. Home Economics teaches students practical skills they can use when they leave school. Doing these activities will help you to learn these practical skills.



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



This indicates group work. You are expected to discuss a selected topic in groups and report back on what your group discussed. In this way you learn from each other.

Enjoy using this book!

1

Core strand: • Food and nutrition

Unit 1.1 Food and nutrients

All foods contain chemical substances called “nutrients”. These nutrients have different functions in the body and are essential for life.

| Nutrient | Function |
|--------------|---|
| Protein | For growth and repair of body tissue. |
| Fat | For body energy and warmth. |
| Carbohydrate | |
| Vitamins | For protection against diseases and regulation of body processes. |
| Minerals | |
| Water | |

Dietary fibre also plays a very important role in the digestive system as it provides the body with fibre to help prevent constipation.

If children are encouraged to eat the right nutrients (protein, carbohydrates, fats, vitamins, minerals, water and dietary fibre) the chances are that they will grow up strong and healthy.

What is food

Food is any substance, liquid or solid, that you can eat, digest and use to make your body work properly. Food allows your body to move and breathe, keeps the brain functioning and protects us from illness. It also satisfies an emotional need—the need to feel good and satisfied.

To be healthy, each person needs to eat food from the three food groups. This is called a balanced diet.



Cooking food is one way to kill harmful bacteria.



Activity 1

Copy the table into your exercise book and fill in the missing sections. An example has been done for you.

| Nutrients/ content | Function | Food sources |
|-----------------------|----------------------------|---------------|
| Carbohydrates | For body energy and warmth | Kumara |
| Fats | ? | Coconut cream |
| ? | ? | ? |
| ? | ? | ? |
| ? | ? | ? |

Why do we cook food?

There are many reasons why food is cooked. Some of these reasons are:

- to make it softer and easier to digest
- to improve its flavour
- to improve its appearance
- to kill harmful bacteria
- to vary ways of serving it.



Nutrients in protective foods

Protective foods contain vitamins, minerals, water and fibre. Some of these protective nutrients, their functions and signs of nutrient deficiency are listed in the following table.

| Nutrient | Functions | Signs of a lack of nutrients |
|-----------------|--|--|
| Vitamin A | Protects some layers of your skin and helps vision. | Rough skin, dry eyes, night blindness. People with a lack of vitamin A also tend to catch infections easily. |
| Vitamin B | Enables the body to use the energy necessary for general good health. | Loss of appetite, tiredness, nausea, poor growth, changing moods. |
| Vitamin C | Helps the body heal wounds, resist infection, healthy teeth and bones. | Bleeding gums, loose teeth, slow healing of wounds, and fatigue. |
| Vitamin D | Necessary for good bones and teeth. | Dental decay (breakdown of teeth); weak bones causing other problems. |
| Folic acid | For healthy blood. | Anaemia (lack of haemoglobin in the blood, which means less energy can be used), pale skin and fatigue. |
| Iron | For healthy blood. | Anaemia, pale skin and fatigue. |
| Iodine | For the thyroid gland hormone. | Swollen throat glands, cretinism (deformities) and mental retardation. |
| Calcium | For strong bones and teeth. | Dental decay and brittle (fragile) bones. |
| Fluoride | For strong teeth. | Dental decay. |
| Sodium chloride | For keeping a healthy balance of body fluids. | Muscular cramps. |
| Water | For all body fluids. It regulates body temperature and assists with the passing of bodily waste. | Thirst and dehydration of tissues (skin and muscle). |

Fibre is also considered a nutrient because it plays an important role in the body's digestive system. Lack of fibre results in constipation (not being able to pass waste matter comfortably). Most locally grown foods contain fibre.

Activity 2

- 1 Keep a record of protective foods that you consume in one week. Compare these with your friend.
- 2 Do you find it easy to obtain protective foods? Explain.
- 3 Do you experience any signs or a lack of any of the vitamins/minerals in the table?
- 4 Summarize notes on protective foods above.

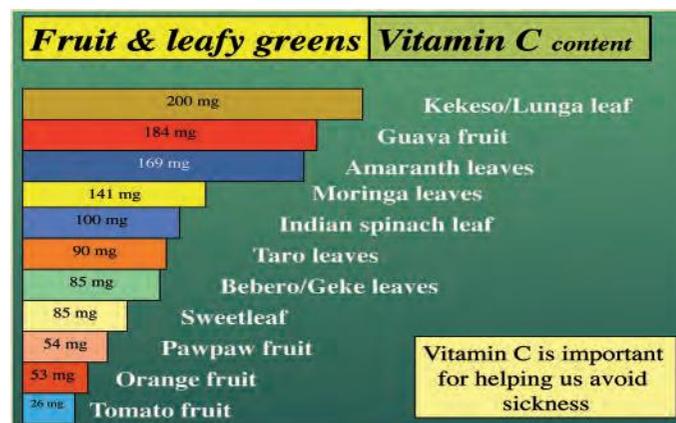
Cooking coloured food

Some vitamins are destroyed when food is cooked and some minerals dissolve into the water. Protective foods are better for you if they are eaten raw or uncooked, where possible. When coloured fruits or vegetables need to be cooked, follow these rules:

- 1 Use as little water as necessary.
- 2 Never overcook vegetables. Cook them for as short a time as possible.
- 3 Keep water used for cooking the vegetables and re-use it in soups, sauces or gravies.
- 4 Peel the vegetables thinly. Cook them with the skins on when possible.
- 5 Don't soak vegetables for long periods in water.
- 6 Serve food as soon as it is cooked.

Activity 3

- 1 Read the guidelines on the previous page about cooking fruits and vegetables and copy them into your exercise book.
- 2 Observe whether or not these rules have been followed when cooking coloured vegetables or fruits home or in the school dining hall.
- 3 Suggest ways your school dining hall or home can improve the way they cook coloured fruits and/or vegetables.
- 4 In your exercise book, copy the food composition table on vitamin C content below. Note which fruit and vegetables you eat regularly and state your reasons for not eating others regularly.



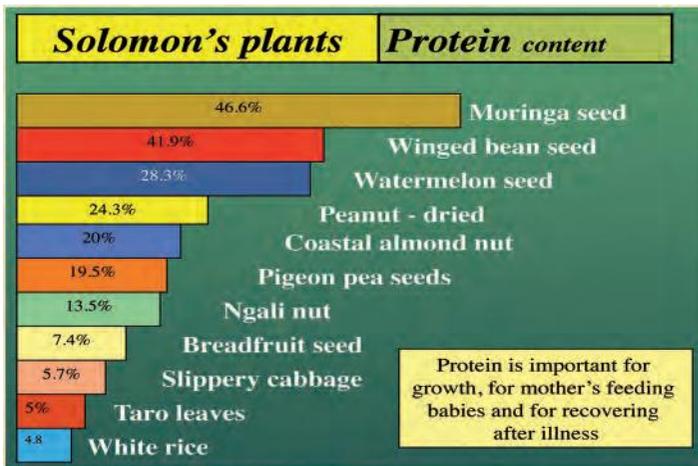
A chart showing Vitamin C content in fruit and leafy greens.



Plant and animal protein foods

People who only eat plant foods are called “vegetarians”. Vegetarians should always eat a mixture of plant foods so that the body gets the right kind of protein substances to make new cells.

Animal protein foods can be eaten alone, but plant protein foods should be eaten as well, to get the protein needed to make cells.



A chart showing the protein content of plants in the Solomon Islands

Activity 4

In groups, study the Solomon's Plant Protein chart provided. Answer the following questions.

- 1 Name two foods from the chart that you love eating. Why do you love eating them?
- 2 Name two foods that you can eat with an animal protein food.

Animal protein comes from things such as meat, fish, pork, eggs, cheese, shellfish, crabs, squid, mutton, bacon, crayfish, mangrove shells, crocodile meat, octopus, coconut crab, milk, and chicken.

Protein is the main nutrient in growth foods. Growth means getting bigger because new cells are being made. The body needs protein to make cells.

Cooking with flour



There are many different types of flour to choose from when cooking food.

Flour is an energy food. Its main nutrient is starch, a carbohydrate. Plain, wheatmeal and self-raising flours are the three most commonly used types in the Solomon Islands, but there are others too.

Activity 5

- 1 Copy the sentences into your exercise book and fill in the blanks with correct words from the list below:

Wheatmeal Self-raising Pasta Plain

- a _____ flour is made by the milling and crushing of wheat, when the outer bran is removed from the wheat grain.
- b _____ is made by the milling and crushing of the whole wheat grain. It is more nutritious than plain flour because it contains calcium, iron and B vitamins from the bran.
- c _____ flour contains an added raising agent. In the Solomon Islands people prefer to use plain flour and add baking powder when necessary.
- d _____ such as noodles, macaroni and spaghetti are available in most Solomon Islands shops. This item is made from the middle part of the

wheat, mixed to a paste with water and sometimes egg, and made into shapes which are dried and partly baked. Pasta is a flour product.

- 2 Compare the nutrient content of wheatmeal, self-raising and plain flour.

Cassava starch

Ingredients

10 cassavas

Method

- 1 Peel, wash and grate the cassavas.
- 2 Squeeze the juice of the grated cassavas into a bowl and leave to set into starch.
- 3 Discard the rest of the cassava juice and leave the starch in the sun to dry.

Cassava-starch dumplings

Ingredients

1 cup cassava starch

Pinch of salt

1 cup water

Method

- 1 Place the cassava starch in a bowl. Rub it between your fingers to remove the lumps.
- 2 Sprinkle the cassava starch with salt. Add sufficient water to make a stiff dough.
- 3 Take spoonfuls of the dough and shape them into balls.
- 4 Place the balls in a pot of boiling water until cooked through.
- 5 Remove the cassava starch dumplings from the water and serve with fish and greens.

Variations

- Add vegetable water, coconut water, coconut cream or fruit juice to the cassava starch instead of water.
- Add any of the following to the cassava starch before making the dough: chopped peanuts, spring onions, carrots, beans, meat, fish, ripe banana or freshly grated coconut.

Uses of fruits and vegetables



Activity 6

- 1 In your exercise book, copy in the chart below state the uses of three fruits (e.g. bananas, breadfruit, coconut, guava, lemon, mango, pumpkin) and three vegetables (e.g. cabbage, cassava, carrots, corn, eggplant, kumara). One example has been done for you.

| Fruits | Uses | Vegetables | Uses |
|--------|--|------------|--|
| Pawpaw | As a vegetable when green, in tropical fruit salad and to drink and eat when ripe. | Taro | Boil, bake, roast or fry. Use in soups and stews, use slices of cooked taro with savoury toppings as snacks. |

- 2 Find recipes using coloured fruits or vegetables to make or write two or three of your own recipes.
- 3 Make the recipe below. Analyze the outcome of your own recipe and the fruit drink recipe.

Fruit drink

Ingredients

1 cup fruit pulp (mango, guava, pineapple, etc.)

2 cups water

2 dessertspoons sugar

Method

- 1 Dissolve sugar in water.
- 2 Add fruit pulp.
- 3 Chill and serve.

Good table habits

Every culture has different table habits. Many Solomon Islands people sit on mats on the floor of their homes to eat. This will often involve taking food from a communal source, so washing hands before and after is important. Men should sit cross-legged and women with their legs to one side. Legs should not aim towards or rest near the food.

In the Solomon Islands there is nothing wrong with eating with the hands, as long as they are clean. Making sure that everyone has enough to eat and sharing food are two aspects of Solomon Islands culture.



Good table habits are important.

The food practices of other cultures



How and what you eat is affected by the culture you come from.

Here are some examples of good table manners from other cultures:

- Use a table to set the food on and eat from.
- Set the table with a clean, attractive cloth.
- Have fresh flowers in a vase or bottle.
- Have necessary cutlery and crockery for the meal set correctly.
- Arrange food attractively in the centre of the table, so that people can take what they like.
- Be polite and friendly. Talk about topics of interest.
- Good manners include the following: always offer food and drink to guests first; don't talk with food in your mouth; ask for food out of your reach to be passed to you; never put a knife in your mouth; never rock on your chair; say "Thank you" at the end of a meal.
- When everyone has finished, clear the table and wash up.

Cleaning and washing up

Cleaning

- 1 To discourage pests such as cockroaches, ants, flies and rats, clean up as soon as possible after a meal.
- 2 Clear the table. Carry the dishes to the sink or bowl. Scrape them clean.
- 3 Food scraps can be given to animals. Food peelings can be placed on the compost heap. Papers can be burnt. Bottles and tins can be placed in the rubbish hole and covered with soil.

Washing up

- 4 If possible, use hot soapy water to wash dirty dishes. You may use a tap, river or stream. Wash dishes in order of the cleanest to the dirtiest, for example glassware, cutlery, plates, bowls, saucepans and frying pans. Change the water if it gets very dirty.

- 5 Rinse the dishes in clean water and dry them with a tea towel. Store them in the correct place.
- 6 Wipe the sink area, stove and table clean when finished. Sweep the floor and empty the rubbish bin.

Activity 7



- 1 Read and then copy cleaning and washing up procedures 1–6 above onto flash cards. Shuffle them and put them back in the correct order.
- 2 Make posters about how best to clean dishes. Remember these for practical activities at home.

Unit 1.2 Food for children

Activity 8



- 1 Look at the children in the pictures. Describe the appearance of the children in each picture. For example, are they happy, active, sad, or weak?



1



2



3



4



5



6



7

Children need good food

Children who eat nutritious food are often more healthy. They have strong muscles and can move well. They also learn new ideas quickly and have bright, alert minds that are interested in the world around them. Healthy schoolchildren attend school regularly and don't miss classes because of sickness. They are also happier, have bright clear eyes, strong teeth and shiny hair.



Children need nutritious food to be happy and healthy.

It would be nice to think that all children in the Solomon Islands are healthy, but this is not so.

Malnutrition in children

“Mal” means wrong or bad, and “nutrition” is the study of food or nourishment. When a person has “malnutrition”, this means that the person has a sickness caused by eating the wrong food, or not eating enough food.



A malnourished child

Activity 9



- 1 Study the picture of the malnourished child.
- 2 Discuss and state at least four signs and symptoms of malnutrition.
- 3 Why does malnutrition occur in the Solomon Islands and other parts of the world? Give three reasons.
- 4 What can you do to help prevent malnutrition in children? Give four suggestions.

Children need special foods

Children need growth foods because they are growing quickly. They need energy foods because healthy children are very active. Children also need protective foods because they are more likely to get sick than adults. This means that children generally do not have as much resistance to infection, or they cannot fight infection. Children especially need to be given nutritionally balanced meals every day, through meals that contain a variety of nutritious foods, and snacks and drinks.

When children are sick, the government has to spend money on hospitals, clinics, aid posts, doctors, nurses and medicines. Unless the children in the Solomon Islands are healthy, they can't grow up to be healthy adults.

There are three common sicknesses that often affect children's health:

- Diarrhoea or “bele ran” is an intestinal infection in the stomach usually caused by poor hygiene.
- Anaemia is a blood disease caused by a lack of iron or folic acid in a child's diet.
- Malnutrition occurs when children don't eat enough of the right kinds of food.

To be healthy, people need to eat clean, nutritious foods.

Activity 10



In groups, answer the following questions:

- 1 Why do children need special foods?
- 2 State the difference between healthy food habits and unhealthy food habits. Provide two examples of each.
- 3 How can you help children to develop healthy food habits? Explain.

Activity 11



- 1 Copy the table into your exercise book. What happens when meat, kumara, cassava, vegetables or fruits are cooked at home or in the dining hall? Fill in the appropriate columns with five examples.

| Type of food cooked | Colour change? | Texture | Length of time to cook | Taste: good or bad? |
|---------------------|----------------|---------|------------------------|---------------------|
| ? | ? | ? | ? | ? |

- 2 Compare meat with kumara, vegetables and fruits in the length of time they take to cook and how they taste. Explain why some foods take longer to cook than others.
- 3 Describe some good and bad cooking habits you have seen.
- 4 Below is a recipe that you could try in class with your teacher. You can bring food or your school can provide the ingredients for the recipe.
- 5 Write your own recipe for a baby who is six months to one year old, or for school-age children.

Soup with coconut cream

Ingredients

- 1 small kumara, pumpkin, yam, pana or cassava
- 2 stems shallots
- 1 cup fresh meat or fish
- 1 cup water
- 2 beans
- 1 tomato
- 1 corn cob
- 2 green peppers
- 1 cup coconut cream
- Pinch of salt

Method

- 1 Wash, peel and chop root vegetables into cubes.
- 2 Wash and chop shallots.
- 3 Wash and chop beans, tomato and green pepper.
- 4 Wash and remove corn seeds from cob.
- 5 Wash meat or fish and chop into cubes.
- 6 Place root vegetables in pot and add enough water to cover. Place the pot on heat with the lid on.
- 7 When root crop is tender, add the meat or fish and prepared vegetables, boiling until just cooked.
- 8 Prepare the coconut cream by scraping out the coconut flesh and squeezing it to make cream.
- 9 Add the coconut cream to the pot, heat through and serve. Add salt to taste.

Activity 12



- 1 Compare your eating habits at home or school with the list of good table manners.
- 2 If you haven't applied such good table manners, how could you improve?

Motti's table manners

Miriam is Motti's mother. She is at her friend's house and is telling Dina how her son behaved when they had lunch the other day.

Miriam: The whole family was there, his grandparents and our family, and I was ashamed of him. When he finished eating his meal, he left the plate on the table and went out. He left us and the guests in the middle of having lunch before we finished eating. Please, tell me what to do.

Dina: Buy your son a book about table manners. After he reads this book, he'll know how to behave at the table.

Activity 13



- 1 Identify which table manners Motti breaks.
- 2 Do you experience this situation at home? Explain in a few sentences.
- 3 How do many Solomon Islands families have their meals in the village?
- 4 Do you think eating with your fingers is wrong in Solomon Islands culture? Explain.
- 5 Imagine you are invited to a European home for dinner. State important table manners you ought to know.

Signs of good growth and development in children

Of every ten children born in the Solomon Islands, two will die before they are five years of age, three will be malnourished and only five will be healthy.

If a child is growing well, their weight will be in proportion to their age. Their height should increase steadily and they should get heavier. The muscles in their upper arms and chest should be firm. A child between one and five years of age should have an arm circumference of 14 cm. A healthy child should be happy, active and alert.

Activity 14



- 1 In pairs, discuss and write down your observations of babies from birth to one year old.
- 2 List five changes that you have seen in babies.
- 3 Observe a baby and describe whether the baby is healthy or not. Give three reasons why or why not.

Assessing a child's growth

Monitoring a child's growth is a good way of finding out whether the child is growing normally and healthily. The Solomon Islands Ministry of Health and Medical Services has recently introduced a new system for monitoring the growth of every Solomon Islands child, from birth to five years of age.

Previously, children were measured or monitored to check they were a healthy weight for their age. Now, every child born in the Solomon Islands will be assessed for health based on their head circumference, age, weight according to height and length according to age.

The weight-for-age measurement shows how a child's body weight relates to their age. This is used to assess whether a child is underweight or severely underweight, but it is not used to classify a child as overweight or obese.

The weight-for-length (or height) measurement shows how a child's body weight relates to their height. This is useful in situations where children's ages are unknown, such as in situations involving children who are refugees. Weight-for-length/height charts help identify children who may be wasted or severely wasted. Wasting is usually caused by a recent illness or food shortage that causes acute and severe weight loss, although chronic malnutrition or illness can also cause this condition. These charts can help identify children with high weight-for-length/height measurements who may be at risk of becoming overweight or obese.



Farhan

Refer to Farhan's weight chart on page 12. Farhan was a healthy and strong baby when he was born. He was breastfeeding well. At the age of ten to eleven weeks, he became very ill with diarrhoea. He lost 1.3 kg. His growth chart shows a sharp incline or decline. However, after the episode of diarrhoea, he was feeding healthily again and gained back most of the lost weight.

Delia

Refer to Delia's weight charts on page 12. When she was 2 years old, Delia's weight-for-age ranking was slightly below the median. Over the next two years, it climbed to a point slightly above the median. No problem is evident from this chart alone.

However, Delia's weight-for-height is trending upward. Over a period of two years, her growth line crossed the 1 and 2 z-score lines and she became overweight. Although her weight is normal for her age, it is high for her stunted height.

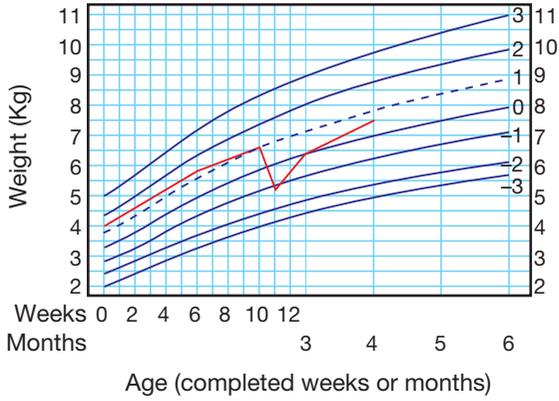
Malini

Refer to Malini's weight chart on page 12. When Malini was born, she was healthy and strong. She grew very well until she reached six months to eight months' growth. Her line then shows a flat line, which means she was not putting on weight during that time. Malini's weight remained the same because she had malaria and was not feeding well. Between eight months to one year Malini slowly put on weight again after the malaria episode, but the malaria reoccurred again when Malini was one year and four months to two years old. The periods of stagnation can be seen on her growth chart. Malini may not have had malaria if she had been looked after well and kept away from mosquitoes.

Case studies: weight charts

Sharp incline or decline - Farhan

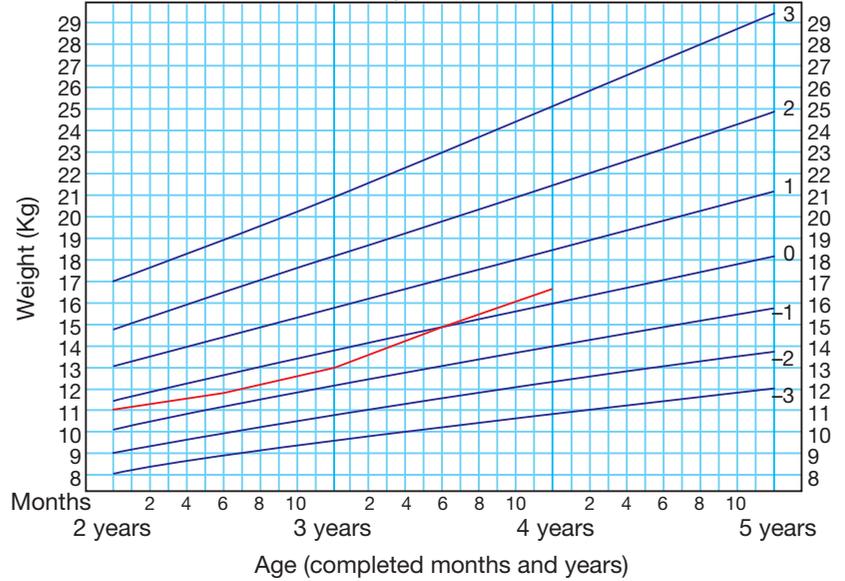
Weight-for-age BOYS
Birth to 6 months (z-scores)



Farhan's weight-for-age chart

Delia's growth chart

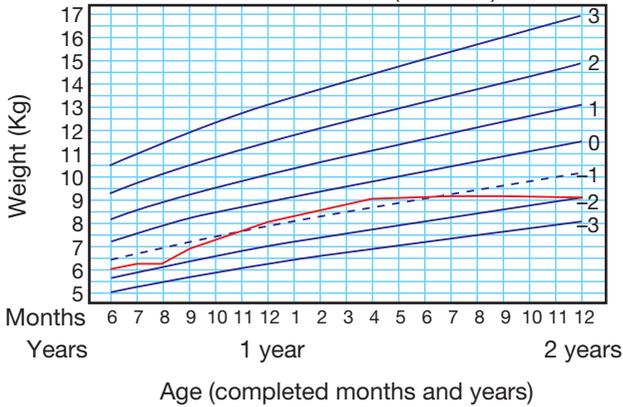
Weight-for-age GIRLS
2 to 5 years (z-scores)



Delia's weight-for-age chart

Flat growth line (stagnation) - Malini

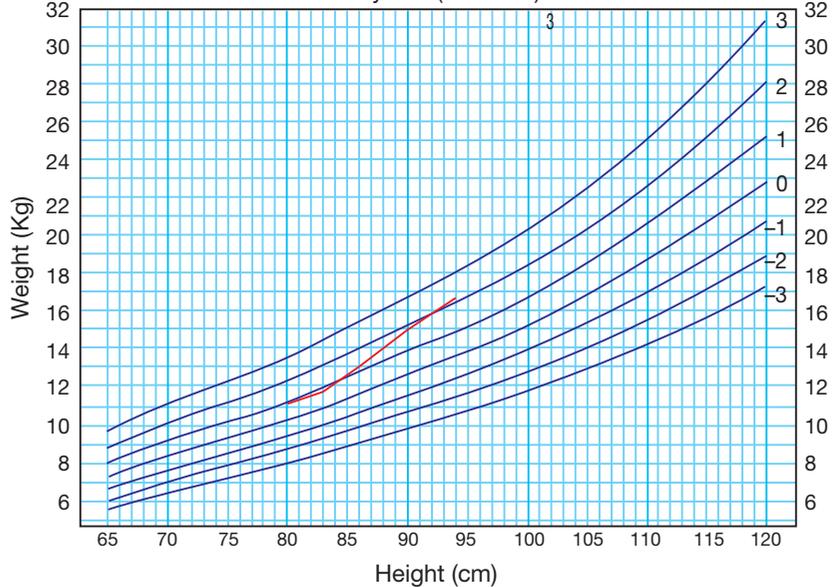
Weight-for-age GIRLS
Birth to 6 months (z-scores)



Malini's weight-for-age chart

Delia's growth chart

Weight-for-height GIRLS
2 to 5 years (z-scores)



Delia's weight-for-height chart

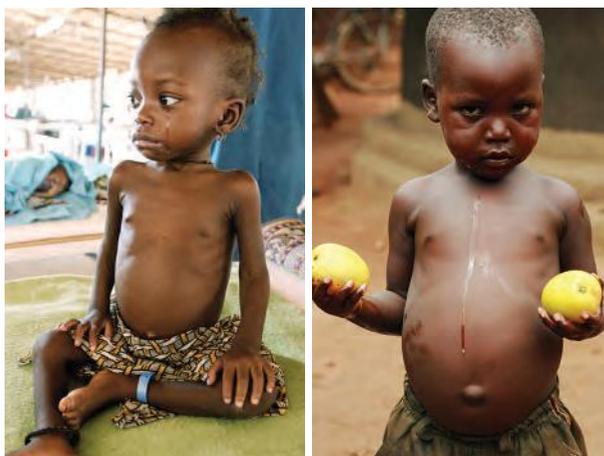
These four graphs come from the World Health Organization, Training Course on Child Growth Assessment, Geneva, WHO, 2008.

Activity 15



- 1 Make a table to compare the weight charts of Farhan, Malini and Delia and state the differences in their growth curve.
- 2 Identify at least three factors that affected their growth curve.

Kwashiorkor



Children with kwashiorkor

“Kwashiorkor” is a protein deficiency disease. A “deficiency” means a lack of something; in this case, protein. Kwashiorkor is an African word meaning “the disease that occurs when a child is taken off the breast”.

Activity 16



- 1 Look at the pictures of children with kwashiorkor. In your exercise book, write down the signs of this disease.
- 2 Do you know any children who have kwashiorkor?
- 3 What is the cure for kwashiorkor?

Milk



Milk provides important nutrients, especially for children.

Milk is a good growth food for children. It is the liquid formed by all female mammals for feeding their young. It contains all the nutrients a baby needs in its first few months of life and is nature’s perfect first food for babies. Milk contains protein and other nutrients, too. Because of this, milk is a good food to include in the diet of any child at any age.

| 100 g of powdered full-cream milk | |
|-----------------------------------|---------|
| Protein | 25.5 g |
| Fat | 27.5 g |
| Carbohydrate | 38 g |
| Calcium | 900 mg |
| Iron | 0.8 mg |
| Vitamin A | 1200 IU |
| Vitamin B | 0.4 mg |
| Vitamin C | 13 mg |

Activity 17



- 1 Prepare the rice pudding recipe below.
- 2 Taste and comment on the food cooked.

Rice pudding

Ingredients

- 1 cup rice
- 3 cups fresh milk
- 4 dessertspoons sugar

Method

- 1 Wash the rice and place it in a saucepan with the milk and sugar.
- 2 Cook slowly until all the liquid has been absorbed and the rice is soft.
- 3 Serve.

Note: this pudding is usually served with nutmeg or cinnamon sprinkled on top. Children love rice pudding served with fresh fruit. Powdered milk may be mixed up and used instead of fresh milk.



Mixing powdered milk

Ingredients

- 1 cup milk powder
- 3 cups water

Method

- 1 Place water in a clean container. Note: in many areas people use cooled boiled water to make sure the water is free from germs.
- 2 Place milk powder on top of the water.
- 3 Beat well with a fork, spoon or beater until all the powder mixes with the water. It is now ready for use.

Children need energy foods



Children need energy to be active.

Healthy children are always active. They like to run, hop, jump, climb, swim, walk and play sports. Healthy children are rarely still unless they are asleep.

Because children are so active, they need energy foods. Energy is the force that the body uses when it is active. The body is able to make energy from the energy foods eaten.

Energy foods



Activity 18

Make a list of energy foods under the headings:

- starchy foods
- sweet foods
- oily foods.

Energy nutrient value

Fats and carbohydrates are energy nutrients. The energy value of these nutrients can be measured in kilojoules (kJ). A kilojoule is a measure of energy.

- 1 g fat gives 38 kJ of energy.
- 1 g carbohydrate gives 17 kJ of energy.

Fats are high-energy foods. It is a good idea to put a teaspoon of margarine or coconut cream on cooked vegetables because it increases the energy value of the meal being eaten. This gives active children the energy they need.

Children and obesity

Children become overweight if they eat more energy food than their bodies need. The body stores the extra energy as a fat layer beneath the skin.



Overweight children consume more energy than their bodies need.

Children become thin if they eat less energy food than their bodies need. In Pijin, an underweight child is *skin-bon nating*. This is the sign of a child with marasmus.

Marasmus

Marasmus is the disease caused by a lack of energy food in the diet. When a person gets marasmus and kwashiorkor together, this is called marasmic kwashiorkor. This disease is quite common in the Solomon Islands.



Underweight children receive less energy foods than their bodies need.



A child suffering from marasmus

Activity 19



- 1 Look at the pictures of underweight children. In your exercise book, state the signs of marasmus.
- 2 What is the cure for marasmus?

- 3 Copy the recipe for cassava-starch dumplings on page 5 into your exercise book and try it out at home or school. Use variations in your cooking of this recipe.
- 4 Did the recipe turn out well? If not, explain why.

Protective foods

Coloured fruits and vegetables are protective foods, which are rich in vitamins and minerals. The human body only needs small amounts of vitamins and minerals each day for good health.

Urban families sometimes have problems in obtaining fresh, cheap supplies of coloured fruits and vegetables, while rural families often have good supplies of different types of edible green leaves, yellow and orange fruits, and vegetables.

Some common types of greens are:

- ferns, slippery cabbage, pumpkin tops, taro leaves, kangkong and Chinese cabbage
- beans, peas, lettuce, capsicum, broccoli and spring onions.

Coloured fruits and vegetables include:

- Strawberries, watermelons, mangoes, guavas, tomatoes, pineapples, pawpaws, passion fruit, bananas, oranges, lemons, pomelo, soursop, corn, pumpkins, carrots, tomatoes, avocados and eggplants.

Children need protective foods

Children are sometimes called a “vulnerable” group because they have less resistance to infection and disease. This means that they are more likely to be affected by infections and illness than adults. Sometimes immunizations will protect children from diseases like tuberculosis, whooping cough, common cold and tetanus. Foods can also protect them from diseases such as anaemia, blindness and goitre. It is important that children eat the right food to protect them from getting infections and illnesses.



Pineapples, lemons and leafy green vegetables such as cabbage are protective foods.



Fresh fruit ice blocks

Make the same as for fruit drinks, but pour into ice block trays and freeze them. Children love to eat fruit ice blocks, which can also be added to fruit drinks when serving.

Nutritious snacks and drinks

Although they may eat a good breakfast, lunch and dinner, children get hungry between meals because they have small stomachs. They need to eat small amounts of food items between meals called “snacks”.



Fruit drinks, oranges, bananas and sugar cane are examples of nutritious snacks and drinks.

Traditionally, children went with their parents each day to the food gardens and the bush. While their parents worked, the children ate nuts, berries, sugarcane, coconuts, beans, bananas and pawpaw.

In modern times food habits are changing. Rural children can still eat snacks from the bush and gardens, but they can also buy biscuits, lollies and soft drinks from stores. Urban children have little opportunity to gather snacks from the bush or garden and might buy store-bought snacks are often expensive and low in nutritional value.

Activity 20



- 1 Read notes on healthy snacking habits and the table of snacks on page 17. Analyze whether your snacking habit is good or bad. If it is bad, suggest ways for improvement.
- 2 Does your school sell nutritious snacks or not? If there is a need for improvement, advise the school administration through your prefect or teacher. Make posters in groups on nutritious snack and drinks. Put these on the notice board.

Healthy snacking habits

- 1 Eat fresh fruit and nuts grown in the Solomon Islands.
- 2 Eat nutritious snacks when you are hungry between meals.
- 3 Choose home-grown and home-made nutritious snacks, which give the best value to a family.
- 4 Don't waste money on expensive snacks of low nutritional value.
- 5 Choose snacks that are low in cost but high in nutritional value. The following table lists some of these foods.

| High-nutrient local foods | High-nutrient introduced foods | Low-nutrient introduced foods |
|--|--|---|
| Coconuts Bananas Pawpaws Cooked corn Cooked root vegetables Peanuts Ngali nuts Pandanas nuts Breadfruit Mangoes Watermelons Guavas Carrots Beans Peas Pineapples Mandarins Pomelos Sugar cane Cucumbers | Hard-boiled eggs Flavoured milk Oranges Fruit drinks Sandwiches Apples Sausage rolls Cheese Wheatmeal cakes Scones Fish kebabs | Potato chips Cheese-flavoured snacks Soft drinks Lollies Chewing gum Coffee Tea Ice blocks Beer Sweet biscuits Cream buns Fried dough balls Ball rice Fish and chips Cakes Hamburgers Ice-cream Pies |

The nutritional rating of some foods found in the Solomon Islands.

Whenever you have a snack or a drink, think to yourself, “Is it nutritious?” When you visit your school canteen or local store to buy a snack or a drink, think to yourself, “Will my body get value for my money?”



When you eat or drink something, make sure it is nutritious.

Activity 21



Imagine your class is organizing a birthday party for children or a church saint’s day. Below are the types of food and drinks you could serve:

- slices of hard-boiled eggs on buttered slices of root vegetables
 - pieces of fruit arranged attractively, for example, pawpaw, mango, watermelon, mandarin, oranges or berries
 - bowls of nuts, such as peanuts and ngali nuts, or pieces of coconut
 - fruit drink made from fruit pulp with sugar and water added
 - flavoured milk drinks, for example milk with banana or pawpaw added and a little sugar
 - pieces of cooked chicken, sausages, fish or meat
 - carrot sticks or beans deep-fried in batter
 - small sausage rolls or meat and vegetable pasties
 - savoury biscuits topped with tomato and cheese.
- 1 Select nutritious snacks, food and drinks for the birthday party from the list above.
 - 2 Identify some factors that might make some food items difficult to get.
 - 3 Using the list of the types of food and drinks you could serve, identify which ones are not nutritious and how they can be replaced with a nutritious one.

Root vegetable slices

Ingredients

- 1 large piece of kumara, yam, pana or cassava
- 2 tomatoes
- 1 cup grated cheese
- Margarine for spreading

Method

- 1 Peel and boil root vegetable. Cool and cut into slices.
- 2 Spread each slice with a little margarine.
- 3 Place a slice of tomato on each root vegetable slice and top with a little grated cheese.



Root vegetable slices

Meals for children

Meal planning for children is a very important part of a parent's role. The rest of this unit provides some points to remember when planning meals for children.

Activity 22



- 1 Identify at least ten points to remember when planning meals for children.
- 2 In your exercise book, fill in the following table with your food intake for one week. Decide whether you are eating the right kinds of food.

| Day | Breakfast | Morning tea | Lunch | Afternoon tea | Dinner |
|-----------|-----------|-------------|-------|---------------|--------|
| Monday | ? | ? | ? | ? | ? |
| Tuesday | ? | ? | ? | ? | ? |
| Wednesday | ? | ? | ? | ? | ? |
| Thursday | ? | ? | ? | ? | ? |
| Friday | ? | ? | ? | ? | ? |
| Saturday | ? | ? | ? | ? | ? |
| Sunday | ? | ? | ? | ? | ? |

Breakfast



A boiled egg with cooked banana and milk makes a good breakfast.

Breakfast is an important meal because it gives children strength and energy throughout the day.

Schoolchildren need a good breakfast in the morning so that they will be alert at school and able to learn well. Many children go to school having had little or nothing to eat for breakfast. Many have a long way to walk and they arrive at school tired. If children have no strength or energy at school, they cannot learn well. Parents should make sure their children have a good breakfast to start the day well.

Eggs

Milk and eggs are good nutritious breakfast foods for village and town children. The most widely used eggs in the Solomon Islands are hen's eggs. However, eggs from ducks, turtles and bush fowls are also eaten. The yellow part of an egg is called the "yolk" and the clear part is called the "white". The hard outer surface is the shell.



The nutrient content of an egg is shown below:

| Element of an egg | Nutritive value (per cent) |
|---------------------|----------------------------|
| Growth nutrient | 14% |
| Energy nutrient | 11% |
| Protective nutrient | 1% |
| Water | 74% |

As a hen's egg contains all matter necessary to form the chicken that might hatch from it, all the nutrients a baby chicken would need are present inside the egg. Children usually love eggs, and it is often one of the first foods they are given when they are old enough to eat. It is a good idea for a family to keep hens so that they can have a cheap, fresh supply of eggs.

Signs of freshness

Most areas of the Solomon Islands are very hot and many families don't have refrigerators. Eggs will go rotten if they are kept for a long time without refrigeration.

How can you tell if an egg is fresh?

- 1 Fresh eggs smell good. A strong, unpleasant smell indicates a rotten egg.
- 2 Fresh eggs sink if placed in water. Stale and rotten eggs float in water.
- 3 Fresh eggs have firm whites surrounding high, well-rounded yolks when they are broken onto a saucer.



Uses of eggs

Eggs can be used in many ways:

- as a main meal, especially at breakfast time
- as a thickening substance, for example, in custards
- as a binding substance, for example, in rissoles and fish cakes
- as part of a batter mixture. It is often used, for example, with fish dipped in flour, then beaten egg, coated with breadcrumbs and fried
- as a raising agent in cakes and meringues
- as an added nutritive value in certain foods, for example when added to soups, biscuits, scones or milk drinks.

Activity 23



- 1 Evaluate two common breakfast meals of children in your area. Are they nutritionally balanced? If not, plan suitable breakfast meals using available foods.
- 2 Prepare a full breakfast meal to include food from each of the three food groups.
- 3 Find recipes using eggs. You could boil, scramble or fry them, or use the following omelette recipe.

Omelette

Ingredients

2 eggs
Pinch of salt
1 teaspoon margarine
2 dessertspoons milk

Method

- 1 Beat the eggs, milk and salt together.
 - 2 Melt the margarine in a small frying pan.
 - 3 Pour in the egg mixture and cook it gently until set. Do not stir.
 - 4 Lift the omelette from the pan and serve.
- Note: grated cheese or chopped tomato and spring onion could be added to the egg mixture before cooking.

Lunch

Lunch is usually a light meal eaten during the middle of the day. Whether children eat at home or away from home, it is important that the meal contains some food from each of the three food groups in the following table.

| Growth foods | Energy foods | Protective foods |
|--------------|----------------------|-------------------|
| Any meat | Sugar cane | Lettuce |
| Any seafood | Bread or bread rolls | Cabbage |
| Eggs | Corn | Tomatoes |
| Milk | Cooking bananas | Carrots |
| Cheese | Hard biscuits | Any fruit |
| Nuts | Coconut | Fruit juice |
| Peas | Margarine | Dark-green leaves |
| Beans | | Pumpkin |



Sandwiches are a healthy lunch option.

School lunches

Schoolchildren need midday meals. Children are busy at school, learning and playing games. They will only have the strength and energy to do these well if they eat a good breakfast and a good lunch. Town schoolchildren are unable to gather many small snacks from the bush or gardens as village children do.

Activity 24



- 1 Do your parents give you lunch money?
- 2 Do you spend money on a nutritious lunch?
- 3 Draw a table to show how you use your money every week.

Choosing food for lunches

Choose some food from each of the three food groups to be eaten at lunch. Put your lunch in a clean container.

Packing a school lunch

Food for school lunches should be covered to keep it clean and to protect it from pests such as flies, ants, rats or cockroaches. Here are some things you could use to pack school lunches:

- 1 A clean tin with a lid.
- 2 Two halves of a coconut tied together with vine.
- 3 A clean bamboo tube with a leaf stuffed in the open end.
- 4 A large leaf parcel tied with bush rope.
- 5 A plastic bag with the end tied with string.
- 6 Clean paper wrapped around food and tied securely.

Note: wise parents pack a nutritious lunch for their children when they go to work in their food gardens.

Ensuring children's hands are clean

Remember to remind children to wash their hands before they eat their lunch to prevent germs passing into their stomachs. It is important (for children) to clean their hands before they eat any meal.

Activity 25



Prepare a suitable lunch for a child. To do this, choose a recipe, make a sandwich using the recipe in this book, or make your own. Serve with a piece of fruit, milk drink or water.

Sandwiches



Ingredients

4 slices of bread
Enough margarine to spread over the bread
1 tin of tuna or other fresh fish, turtle, chicken, or 2 eggs as the filling for the sandwiches. You can also choose your own fillings.

Fillings you might like:

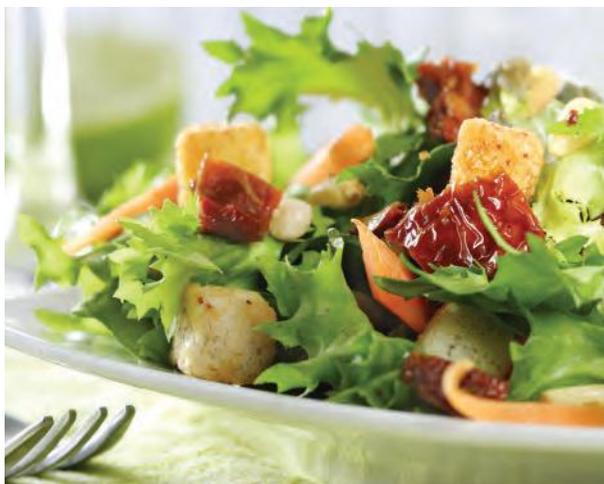
- peanut butter
- grated cheese and carrot
- tinned fish, onion and tomato sauce
- curried egg
- tinned meat and tomato
- lettuce and fish (boned fish)
- baked beans
- chicken and pineapple.

Method

- 1 Cut the bread into slices.
- 2 Thinly spread margarine on one side of each slice of bread.
- 3 Place the filling evenly over one slice of bread. Cover with another slice.
- 4 Cut the sandwich in four and wrap in plastic or clean paper, or place in a container so it stays fresh until you are ready to eat it.

Evening meals

After a busy day at school and probably a long walk home, children need a good evening meal. It should be the most enjoyable meal of the day, as all the family members are home.



Some examples of evening meals

Children's meals should be attractive, tasty and nutritious. Like all meals, dinner should be nutritionally balanced. Dinner is usually a cooked meal and has:

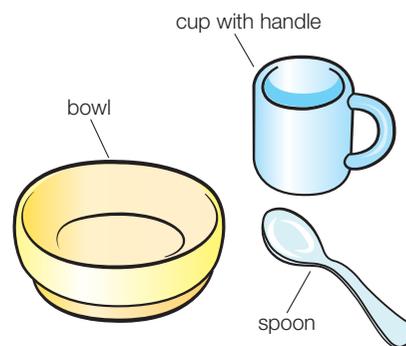
- a protein food, for example meat, fish, eggs or beans
- a white vegetable, for example kumara, taro, yam or cassava
- a red or yellow vegetable, for example pumpkin, tomato or carrot
- a green vegetable, for example spring onion, slippery cabbage or pumpkin tops.

Activity 26



- 1 How would you like your meals prepared, cooked and presented for you to enjoy?
- 2 Draw how you want your food served on a plate.

Setting the table



A table setting for a young child

- 1 Cover the table with a clean attractive cloth.
- 2 Place plates about 3 cm from the edge of the table in the places where people will sit. Young children like eating meals from bowls, while older children should use flat plates.
- 3 If knife and fork are used, the knife is placed to the right of the plate and the fork to the left. A young child may prefer a spoon, which is placed to the right of the plate.
- 4 Glasses or cups are placed beyond the end of the knife or spoon. Young children find it easier to use a cup with a handle.

Cleanliness

Diarrhoea is an intestinal infection caused by germs getting into the digestive system. It is one of the main causes of death in young children in the Solomon Islands, and it is important to prevent it where possible.

Therefore, it is extremely important to be clean when preparing, cooking, serving and eating food. Cleanliness, which includes washing your hands before a meal, is very important in preventing diarrhoea.

Activity 27



- 1 Find a recipe and prepare a meal suitable for a child's dinner, or make the dish below.
- 2 Did your recipe turn out well or not? Explain.

Parties

Sometimes parents want to hold a party for their child. It may be a christening party, a birthday party or a party when a child graduates to high school. Whatever event is being celebrated, a party is a happy occasion.

What to organize:

- the invitations
- the food
- the decorations
- the entertainment.

If you are going to organize a birthday party for a group of your friends, consider the recipe below for making mashed yam, banana and fish in coconut cream.

Invitations

Before invitations can be issued you will need to decide:

- who you will ask to come
- the date of the party
- the place for the party
- the time
- the purpose of the party.

Invitations may be verbal or written. Here is an example of a verbal invitation:

“Kila, would you like to come to a party for Ruth's tenth birthday next Saturday? It will be at home between two o'clock and four o'clock.”



Mashed yam, banana and fish in coconut cream

Ingredients

- 1 medium yam
- 1 cooking banana
- 1 small fish (flesh boned)
- 1 cup coconut cream
- 1 bunch slippery or fern cabbage
- Pinch of salt

Method

- 1 Peel, wash, cut and boil the yams and bananas until soft. Mash until smooth and creamy.
- 2 Cook the fish. Remove the flesh from the bones.
- 3 Wash, cut and cook the fern cabbage.
- 4 Scrape the coconut flesh and squeeze it to make coconut cream.
- 5 Mix the fish, cabbage and coconut cream with the mashed yams and bananas. Sprinkle with salt.
- 6 Place the mixture in a pot and cook until heated thoroughly. Serve.



Fish, banana, yam and coconut

Party food planning

Make sure there is enough food for all the children who are coming. Prepare the food before the party starts so that you can relax and enjoy yourself with the guests. Depending on where you live, the time of the party and what kind of a party you would like to have, your party food could be a *motu*, barbecue, beach picnic, lunch, buffet, sit-down dinner or morning/afternoon tea.

The food should be nutritious, clean and attractively served. Plan party food that children can hold in their hands to eat, or make plates from coconut leaves. This saves having to use a lot of cutlery and crockery. Plan nutritious drinks such as coconut milk, fruit juice or flavoured milk drinks. Avoid soft drinks, which are high in cost and low in nutritional value. Drinks can be served in coconut shells, bamboo cups, empty jam or coffee jars, or paper cups if you don't have enough drinking glasses.

Party food ideas

Some food ideas for a town party:

- nuts, sticks of carrots or cheese, pieces of coconut, fruit, smoked octopus or prawns
- sandwiches
- savouries, such as small savoury biscuits or pieces of toasted bread, topped with food such as hard-boiled eggs, peanut butter, meat and tomato, lettuce and fish, or cheese and cucumber
- cakes, such as a birthday cake with birthday candles and iced small cakes
- small tarts or pikelets
- biscuits, both sweet and savoury
- cool drinks such as flavoured milk, fruit juice or young coconuts
- sweets including peanut toffee, coconut ice or chocolate fudge
- hot snacks like hot dogs, hamburgers, chicken legs, sausages, sausage rolls, pasties, root vegetables, chips, sago pancakes or fish pieces.

Party decorations



- Make the party area attractive by decorating it with leaves, flowers, coconut palm fronds and hibiscus flowers.
- Choose a clean, colourful cloth to cover the table where food is served. If food is served on the ground, choose large, green, undamaged banana leaves to cover the area. Use flowers to decorate the serving area.
- In towns, colourful balloons and paper streamers may be bought and hung.

Entertainment

- The entertainment provided will depend on the ages of the children. Arrange some simple games, competitions or races with useful prizes such as bars of soap, combs, crayons, mirrors, pens or pencils.
- Carefully chosen music adds to an enjoyable party atmosphere.



Activity 28

- 1 Read the notes on page 25 and then plan a birthday party for your friends in your town or village.
- 2 Prepare party invitations, decorations and suitable types of entertainment for the birthday party.
- 3 Find recipes for party food and prepare some. Serve it attractively. A suggested recipe is shown below.

Porcupine nibbles

Ingredients

- 1 pawpaw
- 1 pineapple
- 10 thin bamboo sticks or midribs
- 250 g cheese (if available)
- 3 carrots

Method

- 1 Cut the pawpaw in half and remove the seeds. Keep one half of the pawpaw to use as the porcupine. Remove the skin from the other half and cut the pawpaw flesh into cubes.
Note: many other foods are suitable for this, such as cucumber, coconut, watermelon, etc.
- 2 Cut the pineapple flesh, cheese and carrots into cubes.
Note: many other foods are suitable for this, such as cucumber, coconut, watermelon, etc.
- 3 Place cubed food on thin bamboo sticks or midribs.
- 4 Insert one end of each stick into the pawpaw porcupine.
Note: other foods are suitable for the porcupine body, for example pomelo, watermelon, pumpkin, cucumber, etc.
- 5 Place the finished porcupine on a plate and serve.

Unit 1.3

Things to consider when buying food

More and more Solomon Islands families are living in towns where they cannot grow their own food. They buy most of their food.

Wise buying of food

Because most of a family's income is spent on food, this money needs to be spent wisely to get the best value. To do this you may find that you buy some food from the market and some from the stores.

Budgeting

It is important to have food each day or people will become hungry and sick. It would be bad to run out of food three days before payday, and not have any money to buy more. A good budget allows people to buy food until the next payday.

Buying fresh food from the market

A wise person buys food that is low in cost but high in nutritional value. This way they get the best value for their money. Always look for the best-quality food you can get with the money you have to spend.

Knowing food values

- Peanuts, winged beans and tinned fish such as taiyo are low-cost growth foods that are a good source of protein.
- Rice, kumara, taro, yam and cooking bananas are good staple foods rich in carbohydrates.

- High-energy foods such as coconut cream and margarine are good-value energy foods. A little can be added to cooked vegetables.
- Market vegetables and fruits are often high in nutritional value.

Family likes and dislikes

Family meals should be interesting and enjoyable. A wise buyer chooses a variety of foods that their family likes and cooks them in different ways. A family might have fried rice with nuts and vegetables one night, and a vegetable stew another night. Solomon Islands families often like to eat beef, pork, fish and chicken. When buying food, think about what your family likes, how you will cook it, and whether it is affordable.

For example, some families eat noodles, taiyo and white rice. While these are affordable, they are very low in nutritional value.

Activity 29



- 1 List foods available in your local area.
- 2 Tick the ones you would buy in a fortnight for your family. Put beside each how much you could afford to spend.

A shopping guide

Learn where to find the cheapest places to buy food. Compare prices between stores. Become familiar with brands the quality of tinned food and prices. Even at the market, compare the quantity and quality of food from different sellers. It is not a good habit to always buy from the same shop or the same person at the market. It is better to look around and learn where you can get the best value for your money.

How much to buy



Rice is an example of a food that can last for a long time if stored properly.

For food that won't go bad, such as rice, flour, sugar, tinned fish and tinned milk, buy enough to last until the next payday. But make sure you have somewhere safe to keep it so your wantoks don't finish it all at once. If you don't have a refrigerator, food such as fresh fish, fruit and vegetables will go bad. Only buy small quantities to last until you go shopping again. Store food in a dry place to stop it getting damp and going mouldy.

If you have a refrigerator, you will be able to buy frozen food that will last a long time if kept frozen. Large families will need to buy more food than smaller families.

Growth foods

- fresh meat
- tinned meat
- fresh fish
- tinned fish
- peanuts
- winged beans
- milk
- eggs

Long-lasting energy foods

- rice
- kumara
- bananas
- potatoes
- cassavas
- yams
- flour
- noodles
- bread

High energy foods

- butter
- margarine
- oil
- pig fat
- coconuts

Protective foods

- green leaves
- corn
- pumpkins
- cabbages
- tomatoes
- onions
- carrots
- bananas
- pawpaw
- pineapples
- guavas
- mangoes
- lemons
- avocados

What not to buy

Do not buy:

- fruit and vegetables that look old and limp
- rusted tins with swollen ends and dented sides
- old food that is out of date
- meat and fish that doesn't look and smell good
- high-cost food such as frozen cakes, vegetables and pre-cooked meals
- expensive imported fruit if there is fresh fruit available in the local market.

Problems

- Often some families do not realize the high cost of buying food. They remember the village days, when food was free. They like to use their money drinking, gambling, smoking, going to films, buying smart clothes, going to clubs and buying store-cooked food. This is a serious problem when there is not enough money to buy the food the family needs.
- Another serious problem is bad shopping habits. Many people waste their money buying children drinks and sweets. In some parts of the Solomon Islands, only trade stores sell food and it is often very expensive. Some people use up all their money on food that will only last one week and have no food for the second week.

Good food shopping habits

It is cheaper to buy:

- foods from bulk stores or supermarkets
- foods in bulk.

Activity 30



- 1 Make a list of the good habits a person should have when buying food.
- 2 Work duties have taken away your mother on a tour to one of the provinces for three days. Your father has taken his annual holiday leave and has gone home. Seeing that you are the eldest child in the family, your mother gave you \$300 for food plus bus fares for you and your little brother for the three days she will be away. There are three other relatives living with you. Make a budget for how you are going to spend the \$300. Make sure that you do not run out of cash before your mother returns home from her tour.

Choosing food for your family

In groups, role play the following conversation between the nurse and Roaroa. Then discuss questions and share any experiences you might have that are similar to Roaroa's.

Roaroa's story

Roaroa has four children. The family used to live in the village but recently moved to town because Roaroa's husband got a job as a technician.

Roaroa's youngest son is sickly and under-weight. One day Roaroa decides to go and talk with the nurse at the nearby clinic.

Nurse: Good morning, what can I do for you?

Roaroa: Good morning nurse! My son Aduru is always sick. I have three other children but none of them is sickly like Aduru. I do not understand why Aduru is the only one who is sickly. We now live in town and my husband gets more money than before.

Nurse: What types of food do you usually feed Aduru?

Roaroa: I buy foods like rice and flour to feed him. I also cook soup bones with noodles for him. He loves noodles and has them every day. He is a lucky child. I fed my other three children with foods from the garden and they were breast-fed longer than Aduru. We did not have enough money to buy meat before Aduru was born, so sometimes I cooked shellfish that I collected from the reefs for my older children. Sometimes we just had cabbages, beans, tomatoes and eggplant, which they ate with kumara, cassava, banana, pana or taro. Sometimes I gave them chicken, bird

meat, fish or pork when it was available. In between meals, they ate pawpaw, pineapples, guavas and ripe bananas because we did not have money for sweet biscuits, flavoured potato chips, lollies and other snacks from the shop. They never got sick like Aduru, who is eating better foods than them. What do you think I should do?

Nurse: Well, the best thing you can do for Aduru is what you did for your other three children. Aduru needs foods that have high amounts of protein, iron and calcium to make him healthy. He needs protein foods like fish, chicken and meat to grow. If you cannot afford these, you can still get good protein by mixing different types of vegetables and other plant foods from the garden. You did that before, and that is why your other children are healthy.

Remember! Just because you have money it does not mean that you should always buy food from the shops, especially foods that are quick and easy to prepare. These are not the best foods to give to your children. I suggest that you give Aduru the same fresh and local foods that you gave to your other children and he will be alright.

Roaroa: Thank you nurse! I will do exactly what you said.

Activity 31



- 1 Compare the type of foods that Roaroa gave to Aduru with foods given to her other three children.
- 2 Why did Roaroa stop feeding Aduru with the type of foods she fed to her three other children? Give three reasons.

Unit 1.4

Food availability

Food availability refers to the ability of people to get access to the food they need.

Activity 32



- 1 Read Pamela's story of her first trip to New Zealand. Identify the factors that can affect food availability by completing the table below in your exercise book.

| Factors | Explanations |
|---------|--------------|
| ? | ? |

- 2 Choose one of the factors and write a short explanation of how it might affect your access to food.

Pamela's first trip to New Zealand

As Pamela got out of the plane, she could feel the cold wind blowing on her and realized that the climate in New Zealand is different to the Solomon Islands climate. She could also see trees without leaves. Unlike the Solomon Islands where it is hot, New Zealand weather was very cold.

Pamela had to catch the next flight to Wellington to meet her sponsor. At 5.00 pm she departed Wellington to Invercargill in the south island, the coldest part of New Zealand. She arrived at 8.00 pm. Dave was waiting to bring her home to stay with

his family. As the plane landed Pamela realized that it was even colder than. It was windy and cloudy and she couldn't see very well. She felt so homesick just because of the cold and she was not sure if she could survive in that kind of weather.

It was minus three degrees on her arrival in Invercargill. Dave drove them home to his wife Isobel and another student from New Zealand, who was also staying in their home. Pamela was introduced to them and she went straight to bed. The weather was just too cold for her.

Pamela thought about how the world's weather affected her own country. She recalled that the Solomon Islands has a hot and wet climate because it is situated near the equator. Countries that are situated further away from the equator, like New Zealand, are much colder.

In the Solomon Islands climate, a lot of foods are grown easily and food can be grown in abundance in food gardens. However, other foods are not grown in the Solomon Islands but can be grown in colder countries like New Zealand. In the Solomon Islands, foods like apples and pears that do not grow in hot climates can only be bought in the supermarkets; they are imported from Australia or New Zealand.

As Pamela settled in, the first thing she missed were foods such as bananas, cassava and slippery cabbage, which cannot be grown in New Zealand. She started to eat the kinds of foods she hardly ate in the Solomon Islands such as kiwi fruit, ice-cream and cakes for dessert at dinnertime. She ate pears, strawberries and grapefruits, which are grown in New Zealand. The clothes she had to wear were uncomfortable as well. She had to put on three layers of clothes to keep herself warm and be able to do her studies.



Dave and Isobel had a vegetable garden in their back yard. Pamela helped them grow fruit such as mandarins and some other vegetables that do not grow in the Solomon Islands. She noticed Dave and Isobel brought in manure to use as compost to help enrich the soil and make it fertile. Isobel and Dave had garden tools to use in their vegetable and flower gardens. Most of their tools were modern.

Another thing Pamela discovered was transportation in New Zealand was very efficient and roads were well built. There were vegetable farms and large animal farms of cows and sheep as well. Transportation by air, road and sea was so efficient that farmers were able to export and sell their produce in the markets both locally and overseas.

Pamela knew that finance was a factor that affected most family diets, especially families living in the cities where land is scarce. Dave and Isobel had a very small piece of land that was 300 m by 300 m. They planted a few vegetables and bought mainly “convenience” foods or fruits and vegetables from supermarkets. They had little choice but to buy at affordable prices to feed the whole family.

Pamela had a classmate, Deiwin, who also invited her many times to her home. Deiwin’s family had a large income and they did not eat balanced diets, as they were tempted to eat out at food outlets where the food is usually high in salt and oil. They usually ate out in restaurants and ate a lot of sweets. Pamela told her friend Deiwin that it is important for families to use their money wisely to have enough nutritious foods for each family member each day. Deiwin agreed with her and said she will try her very best to prepare food at home.

Pamela told her friend Deiwin and the couple she lived with about the tsunami that had hit the Solomon Islands. They were one of the natural disasters that couldn’t be planned for, because they occur at any time in the year. In the Solomon Islands, families live inland, on the coast, beside rivers or in areas where it is mountainous. Disasters like cyclones, tidal waves, very high rough seas, landslides, flooding and droughts could destroy their food gardens, leaving them homeless and hungry for months. People in the western province of the Solomon Islands had experienced this. Deiwin and her friends were surprised and sad to hear the story of those affected by the tsunami.

Pamela also realized that the area of New Zealand where she lived limited the availability of things like fresh fish, shells and other sea products.

Dave and Isobel were having dinner with Pamela and telling her that in New Zealand, some foods bear fruit and are plentiful in certain times of the year. In New Zealand they have winter and summer, but in winter most plants do not grow at all, so it is difficult to get fresh fruit or vegetables unless they are bought from other places. Isobel said she usually preserved seasonal foods so that when they are out of season her family can still eat them. Pamela said that in the Solomon Islands they also have seasonal foods only available at certain times of the year for people to eat. She also said that some foods bear fruit all year through, meaning they are available for eating through the year. Some of the seasonal foods are breadfruit, pineapples, Ngali nuts, kabarai, and mangoes. Pamela explained that mangoes bear fruit in June and December and are cheap to buy from the markets. Those who have mango trees outside their houses have a lot of mangoes to eat.

Activity 33



- 1 Copy and complete the table into your exercise book and then compare with someone in your class to see which foods are not in your list.

| Foods that can be grown in my area | Foods that are grown in other parts of the Solomon Islands | Foods that are grown in other countries and can be bought in my area |
|------------------------------------|--|--|
| ? | ? | ? |

- 2 Make a list of foods you have never eaten that are available in the Solomon Islands. Where are they available? How are they cooked? Would you like to try them?
- 3 Does your local area have good public transport so you can buy goods that are not produced in your area?
- 4 Get into island groups. Imagine your island has been hit by Cyclone Dino. All your family gardens and fruit trees have been destroyed. Discuss in groups the ways you will try to find food for your family. In the future, what can be done to avoid your family going hungry if a cyclone hits your island again?
- 5 Report your discussion to the whole class.
- 6 List the foods from your province that bear fruit only at certain times of the year.
- 7 What can you do to continue eating seasonal foods when they are out of season?
- 8 Choose a seasonal food. Discuss how people in your community preserve that food for use when it is out of season.

A supsup garden



A supsup garden can provide you with a cheap source of fresh food.

A supsup garden is a small food garden that has been planted beside the family home or at the back or front yard of a house. People with supsup gardens usually grow vegetables like beans, tomatoes, shallots, capsicum, slippery cabbage, Chinese cabbage, sugar cane, choi sum, chilli, carrots, ginger, cucumber and pumpkin.

With the rising cost of foods and goods in the shops, families who live in urban centres where land for gardening is scarce should start thinking of making supsup gardens outside their homes.

Advantages of a supsup garden

- There is always a fresh supply of vegetables when needed.
- It cuts down on the cost of buying food for the family.
- Food from supsup gardens is nutritious.
- As your supsup garden is close to your home, you don't have to spend money on a bus fare to go to the market.
- Surplus produce from your supsup garden can be sold to get money for the family to buy other goods and services.

Activity 34



Note: this activity may be done with the help of your agriculture teacher.

- 1 Get into groups. Draw and make a plan of what foods to plant and where to plant them in your supsup garden. If there is land available, have your teacher help you select a plot suitable for a supsup garden. Gather seeds and plants for your garden.
- 2 Clear and plant your supsup garden.
- 3 Keep a logbook on what you do in your supsup garden every day, making sure to write down the problems you encounter and what you do to solve them.

Unit 1.5 Junk and convenience foods

Junk foods

Junk foods are snack foods that have little or no food value and give poor value for money. Junk foods contain high amounts of sugar, salt and fats. Junk foods are also called “unhealthy” or “rubbish” foods.

When children eat junk food on a daily basis, they can become malnourished and sickly because this type of food does not have many nutritional benefits.

Activity 35



- 1 Collect samples or empty packets of junk foods. Analyze the nutrient content by filling in the table below. Sometimes the contents are listed on the packet.

| Name of samples or empty packets of junk foods | Salt snack, sweet snack or sweet drink | Nutrient content |
|--|--|------------------|
| ? | ? | ? |

- 2 Paste samples of empty packets of junk foods onto a poster with a message to discourage children from eating junk foods. Hand your work in to the teacher for assessment and to display on the class notice board.

The effects of eating too much junk food

Mandy's story

Mandy is a mother of two and works in a law firm. Mark is seven years old and Margie is three. Mandy's busy work schedule makes her unable to shop properly for her family and prepare nutritious meals for them.

Every morning before she leaves for work, Mandy gives money to her house girl to buy snacks for the children from a nearby shop. She usually finishes work late and comes home with more snacks for Mark and Margie. The children always enjoy the snacks that their mother buys, but because they have been eating too many sweets, they have tooth decay.

One night, Mark could not to sleep because a bad tooth was causing him too much pain. He also developed a fever. His parents took him to the hospital. The nurse gave him some pain killers and his parents took him to a dentist in the morning to have his tooth pulled out. The dentist told Mark's parents to stop giving Mark sweets, because most of his other teeth were starting to rot. The dentist also told Mark to brush his teeth after every meal and after eating sweets.



Activity 36

- 1 Why do you think Mandy buys junk food for her children?
- 2 Who got tooth decay and what happened to the child?
- 3 What foods should Mandy buy for her children instead of buying junk foods?
- 4 What should Mandy do if she does not have time to shop properly for her family?

Emmy's story

Emmy's family live in Lengkiki. She is in grade four at Saint John's Primary School. Emmy is the only child in the family, so she is quite spoilt. Her parents give her money to buy food at school. Emmy does not like eating much during breakfast and dinner, when her mother prepares delicious meals. Her mother and father try to make her eat but she tells them she does not really want to eat and has lost her appetite. Each day her parents drop her off and pick her up from school in their car.

At school Emmy buys ring cakes, balls of rice, cakes, sweet biscuits and flavoured potato chips. She loves fizzy drinks and ice blocks too. Emmy usually shares her food with her friends but she cannot play with them in sports because she is very overweight. Emmy has difficulty going to the toilet. Sometimes when Emmy goes to the toilet, her waste has traces of blood in it. She spends hours in the toilet and suffers from constipation.

One day Emmy feels very sick and can't breathe properly. Her parents take her to see the doctor. After being examined by the doctor she is told that she is obese (very overweight) and suffers from type 2 diabetes. She is also suffering from tooth decay.

To help her become more healthy, Emmy needs to reduce her weight. This means she must stop eating fatty and sugary foods and eat more fruits and vegetables. She should walk, swim and do other physical activities to reduce her weight and improve her health.

The doctor encourages Emmy to eat nutritious snacks such as a piece of pawpaw, pineapple, melon, cucumber, mango, oranges, green coconut, hard-boiled eggs and inikori between meals, instead of being given money to buy her food at school. Her parents are also advised to prepare Emmy a nutritious packed lunch to take to school as well.



Activity 37

- 1 Discuss the different health problems Emmy developed as a result of eating too much junk food.
- 2 What was the doctor's advice to Emmy's parents?
- 3 What lessons have you learnt from Emmy's story?
- 4 Copy and fill in the table below to analyze how much junk food you have eaten in the last week.

| Days | Junk food eaten |
|-----------|-----------------|
| Monday | ? |
| Tuesday | ? |
| Wednesday | ? |
| Thursday | ? |
| Friday | ? |
| Saturday | ? |
| Sunday | ? |

Convenience foods



Convenience foods reduce the time you spend preparing food.

Improving the nutritive value of convenience foods

Convenience foods are ones that have been prepared to reduce preparation time for the user. Convenience foods may be used as part of a whole meal or can be the entire meal.

We can improve the nutritive value of convenience foods by adding vegetables and green leaves when preparing a family meal. The following example has been done with a tin of chilli taiyo added to a dish of fern salad.

Activity 38



- 1 Visit a nearby supermarket or store. List all the convenience foods that you see in the store. List the foods under the following headings: canned, frozen, bottled and packaged foods and partly or wholly cooked foods.
- 2 Which convenience foods do you eat daily?
- 3 In groups, discuss the advantages and disadvantages of convenience foods. Write these on a chart and display it in class.
- 4 In groups, discuss factors to consider when buying convenience foods and present these in class.

Tropical fern salad

Ingredients

- 1 parcel fern
- 1 parcel shallots
- 4 medium-sized tomatoes
- 4 medium-sized green peppers (capsicums)
- 1 tin taiyo or (chilli Taiyo)
- 1 medium-sized carrot (optional)
- 2 dry coconuts
- ½ cup water
- 1 dessertspoon bush lime

Method

- 1 Scrape coconuts and extract cream.
- 2 Wash vegetables and fern under running water.
- 3 Pluck fern, grate carrot and chop vegetables into pieces.
- 4 Boil a cup of water, add fern and boil for a few minutes until cooked. The fern should still be a green colour. Remove fern from pot and leave to cool in a bowl.
- 5 Mix all vegetables with the fern in a bowl. Add taiyo, lime juice and coconut cream.
- 6 Serve with root crops.

Activity 39



- 1 Divide into groups. Choose a convenience food. Write a recipe that would improve the nutritive value of this food.
- 2 Prepare and cook the recipe.
- 3 Discuss and write down the link between junk foods and convenience foods.

Unit 1.6 Advertising

Advertising is a form of communication between a producer and a consumer. It is a way of passing information to people about the goods and services that are available in the market.



This advertisement passes information about a product to a consumer.



An example of advertising

Activity 40

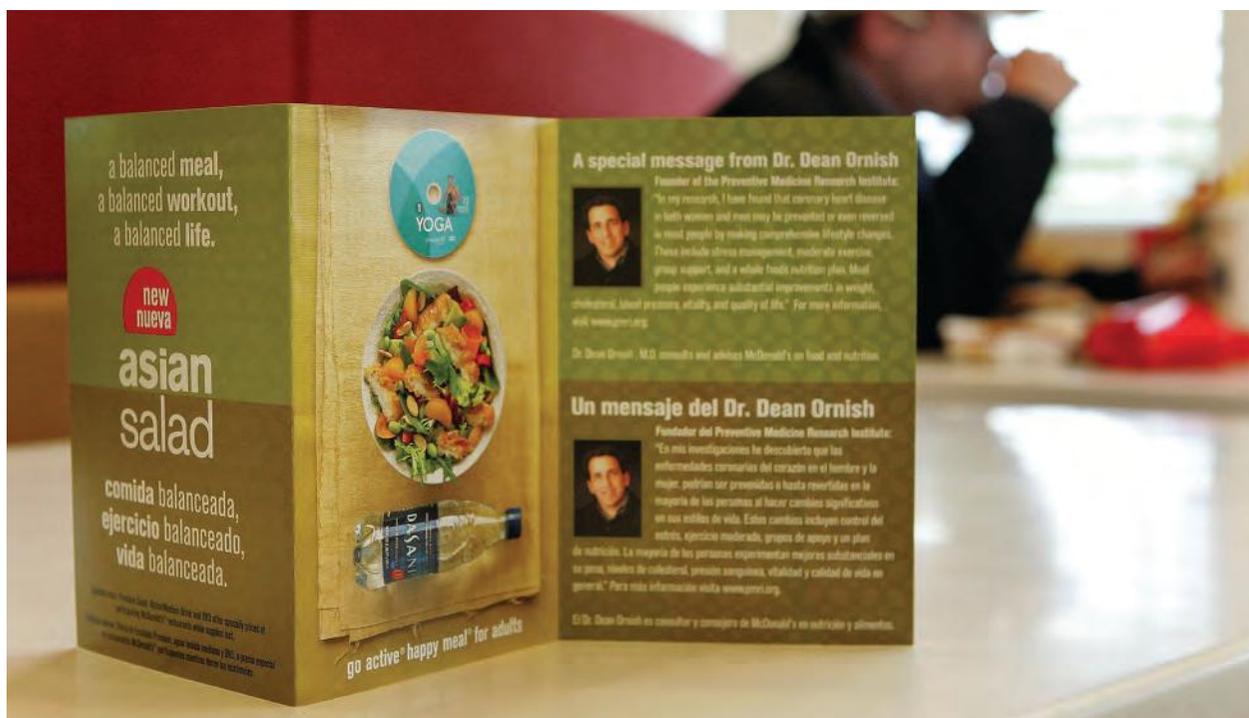


Look at the three advertisements for food on pages 36 and 37. List good and bad things about each.

- 1 Write paragraphs on:
 - the purpose of advertising
 - methods of advertising food
 - advantages of advertising
 - disadvantages of advertising.
- 2 Find a printed advertisement of a food product from a newspaper or magazine. Examine it and report to the rest of the class. Cover the following points:
 - What is the product being advertised?
 - Is the advertisement clear or unclear?
 - Is the advertisement attractive? Why?
 - Is the information given about the product sufficient or not? Do you think there is any information missing in the advertisement?
 - Is the price given? If not, do you think it should be?
 - After examining the advertisement, would you buy the product? Why?



Some advertisements sell convenience foods, such as tinned vegetables or tuna, that can be used to make healthy meals.



Advertisements communicate information between a producer and a consumer.

2

Core Strand: Home management

Unit 2.1 Consumers and finance

To “consume” is to eat or use. A “consumer” is someone who eats or uses things. Consumer education helps you to be aware of how to use your money wisely. Whether a person earns a high income or a low income, they like to feel that they are getting value for their money. This means that they don’t want to waste their money.

Activity 1



- 1 Are you a consumer?
- 2 Discuss what it means to be a “wise consumer”.
- 3 Compare what villagers consume with what people in town consume.
- 4 Why might some Solomon Islanders use their money unwisely?

What is money?

Money is a conveniently sized measure of value. Small amounts of money come in coins that have gold, silver or other metal in them. Larger amounts of money are represented by bank notes. Money is used to get a good or service for a certain amount of money, depending on the value of the good or service. Money is stamped or printed by a public authority such as a mint, usually run by a branch of government.



Examples of money and valuable items, such as jewellery

Activity 2



- 1 Write down your own definition for “money” and compare it with the definition your friend used.
- 2 Discuss and list traditional and modern forms of money in the Solomon Islands that are not included in your definition above.
- 3 Describe how you use money for daily expenses.
- 4 Why has the use of money become more important now than in the past?

Money management

In villages, food is grown in the garden and people can get fish from the sea or hunt animals in the bush. Often villagers only need hard work and skills to get enough food for them and their family. Village homes are built from local resources such as trees, sago palms and vines. There is little need for money, except to buy a lamp or metal cooking pots, or the things that make life more pleasant. A good gardener, fisherman or house builder can find most things his family wants near his village.

Today, people are leaving village life to live in towns such as Honiara, Auki, Kirakira or Gizo. They come to town for many reasons. Some come to work for the government, some to work in shops and garages, and some to start their own businesses. Some come to look for work, or to receive education and some stay with relatives or just hang around (*masta liu*).

Unlike the villager, the family in town finds that money is very important. They cannot get enough food from the little gardens around a town house. Food must be bought at a market or shop, which means a household in a town needs money. Houses in a town cannot be made from bush materials and you must pay

someone for the use of a house. This payment is called “rent”. You can no longer get your water from a river or a well. The water comes through a pipe and a tap and you have to pay for it. If you want to have an electric jug, light or radio, you must pay for electricity. Even your rubbish is carried away for you, but you must pay for this service.

For example, John’s family have lived in town for more than 20 years. John always plans the use of his fortnightly salary by making a budget. He makes sure his family follows his plan. This is a form of financial management. In this way he knows how much money he spends and saves.

A man or woman working in town gets money for his or her work. Some get more than others, but everyone agrees that living in a town costs a lot of money. However, there are ways of managing your money so that your family gets the best value from it. A good idea is to let the whole family talk about family spending. Then everyone knows what is happening and everyone can help.

Activity 3



- 1 Read the section on money management. Compare town life with village life by copying and completing the table below. An example has been done for you.

| Village life | Town life |
|-----------------------|------------------------------------|
| Food grown in gardens | Food bought from markets and shops |

- 2 Explain the terms “budget”, “management” and “money management”.
- 3 Describe difficulties you might have in managing your money.

Unit 2.2 Budgeting

Activity 4



- 1 List things that you should consider when preparing a budget, such as how much money you get each fortnight, and then make a plan. This plan will be your budget.
- 2 In your exercise book, draw up a table like the one below and make a list of your financial goals. Add an estimate or actual cost for each item.

| My goals | | |
|--------------------|----------------|---------------|
| Now | Next year | In the future |
| Sports shoes \$300 | Camera \$2 000 | Car \$50 000 |

- 3 Draw up a table like the one below and note down your fortnightly income.

| | Pocket money | Fortnightly wage from part-time job as a shopkeeper | Occasional catering | TOTAL |
|--------------|--------------|---|---------------------|----------------|
| January | \$50 | \$150 | \$450 | \$650 |
| February | \$50 | \$150 | \$400 | \$600 |
| March | \$50 | \$150 | \$400 | \$600 |
| April | \$50 | \$150 | \$400 | \$600 |
| May | \$50 | \$150 | \$400 | \$600 |
| June | \$50 | \$150 | \$400 | \$600 |
| July | \$50 | \$150 | \$450 | \$650 |
| August | \$50 | \$150 | \$400 | \$600 |
| September | \$50 | \$150 | \$400 | \$600 |
| October | \$50 | \$150 | \$450 | \$650 |
| November | \$50 | \$150 | \$400 | \$600 |
| December | \$50 | \$150 | \$400 | \$600 |
| Total | | | | \$7 350 |

Budgeting for a family



Activity 5

Write your family budget or a plan of how you use your money on an income paid fortnightly. If possible, get information from your parents to help you do this. Your family budget should cover three groups of things.

Group 1: fixed

These are things that that you must pay for each fortnight, such as:

- rent
- water.

Write these down. Beside them, write the amounts they cost you each fortnight.

Group 2: variables

A variable is something which does not stay the same. A variable cost means something that changes in value each time. There are things of a variable cost you must buy such as:

- food
- fuel
- electricity
- household needs
- transport
- insurance.



Activity 6

Everyone needs these, but they spend different amounts on them each fortnight. Put beside each item the amount of money you can afford or how much it actually costs.

Group 3: extras

This group is for “extras”. Here are some suggestions:

- newspapers
- video/CD hire
- church
- presents
- parties
- soft drinks

If you want to make regular contributions to your savings, include this here. You can reduce things in the group 3 list.

Income and expenditure

Income is money you receive, usually through payment for work you have done. Expenditure is the money you use or spend, as outlined in the groups listed in the last activity.

- 1 Carry out a survey on your parents’ or friend’s monthly income (whether it is in the form of a salary or a wage).
- 2 Add weekly expenses (rent, water and electricity bills) and fill in the table below.
- 3 Compare your findings with those of your classmates and hand it in for checking by your teacher.

See the table below for an example of a family budget.

Types of budgets

There are many types of budgets, for example national government, provincial government and business, but the ones you are most familiar with are:

- your family’s budget
- your own personal budget.

Here are some guidelines to help you manage your allowance:

- Think before you buy.
- Plan ahead and decide how best to use your money before spending it.

| January 2011 | | | | | | | | | |
|--------------|----------------|--------------|-------------|------|----------|---------|-----------|------|-------|
| Week | Income | | Expenditure | | | | | | |
| | Salaries/Wages | Other income | Rental | Food | Clothing | Medical | Transport | SIWA | Other |
| 1 | ? | ? | ? | ? | ? | ? | ? | ? | ? |
| 2 | ? | ? | ? | ? | ? | ? | ? | ? | ? |
| 3 | ? | ? | ? | ? | ? | ? | ? | ? | ? |
| 4 | ? | ? | ? | ? | ? | ? | ? | ? | ? |

- Know how much you want to spend and save.
- Compare values and prices before you buy.
- Do not keep borrowing to pay for extravagant purchases (things you want but cannot afford).
- Learn from mistakes you might make.

Activity 7



- 1 Discuss the differences between national, provincial, business, family and personal budgets.
- 2 Why is it important to budget at each of these levels?

Activity 8



- 1 Copy the guidelines above and write down everything you spend money on each day for a week. See if you have considered them in your spending.
- 2 Make a budget for yourself.
- 3 Discuss incomes and costs of living for a town person and a village person in your area.
- 4 Ask a person from your local bank to talk to you about savings accounts.

Spending your money

Before you make a good budget for your family, you need to write down how you spend your money. It is best to make a budget for a fortnight as this is how often most people in the Solomon Islands receive their wages or salary.

Every day for a fortnight, write down the items and costs for all the money you spend. At the end of the fortnight put the items and costs into groups. This will give you a picture of how your income is used. Now you are ready to make your own budget. Your money will only meet your needs if you plan to use it wisely.

Savings

A wise family will try to save some of their income each fortnight. Savings can be used for school fees, vehicle registration and insurance, airfares, or for buying a sewing machine or radio. Savings are also needed if one or both parents becomes too sick to work meaning the family has no income for a while. The family would need savings to buy food and firewood, and to pay rent and hospital expenses.

The safest place to keep your savings is in a bank. By having a savings account you can keep your money safe from thieves, fire and wantoks. Your money will also get interest from the bank and you can withdraw it whenever you want. You will only have money for emergencies if you manage your money well.



Putting money away each fortnight makes saving easier.

Unit 2.3

Methods of buying goods

There are different methods of paying for goods and services you wish to have. Four common methods are:

- cash
- monthly accounts
- loans
- cheque.

If you have a bank card, never send details by internet unless you are sure it is safe. In some places you can now order by mobile phone.

People use different methods of buying goods according to the kind of goods they are buying. The important things are to be satisfied that you are getting value for money and that you can afford to pay for your goods and services. Good management of money will help you to do this.

Activity 9



monthly cash cheque loan

Read the following sentences, copy into your exercise book and fill in the blanks with appropriate methods of payments for goods from the list above. Then answer the questions.

- 1 Tommy pays money for goods when he receives them. For example, if he gives a market seller \$10, the market seller will give Tommy some bananas. This is called a _____ payment.
- 2 What are the advantages of this method?
- 3 Shirley uses goods and services during the month and gets a bill for what she used at the end of the month. The account has to be paid within the following monthly period. This is called a _____ account.
- 4 List the kind of bills issued in the Solomon Islands using the type of account in question 3.
- 5 Jose wants to buy furniture, car and a house. He needs a large amount of money but he does not have money to pay for these things. He needs to get a _____ from the bank.
- 6 Explain the advantages and disadvantages of the method of payment Jose uses.
- 7 Rose wants a type of food warmer not available in the Solomon Islands. To purchase the food warmer, Rose needs to attach something to the letter ordering the food warmer. Rose will then mail this to the company. Rose uses a _____ to pay.
- 8 What are the advantages and disadvantages of the payment method Rose used?
- 9 Juicks wants to buy a keyboard from overseas. He uses a “search engine” like Google® to find out where he can get the best price. He types in his credit card details and the price. The company sends him the keyboard and sends the bill to the credit card company, who send Juicks the bill at the end of the month. If Juicks does not pay the bill straight away, he has to pay interest to the credit card company and will not be able to use his credit card. What are the advantages and disadvantages of the payment method Juicks used?
- 10 Discuss common money management problems for people living in the Solomon Islands. What causes these problems? How could they be avoided?

Unit 2.4

Wise shopping

Read the case study on wise shopping and answer the questions in the activity that follows.



Joanna and Elsie on wise shopping

Joanna is from Malaita and is married to John from Western Province. They have three children and live in Honiara. John works for a large company while Joanna is a housewife and caters from home. She makes roti and bakes buns to sell at the market and White River school.

Joanna is very careful in using her money wisely to get good value. She doesn't want to waste money and wants to be satisfied with her purchases after she has paid for them. Joanna learnt about wise shopping procedures through experience. She is going to share her knowledge with Elsie, her friend, who is having difficulty managing her family income. Joanna is hoping that sharing her experience might help Elsie to save money in the future.

Elsie: Hello Joanna!

Joanna: Hello Elsie!

Elsie: It has been quite tough moving into town, Joanna. I work in a restaurant and my husband works for a private company. We find it very difficult to manage our family income because things in town are priced very high. Since you have lived in town for many years, can you help me?

Joanna: It is very true Elsie, that life in town is not cheap. But I can tell you how I manage my family income. One of the things I find very useful is to visit shops regularly, even if I do not spend any money.

Elsie: How does visiting shops regularly help you manage your income?

Joanna: It helps me to keep up to date with prices. Price rises happen all the time. It is quite common to find two identical tins of food on a shop shelf with different prices. The lower price is old stock, and the higher price is new stock. Always look at the prices marked on tins. If you intend to buy a tin of that food, you would be wise to buy the cheaper tin, as long as it is still in good condition, but look at the "use by" date on the tin first.

Elsie: Keeping up to date with prices is a good idea, but what about comparing prices between different shops?

Joanna: Comparing prices between different stores is very important. You will always find items priced differently at different stores. A tin of meat at one store might cost \$12. The same tin might cost \$10.50 at the next store. Think how dissatisfied you would be if you had bought the tin of meat at the first store. You could have saved \$1.50 and used the money for something else.

Elsie: Is buying in bulk cheaper?

Joanna: Yes, as long as you can afford it on the day. Buying a carton of tinned fish, for example, is cheaper than buying forty-eight individual tins from the shop shelves. Go to wholesale shops and see what they have. Compare their prices with the retail shops. With careful budgeting, you can afford to bulk buy commonly used goods. In the long term, you actually save money this way.

Also, always read labels to check what the contents of a tin or packet are. Buying a lower priced tin of meat that is mixed with cereal is not as good value as buying a slightly higher priced tin that is all meat and no cereal.

Often labels have an expiry date. This means that after the marked date, the food inside the tin or packet may have begun to deteriorate. Look for the expiry date. Don't buy out-of-date goods as you could be disappointed with what is inside. Do not buy goods if you don't know the contents, especially if the labels are in a different language.

Elsie: Is checking weight or the price per kilo important?

Joanna: Of course although this can be very difficult as it sometimes involves complicated mathematics regarding proportions. However, if you are good at maths, this activity will save you money. If a 1 kg tin of milk is priced at \$65 and a 250 g packet of milk is priced at \$19, which one would you buy?

Elsie: Can you give me another example so that I understand it better?

Joanna: If you bought the smaller packet because it was cheaper, you would not get the same value as if you had bought the bigger tin. Four small packets weighing a total of 1 kg would cost you \$76, while the large 1 kg tin would only cost you \$65. You would save \$11 on each kilogram of milk you bought by buying the larger tin.

Let us use one more example. A small reel of thread at 500 m costs \$2. A larger reel of thread at 1000 m costs \$6. Which one would you buy? Which is better value?

Two small reels, each 500 m in length, would cost you \$4.00. The 1000 m reel costs \$6.00. In this case you would get better value for your money by buying two smaller reels.

Elsie: I find most stores do not refund money for returned goods. What do you do in such situations?

Joanna: The secret is to choose carefully. Most shops in the Solomon Islands do not refund money. If you buy clothes without trying them on, you are foolish. Unfortunately most clothing stores in the Solomon Islands do not allow you to try clothes on. Hold clothes close to your body. Choose carefully. If you feel unsure about an item, don't buy it. It's your money. Only spend it if you feel sure that you will be satisfied with what you have chosen. Also take time to shop. People who go shopping in a hurry often buy goods that they later wish they hadn't. Give yourself enough time to shop carefully.

Elsie: Do you find yourself overspending in your shopping?

Joanna: Not really. Having a budget helps me not to overspend. Remember that shopping is spending. You know how much money you can afford for items if you make a budget. Buying chicken for a meal instead of tinned fish might mean you don't have enough money left to buy firewood.

It is also wise to make a shopping list. Writing down a list of things you really need, with the estimated prices beside each item, helps you to spend your money wisely. You are less likely to buy things you don't really need and can't really afford.

Elsie: What about when shops in town are dirty and not well looked after, with very small spaces and overcrowding?

Joanna: Buy in clean shops. Clean stores usually offer a better quality article than a similarly priced article in a poorly kept store.

Elsie: I bought a portable digital music player but I can't use it because its instructions are written in Chinese.

Joanna: If you can, you must always ask for a demonstration of expensive equipment. If you are buying a portable digital music player ask the shop assistant to put batteries in it, play some music on it and tune the radio for you. A wise person makes sure equipment is working before they pay for it.

Elsie: I am easily attracted by advertisements and buy things I do not really need. How can I resist this?

Joanna: Don't be encouraged by advertisements to buy things you don't really need. Think carefully and ask yourself, "Do I really need it?" and "Can I afford it?" For example, if pots are being advertised, then look for quality. If you were looking at two similarly priced cooking pots, which one would you choose? Choose the one that looks stronger and will last longer. Often it is necessary to pay a little more to get better quality.

Elsie: Thanks so much for sharing your experience with me, Joanna. I have learnt a lot from you.

Joanna: You are welcome. Experience is a good way to learn wise shopping procedures. If you are ever disappointed with a purchase for any reason, learn from that experience. Don't make the same mistake again. Remembering some of the points I have shared with you should make you a happier and more satisfied consumer.

Activity 10



- 1 Read labels showing the contents of different tins of meat. Explain the difference between different meats.
- 2 Compare the prices of a common food item (same brand, same size, same product) in three different stores. Which store gives best value for money for this item?
- 3 Compare the weight–price relationship of a product that comes in different sizes. Which size gives you the best value for money?
- 4 Have you ever bought something you regretted? Explain your experience.
- 5 Make a list of points you would tell someone who wanted to know about wise shopping procedures.
- 6 Do you use your money wisely like Joanna? If not, what can you do about it?
- 7 Use the conversation to design a poster called "wise buying" which could be displayed in someone's home. Briefly summarize the main points and make sketches to illustrate them so the poster looks attractive.

Wise buying of handmade goods

There are many beautiful hand-made goods in the Solomon Islands. These goods are made using traditional and modern crafts and materials. These goods include baskets, brooms, mats, pots, jewellery, clothes, bowls, coconut scrapers, room-dividers, tapa cloth and artifacts.

Buy these things if you need them and can afford them. Buying handmade goods encourages people to use available materials, develop skills and earn an income they wouldn't have otherwise.

Every family has many things to do with their money and it is a good idea to use it wisely.

Activity II



- 1 Do you know how to make any homemade goods? If so, explain the process of making one.
- 2 What are some questions you can ask yourself when buying handmade goods?
- 3 Read the three case studies below. Compare, analyze and decide which one is a wise buy.

Three case studies on wise buying



Case 1: Buying a basket

Mrs Tovue needed a basket. For weeks she had been using an empty rice bag because her old basket was broken. This week there was some money available from the family budget to buy a new basket. So off to the market she went.

She saw many baskets. She examined them closely to see if they were strong and that the handles were well attached. She checked that the weaving was firm and tight, that the basket was comfortable to hold, and that the shape, colours and design were attractive to look at. At last she found one that satisfied her. She asked for the price. It was a little more than she had wanted to pay, but the basket was a good one, so she bought it. Was this a wise decision?

Case 2: Buying a cooking pot

Mrs Ak needed a cooking pot. Her favourite clay pot had broken that day and she needed something to cook the evening meal in. She had the choice of buying an aluminium pot from the village trade store for \$50 or buying a clay pot from the market. Because she had always used clay pots, Mrs Ak chose to buy another one.

The market was a long way from her house and she was hot and tired when she arrived. She quickly bought a pot which looked very smart with moulded designs on it. It cost her \$50 but she liked it. She was pleased with her purchase. She hurried home and, as it was nearly dark, started to cook dinner. While the food was cooking over the fire, there was a cracking noise. The pot broke in two, and all the food fell into the fire. Was this a wise buy? What advice would you give a person who wanted to buy a cooking pot?

Case 3: Buying artifacts

Mrs Laka wanted an artifact to put on the living-room wall. She discussed it with her husband and he agreed that she should buy one if it didn't cost more than \$25, so she went shopping.

She saw all kinds of carved and painted artifacts. Some were cracked and broken. Some used shop-bought paints. Some were blackened with shoe polish. Some had uneven designs, and on some the carving looked poorly and quickly done. At last Mrs Laka found one she liked. It was a carved figure painted with white, yellow and brown clay colours. The carving was well done, it wasn't cracked and the designs were even. The man wanted \$40 for it, but eventually agreed to let her have it for \$30. Was this a good buy?



Kitchen equipment



Utensils that might be found around the kitchen

Kitchen equipment is all the things you use when preparing, cooking, serving and eating food. Different families have different types and quantities of equipment. Below is a list of what you might find in a town family's home.

Examples of common kitchen equipment

- knives
- cups
- glasses
- frying pan
- strainer
- egg lifter
- pots
- forks
- saucers
- mixing bowl
- chopping board
- vegetable peeler
- cooking/ butcher's knife
- spoons
- dinner plates
- jug
- baking dish
- tin opener
- large spoon
- kettle
- teaspoons
- soup bowls
- saucepans
- cake tin
- coconut scraper
- teapot
- stove

Buying kitchen equipment is expensive. In Solomon Islands stores you will see equipment that is very cheap and equipment that is very expensive. Generally, the more expensive equipment is better quality. It is better made using stronger materials, won't damage as easily, and will last longer.

When a person starts a home, they are interested in quantity rather than quality for their kitchen equipment. They want to have a basic kit, and might want all the things in the list on this page. This would cost a lot of money.

What is kitchen equipment made of?

Kitchen equipment is made from materials such as glass, china (clay), plastic, wood, aluminium, enamel, stainless steel and other metals.

Activity 12



- 1 Copy the list of kitchen equipment into your exercise book. Visit your local store and write a price beside each item if available. Total your amounts. That is how much it would cost for a basic set of kitchen equipment. Is it a lot of money? If there is no local store selling all these things, list the ones that are sold and wait until you go to town to find prices of others, or estimate prices by asking people who have been to town.
- 2 A wise person always tries to get the best value for their money. They will always try to buy the best that they can afford. What is the best? What qualities should a person look for when buying kitchen equipment? What do you need to know?
- 3 If you could only afford half the items on this list, which would you leave out or reduce in number?

Activity 13



Can you find something made from each of these materials in your home economics room or at home? Create a table listing the following types of materials. Write down the kitchen equipment you find under the most appropriate heading:

- glass
- china
- plastic
- wood
- aluminium
- enamel
- stainless steel
- other metals.

In your kitchen, you won't have kitchen equipment made from only one material. People buy equipment according to what they can afford and what materials suit their needs.

Activity 14



Copy the following table into your workbook and fill in one or two important things to look for when buying each item, for example a knife must be sharp.

| Item | What to look for |
|--------------|------------------|
| Cooking pots | ? |
| Spoon | ? |
| Kettle | ? |
| Plates | ? |
| Cups | ? |
| Teapots | ? |
| Rubbish bins | ? |

Guidelines for buying kitchen equipment

A wise person examines how well things are made before buying them. They compare equipment costs in different stores. They also take their time when shopping and choose carefully so that they are satisfied with their purchases.

Here are some helpful guidelines to buying kitchen equipment.

- 1 Buy cooking pots with heat-proof handles that are firmly attached. Lids should fit well and have firmly attached knobs that are easy to hold.
- 2 Cutlery (knives, forks and spoons) should be shiny, with no signs of rust. Knives with serrated edges (like a saw) cut food easily. Larger kitchen knives used for cutting pumpkin and kumara should be strong and sharp with firmly attached handles.
- 3 Buy plates and cups in a matching design. When choosing coloured plates, consider if the food will look attractive on them. Put your fingers through cup handles and judge if they are comfortable to hold. China or clay plates are stronger and don't lose their colour but break easily. Plastic plates are less likely to break but quickly get stained.
- 4 Jugs and teapots should stand firm and pour well. Teapot lids should fit well and the design shape should be pleasing to the eye.
- 5 Garbage or rubbish bins should have well-fitting lids and firmly attached handles for carrying. Plastic bins are popular because they are colourful, light, strong and cheap. Metal ones will last longer and don't break, but are heavier, more expensive and may rust.
- 6 Electrical appliances such as water jugs and toasters should be tried in the shop before being bought. Ask for a demonstration.

Spend your money wisely

- Always remember to buy the best quality you can afford.
- Equipment should be used for the purpose for which it was designed. For example, many Solomon Islanders open tins with knives. This doesn't do the knife any good. Use a tin opener to open tins instead.
- Always look for pleasing design and shape. Choose carefully and your equipment will last a long time.
- If you are particularly happy with a brand and type of equipment, buy the same kind next time.

Learning to spend your money wisely will make you a better consumer.

Wise buying of clothing and household fabric items

There are many fabric items that a family spends money on. Clothes, towels and bedding are very expensive. By choosing wisely, they will wear well and you will get value for money. The following lists some clothing and household fabric items that a family might own.

- | | |
|--------------|---------------|
| • shirts | • sleepwear |
| • T-shirts | • swimwear |
| • shorts | • nappies |
| • trousers | • lavalava |
| • underpants | • blankets |
| • sportswear | • bed sheets |
| • socks | • pillowcases |
| • shoes | • towels |
| • coat | • face cloths |
| • thongs | • tea towels |
| • dresses | • tablecloths |
| • blouses | • bedspreads |
| • skirts | • curtains |
| • bras | |

Clothes



Examples of clothing you might find in the Solomon Islands

Compare clothing styles and prices between stores. Examine clothes to see if they are well sewn. Know your size. Ask if you can try clothes on to see if they fit. If the store does not allow you to try them on, ask if you can return them and have your money refunded if they don't fit.

Hold garments against your body. If you think something is a bit small, don't buy it. Check zips and buttons as these are often the weakest points.

Try clothes on to get a good fit

Try to build up a collection of clothes that can be mixed and matched. In that way different skirts, blouses, shorts or lavalava can be worn with more than one outfit or together.

Activity 15



- 1 In pairs, read and discuss some of the questions you need to ask before buying clothes.
- 2 Choose six items from the list on this page and make a list of things to look for in buying each item.
- 3 In groups, each student brings two or three items of their own clothing. Examine them carefully and list the good and bad points of each. Consider appearance as well as quality.

- 4 For each item, write down how many a person needs.
- 5 What advice would you give when buying clothes?
- 6 If a person wanted a good pair of thongs, slippers or sports shoes, what advice would you give them?

Often people are not satisfied with their purchases because the fabric shrinks, the colour runs, the garment pulls out of shape easily or the stitching breaks. A wise person chooses carefully. A wise person does not buy a garment unless they feel that they will be totally satisfied with it. Don't be shy about asking the shop assistant for advice and help.

Many homemade garments are now sold in markets throughout the Solomon Islands. A wise person examines how well these garments are made before buying them.

Many secondhand clothes are now sold in shops throughout the Solomon Islands. These are often very good quality and very cheaply priced. Buying jeans from these shops gives excellent value for money. A wise person would look carefully in these shops before going to look at new clothes.

Consider the type of fabric, colour and style of your garments. It should be suited to the climate and to your activities. You must feel comfortable in the clothes you are wearing for them to look good. Allow money for clothes in your budget. Take your time when you are choosing clothes and you will be less likely to be disappointed later.

Household fabric items

Household linen a family might own includes:

- 1 for the bedrooms—sheets, pillowcases, blankets and bedspreads
- 2 for the bathroom—towels, face cloths, a shower curtain
- 3 for the living room—chair covers and curtains
- 4 for the kitchen—tea towels, tablecloths and table mats.

The type of fabric used for most of these items is cotton. Cotton is light and easy to wash and iron. It lasts a long time and is absorbent, strong, suitable for tropical climates. It is also cheap, widely available, and prints and dyes easily. Usually cheaper items are made of “artificial” fibres—in other words, made-up fibres, not cotton which is grown on plants. These fibres may be less strong, hotter to use, or may not keep you warm at night. The colours may also fade quickly.

Good blankets are made of wool but these are expensive. Often a brushed-cotton blanket is all that is needed in the Solomon Islands.

Good tea towels are made of linen, but these are expensive. Linen is stronger than cotton and lasts longer. Most families buy cotton tea towels because they are cheaper.

Towels and tea towels made of artificial fibres do not absorb water well and do not dry as well as cotton.

Fabric for shower curtains is treated to make it water-resistant, while cheaper shower curtains are made from plastic. Shower curtains prevent water from splashing onto the floor and rotting the wood.

Tips on choosing fabric items

- Colour is important in choosing fabric items for rooms. Attractive rooms use a colour-scheme so that the bedspread, curtains, chair covers and curtains match each other.
- When choosing bedsheets, pillowcases and tablecloths, know the size you need before going shopping.
- Always buy the best that you can afford. Budget money for buying things you need. Take your time when shopping. Look at what is available in different shops and examine items before buying them.

Activity 16



- 1 Plan a basic collection of clothes for a high-school student.
- 2 What household fabric items do you own? What types of fabric are they made from? How much did they cost?
- 3 Discuss wise buying habits when purchasing household fabric items.

Major home purchases

Village homes traditionally did not have stoves, beds, refrigerators, chairs, tables, washing machines, irons or sewing machines, although many families have them now. Traditionally, life in a village was very simple. For many village families in the Solomon Islands, life is still very simple.

However, times are changing. The government and private enterprise companies provide modern housing for thousands of Solomon Islanders. At high schools and training colleges, young people have become used to modern facilities and would like to have them in their own homes. Many educated people now have furniture and stoves in village homes. These items are very expensive.

A wise family sits down together and discusses what they would like to have in a home. They look at what is available in the stores, decide what they want and how much it is likely to cost. They then make a plan and save some money each week until they can afford to buy it. Some people might choose to get a loan, and then they have to make a plan so that regular amounts of money are paid towards the loan each week.

Activity 17



- 1 In groups, imagine you get a paid job earning \$1000 a fortnight after you finish your education. You are given a “permanent” house with a living room, two bedrooms, a kitchen, a bathroom and a shower room. The house has no furniture. Make a list of the furniture you would like to buy to put in your new house.
- 2 Make a plan of how you will buy this furniture.

Stoves

Kerosene, wood, gas and electric stoves are available in the Solomon Islands in different sizes. A person needs to consider the fuel costs as well as the cost of the stove. A person buys what they can afford and the type best suited to their needs.

Beds, tables and chairs



Furniture costs a lot of money and needs to last a long time, so it must be chosen carefully.

Furniture made from cane and wood is available throughout the Solomon Islands. A wise person takes the time to choose carefully, because these items cost a lot of money and must last a long time.

When buying furniture:

- Look at what is available in different stores.
- Consider how much money you can afford to pay. If you learnt woodwork at school, can you make your own?
- When examining furniture, test it. For example, do the chairs and table sit evenly on the floor? Is the chair a suitable height for the table? Will the table be easy to clean? Are the table and chairs well made? Are the chairs comfortable?
- When buying a bed, check that it is long enough and wide enough for what you need. Check that the joints of the bed frame are well made and strong. Lie on a bed to see whether you like the feel of it.
- If you are buying a mattress, buy one with a cover which you can remove to wash.

A sewing machine

Many Solomon Islander housewives and even some men would like to own a sewing machine. This can help them make and repair clothes for themselves and their families.

There are three types of sewing machines:

- Hand machines cost approximately \$800, can be carried around easily and are simple to use.
- Treadle machines cost approximately \$900. Because they can't be carried easily, they are not often stolen. They are worked by the feet, which some people find hard to do. The advantage is that both hands are free to guide the fabric being sewn.
- Electric machines cost over \$3 000, last a long time, can be carried around easily and are simple to use. However, many Solomon Islands homes don't have electricity.

When buying a machine, always ask for a demonstration. You should always be given an instruction booklet and a box containing oil, screwdrivers and spare bobbins and needles. Ask the shop assistant to demonstrate how to clean and oil the machine. Ask where it can be repaired, as maintenance and repair are important.

Electrical equipment



Always know what you are looking for when you buy electrical equipment.

Modern homes often have equipment such as refrigerators, washing machines, radio cassettes, video players, MP3 players, mobile phones, water jugs, lamps and irons.

Some guidelines to buying these are:

- Look at what is available in different stores.
- Compare brands, sizes, ease of operation and costs.
- Choose the type you want and discuss it with your family.
- Ask for a demonstration.
- Ask about maintenance and repair, and if there is a guarantee that you can take it back if anything goes wrong within a certain period.
- Make sure the item will do what you want it to do before you pay for it. Be totally satisfied you are getting good value for your money.

Activity 18



- 1 List as many major home purchases you can think of.
- 2 Tick the ones you would like to have in your own home.
- 3 Write beside each an approximate cost.
- 4 List wise shopping habits to ensure you get value for money.

Unit 2.5 Advertising

Buyer beware!

A wise person reads advertisements to learn more about what is available and how much things cost, and only buys what they need. Use your money wisely and you will be a happy consumer.



Activity 19

- 1 Define “advertising”.
- 2 Discuss and write down the purposes of advertising.
- 3 Describe how to identify if an advertisement is good or bad.
- 4 Why is it important that a person must be able to judge for themselves whether or not to buy a product or use a service?



Activity 20

- 1 Read the extracts from advertisements below. Analyze whether they offer positive or negative messages to the reader.
 - “Everybody’s using...”
 - “Win a...”
 - “Big value...”
 - “Get lots of boyfriends!”
 - “Be loved”
 - “Sale”
 - “The best value in town”.

- 2 Look at a newspaper like *Solomon Star*, a magazine, the telephone directory and the outside and inside of a store. List all the advertisement you see under the following headings:
 - positive and useful
 - negative and useless
 - misleading.
- 3 Advertisements for tobacco products are now banned. Why do you think this is?

Are these good advertisements?

Some people think that some advertisements for food and drink are bad, especially for children. Advertisements for soft drinks, flavoured potato chips, lollies and ice-cream or tobacco products encourage children to buy or ask for things that are not good for their health, especially things that contain a lot of sugar and salt and are likely to make them overweight. Other advertisements are misleading or do not tell the truth. Do you think the government should ban such advertisements as well? If so, give some examples.



3

Core strand: • Clothing and textiles

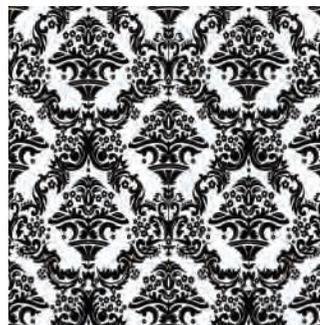
Unit 3.1 Textiles, fibres and fabric

What are textiles?

Textile is another name for cloth, which is *kaliko* in Pijin. Textiles are all around you. You wear textiles, sleep in textiles, and use textiles in to furnish your house.

Textiles have been used by people all over the world for thousands of years. It is known that cave dwellers wore dried animal skins as protection from wind and rain. You need textiles to keep you warm and safe. They keep you in fashion and most importantly, they help make your life comfortable.

The term textiles comes from the Latin word *texere*, meaning “to weave”. Originally the term only applied to woven fabrics, but today the definition is broader. Textiles are made from many different types of fibres, yarns and fabrics.



Different types of textiles make a range of products for you to use.



Activity 1

- 1 Where can you find textiles?
- 2 How long have people been using textiles?
- 3 What did cave dwellers use dried animal skins for?
- 4 Where did the term “textile” come from?
- 5 Name six uses of textiles.
- 6 Why is it important to know about textiles?

Traditional fibres

Solomon Islands people have their own way of using traditional fibres to make different products. The most common types of textile products used in the homes are baskets, bags, mats, fans and necklaces. Products like grass skirts, kabilato and traditional umbrellas are only used during traditional gatherings or special cultural shows. Many textile products in the Solomon Islands are made from different types of plants, bark, leaves and vines.



Activity 2

- 1 Copy and complete the table below. Fill in your province, type of fibre and the types of traditional textile products made, and then compare with someone from another province. The first one has been done for you.

| Traditional fibres | | | | |
|--------------------|--------------|---|---------------|--------------------------------------|
| Province | Plant fibres | Type of textile product and its uses | Animal fibres | Type of textile product and its uses |
| Western | Pandanus | Used to make hats which protect from the sun and for decoration | ? | ? |
| Temotu | ? | ? | Opossum fur | A purse to put money in |

- 2 Select one traditional item made from plant/animal fibres from the table you completed and explain where it is collected and how it is prepared, constructed, cared for and stored.

Modern or introduced fibres

People in the Solomon Islands use a lot of textile products that are imported from other countries and are made from modern fibres. The modern fibres are classified into two main categories or groups:

- natural fibres, which come directly from plants and animals.
- artificial or man-made fibres. Within the last 100 to 150 years, people have discovered the art of making fibres from various chemical substances. As a result, new ranges of fibres have appeared.



Activity 3

- 1 Read the notes on page 57 about natural and man-made fibres and make a summary in your exercise book. Remember what you have learnt in English about taking notes. You can either write down the main points in note form, using numbers or bullet points, or make a table like the following in your exercise book and fill it in with required information.

| Name of fibre | Comes from or is made from | Process of production | Characteristics |
|---------------|----------------------------|-----------------------|------------------------------|
| Cotton | Cotton plant inside a pod | Picked and cleaned | Smooth, thin, keeps you cool |

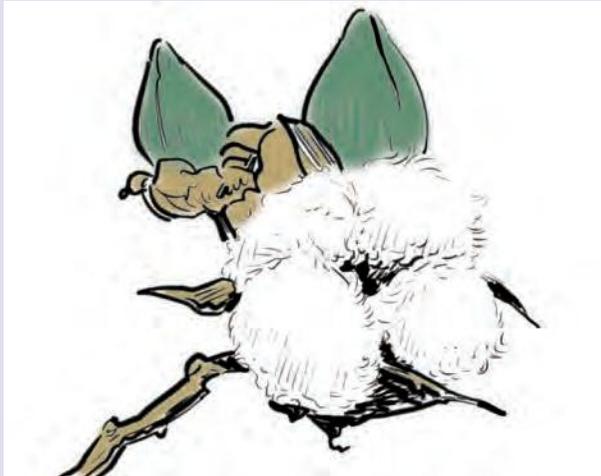
- 2 Examine your box, basket, suitcase or wardrobe and bring some clothes to class. In groups, classify your clothes into those manufactured from man-made or natural fibres. Take note to look at care labels.
- 3 Unscramble the letters of words underlined and write the answers to each question in your exercise book.

Natural fibres

Unscramble the underlined word by using the clues below.

What am I?

totcno



I come from a plant fibre made from a plant that grows in countries such as India, China and Brazil.

- I cannot grow in the Solomon Islands because I need a long dry season.
- I grow to about 1.5 m high and produce a pretty white flower.
- My flower turns pink before drying up and falling off, leaving a pod behind.
- My pod swells until it is about the size of an egg.
- Once my pod is ready, I burst open, displaying hundreds of white fibres, each about 2 cm long, surrounding the seeds. I am then called a “boll”.

- I am picked and cleaned to take away the seeds and sent to the factory.
- My properties are found on the leaves of the tree below.



What am I?

nienl



The flax plant

- I come from the stem of the flax plant.
- I am a slender-stemmed plant with branches and flowers near the top.
- My stem is not thick.

- I grow to a height of only one metre.
- My fibres grow in bundles between the outer bark.
- My cloth is thicker and stronger than the plant fibre called totcno.
- I am a fair conductor of heat can soak up moisture and sweat and easily shrink and stretch. I am spoilt by mildew and do not dye well.

What am I?

lowo



A sheep

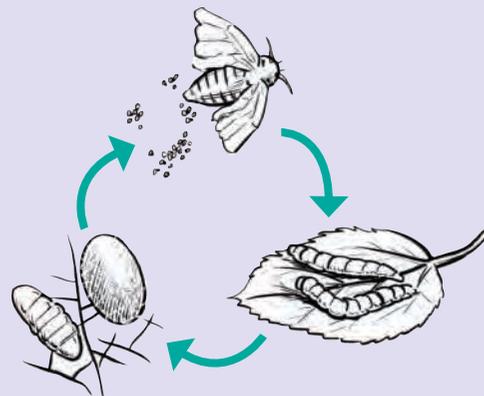
- I am a protein fibre, one of the natural fibres.
- I come from an animal called a sheep, and I am the fur that helps to keep it warm.
- I am usually sheared from sheep and sorted for quality.
- I am then packed into bales and sent to mills.
- I became popular as a material for textiles because I am soft, fine and warm.
- I am widely used for blankets, floor mats and socks.

- I am weak and can be destroyed by tiny insects called moths, so I must be well kept and treated with care.
- I can keep you very warm during winter or cold weather.
- I am absorbent and can make you feel comfortable.
- I can't stay close to heat and fire because this will shrink me.

What am I?

skli

- I am a moth (like a butterfly).
- I lay the eggs from which skli worms (larvae) hatch.
- My larvae are fed on mulberry leaves.
- When my larvae grow to about 9 cm long, each spins a cocoon or "house" to cover itself. The cocoon is about the size of a small chicken's egg.
- My cocoons are made of skli fibres which are used in fabric making.
- I am fine, shiny and slippery.
- I am mainly produced in China and Japan.
- I and the other natural fibres produce short fibres. We are "spun" or twisted together on a machine to make a long thread.



A diagram of a skli worm's life cycle, including the moth, cocoons and larvae.

Man-made fibres

Unscramble the underlined word by using the clues below.

What am I?

rnyao

- I am a fibre made from cellulose or the wood pulp of trees like spruce and eucalyptus.
- My bark is removed and cellulose is extracted from the pulp to resemble a natural fibre.
- In order to manufacture me, the fibres are cut short to resemble cotton and later woven into fabric.
- The wood pulp is made into cellulose, which is steeped in caustic soda.
- The cellulose is then ground and mixed with other chemicals.
- The mixed chemical is then pushed through a filter.
- After filtration the fibre is cut and spun into staple yarns.

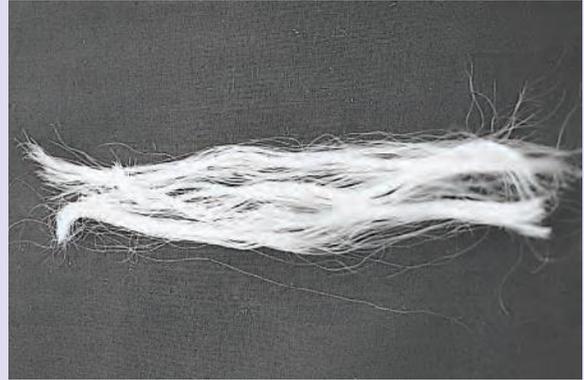
What am I?

Ployseetr and nlony

- My name is nlony and my friend's name is ployseetr.
- We are both synthetic fibres that are made from raw materials and chemicals.

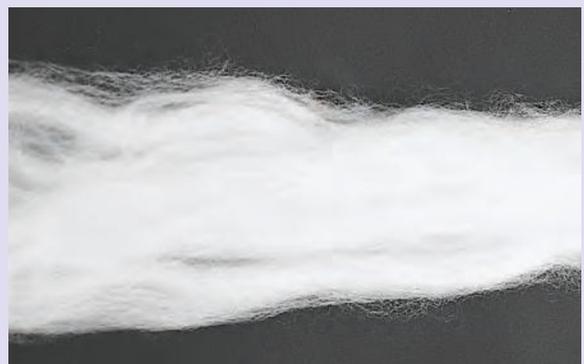


A sample of nlony



A sample of ployseetr

- As you can see, I, nlony, begin as plastic-like chips, and I am transformed into fibre by a man-made process.
- My friend ployseetr also begins as plastic-like chips, which are melted down and changed to staple or filament as shown below:



Turning ployseetr chips (top) into a filament (bottom)

Heat-conducting properties of fibres

An important property of all fibres is their ability to conduct heat. It is true that in the daytime when the sun is hot, you need fabric to protect your body from the sun's heat. At night, your body produces heat and you need fabric to prevent the heat escaping from your body. A bedsheet does not make you warm, it prevents the heat from your body escaping.

If a fabric is a good conductor of heat, it means heat easily passes through it. To keep someone warm at night, you need fabric that is a poor conductor of heat. This means the fabric does not let heat pass through it.



Fabric needs to do different things depending on what you are doing.

Fibre identification

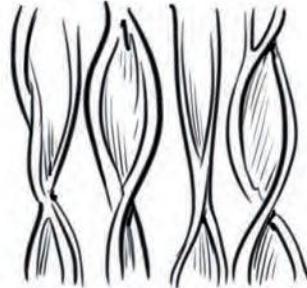
There are several methods you can use to identify a type of fibre. The two common ones are microscopic identification and the burning test.

Microscopic identification

Many fibres can be identified with the help of a microscope. A drop of water can be placed on a clean glass slide and fibres are placed on the drop of liquid. The glass is covered and the fibre is then identified under the microscope.

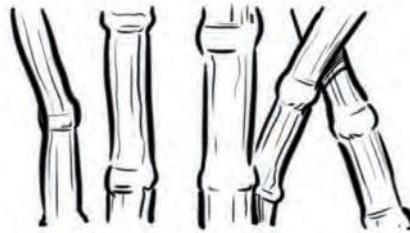
The microscopic results of the fibres are shown below:

1 Cotton fibre



Flat with a characteristic twist. Resembles twisted ribbon.

2 Linen fibre



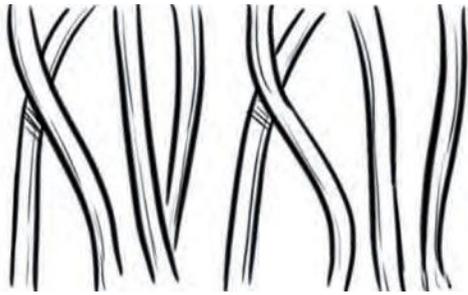
Rounded with swelling or nodes at intervals. Resembles bamboo shoot.

3 Wool fibre



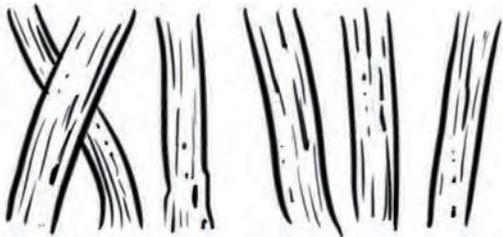
The outer skin is made up of overlapping scales.

4 Silk fibre



Rounded structure with no surface markings.
Resembles a glass rod.

5 Rayon fibre



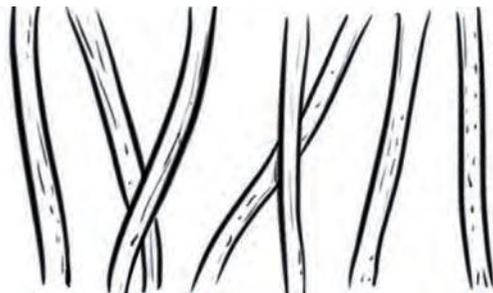
Rounded with grooves running lengthwise.

6 Nylon fibre



Has a structure like an iron rod.

7 Polyester fibre



Has specks of de-lustering agent in the fibre.

The burning test

The burning test involves observing what happens to a sample of fabric when it is burnt in fire and then removed. The table below shows the results of the burning test.

| Fibre | Results |
|-----------|---|
| Cotton | <ul style="list-style-type: none"> Burns with yellow flame. Smells like burning paper. Leaves soft grey ashes. |
| Linen | <ul style="list-style-type: none"> Burns with yellow or orange flame. Smells like burning grass. Leaves grey ashes. |
| Wool | <ul style="list-style-type: none"> Hard to ignite into flames at the start. Smells like burning hair. Leaves little black beads that can be crushed between the fingers. |
| Nylon | <ul style="list-style-type: none"> Does not form very strong flames. Smells like chemical. It melts and forms hard beads. |
| Polyester | <ul style="list-style-type: none"> Hard to ignite into flames at the start and burns with a yellow flame. It melts and forms hard beads. Smells like celery. |

Activity 4



- Cut out pieces of fabric (10 cm x 10 cm).
- Either burn them or use the microscope to test what fibres they are made of by checking against the diagrams provided above. Follow all of your teacher's safety instructions.
- Copy the table below into your exercise book and fill in your test results.

Results

| Results | | | |
|-----------------------------|---------|------------|---------------|
| Fabric sample (2 cm x 2 cm) | Burning | Microscope | Name of fibre |
| 1 | ? | ? | ? |
| 2 | ? | ? | ? |
| 3 | ? | ? | ? |
| 4 | ? | ? | ? |
| 5 | ? | ? | ? |

3.2 Fabric construction

Fabric construction methods

Fibres are twisted together into long threads to make yarns or threads that are later constructed into fabric. The thickness of the yarns determines the thickness and weight of the fabric. There are different methods of fabric construction, such as crochet, macramé, felting and netting, but the two most common methods are knitting and weaving.

Activity 5

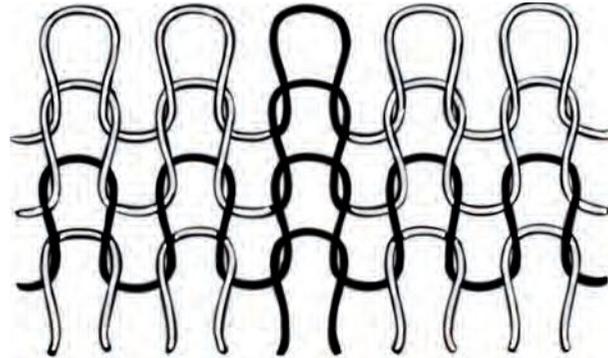


- 1 Divide learners into groups and ask each group to bring crochet, macramé, felted, netted, knitted and woven items. Identify and describe how each item is constructed and cared for and present your results in class.
- 2 Read paragraphs on knitting and weaving, and summarize notes in your exercise book.
- 3 Cut strips of paper, pandanus or coconut leaves and do plain, twill, sateen and satin weaves.
- 4 Paste, label and explain each weave in your exercise book.

| The type of weave | Sample of the weave | Description of how the weave is done |
|-------------------|---------------------|--------------------------------------|
| 1 Plain weave | ? | ? |
| 2 Twill weave | ? | ? |
| 3 Sateen weave | ? | ? |
| 4 Satin weave | ? | ? |

Knitting

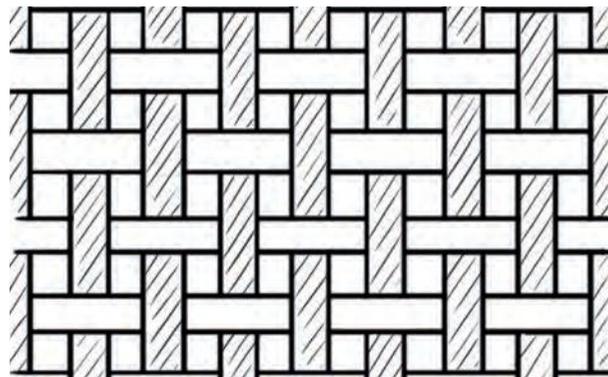
Knitting is the interlocking of loops of yarn into fabric. Knitting needles are used to form the fabric. The length of the fabric is formed by many rows of interlocked loops. Knitted fabrics are able to stretch more than woven fabrics.



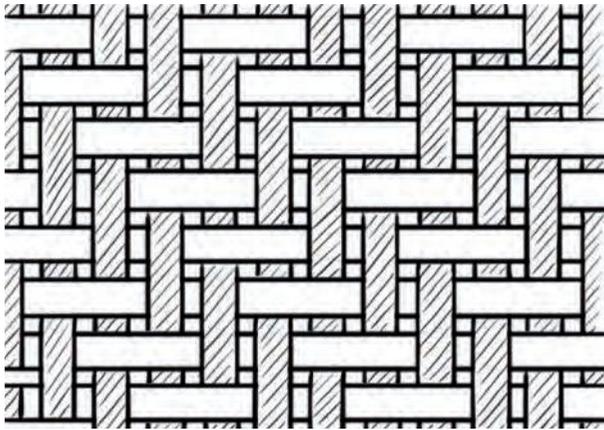
The interlocking loops of yarn in knitted material

Weaving

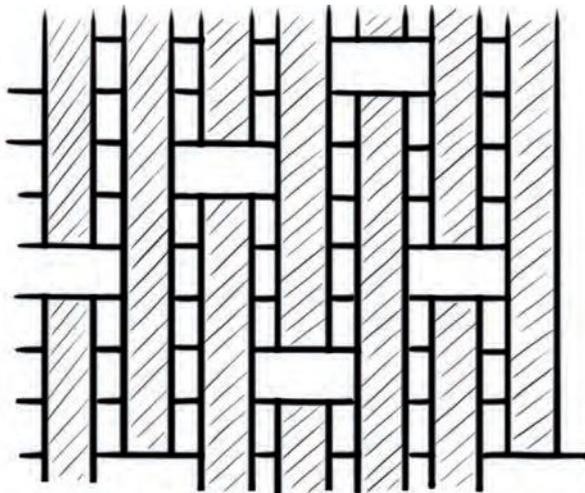
Weaving is very common in the Solomon Islands, as every province has its own way of weaving mats and baskets. For example, most common weaving is done with strips of pandanus, and coconut leaves are also interlaced to make traditional baskets and mats. The woven fabrics brought into the Solomon Islands to make clothing and household items are made in the same way as woven mats and baskets. One set of yarn runs the length of the fabric, while another set is interlaced across the lengthwise yarns; that is, the yarn going one way goes over and under the other. There are different ways to do the weaves so that they look decorative on the fabric or the textile item.



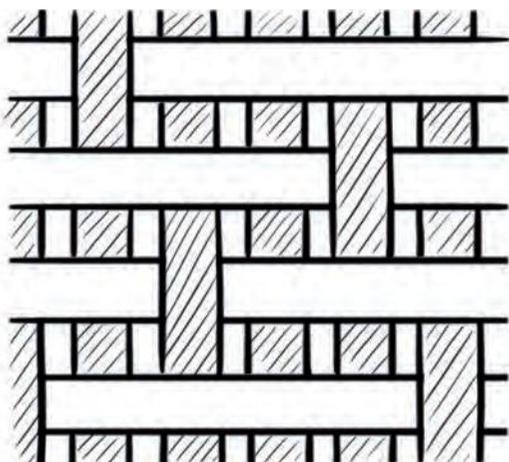
Plain weave



Twill weave



Sateen weave



Satin weave

Activity 6



- 1 Divide into groups. In your exercise book, discuss and explain some of the reasons people wear clothes.
- 2 Share your answers in class.

Unit 3.3 Wearing garments

Every time you get dressed you are saying something about yourself and you are communicating how you want other people to think about you.

People of different cultures wear their national dresses to show their identity and nationality. The customs, traditions and laws of society greatly affect what a person wears.



Activity 7

- 1 Do some research and name the different types of garments worn in the Solomon Islands by women and men, boys and girls.
- 2 Sketch a national dress or suit for the Solomon Islands for either men or women.
- 3 Explain why you have chosen that design for the national dress.
- 4 What kinds of things do you think about when you choose what to wear? Do you consider what other people think of you when they see you? For example, what would people think if you wore a sleeping dress or sportswear to church?

Garments for different occasions



A Solomon Islands soccer team

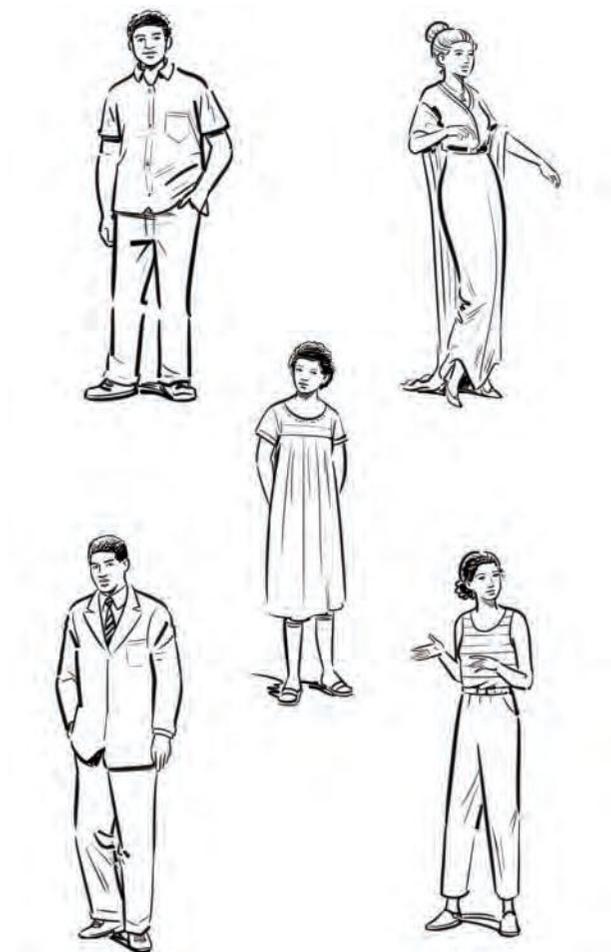


A Solomon Islands sports event

Different garments are appropriate to wear for different occasions. This is because what you wear often depends on the nature of the occasion.



Solomon Islands girls dancing



People dressing in clothes for different occasions

Activity 8



- 1 What type of clothes would you wear for the following occasions?
 - a picnic
 - going to a garden or park
 - going to church
 - going with your parents to visit your aunts and uncles
 - going to visit your own friends
 - attending a dance or social night.

Ask your teacher or parents what kind of shorts, trousers or dresses they wore when they were your age. Compare them with what you wear now.

- 2 In your exercise book, list the different occasions people are attending in the pictures opposite.
- 3 Discuss how fashion has changed over the different periods of history (ask older people).
- 4 Sketch an outfit or garment you want to wear for an occasion and state two reasons for your choice.

Factors to consider when choosing clothes

Before you decide whether a particular garment suits your body, you must consider all the features that make up the overall design of a garment. Consider features of your own body and decide whether the garment design you have chosen is the best one for you.

Face shape

There are five basic face shapes. The shape of a garment's neckline can create a good or bad effect for different facial features.

- Square-shaped faces are best suited to round, V or oval necklines.



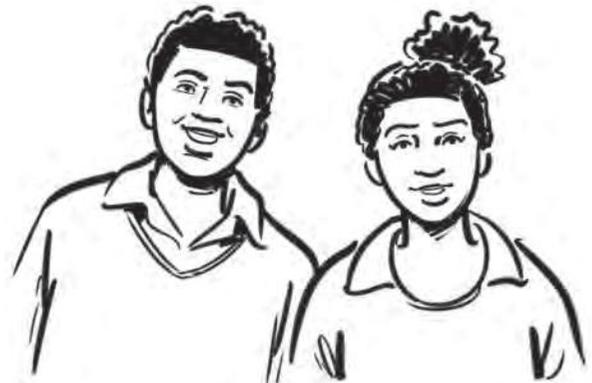
Square-shaped faces

- Round faces suit square and V necklines, including pointed collars, front openings and lapels rather than round necklines.



Round-shaped faces

- Oval faces suit anything!



Oval-shaped faces

Core Strand: Clothing and textiles

- People with diamond/heart-shaped faces should avoid points. These face types suit round, oval, high and wide necklines, but not V necklines.



Body shape

Body shapes can be short, tall, heavy, light, top-heavy and bottom/hip-heavy. By co-ordinating fabrics of different colours, textures and patterns, as well as garments with a different design and line, you can disguise your problem areas.

Short figures

People with short figures often prefer to look taller. This can be achieved by using the following guidelines.

- Line: vertical lines (for example, vertical stripes placed close together), centre-front interest (a zip or button-up openings), and simple silhouettes make the figure appear taller.
- Colour: single-colour garments are preferable to separates with contrasting colours. Colour accents can add interest.
- Design: high waistlines and interest on the neckline draw the eye upwards. Choose items such as long, narrow lapels on coats and blouses, tunics and straight-legged pants.

- Fabric: choose simple, plain textures with medium- to small-scale prints and soft, draping fabrics.



Tall figures

Tall figures can usually carry any style of garment, provided they have no other stand-out figure feature. Tall-figured people should try to “balance” their height.



- Line: horizontal lines balance the tall figure (for example, pockets, yokes, belts, closely spaced stripes, double-breasted fronts. Widely spaced vertical stripes make the body appear shorter.
- Colour: use contrasting colours in separates.

- Design: defined waistlines or hiplines “cut” the body in half. Use wide, deep lapels on coats, medium-length jackets, wide, flared or cuffed trousers or pants, lots of detail and layers.
- Fabric: choose bulky textures, large checks, medium to large-scale prints, and soft and crisp fabrics.

Slim figures

Slim people, if tall enough, can wear a variety of garment styles. Their main concern is to select clothing that hides the angles of their body.



- Line: choose horizontal and curved lines, yokes, pockets, gathers, pleats and tucks. Use soft, rounded silhouettes and widely spaced horizontal stripes.
- Colour: select lighter, brighter colours with contrasting accents, such as a belt or a scarf.
- Design: loose turtleneck collars or soft scarves disguise thin necks. Wide ties, long full sleeves, full blouses, vests, layers, flared skirts, wide-leg pants, wide lapels on coats, and jackets with lots of detail camouflage a thin body.
- Fabric: use textured fabrics with checks and prints in proportion to height. Soft fabrics in gathered styles or crisp fabrics help hide protruding bones.

Overweight figures

Overweight people usually wish to make the body look slimmer. The main guide is to keep it simple.



- Line: choose vertical lines and loose-fitting silhouettes. Panels, vertical stripes and button-up or zipper fronts make the body appear taller and thinner.
- Colour: dark, cool colours make the body size less dominant. One-colour outfits are less fussy. Decorative but simply cut necklines will take attention away from the body and frame the neck and face.
- Design: simply cut necklines, fabric belts, longer sleeves, straight-legged pants, tunics, softly tailored suits and slightly flared skirts help disguise a bigger body.
- Fabric: choose simple, plain textures, medium-scale prints and crisp, lightweight fabrics.

Top-heavy figures



The top-heavy figure has a slightly out-of-proportion body due to large breasts or wide, muscular shoulders and/or arms. People with this figure type should choose garments that bring the focus towards the hip area.

- Line: choose all-over vertical, or horizontal on the hips. Slimming silhouettes with features such as pockets, pleats and yokes, and tucks on the skirt and pants. Tops should be simple and uncluttered.
- Colour: use contrasting colours with darker, duller and cooler colours on top. Use prints and light, warm colours for the lower section.
- Design: choose an uncluttered upper silhouette, easy-fitting jackets, cardigans and trousers with horizontal detailing.
- Fabric: simple, lightweight, plain textures for tops. Textured prints or patterns for skirts and pants.

Hip-heavy figures

In contrast to the top-heavy figure, the hip-heavy figure requires emphasis on the upper part of the body, chest and shoulders, and help to disguise the hips.



- Line: choose all-over vertical or horizontal lines on the upper body, for example easy-fitting, slimming silhouettes. Yokes, tucks, gathers, pockets and so on should only be on the top. Keep the lower half of the garment or outfit simple.
- Colour: use contrasting colours that are bright and warm. Prints can be used on top, with darker, duller and cooler colours on the skirt or pants.
- Design: use neckline features such as a low neckline, upper pockets, yokes, raised waistlines and flared skirts. One-piece outfits are better than skirts, pants or culottes. Loose-fitting tops to hip-level are also suitable.
- Fabric: choose simple, plain textures for skirts or pants. Textured or draping fabrics are only suitable for tops.

Activity 9



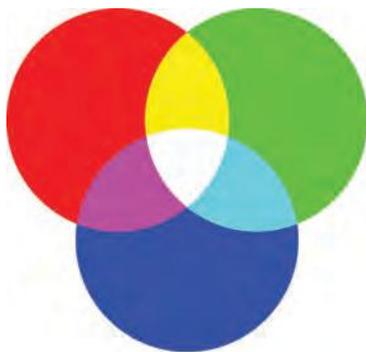
- 1 Read notes on figure types.
- 2 State factors to look for when choosing clothes for each body type.

Choosing suitable colours



A colour wheel

Remember: blue, green and purple make people look smaller. They are also associated with the coolness of water.



Colour combinations are made by adding colours on the opposite sides of the colour wheel.

Activity 10



- 1 What are your favourite colours?
- 2 Draw the colour wheel into your exercise book.
- 3 Select the colour you like. Make sure it matches your skin and hair colours.
- 4 Compare your work with that of your classmates.

Activity 11



- 1 Read the notes above on figure types from page 65 to 69. Make a summary in your exercise book.
- 2 In your exercise book, research and decide which figure type suits your body.
- 3 In your exercise book, create a set of guidelines that will help you select clothes that suit your figure type.

Unit 3.4 Garment construction and assessment

Patterns

When constructing garments, a person can use commercial patterns, non-commercial patterns or homemade patterns.

Commercial patterns

Commercial patterns are produced by companies that make paper patterns for home sewing. They are drafted according to the standardized basic measurements and figure types.

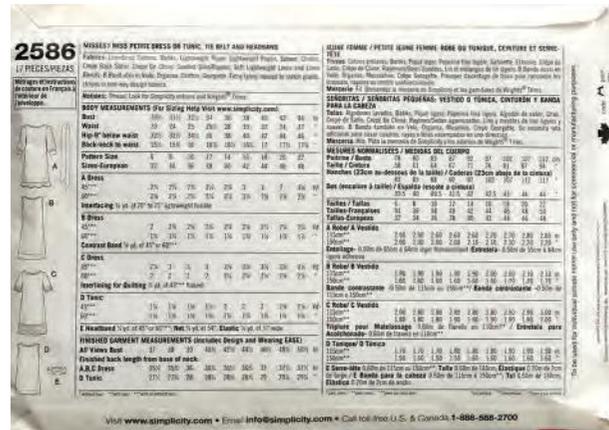
The pattern has three main elements: the envelope, the instruction sheet and the pattern pieces. They contain very important information you must know, understand and be able to apply.

On the front of the envelope is information on the company name, pattern number, and pattern size, and the design picture from the pattern.



The front of a commercial pattern envelope

The back of the pattern envelope provides additional information for the sewer. There is also a written garment description along with the sketch of the garment and the number of pattern pieces. Other information found on the back includes the fabric measurement requirement (amount of fabric required) and items needed to complete the garment.



The back of a commercial pattern envelope

The sewer can choose the type of pattern wanted after considering the design, the brand of the pattern, how much fabric is needed and the necessary sewing experience, which contributes to how well the person can sew the garment.

Non-commercial patterns

Non-commercial or homemade patterns are drafted or adapted from block patterns or cut out from the commercial patterns to fit a person. Another way to draft a non-commercial or homemade pattern is to undo or remove stitches from a garment with a design you like.

Activity 12

Look at the commercial pattern pictures on this page and identify the following:

- type of garment
- brand
- The number and style of dresses included in the pattern.



Activity 13

- 1 Copy the diagram on this page into your exercise book and label it with the correct word from the list of pattern symbols.
- 2 Discuss the purpose of these symbols.

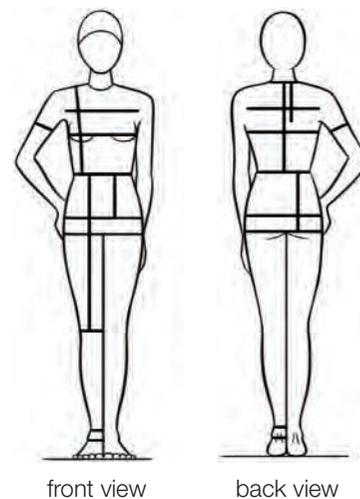
Body measurements

What is your size? It is important to know your size, especially when you want to make an outfit or to buy some clothes that will look good on you. When you know your size, the garment you are going to sew will fit your size and make you look nice.

Most of the clothes you buy are imported from other countries and come in different sizes. On these clothes, the measurements are written on the label, which is attached to the back neck or waist of the garments. These measurements can come in inches or centimetres, so it is important to know your body measurements.

When taking body measurements it is important that the person being measured:

- 1 stands up straight
- 2 has their hands at their sides
- 3 doesn't bend to watch what their friend is doing.

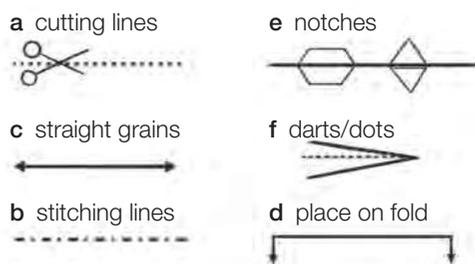
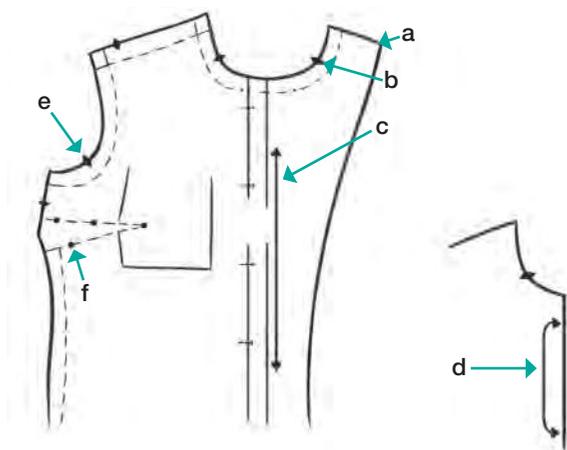


Taking body measurements

Pattern symbols and markings

The pattern symbols are labelled on the pattern pieces because they act as a guide when laying out, cutting out the pattern and sewing the garment. This will help the sewer cut the fabric in the correct manner for the design and match the right pieces together before sewing.

- a cutting line
- b stitching line
- c place on straight grain of fabric
- d place on fold of fabric
- e notches
- f darts and dots
- g button holes
- h gathering on the dashed line



Pattern pieces, their symbols and markings



Activity 14

- 1 In pairs, copy the table below into your exercise book. Take your body measurements and then record them in your table. Make sure you take your body measurements accurately.
- 2 Use the picture on page 71 to take body measurements accurately.

| Measurement | Where to measure | Record your measurement (cm) |
|-------------------------------|---|------------------------------|
| Bust | Over the fullest part of the bust and around the back | ? |
| Waist | Around the waist curve | ? |
| Hips | Over the fullest part of the body below the waist | ? |
| Shoulders | From the neck to the armhole edge | ? |
| Neck | Around the neck | ? |
| Armhole | Over the shoulder, around the underarm and back to the shoulder | ? |
| Shoulder to waist | From the shoulder to the waist | ? |
| Waist to hips | From the waist to the hip | ? |
| Skirt length | From the waist to the desired skirt length | ? |
| Depth of bust prominence | From the neck at the front to the level of the bust prominence. | ? |
| Bust separation | The distance between the nipples | ? |
| Side length of pants or skirt | From the waist to the ankle | ? |

- 3 For female class members, study the following standard body measurement table and compare your body measurement with it to find your size category.

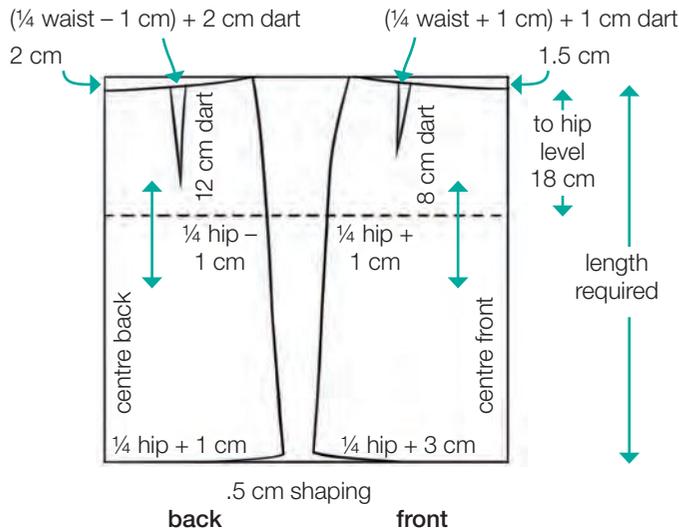
Body measurement table for women (cm)

| | Small | Medium | Large | Extra Large |
|--------------------------------------|-------|--------|-------|-------------|
| Size symbol | S | M | L | XL |
| Bust | 82.0 | 88.0 | 94.0 | 100 |
| Waist | 62.0 | 68.0 | 74.0 | 80.0 |
| Hip | 87.0 | 93.0 | 99.0 | 105 |
| Back width | 32.8 | 34.4 | 36.0 | 37.6 |
| Chest | 30.6 | 32.4 | 34.2 | 36.0 |
| Shoulder | 11.9 | 12.3 | 12.6 | 13.0 |
| Neck size | 35.5 | 37.0 | 38.5 | 40.0 |
| Dart | 6.1 | 7.0 | 7.9 | 8.8 |
| Top arm | 26.4 | 28.4 | 30.4 | 32.4 |
| Wrist | 15.3 | 16.0 | 16.7 | 17.4 |
| Ankle | 23.1 | 24.0 | 24.9 | 25.8 |
| Nape to waist | 39.2 | 40.0 | 40.8 | 41.6 |
| Front shoulder to waist | 39.2 | 40.0 | 41.0 | 42.0 |
| Armhole depth | 20.2 | 21.0 | 21.8 | 22.6 |
| Waist to knee | 57.7 | 58.5 | 59.3 | 60.1 |
| Waist to hip | 20.2 | 20.6 | 21.0 | 21.4 |
| Waist to floor | 102.5 | 104.0 | 105.5 | 107.0 |
| Sleeve length | 57.4 | 58.4 | 59.4 | 60.4 |
| Sleeve length (jersey) | 51.4 | 52.4 | 53.4 | 54.4 |
| Extra measurements (garments) | | | | |
| Cuff size, shirts | 21 | 21.5 | 22 | 22.5 |
| Cuff size, two-piece sleeve | 13.5 | 13.75 | 14 | 14.25 |
| Trouser, bottom width | 21.5 | 22 | 22.5 | 23 |
| Jeans, bottom width | 18.5 | 19 | 19.5 | 20 |

Activity 15



- 1 Use your body measurements to draft the skirt block and shorts block for female and male below.
- 2 Your teacher will help you with this.



A basic skirt block

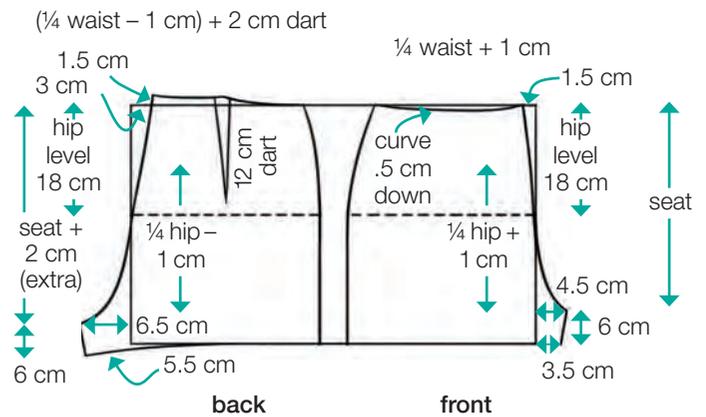
Sewing a garment with a collar and sleeves

A collar is the part of the garment that fits around the neck. A sleeve is the part of the garment that covers the arm.

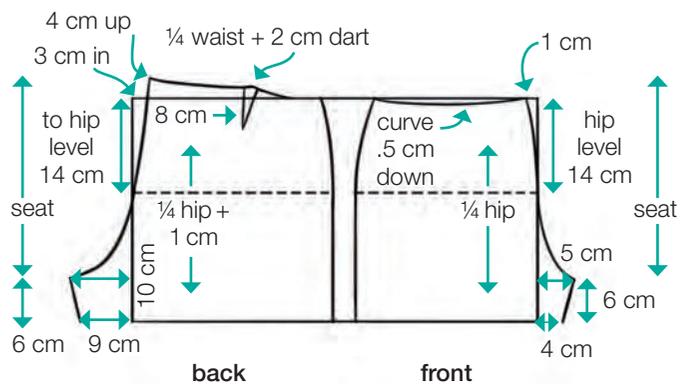
The first step in sewing a garment with a collar and sleeves is to decide what type of garment you would like to sew. Collars and sleeves may be attached to blouses, shirts, dresses and jumpsuits.

Different styles of collar

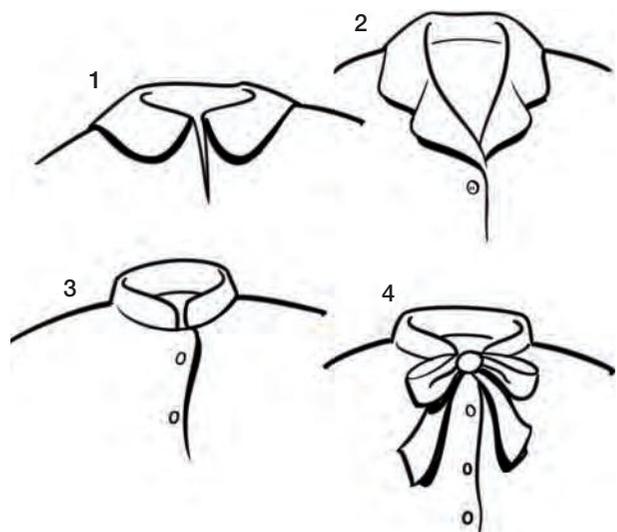
- 1 A band or stand collar is a narrow, straight collar that stands up from the neck edge.
- 2 By extending the band at the centre front, it can be changed into a tie-collar.
- 3 Flat collars sit flat against the garment.
- 4 Roll collars are like shirt collars that roll over at the back of the neck. Flat and roll collars may be rounded, pointed, scalloped, sailor-style, and high or low at the neck.



Standard measurements to make the female shorts block



Standard measurements to make the male shorts block



Different styles of collars: (1) Flat; (2) Roll; (3) Band; (4) Tie



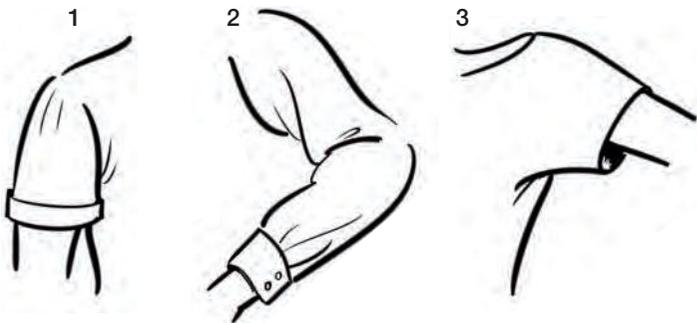
Activity 16

Choosing a collar style

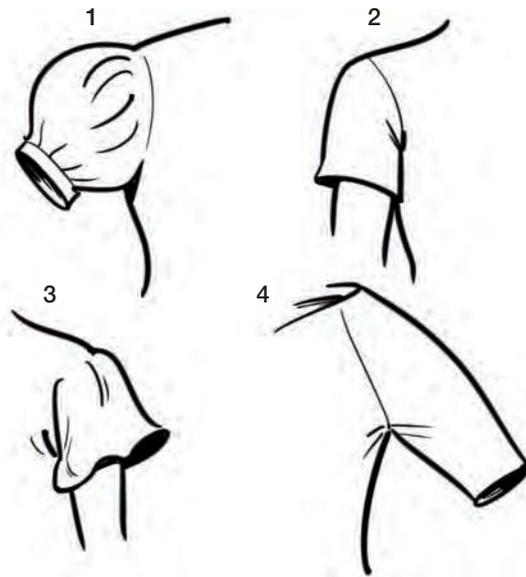
What type of collar would you like on your garment? Why?

Choosing a sleeve style

There are two basic styles of sleeves: the set-in sleeve (figures 1 and 2) and the sleeve that is cut in one with the bodice (figure 3). A sleeve that is cut with the bodice means you don't have to cut out a sleeve using separate material before attaching it to the main part of the shirt. Set-in sleeve styles include the puffed sleeve, shirt sleeve, butterfly sleeve and raglan sleeve.



There are many different styles of sleeves to choose from, including (1) a short sleeve with cuff attached; (2) a long sleeve with a band attached; (3) a sleeve cut in one with the bodice.



Different types of sleeves: (1) Puffed; (2) Shirt; (3) Butterfly; (4) Raglan

Making a shirt

Choosing a shirt style

When choosing a style you need to consider the climate, occasions when it would be worn, other clothes you own and the difficulty of construction.

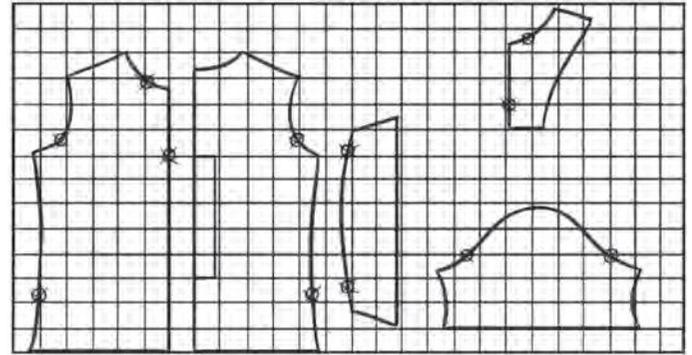


A shirt that you can make

Advantages of this shirt style

This shirt:

- is suitable for males and females
- has a loose style that is suited to tropical climates
- has side openings that give a comfortable fit over the hips
- has no fastenings at the front which would add cost and difficulty to the garment
- has fabric that could be chosen to match skirts, lavalavas, shorts or jeans
- is suitable for day and evening wear
- is relatively simple to make.



Pattern pieces for the shirt on squared paper for easy scaling

Activity 17



- 1 Cut out pictures from newspapers and magazines of garment styles with collars and sleeves. Glue them on to a large sheet of paper. Name the different styles of garments, collars and sleeves.
- 2 Copy the diagram of the shirt style on page 74 into your exercise book and draw a back for it. Label the following parts: roll collar, shirt sleeves, front bodice, back bodice and facing. Draw two pockets on the front if you would like pockets.

Making a shirt

The pattern pieces

Five pattern pieces are needed to make the illustrated shirt. These are:

- 1 shirt front
- 2 shirt back
- 3 collar
- 4 front facing
- 5 sleeve.

Look at the following diagram of pattern pieces on squared paper.

Drawing up pattern pieces

The following is a guide to the squared paper that has to be drawn up for your size:

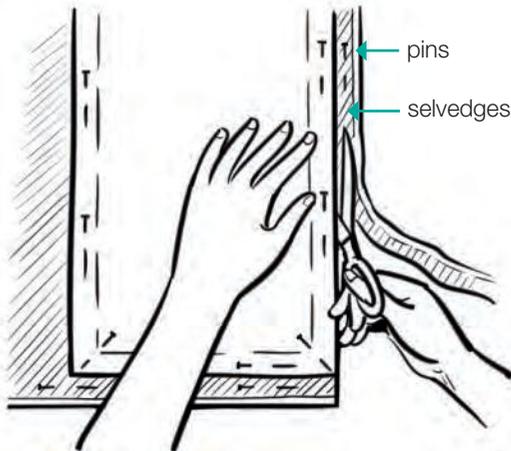
- 5 cm squared paper for a size 12 person (a person with a bust of 87 cm)
- 5.5 cm squared paper for a size 14 person (a person with a bust of 92 cm)
- 6 cm squared paper for a size 16 person (a person with a bust of 97 cm).

Activity 18



- 1 Work in groups. Follow instructions on the fabric needed and how to cut out shirt patterns.
- 2 Glue together sheets of clean paper to make a large piece of paper (four newspaper sheets will do).
- 3 Mark it into 5 cm, 5.5 cm or 6 cm squares depending on your bust size.
- 4 Copy the five pattern pieces onto your paper. Transfer the circled markings. Label the pattern pieces.
- 5 Cut them out. Seam allowances of 1.5 cm are included in the pattern pieces.

- 6 Make a packet from plain paper for your pattern pieces. Draw a front and back view of the shirt on the packet cover. Write your name, the words “SHIRT PATTERN” and the size on the packet cover. Store your pattern pieces in the packet for future use.



Cutting out pattern pieces

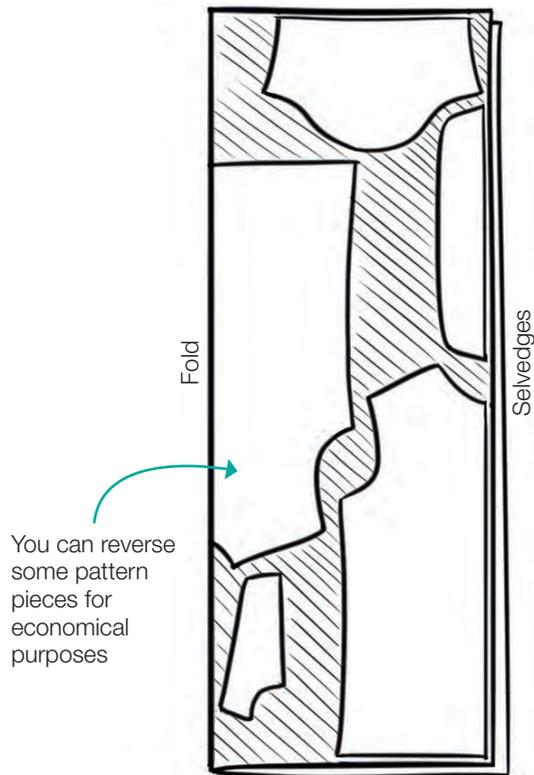
Activity 19



- 1 Follow the steps under the heading “Shirt construction” to sew the shirt.
 - a plan the use of your fabric
 - b cutting out
 - c centre front seam
 - d sew the shoulder seams
 - e make and attach the collar
 - f attach the front facing
 - g insert the sleeves
 - h finish the underarm seams
 - i sew the side opening, then hem.
- 2 Make a care label for the completed shirt.

a Plan the use of your fabric

- 1 Collect 1.5 m of fabric with a width of 115 cm.
- 2 Fold the fabric in half with the wrong side on the outside.
- 3 Lay out your pattern pieces as shown in the pattern layout diagram. The arrows indicate the straight or lengthwise grain of the fabric.
- 4 Put your pattern pieces as close together as possible without overlapping. In this way, you are making the most economical use of the fabric.
- 5 Pin your pattern pieces to the fabric.



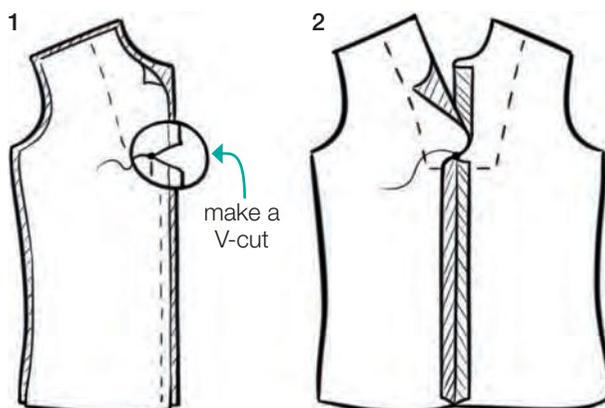
How to lay out pattern pieces on the fabric

b Cutting out

- 1 Check that the centre front of the shirt pattern piece is pinned next to the selvedge.
- 2 Check that the centre back of the shirt is pinned on the fold of the fabric.
- 3 Use your free hand to keep the pattern and fabric flat.
- 4 Use a good pair of scissors and cut with long even strokes exactly on the pattern cutting edges. Cut around the notch on the back of the sleeve.
- 5 Keep your pattern pieces pinned to the fabric until you're ready to sew the pieces.

c Centre front seam

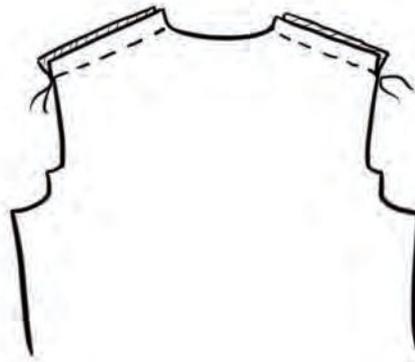
- 1 Remove the pattern from the shirt front.
- 2 Make small V-cuts where indicated below. Make sure you cut through both fabric layers. Pin and tack the centre front seam 1.5 cm from the cut edge.
- 3 Machine stitch from the lower edge to the notch.
- 4 With a pair of scissors, make a V-cut at the notch.
- 5 Above this is the front shirt opening. Remove the tacking. Tie and cut thread ends and press the seam open.



The centre front seam. Stitch 1.5 cm from the cut edge (1) and press the centre front seam open (2).

d Sew the shoulder seams

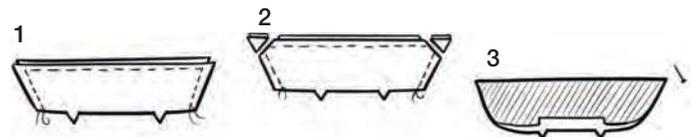
- 1 Remove the pattern from the shirt back.
- 2 With the right sides of the fabric together and the cut edges even, pin and tack the front and back shoulders together.
- 3 Machine stitch 1.5 cm from the cut edge, starting at the neck edge.
- 4 Remove the tacking. Tie and cut thread ends and press the shoulder seams open.



The shoulder seams. Stitch 1.5 cm from the cut edge.

e Make and attach the collar

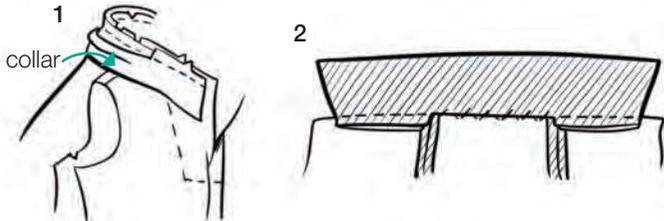
- 1 Remove the pattern from the collar fabric pieces.
- 2 With the right sides of the fabric facing each other, pin and tack the longer side pieces together.



Stitch 1.5 cm from the cut edge (1), trim the corners (2) and use a pin to ease the fabric out of the collar points (3), then fold under between the two notches.

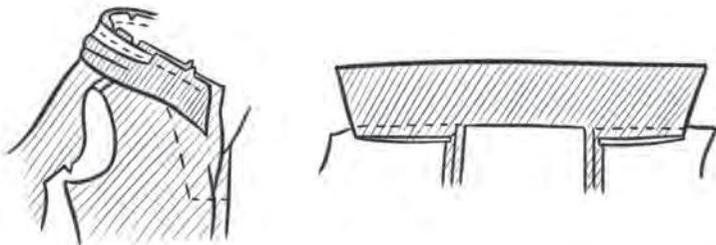
- 3 Machine stitch 1.5 cm from the edge along the ends and the longer side of the collar.
- 4 Trim the corners and turn the collar to the right side. Gently use a pin to ease the fabric out at the collar points.

- 5 On the neck edge of the collar there are two small notches. On one fabric piece only, make a 1.5 cm cut at the notches.
- 6 Turn under the 1.5 cm fold between these notches and press the collar to sharpen the edges so that it sits evenly and flat.



Making the collar: tack the collar to the neck edge of the shirt (1), then hem the centre back opening shut (2).

- 7 Pin and tack the collar to the neck edge of the shirt. The shirt centre front edges should extend 1.5 cm beyond the collar. The folded-under collar edge should be on top. The collar should be eased into the shirt neck edge to fit smoothly without any tucks or puckering.
- 8 Machine stitch 1.5 cm from the cut edge. Remove the tacking. Tie and cut thread ends.

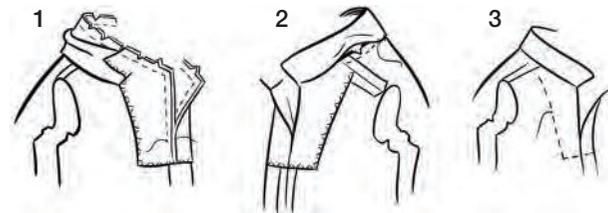


Attaching the collar to the shirt

- 9 Clip the neck seam between the two small notches.
- 10 Press the back neck seam edges under the folded collar edge.
- 11 Hem the centre opening so that it is closed neatly.

f Attach the front facing

- 1 With the right sides together and the cut edges even, pin and tack the facing to the shirt front. The facing is pinned over the collar. It should reach the shoulder seam at the upper end. Match the notches at the lower end of the neck opening.
- 2 Machine stitch the facing to the shirt.
- 3 Trim the neck edge seam. Turn the facing to the wrong side. Press the edges flat.
- 4 Turn under 1 cm on the outer edge of the facing.
- 5 Pin, tack and machine stitch the facing to the shirt.
- 6 Hand stitch to close the opening at the centre front of the facing. Remove the tacking. Tie and cut the thread ends and press.

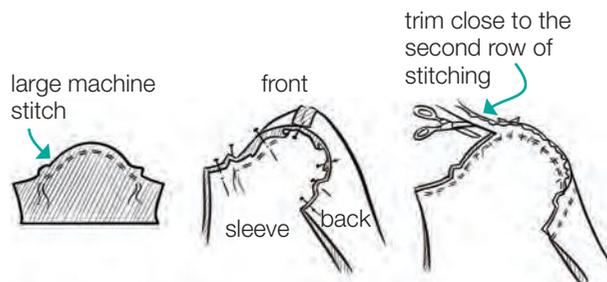


Attach the front facing (1), then tack (2). Diagram (3) shows the right side of the shirt.

g Insert the sleeves

- 1 Remove the pattern from the sleeve fabric pieces. The notch on the curved edge indicates the back. Sew a large machine stitch around the curved edges. This allows the sleeve to be eased into the armhole to fit evenly without any gathers.
- 2 With the right sides of the fabric together, pin the sleeves into the shirt armholes. Start at the shoulder and work towards the underarm. Check notches to see that the back of the sleeves are pinned to the back part of the shirt.
- 3 Pull on the large machine stitch to ease the sleeve curve into the armhole curve. There should be no tucks or gathers.

- 4 Tack the sleeves into position carefully. Machine stitch 1.5 cm from the edge. Remove tacking. Tie and cut thread ends.
- 5 Sew a second row of machine stitching 1 cm from the edge for added strength.
- 6 Use scissors to trim the seam close to the second row of stitching. Be careful not to cut the stitches.



Inserting the sleeves

h Finish the underarm seams

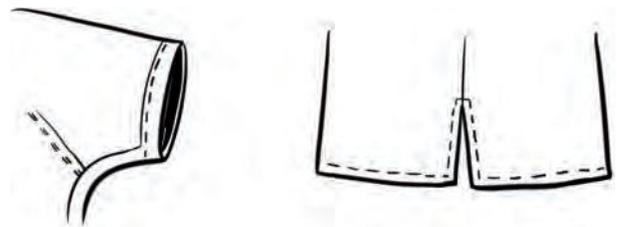
- 1 With the right sides of the fabric together, pin the underarm edges of the shirt front to the underarm edges of the shirt back. Match the armhole seams at the underarm.
- 2 Pin from the sleeve edge to the notch that indicates the side opening.
- 3 Try the shirt on. Adjust the fit if necessary.
- 4 Machine 1.5 cm from the edge. Remove the tacking. Tie and cut thread ends. Press seams open.



The underarm seams

i Sew the side opening, then hem

- 1 The hems on the lower edges of the sleeves may be hand or machine stitched. Make the hems by first turning a 1 cm fold and then making a 2 cm fold. Pin into position and sew. Press.
- 2 Make a double fold (1 cm and then 2 cm) on the lower edge of the shirt front and back. Pin into position.
- 3 Turn a narrow hem (5 mm then 1 cm) around the side opening of the shirt. Pin into position.
- 4 Machine or hand hemstitch around the hem and side openings.
- 5 Remove the tacking. Tie and cut thread ends. Press.



Sew the sleeve hem and side openings

You've finished the shirt!

Making a garment with collar and sleeves is not easy. The collar and shirt sleeves need to fit to the garment edges without any tucks and gathers. Easing the attachments into position and the pinning and tacking steps are very important. Pressing also plays an important role in having a well-finished garment. Using an iron to press the garment after each step helps the garment to look professionally made.

Hopefully you have enjoyed making this shirt. Now you have an attractive and useful garment.

Could you sell this shirt? How much would you charge for it? Make a long or short skirt or shorts from matching fabric and you have a very attractive outfit. Use the Solomon Islands print fabric and attach pockets to the front and you have a shirt!

Activity 20



- 1 Look for commercial patterns of useful garments with collars and sleeves for people of different ages and in different sizes. Copy the patterns onto clean paper. Make and label packets for the patterns and keep them for future use.
- 2 How could this style be varied? Could it be made without sleeves? Could it be lengthened into a dress? Could it be given a front button or zipper fastening? What types of pockets could be attached? Describe as many variations as you can.

4

Core strand: • Family studies



Unit 4.1 Family needs, roles and responsibilities

Primary and secondary needs

In your Business Studies subject, you have learnt about the difference between needs and wants. Needs are those things necessary for us to be physically, socially, spiritually, emotionally and mentally healthy, and to lead a satisfying life. For this you need to:

- be physically fit and healthy (physical needs)
- have good relationships with family and friends (social needs)
- be happy and contented (emotional needs)
- be able to think clearly and be free from worries (mental needs)
- know what you believe in (spiritual and moral needs).

Primary needs are things that you cannot go without. You must have them in order to survive. On the other hand, secondary needs (or wants) are additional things that make life easier and more enjoyable when they are fulfilled.

Activity 1



- 1 Look at the list of needs below and complete the table in your exercise book by putting each need under its appropriate heading.

List of needs:

- security
- food
- love and affection
- acceptance
- shelter
- sleep
- achievement
- new experience
- fresh air
- sunshine
- clothing
- water
- approval.

| Primary needs | Secondary needs (or wants) |
|---------------|----------------------------|
| ? | ? |

- 2 In pairs, discuss the importance of primary and secondary needs or wants in your family and how your family members support each other to meet them. What are your roles and responsibilities at home that help your parents meet your family's needs?
- 3 What are your reactions or feelings if your primary and secondary needs are not met?

Activity 2



Study the pictures below. Which needs apply to which picture? Choose the correct need or needs from the list of needs in activity 1 to answer questions that follow. What observations can you make?

1



2



3



- 1 Can you identify the needs that are being met in each picture?
- 2 Do any behaviours indicate needs not being met?
- 3 How many needs are being satisfied in illustration 5?

4



5



6



Roles and responsibilities

Changing family roles and responsibilities in the Solomon Islands



Listen to John and Gina sharing their experiences of the factors that cause changes in the roles and responsibilities in their families:

John: Hello Gina, how are you?

Gina: Not very well, there are too many things to think about.

John: What sorts of things?

Gina: Well, in the past, my parents lived in the village and they took care of us. We learnt to fish, hunt, dive and care for one another. Today education brings a lot of changes in the way we live and do things.

Education also helps more Solomon Islands people to acquire knowledge and skills that enable them to get jobs in towns. My husband and I are both educated. We now live and work in town. As a result, we have lost our traditional roles of hunting, fishing, gardening and weaving. Our children are not able to learn life skills for village situations.

John: I agree with you, Gina. My wife Rosa and I are also both educated and employed. Because both of us are working, we have a relative as our house girl to look after the children and do other household chores.

Moreover, men and women are now entering occupations that were previously only done by one sex. My wife is a pilot, my sister is an electrician and my sister-in-law is a mechanic. Similarly, my brother is teaching home economics in Naha High School.

Gina: I am a doctor and my husband is a nurse. I find that having a relative or house girl to help in the home makes my children so lazy that they don't do things on their own. My children are not taught what they are supposed to because I am out working most of the time.

John: My family has experienced lots of relatives freely coming to town from their home villages because planes and ships are now so regular. Most relatives come to look for employment, while others become *masta liu* or do nothing, and this usually results in more problems.

Gina: With all sorts of new technology, my family, like lots of people in towns (and more Solomon Islands families today, especially in urban centres), we use electrical appliances like washing machines, microwave ovens, vacuum cleaners and electric and gas stoves that help us in our household chores or jobs. This means we spend less time and energy doing household chores. There is more time for mothers like me to be involved in sports and other activities outside the home. This also encourages the men to help with household chores, such as cleaning the house with a vacuum cleaner or washing clothes in the washing machine.

John: Religion or churches also require men and women to take up certain roles outside the home. In the past only men took up the roles of ministers, pastors, priests, elders and deacons. Now women are slowly taking on these roles in the church as well. Quite a number of women from my village are also involved in a lot of church activities, which require them to move around and leave their traditional role at home.

Gina: All the changes that affect our roles and responsibilities are inevitable and cannot be avoided. Families in other parts of the world are also experiencing these changes. The important thing is for us to find ways to cope with them so that we enjoy life.

Activity 3



- 1 Identify factors that cause roles and responsibilities in a family to change.
- 2 Discuss and describe how each of these factors on page 83 contributes to the changing roles and responsibilities in your family.
- 3 Explain how your family can cope with them.
- 4 Write a few paragraphs in your exercise book discussing the good and bad effects of the changing roles and responsibilities in a family.

The first female pilot for Solomon Airlines



Kenny, they call her, because they can't pronounce Keinaho correctly. You'll find her in command of a Solomon Airlines Islander. Her next step up will be command of the bigger Twin Otter. After that, what else? She has her eyes set on the high-tech control of a Boeing 737 Guadalcanal.

At 22 years old, Keinaho Prince was the first Solomon Islands woman to gain a commercial airline pilot's licence, and one of only four qualified Solomon Airlines commercial pilots at that time. She was a sixth-former at King George VI School when she heard that government flying scholarships were available.

"From the age of 11, when I was flying to the Russell Islands and the pilot invited me up to the front seat, I had always wanted to fly" she says. She and two other Solomon Islanders attended a flying school Adelaide, an Australia City, and she obtained her commercial licence in August 1991. A month later she began flying with Solomon Airlines as a co-pilot on a Twin Otter plane.

Work as an island-hopping Solomon Islands pilot keeps her airborne for up to eight hours a day. Compared with the sophisticated equipment of Australia, finding your way around the Solomon Islands requires a high degree of visual navigation and local knowledge, she says.



Keinaho Prince aims to fly Boeing 737 Guadalcanal planes (pictured) for Solomon Airlines.

Role conflict

Role conflict can arise when a person has different roles and responsibilities, such as a mother bringing up children and working in a paid job. This means sometimes she is not sure whether to care for her children or fulfil her other role for her paid job.

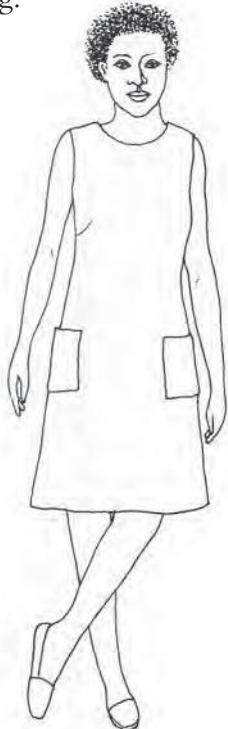
Activity 4



Bunie

Bunie teaches in Goldie College, one of the national secondary schools in the Solomon Islands. She teaches Year 6 English and Year 7 Geography. She is also the president of the mother's union.

- 1 List role conflicts you have or see in your family.
- 2 State two ways to cope with the role conflicts you experience or see in your family.
- 3 Explain the role conflict Bunie may be experiencing.



Unit 4.2 Family and relationships

Family relationships

Any association, friendship or connection you have with other people is called a relationship. The way in which you interact (act or react) with people is often called a relationship because it involves people acting and reacting to each other in special ways.

Within a family, relationships between various members include parent–parent relationships and parent–child relationships.



A sibling relationship (brothers or sisters)



Parent–parent or adult relationship

Activity 5



- 1 Use your own words to explain family relationships.
- 2 Describe your relationship with your family.
- 3 How do you act and react to each member of your family?
- 4 Compare the relationships in a nuclear family with those in an extended family. What do you think would be some of the differences?
- 5 Analyze whether you have a healthy relationship with your classmates and teacher. If you do not, how can you improve it?

Activity 6



- 1 Write your name in the centre of a page in your exercise book. Around your name, list all of the different relationships you have with others. Put each relationship in its own bubble.
- 2 Which of the relationships you selected have good and bad influences in your life?

Alex's story on developing good relationships



"I first met Jay in 2008, when he was brought in for trialling for the position of midfielder for the Kolale under-15 soccer team during the Dream Time games. Our team did not have a midfielder, so Jay was brought in to be tried out for that position. He was a very good player, so our coach selected him that day. I am the striker for the Kolale under-15 soccer team.

We became best friends from that day on. I like him because he is an excellent soccer player, very friendly and easy to get along with.



Two friends

Our families also came to know each other and they support us in every way they can. Jay is doing Year 12 at King George VI School while I am attending Year 10 at Florence Young Secondary school. Jay has always been a hard worker. Jay has become my best friend. I share lots of things with him and my team mates. We joke with each other and this makes us feel good.

Our under-15 team is made up of boys from different provinces living in Honiara. Most of us were selected into the under-15 national squad, called the Katukatu team, representing the Solomon Islands. Along with other top clubs in Honiara, we played against the Papua New Guinea touring team in 2008 and won. In 2009, we represented the Solomon Islands in under-15 Futsal games and played in Canberra, Australia. We always enjoy our games. We communicate effectively with one another and that keeps our team in good shape. We are still playing together to this day.

Our coach and team manager have a good relationship with us. They want to see that we work hard to make a good life for ourselves. They are committed and are very good role models for us. We know when we grow older that we'll be a lot like them."

Activity 7



- 1 When did Alex first meet Jay?
- 2 What important value did their coach and team manager want the boys to learn?
- 3 Give two reasons why Alex has been friends with Jay since the day they met.
- 4 Write a similar story to Alex's story.
- 5 Why is a need for a relationship with others so important?
- 6 Why is your first encounter with another person important? What effects can this have on your life?

A need for others



Through positive relationships you learn more about yourself and others. They enrich your life.

A need for others is very important in family, at work and during in leisure times. Individuals cannot enjoy life without others. Some people need more friendships in life than others do.

A person who is very social may want a wide circle of friends. Another person may not need many relationships to be happy.

Quality is more important than quantity. Relationships should be satisfying. A pleasant encounter with a storekeeper can make you happy for the rest of your day. Pleasant encounters with those who are close to you can make you happy for life.

When relationships are positive, they serve some important functions in your life. First, your emotional needs are met. Through family and friends, you feel loved and accepted. Relationships also make your life richer as people share experiences, feelings and ideas. Not only do others contribute to your life, but you contribute to theirs as well. Finally, relationships help you get things done. What you accomplish is often related to the help and support you have from others, and the skills and knowledge you learn from them.

Acquiring skills and knowledge from family



Lyrie's story

Lyrie grew up in Marovo Lagoon with her three sisters and six brothers. She is the third child in the family. Her parents both work at Batuna clinic, which left most of the roles and responsibilities to her two big sisters.

When her two big sisters left for Kolombangara to attend Kukudu Primary School, Lyrie took over their roles and responsibilities. She did the household chores such as cooking meals, nursing her small brothers, washing clothes, gardening, fishing, collecting firewood and leaves, fetching water, cutting grass, weaving mats, baskets and hats, and sewing simple dresses and skirts. She learnt these life skills by watching, imitating and helping her parents and elder sisters. When she went to school she learnt how to read, write, sew and cook.

Lyrie was a very shy and quiet girl. She would either cry or say nothing if her family, friends or classmates hurt her. She did household chores quietly and faithfully. She was honest, kind and friendly when she came to Betikama high school, where she made friends with someone who always spoke up and defended the two of them. Since then, Lyrie talks whenever things do not go her way.

Her Australian teachers taught her good manners such as saying “Excuse me, may I leave the room?”, “Thank you”, and so on. She also learnt to share. She is very grateful to learn and develop positive and useful skills, attitudes and values.

Activity 8



Read Lyrie’s story above and answer questions in your exercise book.

- 1 Where was Lyrie brought up?
- 2 How many people are there in her family?
- 3 What caused her two elder sisters to take up their parents’ responsibilities?
- 4 When did Lyrie take over responsibilities from her two elder sisters?
- 5 How did she acquire knowledge, skills, attitudes and values from her family?
- 6 What brought change in Lyrie’s life at Betikama High School?
- 7 Have you had a similar experience to Lyrie? Share your story with your classmates.

Authority and decision-making in families from other countries



A family crisis in Tonga

“Why are you looking so sad, mother?” asked Moala, her son.

“Your grandmother has taken Ana for a walk and has not returned.” Mother said. “They went a few hours ago. Ana is only four and cannot walk far.”

“Well, let us look for them,” said Moala. “I’ll get Sione to help me. Hey Sione, will you come and help me look for Ana and grandma?”

“I can’t,” said Sione, “I’m helping dad. When we have finished I will come.”

Moala went to the *api* and looked for Ana and grandmother. He shouted their names. There was no reply. He was very worried. He went down by the reef and asked the people who were fishing if they had seen the pair. Everyone said they had seen them in the morning, but not since. Perhaps they had gone into the bush. He went back to his father and brother in the village.

“I cannot find them anywhere,” he said.

“This is bad news, son,” said father. “We must organize a search party. I will call my brother and his two sons to help.”

Moala’s father called the group together.

“Mother and I will stay here in case they come back. Uncle can come with you children. Start at the reef and make your way to the edge of the bush, then go along the paths in pairs, shouting as you go.”

Moala’s uncle gave the orders and the search party moved off quickly. They searched high and low. They called out in the bush. After an hour they returned.

They were without grandmother and Ana. Everyone became very worried.

“They are not at the reef, they are not in the *api*, they are not in the bush,” said father. “Where can they be?” he asked.

“They may have drowned,” said Sione.
“Or worse still, they may have fallen into a well,” added his cousin.

“Don’t say such horrible things, boys,” ordered mother. “We must think of the place we have not searched, first. Where have we not looked this afternoon?”

“We haven’t looked in the village,” said Sione.

“Don’t be silly,” Moala said, “They must have heard us.”

“No, I don’t think so,” added father, “We have not been making very much noise.”

“Well let us all give a big shout,” suggested uncle. “Shout out: ‘Ana, grandma!’”

They all shouted. They shouted again. People in the village came running.

“What is all the shouting for?” they asked.

“We have lost Ana and grandmother,” said father.

Everyone was quiet; they were all concerned. To lose someone just before it got dark was dreadful.

“Let us all give one more big shout,” suggested Moala’s uncle.

Everyone took a deep breath and shouted: “ANA.....GRANDMA....”

They all listened.

Then a little voice said: “Who wants me?”
It was grandmother!

“Why all the shouting?” she said. “You have woken me up. Can’t you let an old woman sleep sometimes?”

“We thought you and Ana had gone for a walk and you were lost,” said father.

“Yes, we did go for a walk...to the end of the village and back.” Grandmother said. “Then we were so tired we went back to my house and fell asleep. Ana is still asleep now.”

“Thank goodness,” said Moala’s mother. “In future we will always start our search in your house, mother.”

Everyone went home, very glad that both had been found.

Activity 9



Read the story from Tonga about a family crisis and answer the questions below.

- 1 In this family crisis, name two people who made the decisions and gave orders. What gave them the power to do this?
- 2 Who did most of the searching? Suggest why.
- 3 You have learnt about the meaning of authority in your Social Studies in Year 7 last year. What sorts of people have authority?
- 4 Name people you respect but who have no official position or authority. List them according to whether you know them through:
 - your family
 - your school
 - your home
 - your community
 - your country.
- 5 Do you respect everyone who has authority in your family, community or school?
- 6 The family from Tonga were not angry with grandmother, even though she caused some problems. Suggest reasons for this.
- 7 If Ana had gone off on her own and become lost, do you think her family would have been angry with her? Suggest reasons for this.
- 8 How does age affect authority and respect?

Activity 10



Read the following story of an old Chinese family and answer the questions below.

- 1 How do sons in a traditional Chinese family show respect for their grandfather?
- 2 Does this look like a rich or poor Chinese family?
- 3 In your family, does anyone have as much authority or respect as the grandfather in the Chinese family?



A Chinese family from the early 1900s

A traditional Chinese family

In a traditional Chinese family, the oldest member of the extended family, usually the grandfather, had the authority and made decisions.

The Chinese followed the ideas of Confucius, who lived 2 500 years ago. He said that children must respect their elders and obey them without question, and that women must obey and respect men. All a man's sons and grandsons and their families lived with him and the head of the family decided who they should marry and what work they should do.

Relationship qualities

Activity 11



Read the following three stories on page 91 and answer the questions below.

- 1 Identify which story or stories show good relationships and which show bad relationships. Explain the relationship in each case.
- 2 Identify qualities that can make a relationship a good one or a bad one.
- 3 Think of one person (either a relative or a friend) with whom you have a good relationship and one person with whom you have had a bad relationship. Explain why you have good or bad relationships using the ideas from the stories to help you.

Jessica and her cousin Rosa



Jessica's best friend is her cousin Rosa. They were brought up in the same home. Rosa is the only daughter in the family, like her cousin Jessica. They are both very fortunate to live together and they always do things together. Jessica is a year older than Rosa but they understand and relate well with each other. They trust each other in whatever they do. They share responsibilities at home. Jessica and Rosa usually have very open discussions on their secrets, likes and dislikes. They wash clothes and dishes and sweep the home. They love helping others who are in need of food or clothes, especially in their age group.

Jane's story

One day Jane was filled with anger and moved out of her parents' house. Jane's father drank a lot and always fought when he came home. He would accuse Jane's mother of misbehaving, which usually resulted in insults, arguing and fighting.

Jane's heart ached as she collected her belongings and climbed into a taxi. As she and the driver drove off, Jane looked back and saw her mother standing at the door, crying. She was tempted to go back but she could not stand her father's bad behaviour. Her father did not respect them. She could not trust him anymore and disliked his attitude. Her father did not like to be corrected and was too stubborn to listen.

Anne's story

Nonti and Anne used to be like real sisters. Anne was very boastful and proud. When she told stories it was always all about herself, and she was not helpful either. All she wanted was to satisfy her own needs.

Once, as Nonti was doing some work, Anne came in and started talking. Nonti kept quiet and continued working, but she felt really bad because Anne did not seem to understand that there is a time for everything. Nonti began to dislike her.

Later, Nonti found out that Anne was dishonest and lacked respect for Nonti's belongings. Nonti started not to trust her friend and began to separate herself from Anne, who also told lies to Nonti a few times. Their relationship started to fall apart.

Nonti began to feel guilty because she couldn't stand being around Anne. Nonti also began to be suspicious of her friend and it started to weigh her down. One day, Nonti decided to tell Anne the truth. It put an end to their friendship because Anne couldn't accept what Nonti had said to her. Anne was too proud and only thought of her own needs.

Activity 12



Answer the following questions about the story entitled "He is mine!" on page 92.

- 1 What is your opinion about Randy's attitude to Tetu and Seli?
- 2 What would you do if you were Tetu when she found out about Randy's relationship with Seli? Why?
- 3 Should people live in a house with their boyfriend or girlfriend before marriage? Why?
- 4 What is the meaning of "Westernized"?

He is mine!

Randy and Tetu were both university graduates. Randy worked as an engineer for a large company and Tetu was a secondary teacher. They both lived in Honiara and had been going around together for two years. They were close and had always been honest with each other.

All was going well when one day Tetu received a letter. She opened it and found that it was from a girl called Seli, who claimed that Randy was to marry her. Tetu, who lived most of her life in town, did not know that back in Randy's village this girl had been chosen for him.

"You Westernized girl," Tetu read. "You would never make a good wife for Randy! You do not know our customs. You do not know how to *motu* or work in the garden. You're good for nothing. Do not try to steal Randy away from me."

Tetu didn't know what to think. She wondered who this Seli was. Why hadn't Randy told her about this girl? Randy had tricked her, she thought.

"I love Randy and I don't want to leave him," she said to herself as she folded the letter and walked out of the room. She couldn't eat much, nor could she sleep properly. Very miserable, she decided to show the letter to Randy the next day, when he came to the hostel to see her.

"You look pale, Tetu! What's wrong?" he asked.

"Nothing," said Tetu, looking away. They sat there for a while without saying anything. Then Tetu said, "Here!" as she threw the letter at Randy. He recognized the handwriting. He opened the letter nervously and seemed surprised as he read it. Then angrily, guiltily, he tore up the letter and threw it in the rubbish bin without saying a word.

"Randy," said Tetu slowly, "I think it's time we broke up. There's no reason now why we should go on. Fate has decided it for us." She could not say anything more. All she could do was cry. Then Randy cried too. Tetu meant a lot to him, although she was not the type his people would want. She was the most beautiful and simple "Westernized" girl he had ever met. But his people told him that town girls make expensive wives. They wanted him to marry Seli instead, as she was not likely to want expensive things.

Tetu stood up. Holding out his right hand to her, Randy said, "Thanks for everything you have given me and done for me. You were the only one I wanted." But then he held Tetu's hand tightly and said, "Tetu, don't go. I love you!"

Tetu slowly pulled her hand away and went to her room. She packed all her things and carried them to the roadside. She then went to say goodbye to Randy.

"So long Randy. May God bless you and Seli," she said. Then, still crying, she caught a cab and went to her sister's house. She told her sister what had happened.

Tetu did not know what became of Randy from that day on. But she grew sadder because she always longed for Randy. She thought Randy might have just been satisfying his desires on her. But she wished that something would go wrong between Randy and Seli.

Randy also longed for Tetu. Her absence had changed his life. One day, while he was working, a cousin of his came in.

"Hey Randy! Your local girl, Seli, eloped with a village bloke. They decided that they wanted to get married. Seli said that she would mean nothing to an educated boy like you!" Then he laughed.



“Seli has eloped? Well that’s good news!” Randy exclaimed. He hadn’t wanted to marry Seli. Now his thoughts raced to Tetu, and in the evening he went to find her.

Tetu was surprised when she saw Randy at her door. Why had he come? He looked happy. Perhaps it was good news, she thought. Then Randy ran into the house and hugged her.

“Tetu! Tetu!” he cried. “Everything is going to be all right.”

Then he told her what had happened with Seli.

Tetu, after the long miserable break, now felt happier than ever. The two decided to get married and to arrange things with their parents. “I’ll show them that marrying a Westernized girl will make no difference. They are too *bat lokol tu*,” said Tetu.

Activity 13



Read the following story about Anita.

- 1 Make a list of the events that took place during Anita’s life in the village and in town.
- 2 What do think about the decision Anita made to live with her friend, Fote, rather than her uncle Taba?
- 3 What would you have done if you were Beto?
- 4 What lessons have you learnt from this story about Anita?

Anita

“*Iu top! Naes bola! Maelaef!*” And so Anita forgot all the dreams and hopes she had once had about what she had wanted to be when she was a child in the village.

Anita was the fifth child in a family and the only girl who had been educated, as she had finished secondary school.

“I want to be a nurse,” was what she usually said whenever she sat telling stories with the other girls in the village, laughing and talking about their dreams and hopes.

Anita’s parents were very proud of her and they told others that they wanted Anita to be a nurse. She had always helped those who were sick and had done a lot to help look after the old men and women in the village. Whenever she had come home to the village for school holidays she had visited all the old people. Anita was highly praised by everyone and loved by all, young and old alike. Everyone in the village had watched her as she had grown up and gone through secondary school.

Anita’s fifth and final year at Doria Secondary School had been celebrated the Christmas before. The villagers had contributed to the party that had been held, and after the party there had been dancing until the early hours of the morning. During the dance Anita had slipped away into the night with her lover, Beto—a friend who had been overseas to New Zealand. They had sat in a quiet place, clinging together in the dark, whispering loving words to each other.

“I will never forget you,” had been her last words to him as they had parted. When the music of the dance had stopped, they had stolen away in separate directions.

Fortunately she was back in her room when she heard her mother asking her brother where she was. Her mother had missed her at the dance.

Two weeks after the party Anita left her loved ones in the village to go and live in town, where she hoped to be accepted by the nursing school.

Her dream of becoming a nurse suddenly faded after her interview at the hospital. She was told that her name would be kept on file if she wanted to wait and join the following year's trainees. But a few days later she was lucky enough to get work with a local firm in the town.

Some days after she started with the firm, Anita ran into a school friend, Fote. They had shared a room for five years at Doria Secondary School and had grown very close.

"Anita! Anita!" Fote had shouted when she saw Anita on the road. "Oh, it's great to see you again. Where are you staying?" Fote asked as they hugged each other.

"I'm staying with Uncle Taba," replied Anita.

"Ah, too bad," replied Fote. "Your uncle is too strict. You'll find life difficult with him. Why don't you come and share my room at the Girls' Hostel?"

"But I have no money. I've just started work," Anita sighed.

"Never mind. I'll pay for you," replied Fote. So they caught a taxi and went to Anita's uncle's house.

"I've come to collect my things, uncle," said Anita. "I'll be staying with the girls at the Nurses' Hostel," Anita said.

"Fine," he said. "Now you are accepted, fine. Go ahead my dear, but remember: don't get involved in drinking and dangerous activities."

Just before she left in the taxi with Fote, Anita assured her uncle that she would keep his words in mind.

"Tonight we'll go to the movies," Fote said. "George will pay for us. He's my new boyfriend—a Peace Corps soldier from America. I'll introduce you to him."

Anita was lost in her thoughts and made no reply. Beto! She recalled the night of the dance at home. "I will never forget you!" she remembered saying. The words of her uncle also rang in her ears. "Don't get involved in drinking and loose living!" She had lied to her uncle.

"Anita. What's the matter?" She jumped at the sound of Fote's voice.

"Oh, I was just thinking of the folks at home and what my uncle said. And you might have guessed too—about Beto. He's arriving in town next week to go back to New Zealand. How can I face him?"

"That's stupid!" Fote replied. "Forget all that. Tonight we'll go to the movies. George is bringing Andrew, one of the other Peace Corps soldiers; you and he will be partners."

Anita met George and Andrew that night. She began to like being taken to the movies by a white man. She whispered in Fote's ear: "*Iu nomoa man garem Waetman.*"

Fote merely laughed and whispered back: "*No wari. Andrew blong iu ia.*" Anita squeezed Fote's hand.

Inside the cinema they sat together in pairs near the back. Anita's heart quickened when she accepted a cigarette from Andrew. Again she remembered her uncle's words—but she wanted to be like Fote. She didn't want to be different.

Beto arrived in town as he said he would. He went to uncle Taba's house and asked for Anita, but was told that she was staying at the Nurses's Hostel. He rang the matron and asked for Anita. The matron told him that there was no girl by that name in the Hostel. Surprised, Beto hung up and stared into space.

“Anita, where are you?” he said to himself. “I’ll be leaving for New Zealand next week, I must see you!”

While Beto searched everywhere for her, Anita knew that he had arrived. However she had found a new lover and she wanted to forget Beto. She went to work every day in a taxi and often phoned Andrew to come and pick her up after work.

“*Iu tu lokol. Beto,*” she said to herself. “I don’t care about your going overseas for an education. You will come back and be just another Solomon Islander. I want to be like the Europeans. I want to live in a permanent house, drive around in a car, wear make-up and fashionable dresses. Sorry Beto. Forget what I said. I won’t let you see me again,” Anita said to herself, trying to forget him. But she kept hearing her own words: “I will never forget you.”

Beto kept searching for Anita. He rang and asked friends and relatives for information about Anita’s whereabouts, but no one could help him. He went twice to Uncle Taba’s house, but got the same answer: “She is at the Nurses’ Hostel.”

The night before he was to leave for New Zealand, Beto went to bed early, tired after searching for Anita all week. But he found it impossible to sleep. He kept thinking of the night when Anita had told him of her love. How beautiful it had been! He sat upright in bed shaking his head and smashed the wall with his fist.

“Anita! Anita!” he called, falling back on the bed. “Where are you?”

Then the phone began to ring. He was reluctant to answer it and let it ring for a while. Then he slowly got up and went to answer it.

“Hello? Beto speaking,” he answered. “What can I do for you?”

“Ah.” Pause. “This is Anita. I just wanted to say hello.”

Beto’s heart leapt and then beat rapidly. He put his hand to his chest, choked by everything he wanted to say.

“Anita! I have been looking everywhere for you. I couldn’t find you.”

“Sorry about that,” Anita said. “I tried to contact you too, but there was no sign until this evening when Uncle Taba gave me your phone number,” she lied.

“I’ll be leaving for New Zealand, Anita.”

“True?” she asked, pretending to be surprised.

“Anita, please don’t forget me. I love you. What’s your number?”

“Oh, I’m ringing from a friend’s house,” she replied.

“Where are you staying then?” he asked.

“With friends,” Anita said.

“Anita, I want to see you tomorrow.”

“Sorry,” came the reply. “I’ll be going for a picnic with a friend.”

“Is your friend more important to you than me?” he asked in dismay, clenching his fist.

“Yes. I think so,” Anita replied.

“Oh Anita! Can’t you just spare me some time tomorrow? You can see your friend after I’m gone.”

“Sorry, but no,” Anita answered. “Beto, I rang you because I want to tell you...”

“What?” asked Beto when she paused.

“We’re through,” came the answer, and then Anita hung up.

Beto let the receiver fall and went back to his bed.

“Where are you, Anita? Where are you? I love you Anita.” Beto dozed off to sleep with his heartache.

Unit 4.3

Parenting



A father and child relationship

Parenting is the process or practice of caring for or nurturing children within the family unit.

Parents develop different ways or styles of bringing up children according to the way they were treated by their parents, the customs and traditions of the place they live and their own ideas on how children should be treated. Parents have different styles of handling the behaviour of their children. The style they use is based on the parent's ideas of what the parent-child relationship should be.

Activity 14



- 1 Do you help your parents to look after your brothers and sisters?
- 2 Describe how you are looked after by your parents.
- 3 Do your parents spend a lot of time with you or not?
- 4 Define or explain in your own words the meaning of "parenting"?
- 5 Which of the parenting styles listed on this page is common in the Solomon Islands?

- 6 Which one do you prefer? Explain why.
- 7 Read the definitions of the three basic styles of parenting on this page. Then read the stories below. Identify which parenting style is illustrated in each story.

Three basic styles of parenting

Authoritarian parenting

This is based on the belief that children should obey their parents without question or hesitation. The parents set rules to control or restrict their children's behaviour.

Authoritative parenting

These parents set limits, standards and goals, but base their expectations on their children's abilities and stage of development.

Permissive parenting

Parents tend to let their children set their own goals, rules and limits. Parents provide little guidance, or do not teach children what is right or wrong or provide discipline. Parents accept the feelings and behaviour of their children and what they want to do.

Anna's story



Anna is the eldest child in her family and is ten years old. She is an average girl, not brilliant or outstanding in any way but happy and self-confident. She was blessed because her parents have a way of making her feel special and valued. In their weekly meetings with the rest of her family, she is allowed to contribute and ask questions in a respectful manner. She is taught limits, standards and goals based on her parents' expectations of her being the eldest, while the younger ones contribute less since they are still young. Responsibilities are given to them according to what each is able to do and Anna is happy with that. She always supports her parents.

John's story

John's family consists of three children and his wife. Within John's family there is open discussion in which parents let their children discuss whatever they want. John's children usually set their own goals, rules and limitations. John and his wife do not teach their children what is wrong or right. They provide little or no discipline at all. There is freedom in the home for family members and everyone does whatever pleases them.

Joseph's story

"Joseph is my name and I'm eighteen years old. My father, Joe, is from Malaita. My mother's name is Nancy and there are five of us altogether.

My father has complete control over us. He makes all the decisions without anyone else contributing. We are expected to show respect and accept all the decisions he makes. My mother, brothers, sisters and I are not allowed to ask any questions or have any say in decision-making, even in any discussions. In other words, my father's family is seen but not heard. My father expects us to obey without questioning. He sets rules to control what we should do and what we should not do. I do not like the way he controls us, as it is cruel and bitter."

The use of parenting styles

Frequently, parenting styles involve different mixtures of these three basic styles. What works for one situation may not work as well for another. A child's age, personality and sense of responsibility also affect what style is used. Many different parenting styles can be successful as long as children's different needs are met. More important is that the specific style of parenting still allows parents to provide love, attention, support and security.

Unit 4.4 Self-esteem

Self-esteem is how you feel about yourself. It is made up of the thoughts and beliefs you have about yourself. These thoughts may be positive or negative.

| Negative | Positive |
|----------------------------------|-----------------------|
| "I'm hopeless" | "I'm a good person" |
| "I'll never be good at anything" | "I do the best I can" |
| "I'm ugly" | "I like my body" |
| "Nobody likes me" | "I'm a good friend" |

If you have negative thoughts about yourself, you are more likely to feel bad about yourself.

If your thoughts are positive, you will have more positive self-esteem.

The importance of self-esteem

Self-esteem is an important part of a positive attitude towards living. It affects how you think, act and even how you relate to other people. Low self-esteem can often mean poor confidence and that also causes negative thoughts, which mean that you are likely to give up easily rather than face challenges. In addition, self-esteem has a direct bearing on your happiness and wellbeing.

Adolescence can be a difficult time. Young people are often unsure of themselves and their self-esteem changes as they grow and mature.

Activity 15

- 1 What are some of the things that help people to have high self-esteem?
- 2 What are some of the things that cause low self-esteem?
- 3 Discuss ways of building self-esteem.

Rose

“My name is Rose and I am thirteen years old. I attend Florence Young Christian School. I get along very well with my teachers and classmates and almost all those at school. I make decisions that not only benefit me but are also good for others. I know how I feel about myself and my friends. I feel good about myself and my family and friends. How I feel about myself and how I am able to include others in my life play an important role in all parts of my life. How I feel about myself also influences the decisions I make and helps shape the type of life I live now and will live in the future. One of my goals is to live happily in the future with my family and the people I come to live with. Lastly, I am satisfied with who I am.”



Having good friends and family can help your self-esteem.

Activity 16



- 1 Read Rose’s story and explain whether she has high or low self-esteem.
- 2 Read the stories on low self-esteem and high self-esteem below. Work out which stories are about low self-esteem and which ones are about high self-esteem. State the reasons for your choice.
- 3 Draw a spider web diagram of the qualities or characteristics of low self-esteem and high self-esteem. Explain or give examples.
- 4 Share with your friend how you would improve low self-esteem and how you would maintain high self-esteem.
- 5 What qualities do you have that you think will help you to succeed in life?

Charlie

Charlie often has trouble making friends because he thinks others don’t like him. He gives into peer pressure easily and goes along with others, as he is afraid his friends will drop him. He is more likely to have trouble academically and is more likely to drop out of school. He may become depressed and turn to alcohol or other drugs.

Nazie

“My name is Nazie. I live with my aunty in Honiara. I like my aunty but hate her attitude. Whenever I make a mistake she calls me useless and an ‘empty-brain’. I become discouraged and wonder why I should try to do the right thing. I am nothing but a useless human being. I have ended up with bad friends, people like myself who do not see ourselves as useful. We drink alcohol and kwaso, chew betel nut and smoke marijuana. I dropped out of school. Now I am back living in my village and I am sick. I have become a burden on my parents instead of helping them.”



Jamie and Rapeal

Jamie and his friend Rapeal accept themselves and others. They get along well with a variety of people and tend to make friends easily. They set goals, take risks and accept challenges. They are proud of their successes and don't dwell on failures. They accept responsibility for their actions. They love playing Futsal. Jamie is a defender and so is Rapeal. They always strive for the best in all that they do.

Tania

I am Tania and I am the youngest in my family. My family love and favour me and always encouraged me to be a good younger sister. I feel good about myself and the support my family give me. I'm determined to work hard and do my best in my studies. I passed my secondary exams and was awarded a scholarship to do a bachelor's degree in political science at UPNG. I graduated in 2000 and became a political analyst in the country. I enjoy my job and get along very well with my work mates. I like taking risks and challenges in life.

You

Each person is a unique individual. It is generally known that a person's development is affected by the place they live and how they live, as well as characteristics inherited from their parents.

Activity 17

Study the song lyrics and image below.

- 1 What do you think this song means?
- 2 If a boy or girl was singing this song, what might he or she be feeling?
- 3 Have you ever heard this nonsense rhyme before? It suggests how some people feel about themselves. Perhaps you sometimes feel as if nobody loves you or cares about you. Do you always seem to be doing the wrong thing or making mistakes?

Being me

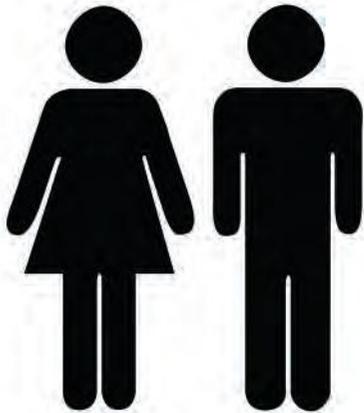
Nobody loves me,
Everybody hates me,
I think I'll eat some worms!



Getting to know you

In this section of study you will look at yourself more closely, so that you can understand and accept yourself. In so doing, you should be better able to accept others for what they are. This will help you to form improved relationships with your friends and acquaintances.

Activity 18



Person tags

- 1 Using the above images as examples, create a “person tag” for yourself.
- 2 List some details about yourself. Then pin it on. Walk around the class and read the tags of everybody else. What items on the tags of other people interest you?
- 3 Get into groups. After you have talked with the other people in the group, answer the questions below.
 - What have I learnt about the other people in this group?
 - What have I learnt about myself?
 - Who am I?

Activity 19



- 1 Draw up a graffiti wall (scribble wall) in your exercise book. A graffiti wall picture should have large bricks so that there is plenty of space for you to write a comment or graffiti tag in each brick. On the wall, write some extra things about yourself. Include some of your feelings about life. Write your answers in your own words. You do not need to complete your graffiti wall at one time. You might want to keep adding comments during the whole course of your study.

- 2 Write a story about yourself. Use ideas you have written on the graffiti wall and the person tag. You might also think of a whole new set of ideas about yourself as you are writing this story.

Give and take

Understanding yourself is a very important step in understanding others. It will help you to recognize skills you have that you can share with others. It will help you to recognize areas where you can be helped by others.

Getting along together in the classroom can be a lot easier if class members all learn to “give and take”. This involves:

- respecting others
- appreciating what others do
- being reliable and taking pride in your work
- sharing jobs
- being responsible
- helping others
- respecting authority
- knowing where things are kept
- returning equipment to its correct place.

Activity 20



- 1 Keep a record of help you give to others and help you receive from others within a week.
- 2 Analyze your record and see if you can improve on what you have done in week one.
- 3 Make a commitment to keep your classroom neat and tidy.
- 4 Make a commitment to respect and be friendly with all other members of your class.

5

Extension strand: • Food and nutrition

Unit 5.1 Nutritious snacks and drinks

Snacks are an important part of your food needs. Good-quality snacks contribute to the daily intake of protein, energy, vitamins and minerals required to keep the body healthy.

Activity 1



Good quality snacks keep the body healthy.

- 1 List the snacks and drinks you have consumed in the past two days.
- 2 Group the snacks and drinks you listed under “nutritious” and “non-nutritious”.
- 3 Give at least three reasons why you grouped the snacks and drinks under “nutritious” and “non-nutritious”.
- 4 In groups, copy the table below into your exercise book. Research and write in the table how each of the snacks or drinks you list contributes to your health.

| Example of healthy snacks or drinks | Contribution in keeping the body healthy |
|-------------------------------------|--|
| Fresh fruits | High fibre, good for digestion |
| ? | ? |

- 5 In your table, identify which snacks and drinks are available locally and which are imported.
- 6 Create a poster that promotes locally available, nutritious snacks or drinks for your classroom.



What snacks keep your body healthy?

Locally available nutritious snacks



Bunches of bananas

Most nutritious snacks can be obtained locally and do not have to be bought from the shops and supermarkets. These nutritious snacks taste nice, can be eaten raw and have high nutritional value, which is important for the body. Some of these snacks are peanuts, Ngali nuts, sugar cane, pineapples, pawpaws, green coconuts, melons, ripe bananas, cucumbers, mangoes, mandarins and sweet corn.

Peter and Joan's story

Peter loves eating processed snacks such as flavoured potato chips, lollies, cakes, sweet biscuits and ice blocks that are high in energy, fat, sugar and salt. On the other hand, Joan loves locally grown snacks such as pawpaws, nuts, mangoes, guavas, green coconuts, watermelons, and sugar cane, which are high in vitamins and minerals. Peter gets sick more often than Joan, who is usually healthy and happy.

Activity 2



- 1 How often do you eat locally grown snacks like Joan does? State two reasons why you eat locally grown snacks.
- 2 Why does Peter often get sick?
- 3 List local fruits and vegetables that your family includes as part of your breakfast, lunch or evening meal.

Some recipes for nutritious snacks and drinks



Tropical fruit salad

Ingredients

- 1 medium-sized pawpaw
- 1 medium-sized pineapple
- 5 guavas
- 1 ripe banana
- 1 tablespoon lime juice
- 1 cup grated coconut

Method

- 1 Wash fruits and dry well.
- 2 Peel pineapple and cut into small pieces.
- 3 Peel pawpaw, remove seeds and cut into 2 cm cubes.
- 4 Peel bananas and cut into small pieces.
- 5 Cut guava into small bite-sized pieces.
- 6 Place all cut-up fruits in a bowl. Add lime juice and mix well but gently with a spoon.
- 7 Garnish with finely grated coconut and serve.



An example of fruit salad

Pawpaw juice

Ingredients

1 pawpaw
Sugar



A pawpaw

Method

- 1 Wash pawpaw and dry well.
- 2 Cut pawpaw lengthwise in half and remove the seeds.
- 3 Scrape out pawpaw flesh with a spoon into a bowl.
- 4 Strain pawpaw flesh through a sieve into a water jar.
- 5 Add water to dilute the mixture for drinking and stir well.
- 6 Add some sugar for taste.

Cooked banana

Ingredients

4 big cooking bananas
Coconut cream
1 2nd grade tin taiyo
1 parcel shallots
Salt to taste

Method

- 1 Wash and peel bananas.
- 2 Wash and chop shallots.
- 3 Place cream in pot and bring to boil.
- 4 Add banana and taiyo. Bring to boil until bananas are tender.
- 5 Add shallots just before serving. Add salt to taste.

Cassava balls

Ingredients

4 medium cassavas
Wide slippery cabbage leaves
1 parcel of shallots
1 1st grade tin taiyo
1 coconut
Salt

Method

- 1 Peel, wash and grate cassavas.
- 2 Wash and chop shallots very finely.
- 3 Wash slippery cabbage leaves under running water.
- 4 Grate coconut and extract the cream.
- 5 Put cassavas, shallots, salt and taiyo in a mixing bowl. Mix well.
- 6 Get mixture and roll into required size balls using the palm of the hands.
- 7 Place cassava ball on the slippery cabbage leaf and wrap it.
- 8 Heat coconut cream until boiling. Put cassava balls into the boiling coconut cream until the balls are cooked.
- 9 Serve cassava balls with sliced cucumber.

Fish kebabs

Ingredients

1 medium reef fish
1 pineapple
1 small whole tomato
1 onion
2 green peppers

Marinade

1 teaspoon brown sugar
2 tablespoons lime juice
1 tablespoon tomato sauce

Method (for the marinade)

Combine all ingredients and mix well.

Method (for the fish kebabs)

- 1 Cut fish, pineapple, tomato, onion and green peppers into similar-sized chunks.
- 2 Thread alternate pieces of food onto skewers, kebab sticks or cleaned coconut midrib.
- 3 Mix the marinade ingredients together. Brush the kebab sticks with the marinade.
- 4 Put on a hot barbecue plate for three or four minutes on each side. If you have access to a grill, then you can use that instead of the barbecue plate.
- 5 Brush with marinade after turning.

Sweet potato and egg salad



An example of potato and egg salad

Ingredients

2 cups of cubed sweet potato
2 eggs
1 cup of thickened coconut cream
Salt to taste

Methods

- 1 Peel and cube sweet potato and boil until cooked.
- 2 Boil eggs for 5 minutes.
- 3 Remove sweet potato from cooking water and leave to cool.
- 4 Remove eggs from hot water and leave to cool. Peel and cut into quarters.
- 5 Combine with sweet potato in a bowl.
- 6 Pour thickened coconut cream on egg and potatoes and mix with a spoon.
- 7 Add salt to taste.

Creamed sweet corn

Ingredients

5 husks of sweet corn
1 cup of coconut cream
Salt to taste

Method

- 1 Remove skins from the sweet corn.
- 2 Place sweet corn in a pot.
- 3 Pour coconut cream over the sweet corn, add salt to taste and boil until cooked and tender.
- 4 Serve.

Creamed pumpkin

Ingredients

1 medium-sized pumpkin
Coconut cream
1 curry flakes tin taiyo
1 parcel shallots

Method

- 1 Wash, peel and remove the seeds from the pumpkin.
- 2 Cut pumpkin into six equal pieces.
- 3 Put pumpkin pieces in a pot, add just enough water and boil.
- 4 Boil pumpkin until just tender and cooked.
- 5 Remove the pumpkin pieces and arrange in a tray.
- 6 Put coconut cream in a pot. Add salt to taste to the coconut cream and thicken the liquid over a hot flame, making sure the coconut cream reaches boiling point.
- 7 Remove coconut cream and spread it on the pumpkin pieces.
- 8 Open a tin of taiyo and spread it on the pumpkin pieces on top of the coconut cream.
- 9 Wash and clean shallots. Chop the shallots very finely.
- 10 Sprinkle finely chopped shallots on the pumpkin and serve.

Lime juice

Ingredients

2 bush limes
2 cups water
Sugar to taste

Method

- 1 Squeeze juice out of lime into a cup of water.
- 2 Add sugar and stir to dissolve.
- 3 Serve chilled (serves two).





Green cucumber juice

Ingredients

2 cucumbers
Sugar to taste
2 cups water

Method

- 1 Cut the cucumbers in half.
- 2 Grate cucumber flesh on a grater or scrape flesh with a spoon onto a bowl.
- 3 Squeeze cucumber juice into another bowl.
- 4 Strain cucumber juice onto a jar.
- 5 Add water and sugar for taste.
- 6 Drink or store in the freezer for later use.



Activity 3

Using the following paragraphs, study the food values given for each of the foods and make a list of the nutrients in one day's snack intake if these were Jessie's food choices:

- 1 slice of pawpaw for breakfast
- 100 g of mango during lunch
- 100 g of watermelon during lunch
- 100 g of Ngali nuts before the evening meal
- 100 g of banana for an evening snack
- 100 g cucumber before going to bed.

Mango



Mango is a very good source of vitamin C (41.0 mg) and A (133 µg). It also contains some vitamin E, carbohydrates, iron, calcium, dietary fibre and other micro-nutrients but in small portions.

Five corners



Five corners are a very good source of vitamin C (38 mg) and vitamin A. They also provide some minerals.

Unit 5.2 Nutrients and good health

The nutrient content of Solomon Islands snacks

Below are examples of Solomon Islands foods that can be eaten as snacks. The standard food serving size for this section is 100 grams. For example, for every 100 g of mango eaten, the amount of nutrients would be 41.0 milligrams (mg) of vitamin C, 133 micrograms (µg) of vitamin A, some vitamin E, carbohydrates, iron, calcium and dietary fibre.

Ngali nuts



Ngali nuts are a very good source of fat (55.5 g), plant protein (20.8 g) and some minerals.

Ripe bananas



Bananas are a carbohydrate food which also provide vitamin C and some minerals. They make a good first food for infants when mashed.

Kabarai



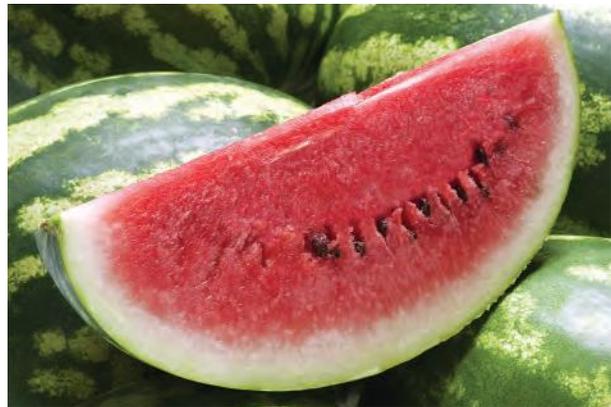
A good source of vitamin C, kabarai is available in most areas of the Solomon Islands.

Peanuts



Peanuts are a good source of fat (47.1 g) and protein (24.7 g). They also provide vitamin E and some minerals like calcium, magnesium, potassium and iron.

Watermelon



Watermelon provides vitamins A and C, carbohydrates, protein and some minerals (but in minute amounts) and water (91 g).

Eggs



Eggs are a good source of protein. They are available in most of the Solomon Islands but are known to be plentiful on Savo Island.

Cucumber



Cucumber is a good source of water (96 g), vitamins and minerals.

Pawpaw



A standard 100g slice of pawpaw is a good source of vitamin C (102.2 mg) and vitamin A (83 µg). It also provides other vitamins and minerals.

Snacks for village people

Activity 4



- 1 Copy the following table into your exercise book and use it to fill in the kinds of snacks you would give to a gardener, a fisherman and a hunter.

| Names | Things to consider | Suitable snacks |
|-----------|--|-----------------|
| Gardener | A gardener digs or harvests in the garden all day and typically has a big breakfast but no other meal until the evening. | ? |
| Fisherman | A fisherman often sits all day in his canoe catching fish for the evening meal. | ? |
| Hunter | A hunter often goes out hunting for pigs. | ? |

- 2 Keep a record of all the snacks you eat in one week by creating a table listing the days of the week. Write what you have eaten on each day under the headings “nutritious” and “non-nutritious”, with a “comments” column for extra information.
- 3 Analyze your results and make recommendations for improvements if any need to be made.

Drinks

Drinks are liquids that you take in when you are thirsty. More than half of your body is made up of water, and you need to drink in order to maintain that level of water. Sometimes drinks contain nutrients that nourish your body to make you healthy and happy. Drinking is a must for your health. If you do not drink water, fruit juice, coconut water or milk, you will become sick.

Activity 5



- 1 In your exercise book, write down a recipe for your favourite drink.
- 2 Try out your recipe in class or at home.
- 3 State three reasons you think the drink you prepared was clean and safe to consume.

Some social occasions where nutritious snacks and drinks might be supplied are:

- a picnic: a day devoted or committed to an outdoor social activity or a meal eaten outdoors
- morning tea (e.g. a mid-morning snack with a cup of tea or juice)
- afternoon tea (e.g. a light mid-afternoon meal of tea, juice or sandwiches)
- fundraising at a church or bazaar or “bring and buy” occasions
- after a wedding
- during or after village meetings.

Activity 6



- 1 In groups, discuss different occasions when local snacks and nutritious drinks are used.
- 2 Select one occasion. Plan, prepare and present suitable local snacks and drinks for this occasion. (Use your own recipes or the recipes in chapter 1 or on pages 102–105.)

- 3 Calculate the cost of the snacks and drinks planned and prepared for the selected occasion.
- 4 Which snacks can be made without cost?
- 5 With the help of your teacher or your friends, make a list of the people you would like to invite to the occasion.
- 6 Practise writing out an invitation and a reply by completing the forms below. You can use this formal invitation in an urban setting. In a rural setting, use word-of-mouth, beat a drum or blow a conch shell to call people.

Invitation

_____ ?
 _____ ?
 _____ ?

Dear _____ ?,

I am having a _____ ?
 party at the _____ ? Community High
 School, in room _____ ?, and it would
 be nice to hear that you can come. The
 party starts at _____ ? and I look
 forward to seeing you.

Your Friend

Reply

_____ ?
 _____ ?
 _____ ?

Dear _____ ?, I have just received
 your letter and I am writing to let you
 know that I shall be glad to come to your
 party at the _____ ? .

Thank you for the invitation

_____ ?

Unit 5.3

Serving food

Setting the table

There are different ways of setting the table for a meal. You could use a modern or a traditional setting depending on the type of occasion. These occasions can be formal or informal. The type of table setting will depend on the nature of the meal or the occasion.

The way you eat your meals varies from time to time and meal to meal. They will be determined by choice, circumstance and family preferences. Wherever you eat, it should be cheerful and inviting. The table setting should be clean, simple and attractive. Meal times should be a time of relaxation and companionship.

Setting the table at mealtimes is a simple task that you can do regularly at home. Think about the basic guidelines for setting a table in a modern setting for a formal meal with important guests.

Activity 7



- 1 Set a table for a two-course meal.
- 2 In your exercise book, list the items used in the table setting.
- 3 Suggest some ideas for a centrepiece for your table.

Presentation of snacks and drinks

Attractive presentation of snacks and drinks is important. One way to do this is to use “garnish” dishes, which means to decorate food make it inviting for people to eat and enjoy.

Some examples are a bowl of fruit salad garnished with grated coconut; creamed pumpkin fruit garnished with a tomato cut up into a flower with five petals; or a tray of pawpaw garnished with slices of bush lime.



Activity 8

- 1 List some different occasions where people usually get together with friends and food is served.
- 2 Find illustrations of some of the occasions you listed above.
- 3 Have you attended any of the occasions you listed above? If so:
 - a What foods were served?
 - b How was the food served at the occasion?
 - c How much time was taken to prepare the food?
 - d How were the tables arranged?
 - e What kind of table cover was used?
 - f What sort of cutlery was required?
 - g What crockery was required?
 - h What decorations were used?
 - i What activities were done at the party?
 - j Did you enjoy the occasion? Explain.

Activity 9



- Unscramble the underlined words below to find out basic guidelines for setting a table. Copy the guidelines into your exercise book.
- Avoid crooverwding when setting the table
 - Do not place items such as coffee cups, tea cups or dessert plates on the table if this crowds your tsgues. It is appropriate to bring those items to the table after the main course has been cleared and dessert is served.
 - If a ortagesh of place settings is a melbpro, mix in pieces that do not match. Mix-and-match settings have become a larpupo trend.
 - When deciding on a bleta centrepiece (focus), keep it wol. Large, tall centrepieces obstruct your guests' view of each other.
 - Choose an erehatmosp that is appropriate for the gathering, complements your meal and couragesen conversation.

How to serve in a modern formal setting

- 1 Remove and serve all dishes from the right, but pass food from the left so the guest may use their right hand to serve themselves.
- 2 Always serve coffee and tea. Fill water glasses from the right.
- 3 Just before serving dessert, clear the table of items that are no longer needed.
- 4 Remove crumbs with a folded napkin and small plate. Dessert cutlery may then be put in place or the dessert may be served directly on individual dessert plates.

Cultural differences when eating

In the Solomon Islands, the food culture is based on sharing. People sit around the food and share it. Here are some basic rules for eating in this way:

- 1 Everyone makes sure that everyone else has enough to eat.
- 2 When you have had enough, you have to politely say you have had enough otherwise you will be urged to eat more.
- 3 During sharing and eating in the Solomon Islands custom, flies are chased with branches of leaves or fans.
- 4 Everyone is expected to eat quietly, not talk too much and speak politely if they want more or refuse more.

In Europe or Australia, especially in towns, the culture is based on individuals. Here are some basic rules for eating in this way:

- 1 Each person has their own “place” set with cutlery.
- 2 Food is either shared out onto individual plates with just enough for one person, or you are “served” if you are at a restaurant or special feast.
- 3 It is not polite to ask for more food. Instead, you wait until you are offered more.

Activity 10



- 1 What is the difference between the modern and traditional Solomon Islands ways of setting the table for meals?
- 2 Why does table setting depend on the type of meal or the occasion?
- 3 Which type of meals do you enjoy?
- 4 In your exercise book, give three ways that the type of meal setting used could contribute to your enjoyment of food.
- 5 Practise how to serve in a modern setting.

Dining without tables

When people are sitting around food or in groups, use coconut leaves or other leaves as tables on the ground so people can share the food amongst themselves.



A formal feast

Eating without a plate and spoon

Although some people have adopted the use of a fork and spoon, you will find many people still prefer eating with their hands. Most families use a spoon for every meal without forks and table knives. Eating with your hands or fingers is traditional. Depending on their religious and cultural backgrounds, people have different food restrictions.

Coconut baskets can be used as plates during traditional feasting of any sort.

Traditional settings without tables



A traditional way of setting a meal without table.

Food is placed on a mat on the floor of the house and people sit around it in a circle and help themselves. This is a common way of eating in the Solomon Islands. People often just help themselves and then sit down to eat anywhere they want to. The buffet table setting is commonly used by Solomon Islanders for special occasions like weddings or church feast days.

Buffet table setting

A buffet is a table setting where people serve themselves food. Food can be eaten at the table or from plates while standing up or sitting down.

Buffets are an ideal way to cater for larger groups of people, especially for parties. They can be formal, where helpers are employed to help serve the main items and slice up hot meat or poultry joints for the guests. Then the guests help themselves to side dishes before being seated at tables.

However, a buffet can also be informal, where people help themselves to what they want and then move elsewhere to eat their food, seated or standing.

Whichever you choose, it is important to get the layout of the buffet table correct to avoid overcrowding or a long line of hungry people waiting for their food.

Buffet table coverings and decorations

As there will be a variety of food placed on the table, keep coverings as plain as possible. White is always a good colour and will show off your dishes to the best possible advantage without making the buffet look over-decorated or messy.

If space allows, it is nice to have a large centrepiece. However, keep other decorations to a minimum, as not only could they make the table look overcrowded, they may also get in the way of people trying to serve themselves.

Buffet cutlery, china and napkins

The most important rule of a buffet is to keep all the plates in one place (the place setting), preferably at one end of the table, so that people can collect their plate before choosing their food.

The cutlery and napkins are generally placed near the plates. But if you think it would make for a smoother flow of traffic, place cutlery and napkins at the other end of the table so that people can pick them up once they have filled their plates.

A good idea is to wrap each knife and fork in a napkin so guests can just pick up one “bundle”, although this will only be necessary if guests can be seated to eat their food. Otherwise, just a fork should be provided.

If necessary, serving cutlery should be placed on the table close to where the dishes are placed.

Buffet glasses

In general, it is best not to have glasses on the main food buffet table. However, if guests haven't been given a drink before they start to eat, place the glasses and drinks on a separate small table so that it doesn't get in the way of the free-flowing movement of people around the food buffet table.

Buffet food

The exact placement of platters (big trays for holding food) or dishes of food is down to personal taste. However, it is best practice to place savoury items like fish and meat at the end closest to the plates and sweet items at the opposite end.

At formal buffets, the accompaniments (the small pieces of finger foods, e.g. spring rolls, sausage rolls, etc.) and side dishes should go somewhere in between the main savouries and the desserts.

If you don't have much seating available, keep the foods “bite-sized” so that they are easy for your guests to eat with one hand or a fork while holding the plate in the other hand. In any event, where possible, place small tables or surfaces all around the room so guests can rest their glasses or plates between mouthfuls.

How to set up a buffet table



A buffet place setting

There is a reason for correctly setting up a buffet table. If the buffet table is set improperly, you run the risk of long lines of hungry partygoers waiting for their meal and thereby interrupting the flow of the entire event. Regardless of the number of guests, the effect of a poorly set up buffet table leads most certainly to frustration for all guests and party planners involved. Use the following tips to set up a buffet table correctly.

Night-time buffet table setting



One example of a buffet setting

Things needed:

- guest list (list of people who will attend the party)
- menu plan (the list of dishes or recipes that will be prepared for the occasion)
- linen (the table covers used to cover the table)
- flatware (flat trays or dishes that will be used for food arrangements)
- silverware (cutlery made of silver or stainless steel)

- chafing dishes (e.g. full pig meat placed on the table, with someone assigned to cut and serve)
- serving utensils (utensils that will be used for serving foods, e.g. tongs or serving spoons)
- lamps and lighters (the type of lamps that would be used to light up the party space).

Guidelines to follow to set a buffet meal

- 1 Start by setting out the plates at the beginning, followed by side dishes, main dishes, vegetables or fish, salads, breads and relishes. The utensils are placed at the end of the buffet table.
- 2 Table decorations are placed above and in the centre of the buffet arrangement.
- 3 Set drinks, glasses, cups and the dessert on a separate table to avoid congestion.
- 4 If choosing to use paper napkins, place them between each plate in the stack to allow for space (not more than twelve plates per stack).

Activity II



- 1 Use the management process and information given to plan, prepare and present a buffet meal setting for a class function.
- 2 Apply all that you have learnt about table setting.

6

Extension strand: • Home management

Unit 6.1 Homes and home maintenance

Activity 1



- 1 Some houses give you a wonderful welcome and make you feel at home straight away. Why is this?
- 2 How can poor housing affect family life? Do you know of any situations where this has happened?
- 3 How important is money in building a happy family life?

Most families are very busy, and share household duties. As a member of the family team, everyone has his or her share of jobs to be done around the house.

Activity 2



- 1 In your exercise book, list the jobs that have to be done around your home.
- 2 Compare your list with those of other members of the class.
- 3 Choose one of the jobs to be done around your home or classroom. You will carry out this task for a week as a project.
- 4 Copy the dot points below into your exercise book and complete it before commencing your chosen task.
 - For my project I plan to (goal):
_____?
 - The decisions I have to make (how, when, where and why) are: _____?
 - I plan to carry out my project in the following way (steps necessary):
_____?
 - I will need the following resources:
_____?
 - My attitude to this task is: _____?

The jobs you do around the home might depend on several things. You might be given a job because you do it better than anyone else in the family. Members of the family differ in what they can do and what they like to do.

Activity 3



- Write a report on your home or classroom experience by completing the following in your exercise book:
 - The things that I accomplished by doing this project are _____.
 - The things I learnt by doing this project are _____.
 - I could have improved my management of the project by: _____.
- The following questionnaire is to be completed by a parent, guardian or teacher after the home or classroom experience is finished. Comment on the home experience by ticking the appropriate column.

| Criteria | Excellent | Fair | Poor |
|--|-----------|------|------|
| Planning of the task | ? | ? | ? |
| Decisions made | ? | ? | ? |
| Systematically carried out duties each day | ? | ? | ? |
| Resources used | ? | ? | ? |
| Completion of the job | ? | ? | ? |
| Attitude to the task | ? | ? | ? |

Please make any additional comments about the tasks completed:

Signature (parent or guardian)



Two villages

Read the following stories and answer the questions at the end.

Tautau village

I live in Tautau, a small coastal village in Haununu district, West Makira. Tautau has a white beach with trees growing along it and black rocky cliffs at both ends of the village, where toilets are situated for males on the right and females on the left. It consists of ten homes; nine are built from traditional materials on the beach, but one was built from permanent materials on the hill. It has views of coral reefs along the sea front. These coral reefs are beautiful and have many different types of fish and shells.

Even someone like me, who does not know how to fish, can still catch fish because there are so many around the reef. When there is no rain for a long time the streams get dry, so my relatives usually go by canoe to collect water for drinking and cooking from a nearby village called Waipuruia.

My relatives in the old days were very kind, helpful and respectful before the logging began in my grandfather's land. Once this started, a lot of our relatives discouraged us from staying in Tautau, but my family decided to live there, as my grandfather had chosen Tautau village to be our home as long as we live on this Earth. It meant a lot to us. My grandfather was buried there, beside my aunty Katie's home. I love Tautau village; it is beautiful. I'm sure a lot of our relatives envy us, although at the moment there is a need for improvement in some areas.



What makes a village function well?

The homes of my uncles, aunties and other relatives are quite old, with holes in the roofs, walls and floors. There is also no regular maintenance performed on the homes. My family and relatives are kept busy completing daily activities to meet our basic needs, such as going to the gardens, hunting, fishing and diving. As a result, there are no hedges or flowers planted in my village, only fruit trees, betel nuts and local tobacco. All my uncles, aunties, other grannies and cousins chew betel nuts and they smoke too. Although it is not good for their health, they enjoy it. Rubbish disposal needs to be addressed as well so that everyone knows where to put their rubbish, especially during rough sea and rainy seasons.

My grandfather was the chief in my small village. He was a man of integrity who was respected by my relatives. He cared for our wellbeing and did not allow any pigs, chickens, cats or dogs to be kept in our village because there was no good water supply. Crayfishing was forbidden and crayfish were only eaten

when they were caught by accident. Alcohol of any sort was forbidden by my grandfather in my village. He wanted the village to be clean and healthy.

After he died, my relatives did not follow these rules anymore. As a result, our village is sometimes very filthy because of the animals kept in the village.

Kaka village

Kaka village is on the mainland of South Malaita. It is 100 metres away from the coast, and along this coastline there are beautiful mangrove trees. It is a big village and consists of more than fifty families.

The set-up of the houses in the village is not well-planned. As a result, they face all directions, which makes the village look untidy. Hibiscus flowers are planted in hedges by some families to provide privacy and as a boundary from other houses. There is a big drain dug along the side of the village to allow rainwater out and to keep the village dry after rain. Due to the fast growth of the population, the drain is now in the middle of the village.

A big river flows through the village, so one-third of the village is on one side while two-thirds is on the other side. Families use the middle part of the river for washing clothes, utensils and other household cleaning duties. Both men and women use the river for bathing, however men take the top part of the river while women use the bottom part.

Rubbish is dumped in the river at the bottom. Some families who live some distance away from the river dispose of their rubbish at sites built purposely for waste.

Traditionally, men and women don't use the same spot as a toilet area. This is still true today. The men and women use a stream flowing down the side of the village as a toilet. Men use one spot while women use another.

Activity 4



- 1 List good or attractive features of the Tautau and Kaka villages. Give reasons why these features are attractive to you.
- 2 Identify health and environmental problems that the Tautau and Kaka villages are likely to face. Suggest ways to address these problems.
- 3 Identify some improvements and sketch a plan showing how improvements could be done.
- 4 Discuss what should be done to beautify your village or town.
- 5 Choose a day for cleaning the village and make a work plan to follow each month.
- 6 Write a description of your own village or community similar to the above. Mention the features of the natural environment, the good and the bad things about the layout and appearance of the types of houses and the village, and the things that affect health.

Honiara homes



Many people in Honiara have little choice when it comes to finding a place to live. In fact, there are quite severe limits on choice for many families living in Honiara.

There are various ways of paying for a home and managing the living costs. The income of some families cannot meet housing needs, so they look for cheaper accommodation. Since renting is very expensive, it is becoming very difficult for Solomon Islanders. People must think seriously about planning and balancing their budget in order to live within their means, no matter how

limited their resources. This may well mean that some individual needs, such as consuming alcohol, chewing betel nut and smoking, must stop to cater for other more important needs, such as improving or building a home.

Some Solomon Islanders are able to design and build high-class homes like those in the Ngossi area, west Honiara. Other families live in homes that are bought, built or rented according to what they can afford. Turning a house into a home means making it work for the people who live in it.

Activity 5



Do questions 1–4 if you live in Honiara. If you live in a village, do questions 5–9.

- 1 Do you live in a rented, bought or built home?
- 2 Does your family have a lot of relatives living with you?
- 3 Describe the environment of your home.
- 4 Discuss and list improvements to be made in your home.
- 5 Do you and your relatives ever visit Honiara or the provincial capital? If you do, where do you stay?
- 6 If you have relatives or wantoks in Honiara or in the provincial capital, would you expect to be able to stay with them if you visited these places?
- 7 What would you take with you?
- 8 What problems do you think your visit might cause the people you stay with?
- 9 Why is it more difficult to accommodate your relatives or wantoks if you live in town rather than in the village?

Squatters

A squatter is someone who builds a house on land that is not theirs. Often the house is poorly built from scraps of material found in the town.

There is an increase in squatter settlements in areas like Mbokona, Gilbert camp, Burns Creek, Tvaruhu and KG Valley, which means there is also an increase in the number of people or families experiencing poor sanitation and poor living environments. The increased need for housing and an increase in the crime rate has meant that the government cannot control squatter settlements, even illegal ones.

Activity 6



- 1 Have you seen or lived in one of the squatter settlements?
- 2 Do you have access to a good water supply, roads, schools and a clinic?
- 3 Are there any improvements needed to beautify the place or make it enjoyable to live in?



What makes a house a home?

Gilbert Camp, East Honiara



My name is Loretta. I grew up in the Gilbert Camp area. My father is a primary school teacher and my mother is a housewife. My grandparents were among the first settlers here and they enjoyed living in Gilbert Camp when there were fewer people. They built proper toilets and had access to water. My mother had a piggery and I loved looking after the pigs, especially feeding them. As time went by, people started to come and build their homes here too. The population continued to increase. Now there are many homes made from temporary materials. There are semi-permanent and a few permanent homes.

The water supply has not improved. There are different types of toilets built by each family, including flush, open and pit toilets. People continue to build, since the population is growing and the demand for homes continues to increase. Many of the homes do not have access to a safe water supply. People have to walk for long distances in order to fetch water and bathe.

All my grandparents' homes are now rented out, so my father had to rent a home for us to live in. It is a four-bedroom home and caters for all of us. It is a raised home with a separate kitchen. There is a fence built around our home, there is no garden and the ground around it becomes muddy when it rains. The toilet is built inside the home, which is better than using open toilet pits or using the bush. Water is also supplied.

The neighbourhood is quite good except during weekends, when people drink and cause a lot of noise and disturbances. During wet days most vehicles are unable to go as far as our home because the road is slippery.

Activity 7



- 1 What are the main problems of living in Gilbert Camp?
- 2 Suggest ways some of these problems could be overcome.
- 3 If you lived in the home described here, how would you improve and beautify it and its surroundings?
- 4 What would be the problems in doing so?
- 5 Write a clean-up program your family can use each month to maintain your surrounding area.

High-class homes

Homes built in Ngossi and Tasahe and some other areas in Honiara are often called “high-class” homes. Homes are usually built from plans that are well thought out. When people have money they can build good permanent homes.

Activity 8



Name areas in Honiara or in the provincial capital where “high-class” homes are built by wealthy people. Suggest reasons they build in these areas.

Unit 6.2 House planning

There are four main elements of a house, and together they determine the total house plan.

The four main elements are:

- family needs and finance (money)
- the interior (inside) layout plan
- the exterior (outside) plan
- the garden plan.



How do you plan a garden?

Activity 9



- 1 Discuss the four main elements of a house and explain in your own words what they mean by giving examples.
- 2 Why do you think the four main areas listed above are important?

Other considerations

There are two main kinds of basic features in housing—those that can't be changed (unalterables) and those that can (alterables).

Unalterables

These elements of a house must be inspected carefully, because they are difficult or impossible to alter. So have a good look at:

- physical environment
- size of section (land)
- sun and wind
- view or outlook
- social environment
- the neighbourhood
- distances to work, school, shops, transport, health services, sports clubs and community and recreation centres
- parks, beaches and playgrounds
- distances to friends and relatives

Alterables

These might possibly be changed to suit the family, but it is wise to work out the cost of changes. Is it worth it? Some changes might need to be done immediately; others can wait.

Physical structure

Consider:

- the condition and quality of the dwelling and its surrounds
- the type of garden—lawn, flowers, vegetables, trees, shelter and privacy.

Functional qualities

Look at:

- the overall size of the house and number and layout of rooms and the spaces for various activities
- the layout of the kitchen, laundry, bathroom and other work spaces.

Furnishings

When assessing furniture, analyze:

- how useful it is
- its style
- type of flooring
- its colours.

Activity 10



Explain why is it important to know and understand the two main kinds of basic features in housing: those that can't be changed (unalterables) and those that can (alterables). Provide examples to support your answers.

House design

The house design must suit:

- the family
- the piece of land.

A good house design is honest—that is, there are good reasons for its shape, size, levels and placing on the site. It should be well integrated with the land and its surroundings.

Activity 11



- 1 Design your own home. Here are some questions you might need to consider:
 - How many rooms and what types of rooms do you need?
 - What style of house would you like?
 - Is the home raised on stilts, on the ground or two storeys?
 - What type of kitchen will you need? Is it inside or outside the house, and will you cook with gas, fire or both?
 - Do you want an oven for *motu* or a BBQ area?
 - Should the bathroom and toilet be inside or separate from the house?
 - Do you want a veranda? If so, how big, where and which way should it face?
 - What materials will you use for the outside walls: timber, concrete block, bricks and/or fibro?
 - What materials will you use for the inside walls: fibro, timber and/or loya cane?
 - Do you need mosquito netting and/or burglar bars on the windows?
 - Will you use a hot-water system?
 - What type of lights will you use: strip lights, low-cost lights or round bulbs?
 - Will you have cash power or an electricity meter?
 - How will you handle sewage and waste water?
 - How will you handle water supply, water tanks and gutters?
- 2 Draw a plan of your home design. Share it with a friend and state the differences between your home and your friend's.

Unit 6.3

Interior and exterior decoration

Interior (inside) design

Interior design is the skill of making a plan and the act of decorating inside a house.



Activity 12

- 1 Make a plan of the interior and exterior of your home. Discuss how you would like to beautify it.
- 2 Identify difficulties in improving or beautifying your home.
- 3 Are the people living at your home helpful? Do they show interest in beautifying your home or keeping the environment clean?

Ideas for improving your home

These are the kinds of things you can do to improve your home:

- change the paint on the walls or use loya cane on walls
- change/rearrange the furniture
- replace the carpet with wood flooring
- replace the light fittings
- add decorations to the walls.

The main purpose of improving a home is to make it meet the needs of the occupant.



Activity 13

- 1 List all the pieces of furniture, free-standing and built-in, of any living room or family room you know well. Compare your list with those of other class members to see which items are most often listed.

- 2 Check classrooms and see if furniture is arranged to give comfort to those who use it.

Arranging furniture

Furniture needs to be arranged to:

- 1 meet its purpose—what the room is used for, by how many people, at what times of the day
- 2 leave space for circulation to adjoining rooms and passages
- 3 allow clearance for doors to swing, equipment to be used and features such as drawers to be pulled open.

There are probably quite a large number of possible arrangements which would meet all these functional requirements.

In order for the room to look pleasing as well as function properly, the principles of design need to be kept in mind:

- Harmony—furniture should fit in with architectural features such as doors, windows and bends in the wall line.
- Variety—high and low pieces should be arranged to complement each other.
- Unity—the room should be neither crowded nor under furnished, so that a space looks empty if furniture is removed. Furnishing about 30 per cent of the floor area can be enough.
- Emphasis—use as little furniture as possible against beautiful Solomon Islands designs on the walls or windows with lovely views, other decorations and textures.
- Scale—small rooms take small furniture best, larger rooms can take both small and large furniture. Groups of small furniture look similar in weight to one large piece.

Living space

A living room has many demands on its space and furnishings. For conversation, furniture is best arranged so that people can look at each other and are neither too close nor too far apart.

Extension Strand: Home management

Some ideas:

- a sofa and chairs around a low table
- two sofas facing each other, or a sofa facing two chairs, at right angles to a fireplace
- two sofas or a modular seating unit at right angles, with a corner table.
- if the room is large enough, a smaller seating area can be separately arranged for reading and quiet activities
- one or two chairs and a table
- a chair by the stereo, with headphones
- a small sofa in a window bay.

Radios, a stereo and a television can be a problem when arranging a living space. One solution is a wall storage arrangement to hold any or all of these, plus CDs and perhaps books or glassware as well. A television set should be easy to see when required, but should not dominate the whole room.

Bedrooms

Beds are large and can be put in only a few positions in most bedrooms. Dressing tables need to be placed where light can fall on the face. Built-in units should use space efficiently.

Some ideas:

- Single beds along a wall or in a corner leave the floor area free; the beds can also be used to sit on.
- Bunks save space, but some are hard to make.
- A bedhead against a wall with space on three sides is easiest for making the bed and is best for double beds.
- A chair and lamp can be combined to make a reading corner.

Dining areas

A table and chairs are the basic items you need. There should be enough room to pull out the chairs and sit down easily, without being cramped or having to clamber past other people. Other useful furniture could include

extra chairs for guests, a sideboard to hold tablecloths, cutlery, good china and glassware, and a side table for serving.

Some ideas:

- An opening between the kitchen and the dining room provides a serving area.
- In narrow dining areas, put one end of the table against a wall.

Activity 14



- 1 Decide on good and bad points about your living space, bedroom, dining room and dormitory or classrooms.
- 2 Identify how much furniture you need. For example, list chairs, tables and other furniture you would choose. Would you select cushions, wooden or cane chairs, or would you prefer to sit on the floor?
- 3 Suggest ways to arrange the furniture. Should chairs be in straight lines or against the walls? In a circle or a more sociable arrangement? Bear in mind that special customs need to be catered for, such as walking in front of men, in-laws etc. Use the above ideas and your own for improvement.
- 4 Assess where you will put the TV/video if you have one. If you put it in the main living room, it may dominate the area and stop conversation.



Living spaces need to be carefully designed to make the best use of the space available.

Exterior (outside) design

The exterior or outside of your house is as important as the inside or interior of the house. It is the exteriors that will give a visitor the first impression of how the interior is going to be. A home's exterior is subject to wear and tear by the elements of nature, so care must be taken to lay the exteriors well and with good quality materials.

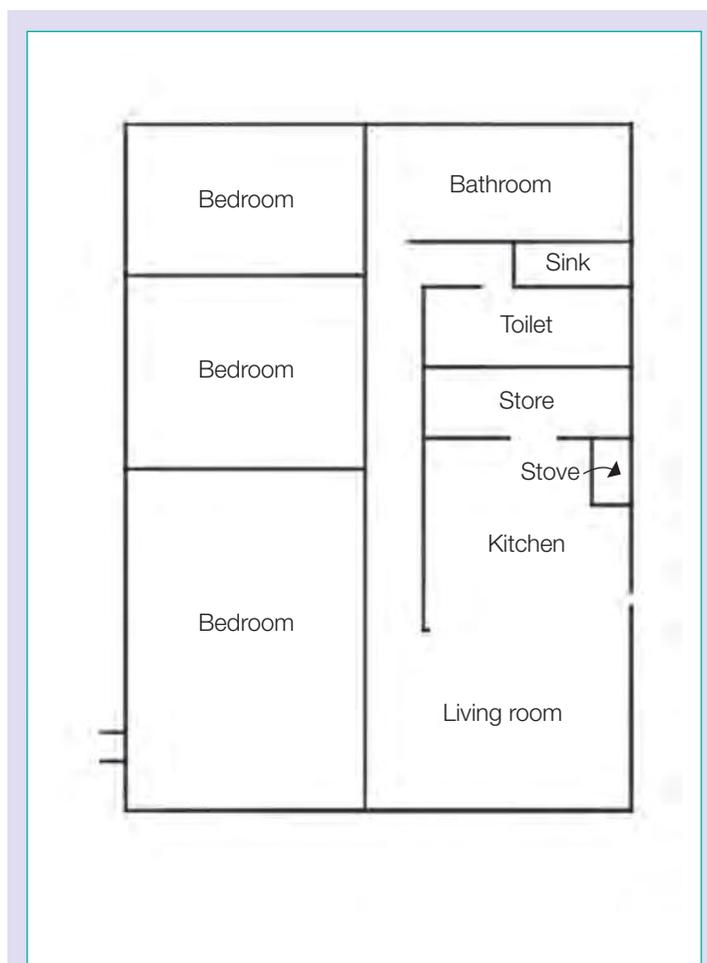
Walls, roofs, windows and doors make up the exterior of a house. Their final appearance depends on:

- how the house is structured
- what materials are used.

A successful exterior design will:

- match the surroundings and the interior design
- use materials that suit their function and are easy to maintain
- express the personality of the people who live there.

Simple exteriors can be more attractive and successful than complicated ones, which are not always functional or well planned.



Lina's home

Lina has five children and a husband. She lives in a government-owned wooden house. It is a three-bedroom home. The home is a rectangular shape, easy to maintain and suitable for the site, which is a particularly narrow piece of land. There is a good area for gardening outside the home. The following diagram is an outline of Lina's home.

Lina's home is run down and needs renovation or repair. The home is not fully furnished and Lina has been coping with the situation for the past six years. After Lina attended a one-week course on home improvement, she set a goal to improve both the inside and the outside of her home.

Lina constructed a table of all the things inside her home, the things she needed and the quantity of things she required.

| Things in the home | Items required/tasks to be done |
|--|---|
| <ul style="list-style-type: none"> • An old dining table with six old chairs • Five very old single beds • Three built-in shelves, one in each room • Two gas stoves • Windows without louvres • Kitchen shelf | <ul style="list-style-type: none"> • 1 set cushion chairs (3-piece) • 1 double bed • Screens for windows • Wood for shelves in storage rooms • Four-burner gas stove with oven • Locks for doors • A toilet set • Curtain holders • Tiles • Floor varnish • Fridge • Dining table and 4 chairs • 4 pot plants • Repairs on the bathroom hand basin and tap • Repairs on leaking kitchen tap • Wall hangings |

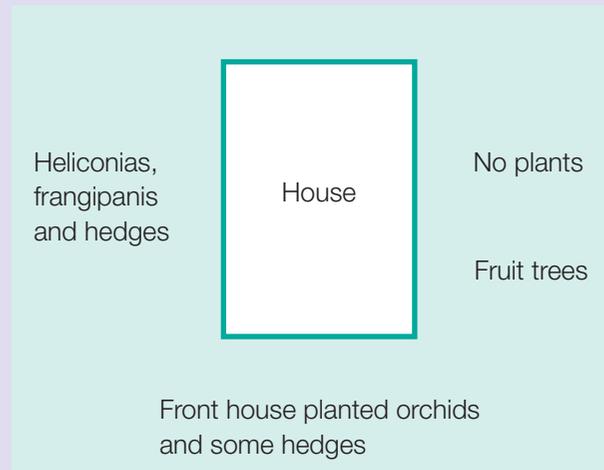
After that she made a plan to improve the inside of the home she was living in. She realised her major difficulties were:

- the home was owned by the government, so she could not do whatever she wanted to do to improve the home, especially adding additional rooms
- the need for finance or money for home improvement
- Lina needed time for planning and implementing some of the ideas for improving the home.

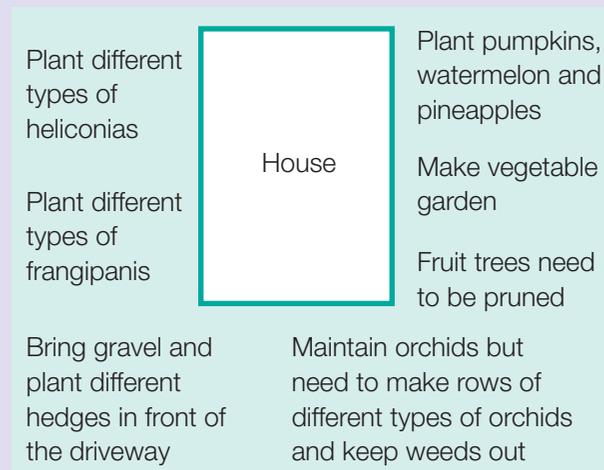
Lina then identified what also needed to be addressed outside her home.

| Outside the house | Things to be done | Suggestions for improvements |
|------------------------|--|---|
| Walls | Need to be sandpapered and repainted | Light-green paint |
| Windows | Screens, cyclone wires and louvres need to be replaced | Netting, cyclone wires and louvres |
| Doors | Need to be repainted and locks need to be replaced | Light-green paint |
| Front and back steps | Need replacing | Timber |
| Veranda rails and gate | Need replacing | Timber sizes needed |
| Laundry area | <ul style="list-style-type: none"> • Sink very dirty with fungi • Hot water tap and power point need replacing | <ul style="list-style-type: none"> • Install a water tank • Clean the sink • Connect the hot water tap • Put in new power point |

Below is the current garden layout:



The following is a plan for the improvement of Lina's garden:



Activity 15



Read Lina's story and answer the following questions:

- 1 Using Lina's example, check inside your home and make a table of things in your home, items required and tasks to be done.
- 2 Check outside the home. Make a table of things that need to be done and write down suggestions for improvement.
- 3 Why is the outside of the home as important as the inside?

Unit 6.4

Beautification and landscaping

Beautification

Rita's house



Planting plants and flowers is part of beautification.

Rita has lived in Honiara all her life. She bought a home in 1978 and as time went by there was a need for improving it. However Rita has not taken much interest in beautification until recently, when she saw people in the streets of Honiara planting flowers and palms, and also collecting rubbish, which made Honiara look beautiful. She also noticed that some people littered,



Examples of garden planning and beautification

knocked down rubbish bins and destroyed the work of beautification. Rita at times confronted these people and told them off for their bad attitude.

Beautification projects are often undertaken by the city council in order to boost tourism or other commerce. Rita was convinced that she could do that at her home too.

Rita started doing a lot of things to put everything in order at home, whether she had a small or big space. She always gave consideration to the details of both the interior (inside) and the exterior (outside). She realised that home beautification was a never-ending process.

Rita thought that her home would undergo several changes from the outside to the inside as time passed by. Decorating and redecorating both the exterior and interior was one way to beautify her home. The exterior of her home would be given the same importance as the interior.

Rita saw creativity and resourcefulness as the answer to home beautification. She knew that she could give the exterior of her home the natural element of beautification by planting attractive flowers and trees.

Rita decided to have proper waste disposal at her home to reduce the danger of diseases and a dirty environment. Time and again, she taught those who lived with her about the importance of waste disposal, but every now and then they forgot. Rita knew that people needed to change their attitude, so she started her own home rubbish disposal system by setting up three drums to dispose of rubbish and labelling them accordingly.

| Burnable | Non-burnable | Compost |
|---|--|--|
| Things that can be burnt, such as paper | Things that cannot be burnt, such as tins, bottles, etc. | Things that can be buried such as leaves, peelings, etc. |

Compost

The process of composting is simple and can be practised by individuals at home. Compost can be rich in nutrients. It is used in gardens, landscaping and agriculture. The compost itself is beneficial for the land in many ways, including enriching the soil and being used as a fertiliser, an addition of vital humus or humic acids, and as a natural pesticide for soil.

This compost could be used on pot plants and garden flowers, as well as vegetable gardens.

Rita asked some boys she knew to dig a compost pit. They dug a hole 1 m deep and 1 m wide. Dead leaves, peelings, cut grass and the skin of fruits and vegetables could be thrown in and left for a few months before use. Rita gave the boys the responsibility of adding animal manure to the pit. She also avoided throwing in cooked food leftovers to prevent animals digging up the compost.

Recycling

Rita also practised recycling or reusing as a way to minimize waste. Apart from cutting her workload, recycling enabled Rita to earn money by selling aluminium drink cans to collectors.

Rita's last home beautification activity was to make sure that the home looked clean and peaceful. A home will only be beautiful when it is clean.

Activity 16



Read Rita's story and answer the following questions.

- 1 What made Rita think of improving her home?
- 2 Make a list of things Rita has in mind to do in her home.
- 3 Make a list of things you need to do to beautify your home.
- 4 What lessons have you learnt from Rita's story?

Landscaping

Landscaping is any activity that improves the appearance or natural beauty of a piece of land by planting and other practical measures, such as building retaining walls and steps.

Activity 17



Landscaping can improve the appearance of a property.

- 1 Look at the examples of landscaping above and choose which one you like the best.
- 2 State three reasons for your choice.
- 3 In groups, take a tour around the school and identify which areas need landscaping, then make a plan to carry it out. Your plan should include a time frame, types of plants, etc.



Olivia's guest house

Olivia started her guest house four years ago. She and her family live about a mile outside Apia, the capital of Western Samoa. They have quite a large modern house with a big garden. In front of the house, on the main road, Olivia's husband has a small workshop where he repairs machines and vehicles. It is a quiet place and very pretty—full of frangipani trees and bougainvillea.

Olivia used to work for the government as a secretary. A few years ago she had to leave her job to look after her mother and to help her husband with his business. She worried a little about money and what she was going to do about helping the family now that she had given up her job.

"I thought I must do something," she said. "One day I looked out and saw the old fale in the garden. We used to live there before we built the house. Then it dawned on me—I'll do something with that."

Olivia rang the bank and explained her idea to the manager. He thought her idea was good and she borrowed just enough money to fix up the fale.

"I got a carpenter to look at the place. He did most of the work, with a member of the family to help." They built beds and partitions and divided the fale up into three bedrooms and a sitting room. They put a small shower room and a kitchen at the end.

"I went out and bought some linen, a stove and a fridge, mattresses, paint, all sorts of things. And it looked really nice when it was all finished. I put up curtains, put plants all around the fale and some inside and painted all the walls and the old furniture."

When it was all ready, her family came to look. They teased her a little and said it looked like a children's house.

"You can laugh, but you'll see," she said, and went off into town to get her licence to operate the business.

She received her first guest the first day she opened. She hadn't even advertised but the tourist bureau had sent him to her. From then on she got a lot of guests by word of mouth, through the visitor's bureau and through a tourist guide book. For a year, she was full almost all of the time, so she decided to expand. She got the carpenter to come back. Using some of her savings, she built two more modern units—large rooms with a kitchen, bathroom and a wide veranda on the front.

Olivia likes her business very much. She likes to meet a lot of people and to talk to them about their lives and the countries they come from.

"Most people are very nice," she says. "It's hard to say 'hello' and then 'bye' so fast."

Of course, every business has its problems. Olivia tries hard to control things and to make changes so that she is still successful. She sometimes has problems with guests. She has been cheated by people who leave without paying their bills.

"If you have a Samoan heart, you trust people," she said. But now Olivia asks all guests to pay for their rooms each day, so that she cannot be cheated again. Sometimes people steal things from her, too. Kindly she says, "Maybe they forget that the towels belong to the guest house—I don't know. But this doesn't happen very often."

It is hard to get good staff to work in the guest house. Olivia says, "They have to be very honest about guests' things that are lying about. And they have to work hard." Now she has two women and two men who help with all the chores.

Olivia does many things by herself but cannot do everything. She does not provide meals for guests, but there are places for visitors to cook their own food. On Sundays, Olivia cooks a big traditional meal for everyone in the

guest house. She does not allow people to drink liquor in the guest house or to bring outsiders in without telling her. This helps her to make sure that things always run smoothly. Olivia also has a small minibus. Originally she bought it to do tours around the island for visitors. She still does this, but she also hires the minibus out to other groups sometimes. "Other people drive it badly, but that's the risk I take."

Now there is another guest house in town as well as several big hotels. This gives Olivia some competition for the travellers who come to Apia. But Olivia's reputation is good. Her guest house is well known, clean, safe, quiet and friendly, so she still gets quite a few visitors.

The biggest problem is costs. "It is hard to keep costs down and to keep repaying my loan." Olivia says. "Guests come and go all the time. They stay for a few days and then go off somewhere else. You never know how many people you are going to have staying. But after a while you have a good idea of how many will come over one month or two."

Olivia likes having her own business. "It's good to be your own boss. I have to work hard but, you know, I have six children. Education for our children—that's what we work for. Maybe when I'm old I'll stop, but not yet. I like it."

Activity 18



- 1 Using your imagination, sketch a plan of Olivia's home and guest house.
- 2 Why did Olivia stop working?
- 3 What makes Olivia successful in her business?
- 4 Do you think this kind of business could be run in your community?

7

Extension Strand: • Clothing and textiles

Unit 7.1 Drafting an A-line skirt

Basic pattern drafting/ making

Activity 1

- 1 In groups, discuss the differences between drafting, construction and adaptation.
- 2 State three advantages of knowing how to draft patterns.

Adapting styles

A wide variety of loose-fitting styles can be adapted from the basic pattern shape. This involves the addition of:

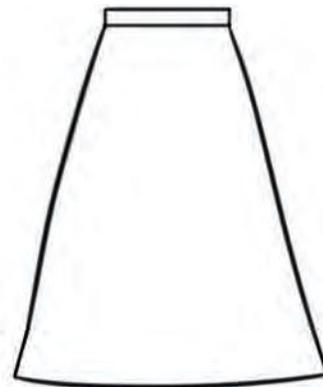
- sleeves
- pleats
- openings
- yoke lines
- panel lines
- pockets
- collars
- armhole lines.

Activity 2

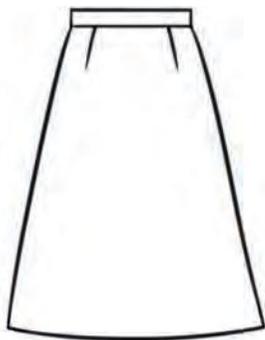
Use your skirt block pattern to adapt an A-line skirt. Follow the instructions below to adapt an A-line skirt with the help of your teacher. To make a simple A-line skirt, you need the following skirt block pattern pieces:

- front skirt
 - back skirt.
- You also need to draft:
- a waistband pattern
 - a side-seam pocket pattern.

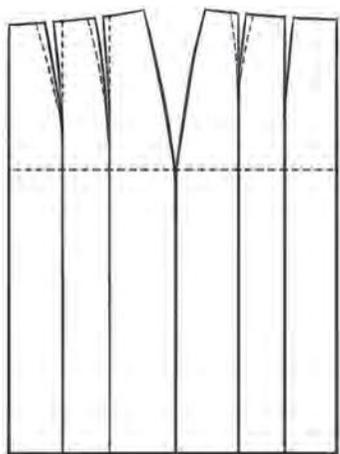
An A-line skirt with side-seam pockets and centre-back zip



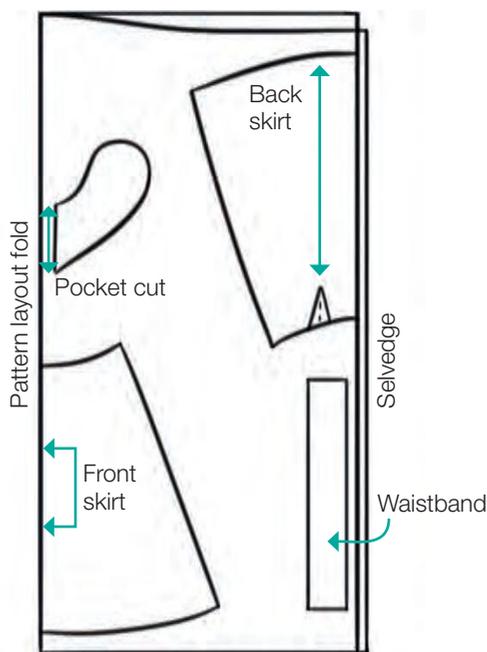
Front of A-line skirt



Back of A-line skirt



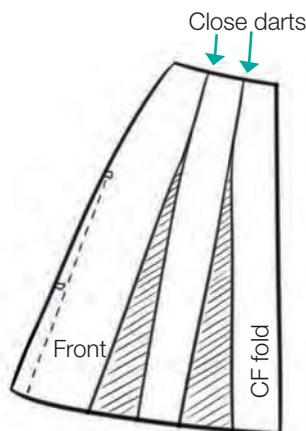
Trace around the basic block for the front and back of the skirt.



The pattern layout for the skirt.

Front skirt

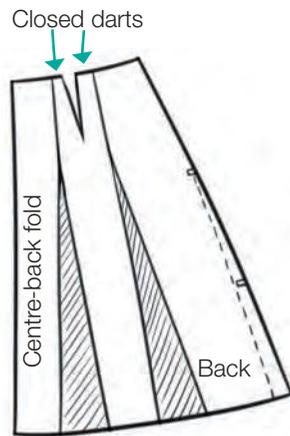
- 1 Trace the basic skirt block. For the front skirt, change the 2 cm front darts into 1 cm darts at the waistline.
- 2 Draw vertical lines from the base of the darts to the hem.
- 3 Cut out the pattern and cut up the vertical lines.
- 4 Close the darts (see the following diagram).
- 5 Use a new piece of paper to trace around the new outline. Make sure the flare openings at the hem are equal. Add a 2.5 cm flare to the hem at the side seam. Also add a 1.5 cm seam allowance.



Front skirt with darts

Back skirt

- 1 For the back skirt, reduce the two waist darts to 1 cm and draw a new 2 cm dart midway between the 1 cm darts.
- 2 From the original darts, drop vertical lines to the hem. Draw a vertical line from the base of the dart to the hem.
- 3 Close the two outer 1 cm darts as for the front pattern. The flare openings at the hem can be made equal to the front pattern as required. Add the 2.5 cm flare to the hem at the side seam.
- 4 Follow instruction no. 5 as for the front skirt.



Back skirt with darts

To cut the waistband pattern

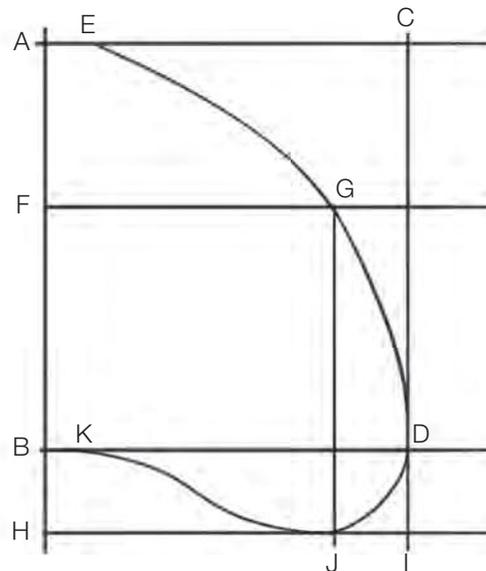


- 1 Take a waist measurement.
- 2 Add 9 cm to your waist measurement. For example, if your waist measurement is 80, then $80 + 9 = 89$ cm.
- 3 Draw the waistband and cut it.

To cut side-seam pocket

To cut the side-seam pocket pattern, use the following average measurements.

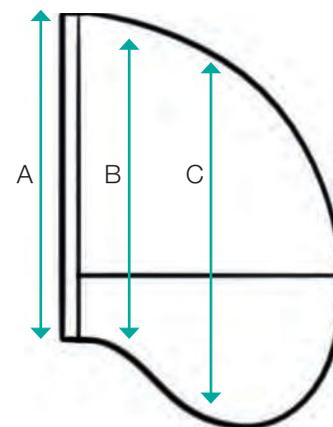
- 1 Draw a line from A to B = 20 cm (pocket length).
- 2 Draw a line from A to C and B to D = 15 cm (pocket width). Rule from C to D.
- 3 A to F = 8 cm.
- 4 F to G is 12 cm.
- 5 B to H and D to I = 4.5 cm. Draw a line from H to I.
- 6 H to J is 12 cm.
- 7 A to E and B to K is 1.5 cm.
- 8 Curve from A to E to G to D to J then to B.



Use the following average measurements for the side-seam pocket:

- a the straight edge (8 cm).
- b across the waist part (12 cm).
- c length at the longest part (10 cm).

To cut the side-seam pocket pattern, draw the pocket and cut.



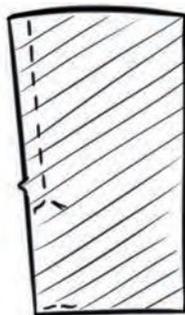
Cutting the side-seam pocket for a skirt

Instructions for sewing the A-line skirt

- 1 Pin darts and machine.
- 2 Join the back seam. Leave space for the zip.

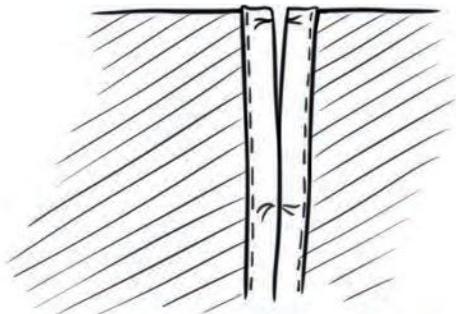
Putting in a lapped zip

Steps 1–3



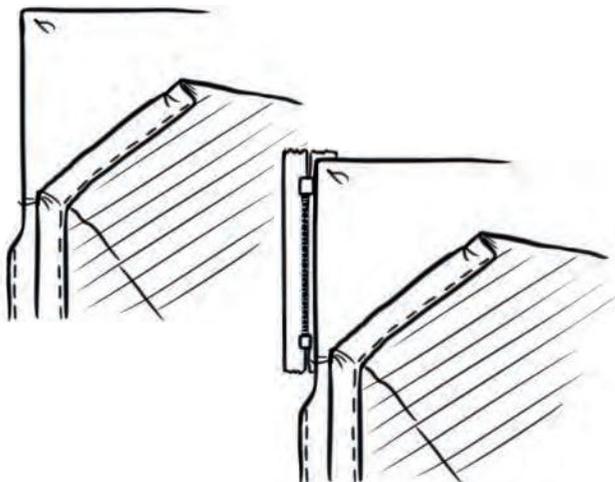
- 1 Attach zipper foot to the sewing machine. Make a zip seam 2 cm wide.
- 2 Mark the 2 cm seam line with tailor's tacks.
- 3 Sew the seam up to the opening. It must remain 2 cm wide at the tailor's tack.

Steps 4–5



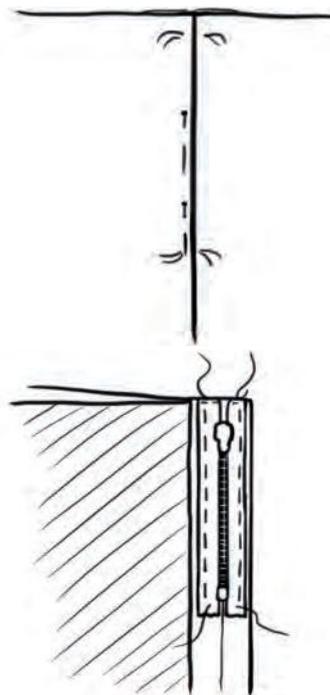
- 4 Neaten or clean. Finish the edges separately.
- 5 Press the seam flat and open, lining up the tailor's tacks.

Steps 6–8



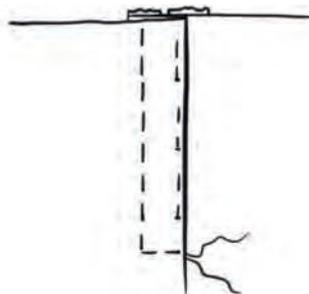
- 6 Roll the left-hand side 8 mm forward from the pressed line. Make sure it lies forward, past the bottom seam line, for at least 15 mm.
- 7 Lie the zip under this rolled edge, with the fold close to the teeth.
- 8 If possible, turn the needle position to the right. Sew from the bottom to the top.

Steps 9–10



- 9 With the right side up, pin the opening closed, matching the tailor's tack. Do not remove these pins until the end.
- 10 Turn to the wrong side and sew the other side of the zip to the flap only, from top to bottom (needle to the left). Stitch along the bottom of the zip as well.

Steps 11–12



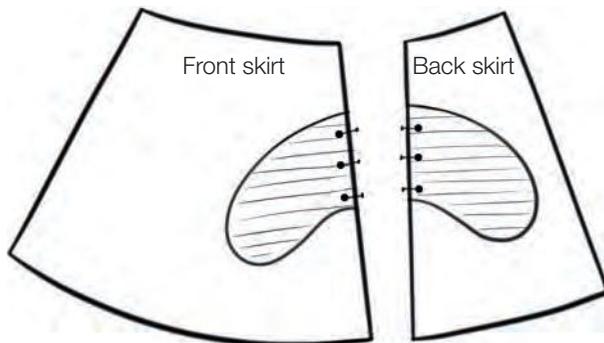
- 11 With the garment right-side up, lightly mark a line 18 mm from the pinned edge, and below the metal stop on the bottom of the zip (needle to the right).
- 12 Sew from top to bottom.

Attachment of side-seam pocket

The key below shows how the right and wrong side of the seam pocket is marked:

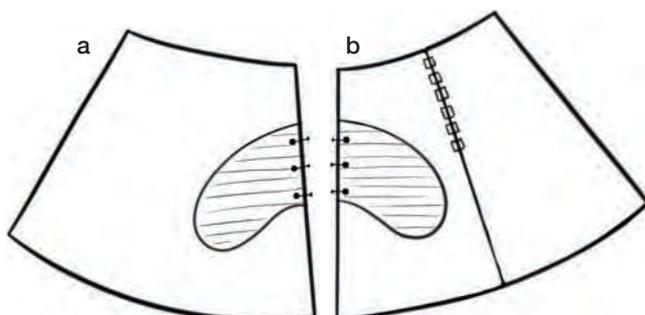
Right side 
Wrong side 

- 1 With the right sides together, pin one pocket to the front along the right side seam, matching the small dots.
- 2 Pin the second pocket piece to the back skirt along the right side seam, matching the small dots.



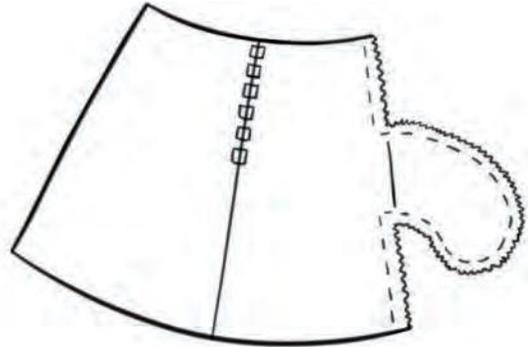
Front and back of the skirt

- 3 Machine stitch a 1 cm seam from the upper dot to the lower dot pocket pieces to the front and back skirt. Press the seams towards the pocket.



Front (a) and back (b) of the skirt

- 4 With the right sides together, stitch a 1.5 cm seam on the skirt side seams from the waist to the dot; continue to the outer edge of the pocket to the dot and down the side seam to the hem.
- 5 Neaten the outer edges of the pocket. Snip into the stitching line at the dots.



The full skirt, with markings showing where to cut out and snip.

- 6 Remove the pins. Pull the pocket to the inside of the skirt through the opening.
- 7 Press the side seam and pocket onto the skirt.
- 8 Repeat steps 1–7 to the other side pocket.

Attachment of waistband

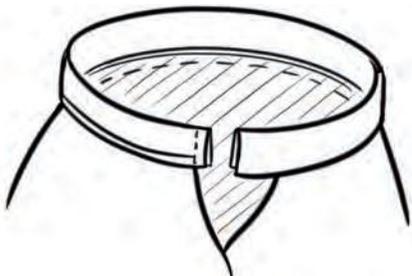
Steps 1–3



- 1 Pin the waistband to the skirt right sides together with 15 mm only extending on the overlap edge of the placket (the opening at the top of the skirt). Keep all the seams flat and open.
- 2 Sew it on using a 1.5 cm seam.

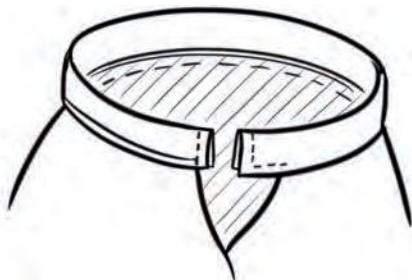
- 3 Fold the waistband in half right sides together, turning up the seam allowance (1.5 cm) on the overlap edge.

Step 4



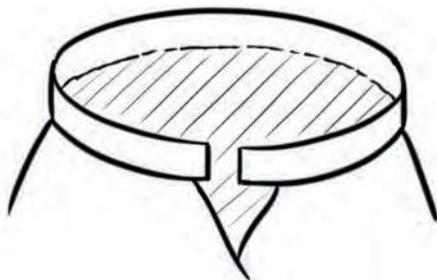
- 4 Sew the end of the overlap edge using a 1.5 cm seam. Stop exactly in line with the placket.

Steps 5–6



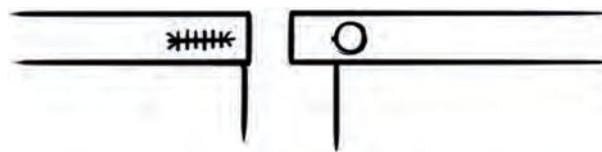
- 5 On the other end of the waistband, keep the seam allowance downwards, and sew a 1.5 cm seam down from the fold and across to the underlap edge of the placket. Check the width of the waistband ends.
- 6 Trim the corners and turn them through to the right side.

Step 7



- 7 Turn under 1.5 cm and pin so that the stitching is just seen.

Step 8



- 8 Hand sew by slip stitching into the machine stitch. Mark the button position and sew on the button. Finish off with a button and button hole, or hooks and eyes.
- 9 Hem the skirt.

Unit 7.2 Drafting leisure shorts

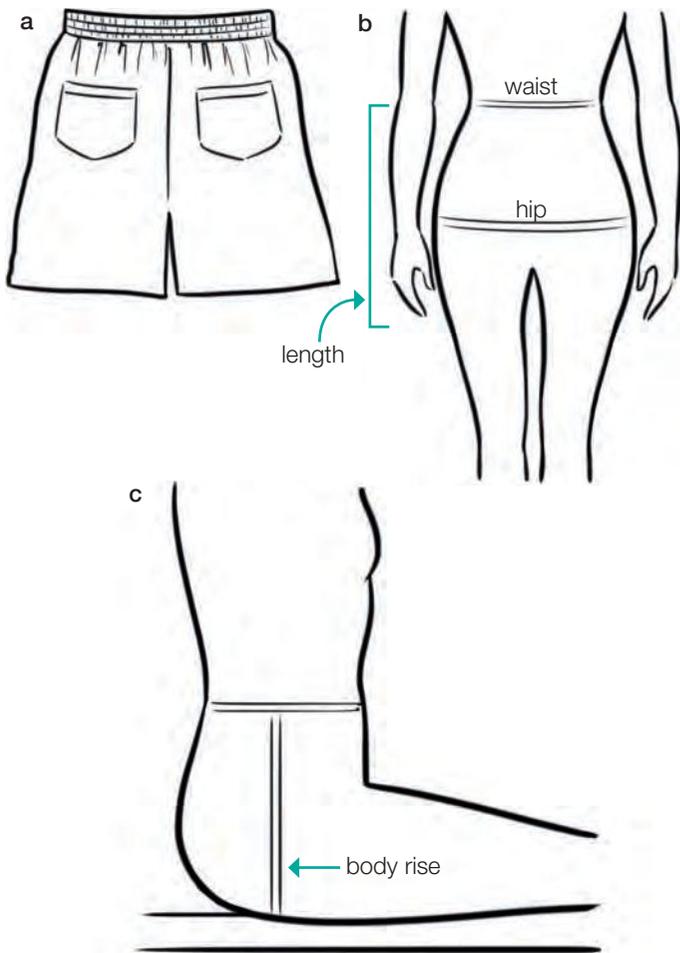
Leisure shorts are loose-fitting shorts that men and women wear in the home and outdoors. Usually the style has elastic on the waist, and pockets at the back or on the side seams. The shorts can also have no pockets.

To sew a pair of leisure shorts, the following measurements are required:

- 1 Waistline: the measurement is taken around the natural curve above the hip bones.
- 2 Hip line: the measurement is taken around the fullest part of the buttocks.



Different styles of leisure shorts



Measurements required for a pair of leisure shorts:

- (a) choice of style
- (b) waistline and hip measurement
- (c) body rise measurement.

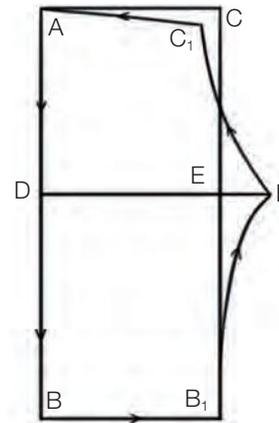
- 3 Body rise (crotch): the measurement is taken from the waist down to the top of the seat while the person is seated.
- 4 Length: the measurement is taken from the waist to the desired length around the knee area.

To draft the pattern, follow the directions of the arrows in (b) and (c) above.

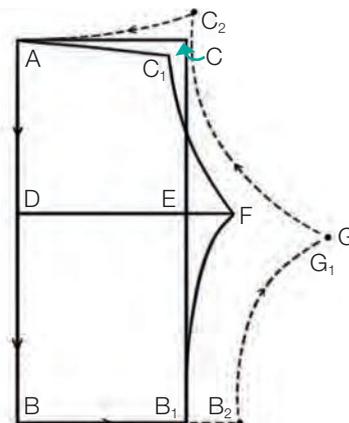
Front pattern

- 1 AB, C1, B1 is the length of the shorts.
- 2 AC, DE, BB1 is the hip measurement.
- 3 C1 is 1 cm down and in from C.

- 4 EF is $\frac{1}{4}$ of hip measurement.
 - 5 ADB is the front side seams
 - 6 C1, FB1 is the centre front.
- Cut along the lines marked with arrows.



Front pattern



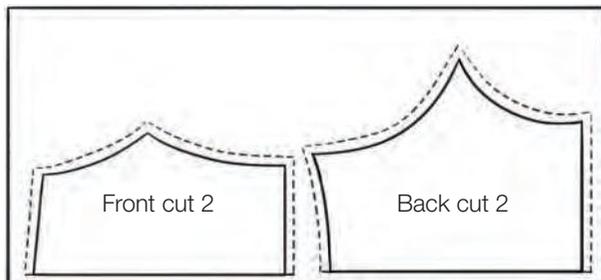
Back pattern

Back pattern

- 1 Trace the front pattern onto another piece of paper.
- 2 Add the following:
 - C2 is 3 cm up from C—join this to A
 - G is 4 cm out from F
 - G1 is 1 cm down from G
 - B2 is 2.5 cm from B1.
- 3 Cut along the lines marked with the arrows. The dotted lines in the diagram indicate the addition.
- 4 ADB is the back side seam.
- 5 C2, G1, B2 is the centre back.

Pattern layout

- 1 Place the patterns 2 cm away from the selvedge of folded fabric that has wrong sides out and right sides in.
- 2 Pin into position.



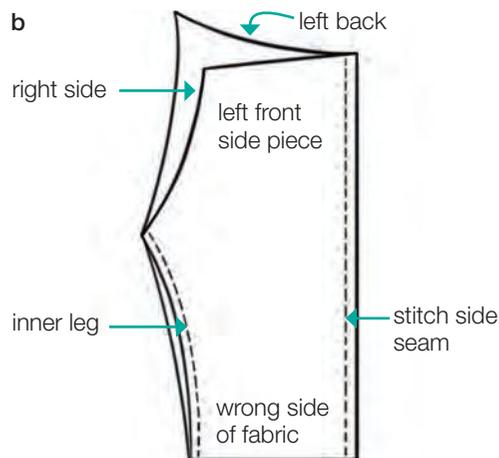
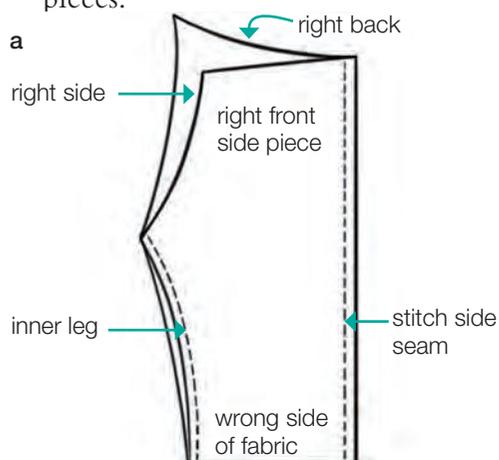
Pattern layout with fabric folded. The material is cut and split on the selvedge to get four pieces altogether—two pieces for each pattern.

- 3 Make seam allowances as follows:
 - waistline: 4 cm
 - elastic encasing: 3 cm
 - all sides (centre front and back, hem): 1.5 cm.
- 4 Cut along the allowance lines marked.

Sewing the shorts

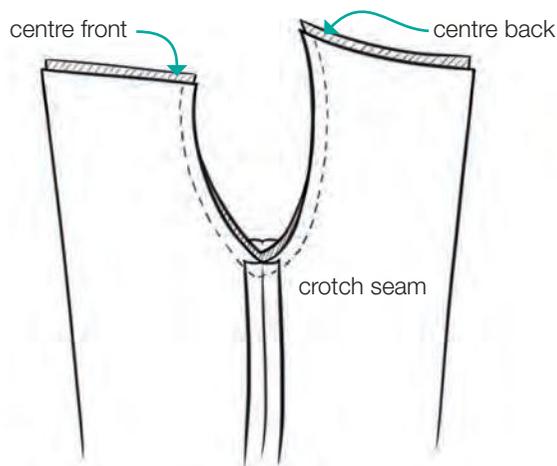
To sew the shorts, follow the steps below:

- 1 Work on the right and left pieces:
 - a Place the right front piece with the right back piece together, right sides facing each other and wrong sides on the outside
 - b Pin, tack and machine stitch the inner leg seam and side seam.
 - c Repeat steps 1a and 1b with the left pieces.



Attaching back and front pieces of shorts
(a) right piece (b) left piece

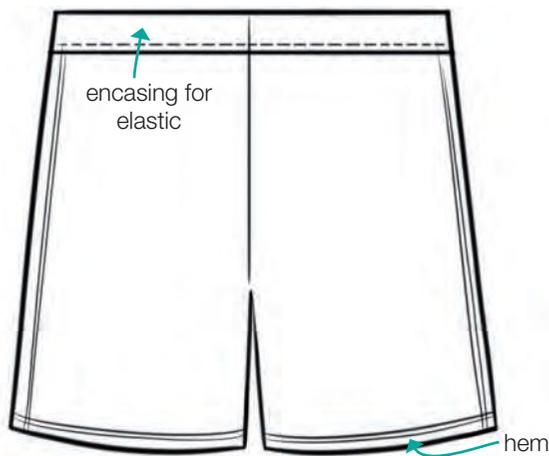
- 2 Put the shorts pieces together.
 - a Pin, tack and stitch the right front centre piece with the left front centre piece, and the left back centre piece with the right back centre piece.
 - b Make sure that the crotch seams match the image below.
 - c Neaten all raw edges.



Stitching the crotch

- 3 Making the leg hem:
 - a Fold a 1.5 cm hem at the left leg on the wrong side.
 - b Pin, tack and machine stitch.
 - c Fold a 1.5 cm hem at the right leg on the wrong side.

- d Pin, tack and machine stitch.
 - e Make sure that the length of both legs is the same.
- 4 Inserting the elastic:
- a Fold 1 cm then 3 cm over on the wrong side of the waistline.
 - b Pin, tack and stitch, leaving a 1 cm opening.
 - c Make sure the elastic matches three-quarters of the waist measurement.
 - d Insert, sew up the ends firmly and stitch up the opening.



Encasing for elastic and hem

- 5 Neatening: remove all hanging threads, neaten raw edges, iron and fold the leisure shorts.

Pockets

To make pockets, follow the steps below:

- 1 Cut the desired size from the leftover fabric.
- 2 Fold a 1.5 cm hem at the opening. Pin, tack and machine stitch.
- 3 Fold a 1.5 cm hem on the sides and bottom. Pin and tack.
- 4 Pin this folded pocket into position, making sure that it is on the centre of the right back or left back.
- 5 Tack and machine stitch.

Note: if pockets are to be on the front or back, it is best to sew them on before the putting the shorts pieces together.

Evaluating a skirt or shorts

Now that you have completed your shorts, it is time to evaluate them using the questions below.

- 1 What design have you chosen?
- 2 What kind of fabric did you select?
- 3 How much fabric did you purchase?
- 4 What was the cost per metre of the yarn?
- 5 What extras did you buy to complete the garment?
- 6 What was the total cost?
- 7 What body measurements did you need when drafting your pattern?
- 8 Did the pattern need adjustments? If so, where?
- 9 What was the easiest process in constructing the garment?
- 10 Could you make a similar garment by yourself?
- 11 What could be worn with your skirt or shorts to make a complete outfit?



A completed pair of leisure shorts

Unit 7.3

Drafting a classic shirt block



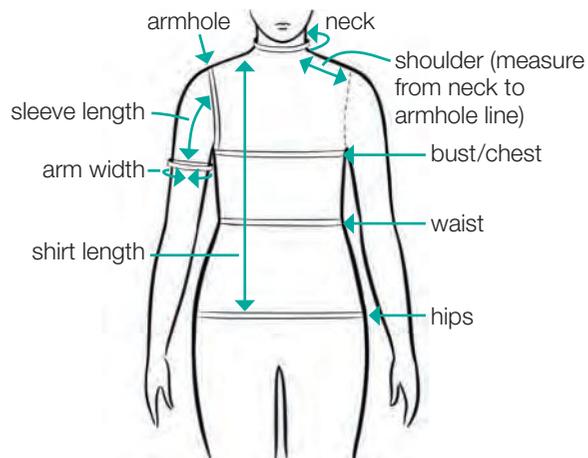
A shirt with a collar, sleeves and buttons on the front

Sewing a shirt may be a useful project for you to do. You can sew a shirt for you or for a friend. The style of shirt you will learn to sew has a collar, sleeves and buttons on the front.

Measurements

The measurements needed for a shirt are:

- 1 $\frac{1}{4}$ of the neck measurement
- 2 $\frac{1}{2}$ of the shoulder measurement
- 3 $\frac{1}{2}$ of the armhole measurement
- 4 $\frac{1}{4}$ of the chest/bust measurement
- 5 $\frac{1}{2}$ of the arm-width measurement
- 6 $\frac{1}{4}$ of the waist measurement
- 7 $\frac{1}{4}$ of the hip measurement
- 8 The shirt length
- 9 The sleeve length.

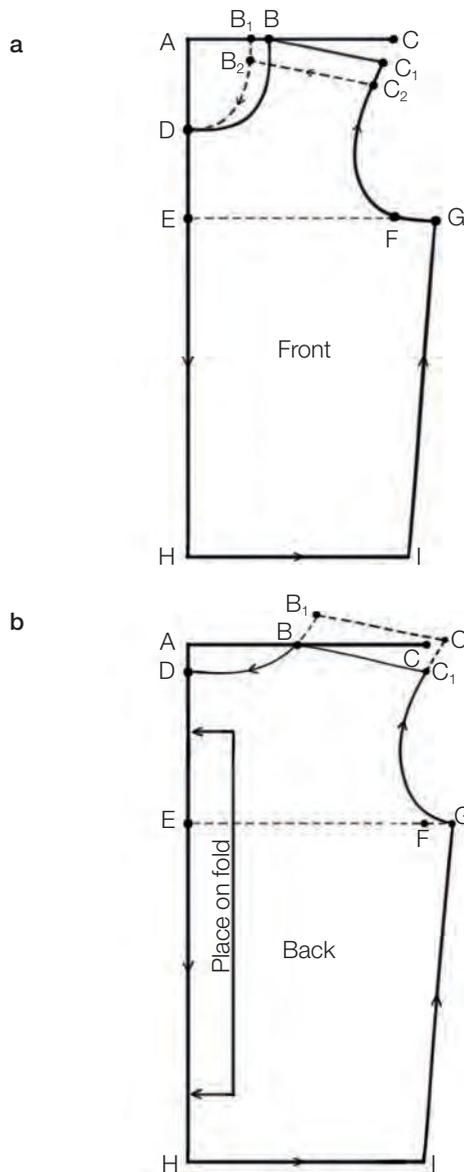


Areas of measurements for a shirt. To draft the pattern, follow the directions of the arrows in this image.

Front pattern

See the “front pattern” figure on page 139.

- 1 A to H: length of shirt.
- 2 A to B: $\frac{1}{4}$ of neck measurement.
- 3 A to C: $\frac{1}{2}$ of shoulder measurement.
- 4 A to E, C to F: $\frac{1}{2}$ of armhole measurement.
- 5 H to I: $\frac{1}{4}$ of hip measurement + 2 cm.
- 6 A to D: $\frac{1}{4}$ of neck measurement.
- 7 E to G: $\frac{1}{4}$ of chest/bust measurement + 2.5 cm.
- 8 B1 is A to B minus 1 cm. C to C1 is 2 cm along the line CF.
- 9 Measure 1 cm from B1 down to B2 and C1 down to C2. Join B2 and C2 with a line. Curve from G through F to C2.
- 10 Cut the pattern along the lines B2, D, E, H, I, G, F, C2 back to B2.



Pattern for a shirt: (a) front pattern and (b) back pattern

Back pattern

See the 'back pattern' diagram above.

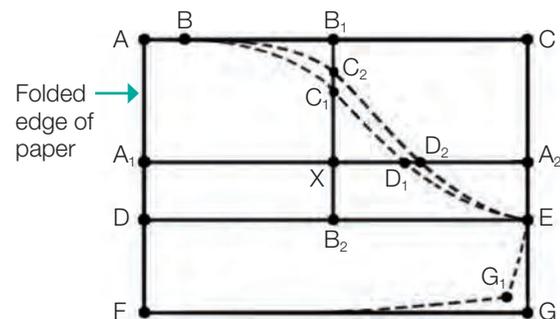
- 1 Repeat steps 1–5 for the front pattern.
- 2 A to D: 2 cm.
- 3 E to G: $\frac{1}{4}$ of chest/bust measurement + 1.5 cm.

- 4 Measure 2 cm up from B and mark this B1. Also measure 2 cm up from C and mark this C2. Measure 1 cm down from C and mark this C1. Join B to B1 and C2 to C1. Join C2 and B1 with a line. This is the new shoulder line. Curve from G to C1 then to C2.
- 5 Cut the pattern along the lines B1, B, D and then from H, I, G, C1, C2 back to B1.

Sleeve pattern

For a sleeve pattern (see the following diagram), the measurements needed are one-third of the armhole measurement and the required sleeve length. The steps to be followed for the draft of the sleeve pattern are as follows:

- 1 Fold the pattern paper; place the fold edge on the left side.
- 2 Mark the top edge of the fold A.
- 3 A to B is 2 cm.
- 4 A to D is one-third of the armhole measurement.
- 5 A to F is the sleeve length.
- 6 From A to C, D to E, and F to G is one-third of the armhole measurement + 5 cm.
- 7 A1 is about halfway between A and D; B1 is halfway between A and C; B2 is halfway between D and E; A2 is halfway between C and E.
- 8 Join with a line A1 and A2, B1 and B2; mark "x" where the lines cross.



The sleeve pattern for a shirt. Measurements needed are $\frac{1}{3}$ of the armhole measurement and the required sleeve length.

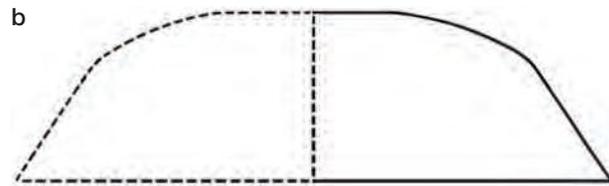
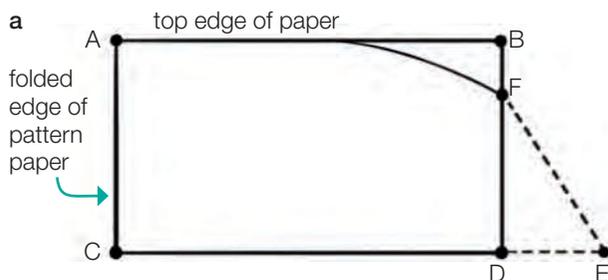
Extension Strand: Clothing and textiles

- 9 C1 and D1 are 2 cm away from point “X”.
- 10 C2 is 1 cm away from C1; D2 is 1 cm away from D2.
- 11 G1 is 1 cm up (on GC line) and in 1 cm.
- 12 Join G1 to F with a curve and join G1 to E with a straight line.
- 13 Draw a curve from B to C2, from C2 to D2 and from D2 to E. This gives the front sleeve piece.
- 14 Draw a curve from B to C1, from C1 to D1 and from D1 to E. This gives the front sleeve piece.
- 15 Cut from A, B, C2, D2, E, down to G1 and to F.
- 16 Open the pattern paper and cut the front piece from B, C1, D1, down to E. Note that the front piece is a little lower than the back piece.

To draft a roll-on collar pattern, the measurements needed are half of the neck line and width of the collar. Usually, the small size measures 6 cm, the medium measures 8 cm and the large measures 10 cm.

Steps

- 1 Fold the pattern paper. Place the folded edge on the left-hand side—see the following diagram. Mark the top edge of the fold as “A”.
- 2 Measure half of the neckline measurement from A to B.
- 3 Measure the width of the collar from A to C.
- 4 C to D is the same measurement as A to B; B to D is the same measurement as A to C.



The collar pattern for a shirt: (a) on folded paper and (b) collar when opened out.

- 5 Measure 3 cm out from D and mark this as “E”.
- 6 Measure 2 cm down from B and mark this as “F”.
- 7 Draw a line joining points D, E and F.
- 8 Curve from F slightly into the AB line.
- 9 Cut from C to E and from E to F: follow the curve into the top edge towards A.

Pattern layout

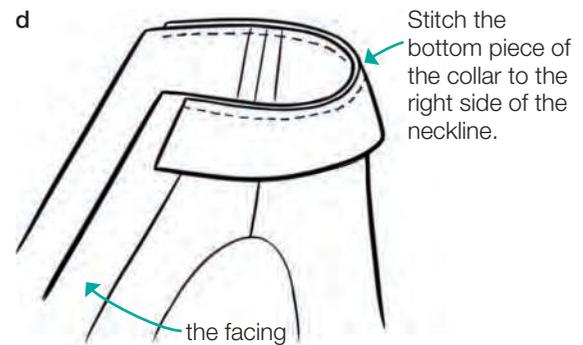
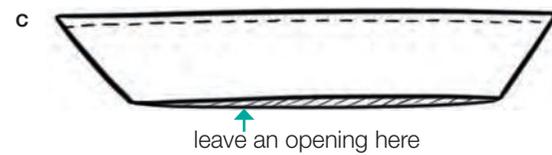
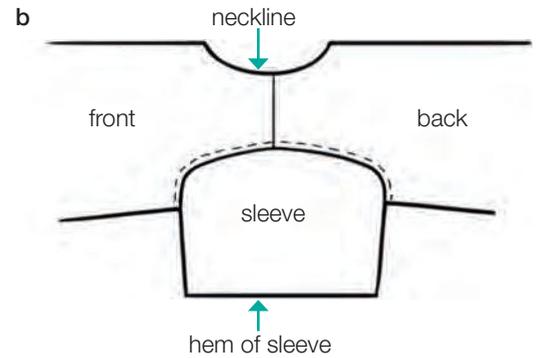
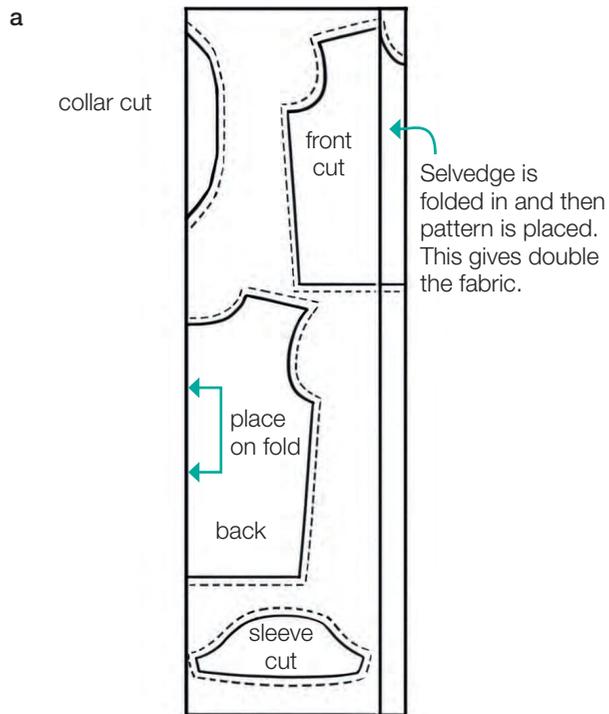
The pattern layout (see page 141) and cutting should be done following the instructions below:

- 1 Fold the fabric along the straight grain. Ensure that the right sides are facing inside and the wrong sides are outside.
- 2 Lay the pattern as shown on page 141. The sleeve and collar can be obtained from leftover fabric.
- 3 The seam allowances should be allowed are as follows: necklines, 1 cm; side seams, 2 cm; shoulder, 2 cm; armhole, 1 cm; hem, 2 cm.
- 4 Cut along the dotted lines (see diagrams on page 141).

Sewing the shirt

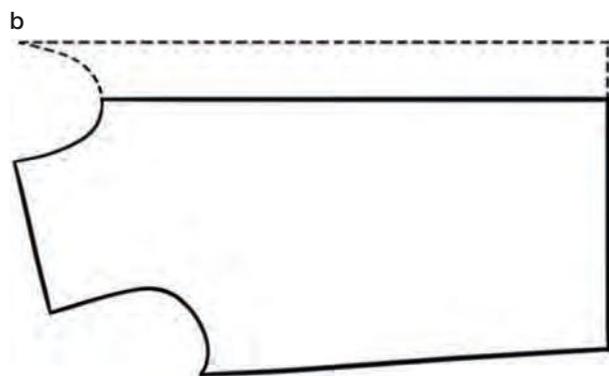
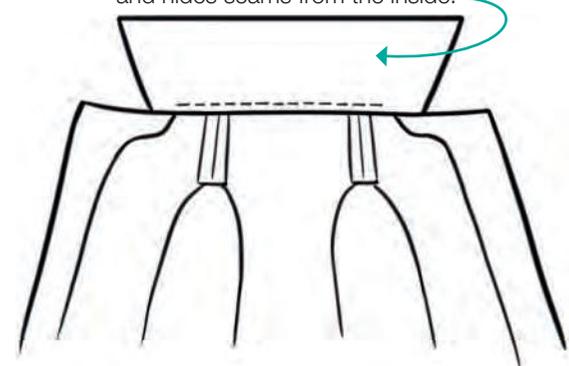
Usually, the shirt is sewn in parts as follows:

- 1 Shoulder seams: join the back and front shoulder seams; right sides must be together.
- 2 Sleeves: attach and stitch sleeves to the main body (bodice) of the shirt. Place the right side of the sleeve onto the right side of the bodice. Make sure that the front piece of the sleeve goes on the back of the bodice.

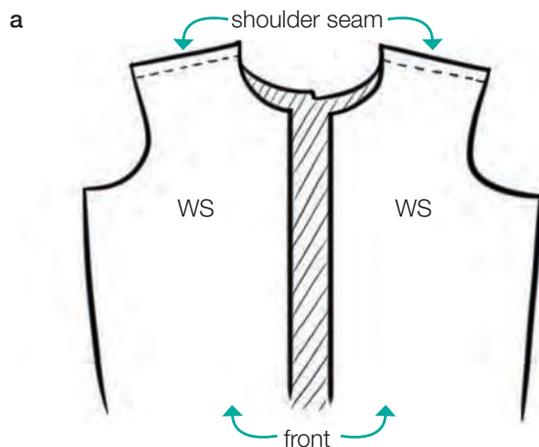


e

There are two pieces of fabric here. The outer piece joins the neckline. The inner piece of the collar neatens and hides seams from the inside.



A shirt pattern: (a) pattern layout and (b) front piece with facing when open.



Parts of the shirt and how they are sewn together:

- (a) shoulder seams
- (b) sleeves
- (c) collar
- (d) collar stitched to the neckline
- (e) the inner piece of the collar neatens and hides seams from the inside

Collar

- 1** The collar can be sewn in four steps as follows:
 - a** Put the right sides of the collar (figure in the previous diagram) together. Pin, tack and stitch 1 cm in from the edge; neaten.
 - b** Turn inside out so that the right side of the fabric is on the outside.
 - c** Attach the outer collar piece to the bodice neckline (figure d of the previous diagram).
 - d** Turn the collar up (figure e) and to the wrong side. Use the inner piece of collar to neaten the seam from the wrong side.
- 2** Side seams: join the side seams beginning from the sleeve right through under the arm to the hem of the shirt (see the following figure).
- 3** Hems: fold back 2 cm on the sleeve hem and the shirt hem. Stitch on the machine.

- 4** Buttons and button holes: evenly space and mark buttons and buttonholes. Cut and blanket stitch buttonholes. Attach the buttons. Neaten and press the completed shirt.



The side seams joined

8

Extension strand: Family studies

Unit 8.1 Family needs

Community co-operation

It has become increasingly obvious that when times are challenging, having the security of a strong community becomes very important.



In a strong community, people help each other.

Primary health care

Communities working together

The term “primary health care” became very well known in the Pacific Islands in the 1980s. It means something very simple

and is something that was practised in many Solomon Islands communities in the past. It refers to people doing things for themselves to improve and maintain their personal, family and community health.

When people do things for themselves, their work lasts longer and is more successful. This is different from many aid projects which do the opposite; they give aid to people instead of teaching people to help themselves. Aid projects often do not last after the aid has stopped and people may suffer more because they have forgotten how to look after themselves.

Activity 1



- 1 In pairs, discuss and define the term “community”.
- 2 List two examples of a community.
- 3 Describe the type of community you live in.

Activity 2



- 1 How can a community contribute to the development of the family?
- 2 Select any community and list how it supports a family’s needs.
- 3 Are there any improvements that need to be done in your selected community?

By relying on themselves and their hard work, people join together to use their own skills, their own talents and their own resources. An old Chinese saying may help you to understand and remember this very important point:

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for life.”



Primary health care emphasizes that the work should be done by the community and not just for the community.

Activity 3



- 1 Do you think primary health care still exists today?
- 2 Do you agree with the concept of primary health care?
- 3 How can communities know or become aware of the importance of primary health care?
- 4 How would you help your family or community to practise primary health care?
- 5 Explain the Chinese saying above in your own words.

The following case study shows the need for co-operation and commitment among people in a community or family.

Community co-operation in the Solomon Islands



Communities working together can help reduce the spread of malaria and improve community health.

A village with twenty-eight families was having a problem with many cases of malaria. The area nurse contacted the Provincial Malaria Supervisor. When this supervisor visited the village, he found many breeding places for the Anopheles mosquito. He called a meeting with the community and advised them to get rid of the breeding places. He said his team would come to check the blood of the villagers and then treat those people found to have malaria.

These ideas all sounded very good. The malaria team came, blood was collected, and the people with malaria were treated. But only fourteen of the twenty-eight families worked hard to get rid of the mosquito-breeding places. Half the village did not help at all. As a result, the whole population of the village still suffered with the “public enemy” Anopheles mosquito. Malaria still exists in that community.

The government provided staff to look into the situation, but the community was not fully committed to helping, so the health problem remained. Men, women and children are still catching malaria.

A similar problem has occurred in different Pacific communities that are trying to get rid of mosquitoes to avoid other diseases, such as filariasis and dengue fever.

Activity 4



- 1 What problem was this village facing?
- 2 What did the Provincial Malaria Supervisor find when he visited the village?
- 3 What was his suggestion for the village?
- 4 Did the village people work together?
- 5 Make some suggestions to motivate people to work together to get rid of mosquitoes.



Primary health care aims to keep people healthy and happy.

Features of the primary health care approach

The primary health care approach has certain features that strengthen its usefulness in communities. The following things help communities to work together.

- Have people from different groups in the village work together (for example, churches, chiefs, youths, women's groups). This will allow them to mix, know each other and become friends.

- Have many people learning how to deal with health problems. This will make the work easier because everyone will know what to do where and when.
- Use the available aid or resources. It is important to use resources people can understand, afford and continue to use for a long time.
- Encourage community participation. This involves getting everyone working together to have a better, healthier and happier life. People may join together to plan or do a job.

Activity 5



- 1 Read notes on features of the primary health care approach above and make a summary in your exercise book.
- 2 Have you seen the features of the primary health care approach practised in your community? If not, make suggestions to encourage the primary health care approach in your community.
- 3 Do members of your community co-operate in any other ways apart from health care, for example, over schooling or in church activities? Describe how people co-operate.

Where has the primary health care approach been successful?

The primary health care approach has been most successful when the community takes part in a range of issues.

Health education

Health education programs teach people about all aspects of health and encourage them to change their behaviour so that their health improves.

Water and sanitation



Maintaining good water and sanitation practices can prevent the spread of disease.

Water and sanitation safety involves building safe, clean water supplies and having good methods for disposing of rubbish and waste, such as proper toilets and rubbish dumps.

Immunization

Many illnesses are prevented by giving babies and pregnant women medicine that prevents diseases like tetanus, whooping cough, diphtheria, measles, rubella, hepatitis and tuberculosis.

Family planning

Family planning provides health services for mothers and children to help develop good health. It also makes people aware of how to plan when to have children, including how to space the birth of children over time. Family planning gives people the ability to control the size of their families according to their wishes.

Disease control



Clearing the bush can help control the spread of some diseases.

Communities can control diseases like malaria, tuberculosis or leprosy using methods people can afford and can carry out themselves. One example is clearing the bush.

Food and nutrition

People can help each other and themselves by eating and drinking healthy food and drinks, as discussed in chapter 1 of this book.

Activity 6



A community that co-operates can more easily look after itself.

- 1 Copy the following table into your exercise book and do a survey of your community to discover whether people co-operate in all the ways listed here and whether these services are available in your community.

| Name of community | Types of health care | Is this type of health care available in your community? | Who provides it? Do people co-operate to provide it? |
|-------------------|----------------------|--|--|
| ? | ? | ? | ? |

- 2 Make a plan to improve the types of health care not available in your community. Approach community leaders and organize to carry out your plan.
- 3 Identify your responsibilities in your community when practising primary health care.
- 4 What work could your community do to improve your village now?
- 5 Using the following case study from Fiji, what can you learn from the story that might help you in your Solomon Islands community?

A story from Fiji



Villagers working together to clean up a village

A government-sponsored integrated rural development project was started in Vatukalo village, Ovalau, Fiji in 1967. The aims were to improve the life of people in that village, and then help the surrounding villages to learn from Vatukalo village.

The people organizing this project were public servants trying to test their own skills. The District Commissioner also took a leading role in the project and everyone was trying to please him because he was their boss. Vatukalo turned out to be the best village in the district for two to three years.

However, after all the aid agencies pulled out, everything began to change. Everything in Vatukalo almost went back to the way things had been before: overgrown grass in the village, blocked drains, broken water pipes, pigs roaming the village and home gardens left untended.

Each government agency was requested to follow up its work in the village, but this took time to work, as it was done more slowly and with the villagers.

Unlike before, people were left to do things themselves, using ways they knew and could use again and again.

The people of Vatukalo learnt that they should work together with the government agencies if they were to continue to improve their life in the village. Villagers started cleaning up their village, planting food crops and kava, repairing houses, building hygienic toilet facilities and repairing church buildings.

| Our family | Tick/cross |
|--|------------|
| Clean water | ? |
| Own water supply | ? |
| Eat good food | ? |
| Immunizations for everyone | ? |
| Dental checks | ? |
| Antenatal (before/during pregnancy) care | ? |

The roles of communities, families and individuals in primary health care

Communities

The role of the community is to work to achieve a better level of health for everyone. This may mean that people work together to improve their water supply, clean up the village, or ensure good food gardens. The key is working and deciding together what is needed for the community. The community as a whole must develop ways of encouraging people to work for the common good. For example, village awards (that is, prizes for people who do good work in the village), and recognition for youths are two things that can help people stay active and useful.

Families



Family members fixing and cleaning up their home

Families, and parents in particular, must be responsible for the family and their standard of health. This includes seeing that the family house is clean, that their water supply is safe, that the family eats enough nutritious food, and that basic health care (full immunizations, dental checks and antenatal checks) is carried out. Families are also responsible for working together as a community to achieve good health care for the whole village.

Activity 7



- 1 Copy the following table and make a checklist for your family. Put a tick if you think each aspect of your family life is satisfactory and a cross if it is not.
- 2 What work could your family do to improve their health now?

Activity 8



- 1 Copy the table below into your exercise book and make a checklist for yourself. Put a tick if you think each of your personal habits is satisfactory and a cross if it is not.
- 2 How can you improve your own health routine?

| Personal habits | Tick/cross |
|--------------------------------------|------------|
| Bathing | ? |
| Cleaning hair | ? |
| Cleaning teeth | ? |
| Washing clothes | ? |
| Avoiding smoking | ? |
| Avoiding excessive alcohol drinking | ? |
| Avoiding excessive betel nut chewing | ? |
| Having regular dental checks | ? |
| Having antenatal care | ? |

Individuals

Individuals are responsible for their own health by doing things will keep them healthy. Many of these things are not very hard to do, but they are very important. For example, bathing, cleaning hair and teeth, washing clothes, and avoiding habits such as smoking and drinking too much alcohol.



You are the person in charge of keeping yourself healthy.

All of these habits are an adult individual's responsibility. If an adult is responsible for any children, they must also make sure that children practice these habits too. Everyone needs to work together to make sure of their own and the community's good health.



It is a good individual health practice to wash your hands and prevent the spread of germs.

The relationship between primary health care and food and drink

When discussing health, you cannot forget about food and drinks. The primary health care approach emphasises how each person is responsible for their health. Therefore, you must look at the food and drink you give yourself. There must be good food gardens, fruit trees and regular supplies of food like fresh fish, chicken or eggs. You must make sure that you eat a wide variety and a healthy amount of good food that is safely cooked. To do this, government departments and members of the community must work together. You can use the primary health care approach to improve the food you eat.

For individuals



Women working in the garden

If a person is cooking meals, it is their responsibility to make sure that they use clean pots and water, and wash their hands and the food. They must also try not to overcook food because this will cause it to lose all the nutrients inside it.

A parent are also responsible for choosing the food for feeding their babies. A mother should choose breastfeeding if she can. If this is not possible, parents should bottle feed their babies using special formulas that make sure their baby receives all the nutrients it needs.

Similarly, fathers should try and help their families with different responsibilities, such as gathering wood and water, gardening, or watching over young children. If a man is earning a wage and is paying for food, it is also his responsibility to ensure that good food is bought for the family.

For families



Having a good supply of fresh water is important for everyone.

Families may help ensure a good food supply for themselves by planting fruit trees close to the home and planting a variety of foods in their gardens. For drinks, they can make sure that their water tank, well or other water supply is kept clean and is looked after properly.

Activity 9



- 1 Make a plan for all the members of your family, starting from the youngest to the oldest. Identify which members of your family should be responsible for improving food availability and supply.
- 2 You have learnt about co-operation in primary health care. Think of your own community and write an essay on “co-operation or lack of co-operation in my community”. Choose one area of co-operation apart from health, e.g. the church, education, sports or cultural activities.

For communities



Communities working together to grow food

Communities can work together to supply food and water. For example, people can plant school and community gardens, work together on projects for rearing pigs, chickens or cattle, build large village water tanks together and work on fish farming projects.

Communities can also make agreements about when and where to collect food. For example, there may be a rule about fishing during certain times of the year and only catching fish of a certain size. This sort of community rule helps to ensure that there are enough fish to catch for years to come.

Activity 10



- 1 Write an account of life in your community, describing whether individuals, families and the community follow the suggestions given in this chapter.
- 2 How can improvements be made?

Town family life changes in the Solomon Islands

A conversation between Waku and Masi



Waku and Masi are best friends. Waku was brought up in town, while his friend Masi lives in the village. They had different childhood experiences. In this dialogue they discuss the “wantok system” and how it affects family needs in town.

Waku: When did you arrive from the village?

Masi: I just arrived a few hours ago on MV *Haurosi 1*. I think I saw your aunty and uncle in the boat with their little son, coming to see a doctor at the Central Hospital. A few other boys from our village were also on the boat.

Waku: Really! The house is already packed and we still have people flooding in.

Masi: Do you have a lot of people staying in your home, Waku?

Waku: Yes! And this is the thing that is really cracking my head right now. You know, Masi, sometimes I just wonder whether people know how difficult it is to have so many people in a house.

Masi: What do you mean, Waku?

Waku: Well, our wantoks come to town without letting us know in advance that they are coming, which is not good. I know people would say that it is rude to talk about our relatives. But honestly, I think we need to openly discuss this issue with our relatives so that there is no misunderstanding between those of us who are living in town and our relatives from the village.

Masi: I totally agree with you, Waku. These are matters that must be talked about in the open, not only to avoid bad feelings between us and our relatives, but more so to have a common understanding on the differences between life in town and life in the village.

Waku: For example, in the village, people are mostly subsistence farmers. They grow their own food in the garden and go fishing or hunting for wild pigs, birds and so on whenever they wish to. Their daily activities tend to start at any time because they have the freedom to do so. Life in the village is very simple. They collect water free from streams or rivers for cooking and drinking. They use kerosene lamps or firewood from the forest as light in the night. All of these are free except for the kerosene. The main means of transport is either by dug-out canoes or by foot. In other words, most things are free.

Masi: You are right. Life in the village is very different to life in town. Families living in town depend very much on money for their survival. They need money to pay for their food, water, electricity, transport and shelter. It is important to get a paid job to earn money to pay for your family needs. Those who are not working to earn an income must grow cassava, kumara or vegetables to sell at the market to earn the necessary money to pay for family needs.

Waku: That's right. We also have to get up early each morning and catch the bus by 7 am to be able to arrive at the office in time for work at 8 am, from Monday to Friday each week.

Moreover, the more hours we stay awake at night, the more we have to pay on our electricity bill. So you see, here in town we

are mostly employed by different organizations with fixed work times and a high expectation of performance. We also receive a fixed income for our fortnightly pay, but we need to keep money for all the family expenses such as food, water, electricity, rent, school fees, clothes and entertainment. This means that we have to come up with a family budget that will help us to plan how to spend our limited income on our various family needs, and to ensure that our family needs are maintained until the next pay.

This is what our relatives from the village need to understand. We are very happy to have them in our town and hear the latest stories from the village, but they must know that if they come home without a bag of kumara or bananas, they are adding a financial burden to our family budget. They must realize that every time they use the shower, it adds to the cost of our family water bill. The longer they stay up at night playing card games or using electricity for their music, the bigger our electricity bill.

Activity II



- 1 In class, discuss and explain the meaning of “family needs”.
- 2 State the difference between “wantok” and “wantok system”.
- 3 Do you have wantoks living with your family?
- 4 How often do they come and live in your home?
- 5 State at least three problems arising as a result of wantoks staying in your home. How do you resolve these problems?

Unit 8.2

Gender issues



Gender roles

Gender roles can be defined as the behaviours and attitudes expected of male and female members by their society.

Gender roles vary. Different cultures impose or enforce different expectations upon the men and women who live in that culture. Changes in gender roles affect the home, the workplace, and the school.

Solomon Islands culture has roles and responsibilities for males and females, enabling them to know their positions in their societies, and to maintain respect and a culture that is unique. These gender roles are also formed during interaction with others or by observing and imitating others. This process happens throughout one's lifetime.

Many Solomon Islander parents still hold traditional ways of thinking about the kinds of activities males and females should perform. Parents are your first teachers—not only for such basic skills as talking and walking, but also for understanding attitudes, behaviour and a person's gender role.

Gender roles are also reinforced or supported by school teachers and administrators. They have great influence over their students as they pass along cultural expectations to learners.

Gender and education

Gender issues or inequality in the Solomon Islands can be seen in education. Priority in education is usually given to men, but this does not mean that women are not allowed to be educated. Access to education is often based on the availability of resources and the choices that have to be made for the betterment of the family, the community and the society.

Gender issues can also be seen in workplaces where some jobs are considered to be only for females and some are considered to be only for males. In the past, even in school subjects such as home economics there were only female students and the technology class only had males.

Ideas about what learners can do based on their gender limits the expectations of their ability and restricts their access to opportunities, participation and learning outcomes.

Children and gender roles

Children look to their parents for examples and role models. If a girl sees her mother taking part in physical activities, for example, she will grow up with the idea that it's okay for girls to play sports. If a boy sees his father helping to take care of a new baby, he will begin to think it is good for fathers to care for children.

But just as parents can provide positive role models, so too can they serve as negative role models. For example, parents who abuse or act violently towards their children or each other tend to raise children who repeat the pattern because their parents have shown them that this is “normal”.

Activity 12



- 1 As you have learnt in the Social Studies and English Year 7 learner's books, there is a difference between sex and gender. Write down the difference.

Extension Strand: Family studies

- 2 Discuss and note in your exercise book how gender roles affect males and females.
- 3 List the advantages and disadvantages of male and female roles.
- 4 Write a poem or a short account of being a male or female in Solomon Islands society.

To my mother

by Jully Sipolo

How can I thank you
Mother
For loving me
The way you did
You nursed me
Through childhood
And now I'm an adult
You persevered
When I was difficult
And stubborn
You encouraged
When I felt very low
And wanted to give up
Words of kindness
Words of love
Honesty and sincerity
Not only for me
But for my friends too
You advised me
Showed me right from wrong
To say that right word at the right time
To the right people
Taught me good manners
At home and outside
Always say "please"
Don't forget "thank you"
Our custom ways
Of doing things
Most important of all
RESPECT
Do good to all
Help, if possible
Make enemies of no man

Fear God
Industrious was she
Hands never still
Could not afford
To sit down
and give orders like a queen
Up from cock-crow
Till late at night
Her main concern
That all were clean, well fed
Educated
She never had the chance
But we were not to miss it
She taught herself
How to sew
Sewed for the family
And the neighbourhood
Who taught you mum?
No one
I taught myself
She joined the Red Cross
As a volunteer worker
Attended women's clubs meetings
Whenever possible
Found things to do
At home and outside
Could not speak English
But nevertheless tried
Could write very little
But did not give up
My mother underprivileged
Did not look on the dark side
But always optimistic
Tried out new ventures
I am proud of you
Mother
I have been told
You are a lovely mother
Personality, looks,
I believe
I thank God
For my wonderful mother

Activity 13



- 1 Read the poem written by Jully Sipolo and state the theme or main idea in your exercise book.
- 2 In your own words, describe what kind of person Jully's mother is. Compare her mother to your own mother or any other female relative.
- 3 Write a poem similar to Jully's. You could write about your father, mother or other relative.
- 4 What lessons have you learnt from the poem?

Gender roles in the workplace

Over the past few decades, there has been an increase in the number of women in workplaces that used to be dominated by males.

Women—even if they work full-time outside the home—are still perceived as having the primary responsibility for taking care of home and family. Women are still responsible for most of the food shopping, child care, laundry, cleaning, cooking, and even for how the house looks.

Men and women are increasingly willing to work together to learn about their new roles. Successful marriage partners learn to negotiate and share tasks. Managers take employees aside and tell them when comments are inappropriate. It will take time to sort out all the implications of the changing gender roles, but new expectations should result in better workplaces, relationships, schools and lives.



Activity 14



- 1 Develop a questionnaire and use it to interview a working mother on the challenges she might have experienced.
- 2 Compare your findings with those of your friend.

Reasons and effects of gender inequalities



Nollie's experience

Nollie grew up thinking that men are better than women. Even in her village, men received better treatment than women. Men were given the best food and the women did not walk past them. Men were the ones who had the most say in decision-making and even bathed up the river. This gave Nollie the idea that women were unclean; it made her feel inferior and sad. When Nollie was with men, she was very careful of her actions.

When Nollie was of school age, her parents' relatives told her that she and her sister would not go to school. They said it was a waste of time and money. In spite of what their relatives said, her parents sent her to school. As a result, Nollie is now teaching while running the house chores. Nollie says women can participate in jobs just like men and there's no difference between men and women. Both sexes are capable of doing anything. They can both contribute to the betterment of the family, society, nations and even the world's development.



Activity 15

- 1 How do you feel about Nollie's story?
- 2 Is Nollie's society similar to your own? Why/why not?
- 3 Do you think women should be treated the way they were in Nollie's village when she was young? What is your opinion?

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Solomon Islands Home Economics

Year **8**

Learner's Book

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