



Solomon Islands Government

Continuity Learning Book

Years 7 - 9

Ministry of Education and
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Introduction

This book is developed as part of the Learning continuity or home-based learning programme, for years 7 to 9 learners. The topics for learning are additional teaching and learning guides, and they relate closely to community knowledge, the aims or key learning outcomes of the teaching and learning in our schools, and the common aims and aspirations for developing our nation, Solomon Islands. The content of each topic is presented in simple English, and organised easy-to follow sequence.

We encourage learners, parents, teachers, and community leaders to find time, a venue, learning resources, and additional ideas to support the teaching and learning in this book. We wish you happy learning.

Layout of the book

The book is organised according to topics, expected learning outcomes or results of learning, activities, topic summary and sample ideas.

The topic refers to the main idea you are going to learn about, and the expected outcomes of learning refer to the knowledge, understanding, and skills you are expected to achieve after each topic.

The table shows the five topics and overall expected outcomes of your learning.

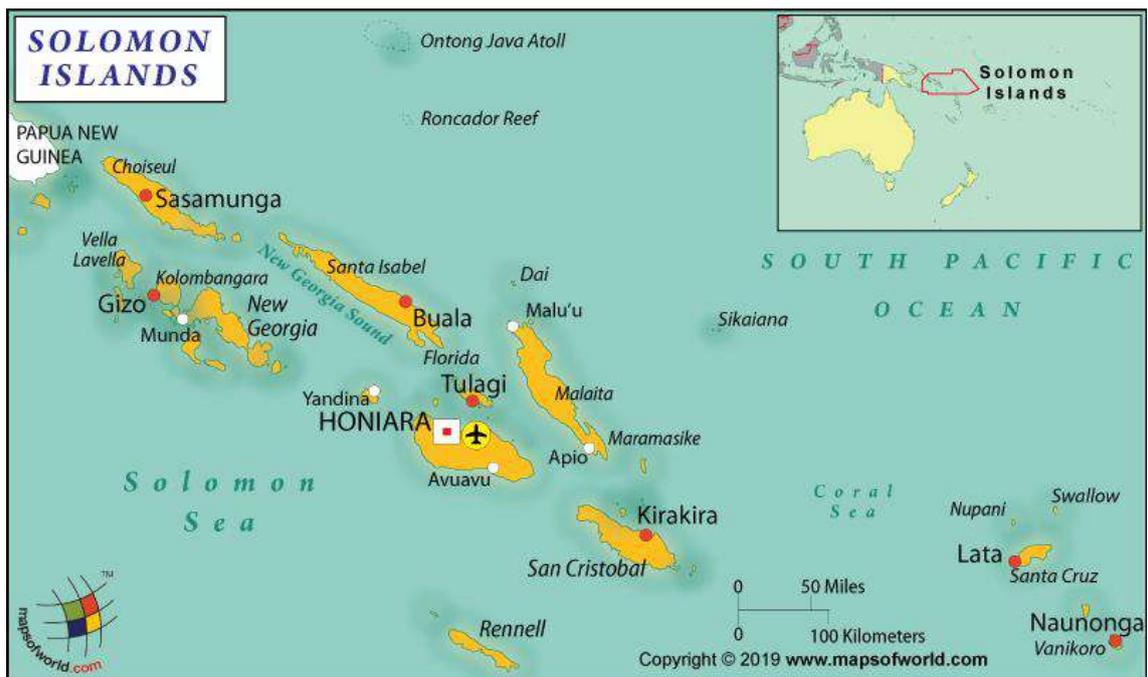
Topics	Expected outcomes of Learning By the end of the learning learners should;
Our one Solomon Community	Be informed and encouraged about your identity as a Solomon Islander, and realize you can contribute positively to the development of your community.
Food gardens for health and wealth	Understand the value of locally grown food in maintaining a healthy lifestyle, and family financial security, and be able to engage yourself in family food gardening, and related small income-generating activities.
Let's teach ourselves for life	Know and understand good social and behaviours, health and safety habits and practices so that we can look after ourselves and enjoy a happy and fruitful life in our family and community.
Leadership for the good of all	Know and understand good leadership practices, and realize that good leadership can bring about positive results in the community and family.
Basic English for Solomon Islands	Be able to practise English literacy and communication skills in storytelling, conversations, creative expressions, reading and writing.

How to use the book

In order to gain the most out of the book, we encourage the community, teachers and learners to:

- take part fully in the activities.
- work together to create a learning space or venue every day for the learners.
- identify lead teachers, parents and leaders who can read simple English to guide the teaching and learning the book.
- talk and share in a language that everyone knows and understand well. Although the book is written in English, it is important to always explain new ideas in the local language and pijin.
- create or add other activities relevant to your community and learning needs.

Topic 1: Our One Solomon Community



Expected outcomes of your learning

By the end of this topic, you are expected to: learn more about your identity as a Solomon Islander; recognise your special talents, know your role in your family and the community; and begin to understand some ways to unite family members and people in the community.

One nation, one community

As a nation, Solomon Islands is one big community made up of almost 1000 islands, and our main islands make up the ten Provinces of Guadalcanal, Malaita, Western, Choiseul, Ysabel, Makira, Temotu, Central Islands, Honiara and Rennell and Bellona Provinces. Although each of these provinces have their own government made up of the provincial assembly and a Premier, as one nation, the national flag and the national prayer or anthem are our national symbols of unity. We also have one parliament made up of 50 members from constituencies in our ten provinces. The head of our parliament is the Prime Minister, and our Head of State is the Governor General. We may have come from different provinces, tribal groups, and churches, with different ways of doing things, but we also have our common goals for developing or building our nation. In the National Anthem, we ask God to save and bless our nation from shore to shore; we ask Him to unite us as one people, and work together to build our nation for the good of all.

Prayer for Solomon Islands

As we begin, let us salute our Solomon Islands flag, and pray for our nation through the words of our National Anthem.



The Solomon Islands National Anthem

God save our Solomon Islands, from shore to shore;
Blessed all our people, and all our land
With your protecting hands
Joy, peace, progress, and prosperity
That men should brothers be
Make nations see
Our Solomon Islands, our Solomon Islands
Our nation Solomon Islands
Stands forever more
Amen

Activities

To help you learn more about your nation and your identity as a Solomon Islander, here are several activities you can do under the guidance of your teachers, or, with the help of your friends, family, and the community.

Activity 1: Discussion Questions

Talk about the words of the National Anthem by asking ourselves the following questions;

1. Do I know the National Anthem of my country or sing it at school?
2. How can I express how I feel about the words of the National Anthem?
3. What message do the words of the National anthem speak to me about?
4. What is my role in the National anthem of my country?
5. Am I able to translate or explain the words of the Anthem in my local language or pidgin?
6. When is it suitable to read and sing the anthem in my family or the community?

Activity 2: The National symbol of nationhood and unity

1. Do you know that on the 6th of July 2020, a day before the 42nd Independence anniversary, our Prime Minister Honourable Manase Sogavare, unveiled an important symbol of Unity located at the Ports Authority area, in Honiara our capital city of Honiara?

Here is a photo of our latest National symbol of nationhood and unity; The Unity Square, it is.



You can take a visit to see and salute the tallest flagpole in the Pacific, with our national flag swaying majestically under the tropical blue sky if you are in Honiara. But if you are in the one of the provinces, you can see it in this photo and appreciate what we have in our nation.

2. You can also learn about each Provincial flag that stand alongside the Solomon flag. You may use the table and the picture, as your guide. Complete information about the other provincial flags.

Country/Province	Flag design	Symbol	Meaning
Solomon flag 	Blue, yellow, Green and five stars (white)	Five stars	The original meaning since our Independence in 1978: Stars stand for five regions in Solomon Islands: Western, Temotu, Malaita, Ysabel, Central.
		Blue	The sea
		Green	Land
		Yellow	New nation- new born
Malaita flag			
Guadalcanal flag			
Makira and Ulawa flag			
Temotu flag			
Western flag			
Choiseul flag			
RenBel flag			
Central Islands flag			
Ysabel flag			
Honiara			

Activity 3: How much do you know about yourself and your country Solomon Islands?

Instruction: Talk to your family members about the answers to the questions.

- Apart from the flag and map, identify other national symbols of unity (oneness) in our nation.
- Why did we call ourselves an independent nation?
- What type of government system do we use to govern our country?
- How many major racial groupings do we have in our country?
- Find out the work of your parliament member?
- Find out how many languages there are in our islands, and other provinces.
- If you were the Prime Minister, what you would you do to help build your community and your country?

Activity 4: Village census

1. Find out the population of your village or community. Record your findings in the table.

Names of Province	No. of people from your province & other provinces living in your community, village or neighbourhood	Language/s spoken	What is your favourite song, sang in which language, and what is it about?
Guadalcanal			

Activity 5: Poem and song writing on peace, law and order and unity

1. Compose or write a song on peace, law and order or unity for your family, community or church, either in English or your own language. Your song or anthem can become the community song and can be used for daily prayer or singing.
2. Identify social issues faced by youths in your community. You can invite an elder or a leader to call all youths and all community members to an important awareness talk on village unity, working together, and the importance of building good relationships with others.
3. Plan and establish scheduled prayer, parties, family get-together, gardening, sports, or birthday celebrations for your family and community.
4. Plan and establish scheduled fundraisings start with available resources for your family and community through organised sports such as football, open air preaching, cultural festivals and choir contests.

In prayer, fellowship and sharing of God's word, we agree that we are God's one big happy family.

In sports and cultural festivals, we bring together our special talents and skills in different games, and cultural performances, and learn to enjoy, celebrate, and appreciate each other's colourful differences.

Topic Summary

In this topic we remind ourselves that;

- we are one big Solomon Islands community, united in God under one flag
- we may come from different provinces, but we are still one people, like a family in one community with a leader, and anthem or prayer for blessings.
- to build our nation where everyone can live in peace and unity, each one of us can make use of our special talents to contribute towards our family, community, and nation.
- there are ways to help unite people so they can work together in a community
- we can begin to plan ahead what we wish to achieve for ourselves and our nation.
- we could begin to say or sing our family anthems daily as a way of uniting our family and community.

Samples of Poem and song writing

Sample 1: St Nicholas College School Song

*Glory and praises be to God on high
Thank you, your blessings we receive
For this our school
Our parents and staff
For these we cherish Lord of all
And by the Grace of God we come
And by the Grace of God we learn
And by the Grace of God, we shall stand complete
In the service of the Lord*

Sample 2: Poem

*Welcome to our beautiful Solomon Village.
We salute our mother land
Our national flag
Our government
Our people.*

*Indeed, we are one people
United by our values of love, respect, sharing and our faith in God
We declare blessings of joy, peace, progress, and prosperity
Upon all our people and leaders
From shore to shore
Because in God, we can prosper
lumi together, achieve more!*

Topic 2: We grow food gardens for health and wealth

Expected outcomes of your learning

By the end of your learning you should be able to: realise the good things we can get from food gardens; be encouraged to start one for yourself and your family; understand the process plants use to make food, and how this affects the food we eat.



Activity 6: Benefits of food gardens

1. Read the brief notes on the benefits of food gardens with understanding and then explain why it is important to have a food garden?

Food gardens are important sources of life in our traditional Solomon Islands communities. People in villages continue to enjoy a variety of healthy foods from gardens they grow themselves, and we see examples of this in local markets in our islands, and in our own food gardens.

As stewards or caretakers of the creation we live in, our job is to do our part first. This means that in order to get food from plants, we must firstly, use our God-given strength and skills, by growing our own food in our home backyards or farm.

2. Discuss and share your answers to the following questions.

- Does your family have a food garden? Why or why not?
- Why are food gardens important in life?
- What do the village elders and your parents say about the benefits of food gardens?

Remember, when we eat food we grow and harvest from our local gardens, we also take in important nutrients that can help our bodies to grow healthy, provide energy and fight diseases. The essential nutrients come from natural elements such as sunshine, air, water, and the natural energy in the form of glucose.

Activity 7: Three food groups

1. Do you remember, there are three food groups that we need for good health? **Yes or No.**
2. State the differences between the three food groups 'Energy', 'Protective', and 'Body building' foods. **The differences between the three food groups are;**
3. Is it true to say, most of our energy, protective and some body building foods are grown in the food gardens? **Yes or No.**
4. The Body building foods that can be found in gardens are **plant proteins**. Name some examples of the plant protein?
5. Where can other body building foods be obtained and **provide 2 examples of animal protein?**
6. Look at the photo and explain why it is important to eat foods from the three food groups?

Photo of locally produced foods at the market



Activity 8: Healthy traditional or local ways of cooking

Healthy meals are very important to help us maintain healthy living. In our villages, we always try to have healthy meals, and we do this by using our traditional ways of cooking.

Questions

1. Select or create traditional or local recipes or healthy ways of cooking in your village, family or community. Why do you think it is important to keep our traditional ways of cooking?
2. An example of a local way of cooking: *Motu kokorako* or fish, kumara, and greens. Provide one example.
3. Using the steps given; you can cook this for your family as soon as you have all the food and items you need.
 - Food: Kumara, coconut, kokorako or fish, tomatoes, spring onions, salt and pepper, slippery cabbage.
 - Prepare your foods according to the number of people you will feed.
 - Prepare your stones, and fire on your traditional stone oven(umu)
 - Prepare coconut, and banana leaves.
 - When oven is ready, remove some stones to clear a space for the food; then place clean banana leaves over the hot stones; then place potatoes, kokorako or fish, and greens together and sprinkle some cream on the leaves. Cover with hot stones and leave for an hour to cook.

Activity 9: How do plants make their own food?

The three important elements plants need to make the food that we eat are;

- sunlight or light energy from the sun
- carbon dioxide from the air
- water from the ground

The picture shows a banana budding or bearing fruit in a clear space outside a home.



The food making process in plants

1. Can you explain the process the banana plant use to make food using the food making process in plants?
2. Using the photosynthesis equation: $\text{Water} + \text{Carbon dioxide} = \text{Glucose} + \text{Oxygen}$, use your Science knowledge to explain where the water and carbon dioxide come from and how these get into the plant.
3. In what part of the equation do we find the food produced? Talk to your friend or family in your local language.
4. Using the photosynthesis equation: **$\text{Water} + \text{Carbon dioxide} = \text{Glucose} + \text{Oxygen}$** , use your Science knowledge to explain where the water and carbon dioxide come from, and how these get into the plant.



The special name of the way plants make food is- Photosynthesis. Photo means 'light', and 'synthesis' means 'make'. Therefore, in the presence of sunlight, plants use water and air called carbon dioxide. The energy from the sun helps the plants to grow and make food.

To help plants make the food we eat, we need to make sure we grow our gardens where good soil, sunlight, water and air are available. As the plants are growing, we need to make sure we water our plants when they need it and pull the weeds out.

Activity 10: Gardening Knowledge

Our communities and villages still maintain important knowledge of food gardening. Our islands have different stories for different food crops. Knowing how to start and care for food gardens helps families to make sure they always have food supply at home. For example, the people of Temotu grow taro as a common food, but they also grow breadfruit trees, which they use as a source of food during disaster. It is important to find out what crops grow well where you live; how people take care of food gardens; how long it takes before the crops can be harvested; and how people plan food gardens throughout the year.



How to start a food garden

Find out what food crop suits your land space and soil conditions. Plan a food garden with your family so that you could start one.

Food gardens as a source of income

Read Teka's story, to find out how she built her house through selling garden crops. Then answer the following questions;

Teka is a 54 year old woman who is now living in her three bedroom permanent home in her village on Galekana. She also owns a car, and a canteen which has

been running for the last twenty years. Teka only completed grade 3 at the closest primary school, and had no other choices, but to remain in her village, where her only source of income and food is food gardening. Teka used the money she earned from selling food crops in Honiara market to build her home and family properties. Food gardening is part of Teka's way of life. She is a hardworking girl in her family; and she learned gardening skills from her parents and grandparents when she was growing up in her village. When she was asked how she managed to achieve what she has, she said, she saved money for ten years before, she built her home. Teka is now living comfortably with her husband, and three children, and she continues to enjoy free food supply from her food gardens, which are only a walk away in the grassland nearby.

Questions

1. Which province and village does Teka comes from?
2. How did Teka manage her income?
3. Do you think you can be like Teka?
4. Make a plan to start a food garden and save money to buy a house or car?

Activity 11: Planning for the future

Why is daily planning and preparation for the future important in our life?

Apart from food gardening, families need to plan ahead in time for everything. In places where food gardening is not common, you can make your plans according to the activities people do to earn money.

Planning means talking about what you want to achieve or do every day, and even for the future. In order to achieve our plans, we need to think about finding the money, and making sure we also save enough money for different things we have in our plans. In the Bible, we are reminded that if we do not think ahead or if we fail to plan, we will not have anything for the future. What if tomorrow, there is nothing in the gardens, or there is no money in the bank? It is very important that we plan our activities daily, and always think far into the days, weeks, months, and years ahead. We must not get caught unprepared when problems or disasters come.

Steps in planning

1. Plan what you want to get in the future? Is it a car or a permanent house?
2. Make sure you save money to start.
3. What resources do you need to use before you start?
4. Work on your major food gardening task.
5. Look after your garden well until it is harvested.
6. When you sell your food crops, make sure you save what is left from your spending, and put aside money to help you expand your garden business.
7. Keep doing that until you have enough money to buy your car or start your big family business.

Activity 12: Creative writing

The PHOTOSYNTHESIS ACROSTIC

The poem you are about to read is written using the first letter of the word-photosynthesis. It also helps to explain photosynthesis in a more practical way. Practise reading the poem to yourself, then take turn with a partner or members of the class to read, each reader reading each line. When you have understood the lines of the poem and what each one means, you can start to explain the important things we as human beings could enjoy from plants.

P-h-o-t-o-s-y-n-t-h-e-s-i-s

P- Plants Produce healthy food as producers in our environment

H- Healthy food is important for healthy living and life

O- Oxygen is the by-product of the photosynthesis process

T- Through leaves, food is manufactured and transported to all parts of the plants

O- Our life and our breathing system depends on oxygen

S- Sugar or glucose is the main product of photosynthesis

Y- Yam is an example of a healthy source of energy food we eat, which is a product of photosynthesis

N- Nutritious food are grown in our local food gardens

T- Tomatoes are protective food, good for our eyesight, and they are by-products of photosynthesis

H- Home-grown food is nutritious, so grow your own food

E- Energy from the sun is trapped by a green pigment called chlorophyll

S- Sunlight, as a source of energy for plants, is readily available in Solomon Islands

I- In this inclusive food making process, all living things can survive

S- So, students, share it, spread it, and send the message to your family, community, and friends.

Writing your own ACROSTIC POEM

Using the example on p- h-o-t-o-s-y-n-t-h-e-s-i-s, find one interesting word you have learned in the topic and use it to write your own acrostic poem. Some important words you have learned so far include:

- **Planning, saving, food gardens, sunlight, oxygen, glucose, healthy meal and balanced diet.**

Topic Summary

Throughout the topic we have realised some important facts about food gardens.

- They are a source of healthy food
- They are not hard to grow.
- They can produce food for you and your family, and you will spend less money on food.
- You can harvest after 3, 4, 5 and only up to 7 months.
- They show you how God cares for you.
- They show you how plants that you grow make use of air, sunlight and water to make food for you. Science call this photosynthesis.
- They show that if you take care of them they will give you abundant food in the end.
- Gardens can be a good source of income; a way to achieve your life dreams.

Topic 3: Let's teach ourselves for life



Expected outcomes of your learning

By the end of your learning, you should: know and understand good social behaviours, health and safety habits and practices; appreciate the need to look after yourselves and enjoy a happy and fruitful life in our family and community.

Our health is everything

The health, safety, spiritual, and social wellbeing of our family and community are always important. Everywhere we are, and in whatever situation we are in, we should always take good care of ourselves at all times.

Activity 13: Health

1. What sicknesses, social behaviours, and security problems are affecting members of your family, community?

Health and social problems	Health Solutions	Health and social problems	Healthy and safety practices

Talk about the names of the sicknesses, security and social problems which affect your community. Fill in the table with relevant problems to the health and safety practices that listed for you I bullet points.

- Eating healthy food
- Daily brushing of teeth and regular dental check.
- Drinking plenty of clean water
- Using the right toilet
- Regular hand and body wash
- Doing enough physical exercise
- Avoiding unsafe and unhealthy habits like drinking and smoking
- Regular health check
- Keeping enough medical equipment and basic pain and cold relief and at home.
- Pray for healing and get medical treatment
- Take time to relax
- Have enough rest and sleep.
- Avoid dangerous and sharp objects
- Be at the right place at the right time.
- Think safety, and avoid travelling in bad weather conditions
- Always share your problem to someone you can trust

2. What is health awareness, and why is it important?

If you have been listening to the daily SIBC Health Awareness Programmes, watching and reading news and even stories on the television, You tubes channels, you will be happy to receive and to learn everything we need to know about how to keep ourselves healthy, and remain physically, mentally, and spiritually fit every day. We need to keep our ears open to health experts, nurses, doctors, and spiritual leaders because information can also save our lives. Most importantly, when we hear important instructions, we must also do our best to obey or follow correct advice. We can prevent ourselves from trouble by just obeying simple orders and instructions.

Answer the following questions.

1. What does your community or your school say about your health and safety?
2. Create a poster for health awareness at home.
3. Why is health awareness very important for us?

Remember, when we get sick, we will no longer have time to look after ourselves. We will no longer be able to work to earn money and feed our families.

Activity 14: Village health survey

1. Start a health support plan for your family for the following important health practices;

Hand washing

In order to avoid a lot of health problems, the family needs to make handwashing a daily practice. Apart from diarrhoea, we can also protect ourselves from all diseases that affect the lungs and our breathing system, just by practising daily handwashing.

Physical exercise and healthy eating

In our communities today, there are people dying very early of diseases such as diabetes or sugar, high-blood pressure, Mouth and Lung cancer. It is important to teach ourselves that we could prevent ourselves from lifestyle diseases by just doing the right things.

Overcoming stress

Stress is an example of a social problem, which many people also experience in life, and it can lead to stroke and heart-attack in older people, and suicide in young people.

Sharing your problem is always important. If we keep to ourselves nothing will happen, but if we share our worries and problems, others might be able to help us.

2. Setting up a family and community health and safety plan

Today, it is hard to predict what health, safety problems, and disasters would affect our lives. Therefore, it is important to prepare ourselves at all times by having our safety and health plans in place. Each household needs a health and safety package, and the whole community must also have a big plan in place.

3. The survival and welfare package may include ideas from the list given. Decide which ones you would include for your family, and which ones for your community?

- Food and water must always be available and stored safely at home.
- Food gardens to be carefully planned
- Save money for disaster and in the family
- Each family must have a medical kit with important health medicines or drugs for pain and cold relief.
- Make sure there are people in the family or community who know how to apply 'first aid' or survival skills during accidents and health emergencies.
- All must learn about healthy medicinal plants which are always available in the village. Our local plants and trees are healthy sources of medicine.
- Every family must always have a radio to access news and important messages from the government.
- There should be a community centre where the people gather for discussions and meetings.
- Community must have a regular meetings and time for prayers to help update and uplift everyone of important health and safety key messages.
- There should also be talks on law and order, peace and harmony for the community, to help the youth and set guidelines for community life.
- Building positive attitudes around life.

4. Writing the health and safety plan in your own language

With the help of a family member, teacher or a village elder, change or translate the health and safety plan guide in 4 into your own language as you explain it to your family and friends. Use a poster chart, or A3 size paper, to write the plan in your own language, and put it up on the wall of you house or community learning venue.

Topic Summary

Indeed, we must remind ourselves that:

Health is everything.

Health is life

Health is wealth.

When everyone is healthy, fit and strong, our nation will shine!

What do you think?

Your family health and safety plan, will help you to keep yourself safe from all sickness, and maintain your personal well-being.

Topic 4: Leadership for the good of all



Expected outcomes of your learning

By the end of your learning, you should be able to: know and explain the qualities of good leaders; realize that good leadership means being able to show good behaviours, and living up to meeting the needs of people we serve or look after.

Leaders in the family and the community are the key to happy life and positive developments for the people. Without them, the people will be lost, and nothing will change.

Activity 15: Discussion on Community & family leaders

1. Draw two trees; first one to show qualities of a good leaders; second one to show qualities of a bad leader.
2. What or who can you compare with a good leader?
3. Talk about this in your language and write your description in English.
4. What does good leadership look like?
5. In what way is looking after the family show good leadership? Write a paragraph to compare a good father in a home, and a good leader in a community.
6. From what you see around you;
 - talk about whether your family, tribal group, church or community have good leadership or not. Why or why not?
 - find an example of a leader who was/is able to do a lot of good things for the community and the people? List all the good things the leader did for the people. Would you like to see more from that person, and why do you think that way?

Natural leaders daily Roles and Responsibilities - a father and a mother

Like a father and a mother in the family who work hard to feed the children, leaders do everything to make sure activities and developments continue to happen to make everyone happy and live in peace and unity.

Lead effectively, with good behaviour, love and truth to sustain family.

Imagine the leader and the people in the photograph below.



- a. What does this photo tell you about the leader in this community or gathering?
- b. Write a paragraph about what you are thinking.

A true story of a good leader

You are going to read a story of a village in Ysabel and how a leader was able to help his people work together to achieve and enjoy positive development in the 1980s.

Sae was only a primary head teacher in those days. One of his plans was to involve his community in his plans to develop the primary school he was looking after then.

In order to achieve his plans, Sae went back to his village to talk to the people in detail about why he wanted to involve them in the school plans and development.

He then called the meeting for the community that day. During the meeting, Sae demonstrated the model of school support he wanted to see for his school.

In the demonstration Sae used an empty paper box which he cut into the shape of a triangle. Sae explained that each corner of the triangle represented different groups who are important to the development of the school. He told the people that if everyone did their part, his plans for the school will succeed and children would learn better. Everyone was convinced by his presentation, and since then everyone began to work together.

During the years that followed- 1984 onwards, to date, Ropo village was changed. People began to cooperate with the school leader. Sae communicated about the school needs to the people, and he always worked with them. He also made sure he understood the people and worked to build positive relationships with them. He managed to win their trust and confidence.

The village divided seven days of the week to each important activity, and the last Friday of every month was set aside for village education support day. During that day, everyone worked to help the school in its school programmes. They involved in clean up, school repair work, speech days and cultural activities. School children also came home to help in reading church lessons, and village drama, and cultural performances. Ropo community continued to improve, and to date, it still maintained good name in education, cultural shows and Festival, and a lot of its people succeeded in their education, with very highly-paid jobs. The village community centre they built back then has been improved to a double-storeyed home stay, where visitors usually stay when they visit Ropo village. Every year since Ysabel Province has started the Kodili Festival, Ropo village always wins in dancing competition, cultural shows and educational activities.

Indeed, success, progress, and prosperity, is the fruit of good leadership. Good leadership starts with a plan in a person's mind, and with his good ways and wisdom from God, his plans also succeed. Sae was a good leader, and his people will always remember and honour him for his contribution to the community.

Activity 16: Discussion about story of Sae

1. Who is Sae, and how do you describe him as a leader?
2. List and explain the leadership qualities he has shown to the people in his community.
3. Do you think you have some of the qualities which Sae had? If you do, then why is it important to teach others about these qualities?
4. How can people build good leadership qualities?
5. Share with your friends, family and teachers.

Activity 17: Ropo Leadership

- 1. Read about the leadership in Ropo village, that shows what a leader must:**
 - Know and understand the important goal of an activity or development coming into the village setting.
 - Be willing to work together with others.
 - Communicate or discuss and share ideas openly with the people.
 - Respect people and commit to task.
 - Have a good relationship with everyone.
 - Delegate according to talents and skills.
 - Plan and coordinate tasks.
 - Be a good example to the people.
 - Show that he can do things by his actions.
- 2. Share the leadership with your family and community in your language or pijin.**
- 3. Pretend that you are the chief of a village, use the good effects or results of good leadership from Ropo to plan to lead your community.**

The Ropo leader was able to achieve the following during his leadership:

Community Activity Schedule

The community cooperates to achieve community order and harmony. It organises itself around all essential educational activity such as Medical; Church; School; and Social night.

The venue for community gathering.

A community centre was built, and then, recently, it was extended to a Home stay or Community Rest House.

Weekly village programmes

Ropo villagers became involved fully and willingly in community activities such as school support activities, church programmes, cultural and sporting events. Good education for Ropo villagers.

With strong community support in the

education programmes, many Ropo young members have now become well educated with highly- paid jobs.

Improved School development

Ropo Primary school developed continually over the years, with quality classrooms, library, disciplined staff, and excellent school results.

Cooperation

People always work together, showing respect to the leaders at all levels.

Positive community spirit and relationship

The members of the community maintain good relationship with each other.

Activity 18: Practising leadership in the family

The family is where teaching and learning begins. Leadership begins at home, before you move on to become one at the community. The father and mother are not the only ones to lead in the family. Leading means being able to share good ideas, and taking the lead to help the members of the family in what they need or do. Like the Ropo leader;

1. Find out what needs to be done, and talk about your plans with the heads of your family.
2. Use a note book to write your plans and how you want to achieve them.
3. Plan family talks and sharing; invite church people to help out.
4. Build positive relationships with your family; be ready to listen, agree with all, before you move with your plans.
5. Be willing to forgive when someone misbehaves against you.
6. Be ready to thank your family for their help.

Activity 19: Project management

How to manage or look after the project

In any community or school set up, leaders always make sure the following are in place:

1. A committee: is a group of people responsible for making decisions for a community.
2. Activities: these include plans of what the community needs to be done for the people.
3. Meetings: during meetings,
 - a. the chairperson of the meeting; controls and leads, listens, and directs the talking.
 - b. agenda; planning, sharing of ideas before and after meetings.
 - c. schedule; make plans for when things should be done
 - d. decision making; when you need to take a step on one thing you want to see, as a leader you seek ideas, share ideas, before agreeing to take the step.

To summarise your learning, think about your family or your community.

a. Write something good you want to see happening, and share this with your family or friends. Pray about your plans. God's words tell us in Philippians 4:13- I can do all things by the power of Christ. He is my source of strength.

b. Cinquain Poems are five lines poem. Line 1 is the name of something (noun).

Line 2 is made up of two words describing the noun in line 1. Line 3 are three *ing* action words describing line 1. Line 4 is a phrase or sentence relating to line 1. Line 5 is a word with the same meaning as the word in line 1.

Family poems or songs

Family Poems

Poem 1

Family
Happy, peaceful
Talking, helping, singing
Family is where my heart is
Home

Poem 2

Leadership
Powerful, wise
Leading, showing, blessing
I want to see this in my family and community
Happiness

Topic 5: Basic English for Solomon Islands

Expected outcomes of your learning



By the end of your learning, you should be able to; start using simple English to communicate in familiar situations; improve your basic reading and writing skills; read confidently in class and churches; enjoy and appreciate the need to continue with English learning wherever you are.

English in Solomon Islands

In this topic, we will learn to use Basic English skills through a variety of interactive ways such as storytelling, conversation, public speaking, writing and reading. The following paragraph explains the place of English in our communities in Solomon Islands.

Activity 20: Basic English Skills

1. Read each sentence quietly to yourself, or get someone to read the following paragraphs, and explain it to your partner or group, either in pijin or local language.

In Solomon Islands, our official language of communication is English. Almost every day, we listen to English being used in radios, songs, news, service messages, schools, official gatherings, speeches, announcements, and in church services, Bible reading and preaching including our conversations with English speakers. Our newspapers, poems, story books, school textbooks, monthly calendars, cooking recipes, church hymns, choruses, Bibles and prayers, are also written and read in English.

Most of us might not speak English well, but we could still understand it when we hear people read and speak to us in English. Some also find writing easier and they write better than they speak it. This means that it is not difficult to start learning how to speak English. The fact that English is everywhere around us, makes it easier, and even more interesting. Everyone can still learn to understand, speak, read and write English well. Are we ready and willing?

2. Let's talk in English

The best way to start learning to speak in English is to start talking to someone who knows some English, or someone who is also willing to learn.

3. Story telling

Find a partner to talk to or start a conversation with. In our families and communities, we usually love to tell stories to each other, so feel free to share

stories as you do so. First, greet each other in your language or pijin, as you always do. Then talk as much as you wish about anything you wish to. Change your conversation to English when you are ready. Enjoy it.

You can share what you and your partner talked about to the whole class. First report in pijin or your own language, then using the following conversation guideline given you may do so in English.

You	Audience
Hello, and good morning, every one!	Good morning.
How are you all doing today?	Good, thank you.
Great. Fantastic. Good. So are you all happy?	Yes, we are very happy.
Shall we start?	Yes, please, let's start.

Other examples of daily English conversation practice include;

- a. Greetings and introducing yourself to another person;
- b. Example:

Jay	Jean
Hello, I am John/ my name is John.	Hello Jay. Good to meet you. I am Jean.
Nice to meet you Jean. Is this your first time to come to school?	That's correct. What about you?
This is my second year, and I am in Form 2.	Really? How nice. So how do you like this place?
Oh, I love it. The students are friendly and helpful. I know you will like it too.	Thanks Jay. I hope for the best too.

Greeting someone at your store

Store Keeper	Customer
Good morning.... How are you today?	I'm good thanks. And yourself?
I'm very well thank you.	So what can I do for you?
Oh Thanks. Can I have a cup of coffee and a chocolate cake, please?	Sure, would you like to have it here or take away?
Take away please, thank you.	You're welcome.

Remember that greeting someone we know is different from greeting the person that we know or have met before, so it is important to show respect and allow our common sense to guide our words and what we say. People can tell who we are from the way we talk. Talking is part of our behaviour.

Activity 21: Greetings in local languages

1. Turn to your partner and practise greetings each other in your own language.
2. What is the difference between the ways you greet each other in your language and how you greet each other in English?

Activity 22: Other speaking and listening situations

Turn to your partner and practise the following in your own language. You can also change to English when you are ready.

1. Expressing thank you
2. Talking on a telephone and mobile phone
3. Apologizing or saying sorry to someone

Activity 23: Reading and writing

Apart from learning to speak in conversations, reading and writing are important skills you need to know in order to be able to communicate ideas effectively.

Planning and writing

It is important to know how to plan and develop your ideas in writing so that you can communicate clearly to your readers. An important aspect of writing is planning and writing a paragraph.

Paragraph Writing

Read the sentences in the given paragraph and identify the different parts of a paragraph as follows;

- the main idea or the topic sentence; **see sentence 1**
- the supporting details or sentences; **see sentences 2-6**
- the concluding sentence; **see sentence 7**

An example of a paragraph

My family is important to me because of three important reasons. Firstly, when I was growing up, I realised that my father and my mother have been there for me, and doing everything they could for me. For instance, they fed me, clothed me, and were teaching me right from wrong. Secondly, in my family, I learned many important skills and ways of behaving. For example, I learned to wash my clothes, cook my food, and treat people with respect at all times. Lastly, my

family is my first teacher. I realised that by that time I attended school, I was already prepared to do the right things because my family taught me, skills and important community rules and values in my family. This is why my family is important to me.

Activity 24: Practise paragraph writing

Practise paragraph writing using the topic: *My education is important to me because of three important reasons.*

Activity 25: Reading

Reading different texts: Reading Bible texts, speeches, messages, eulogies and prayers in churches

1. Do you read for church services?
2. Have you been asked to make a speech, acknowledgement, say a prayer, or welcome people to a party in your family?

Remember that when you read, people are listening to you. This is why you need to make sure you read clearly so that people can understand or follow what you are reading.

3. The following guide will help you when you read:
 - Always rehearse your reading to ensure you understand it yourself.
 - Make sure you project your voice, and articulate words clearly.
 - Use the right intonation and pace or speed.
 - Make sure you know where to stress and not to stress words.

Writing for different readers and different purposes,

4. How do you plan and write a good text for a **Letter asking for assistance, an email, and minutes of a meeting, and instructional writing** using the appropriate format and writing style?

The following are three examples written for you:

1. Letter asking for assistance

Joseph Tiva
Asemame Village
Matepono
North Guadalcanal
25 June 2020

The Officer in charge

Dear Sir/ Madam;

Re: Application for Copra Air Drier Shed

I am writing to seek your attention and kind consideration to my personal need on the development of a locally-made copra shed and drying facilities, which I have envisioned since childhood.

I have noted that funding has been made available during this COVID 19 impasse for rural cocoa, copra and food farmers, to enable them to become successful in small-scale business opportunities.

I come from the Guadalcanal Plains, which is an economic corridor of the nation, and lack of facilities for rural farmers, is a sign of weakness in community leadership in the last decades, hence I am stepping in through personal initiative to seek funding while this opportunity lasts.

Grateful if you could look at my application documents- proforma invoice, items needed, the cost and the whole adventure I am envisaging so that I could start immediately with my family. We have so much to offer to the economy but we only need listening ears and attentive hearts.

Your consideration will be greatly appreciated.

Thank you,

Yours Sincerely,

Joseph

2. Email

Dear All;

Greetings to another week. Hope you all had a good one over the weekend.

Thank you sincerely for our working together to achieve school visit last week. It was well worth it having checked through PLTs AWP's and Literacy activities, and the school system elements they are supposed to be impacting. Can we meet say around 2pm?

Our learning package group will edit my yr 7-9 book today at 10am till 12noon.

Thank you sincerely;

Mina

3. Minutes			
The following are minutes presented in a table form. It is another way of recording notes to help people see what they need to do to complete important plans in an organisation.			
Agenda	Discussion	What to be done next	Who to do it
Back ground of LCP	MEHRD has mandated the committee to work on a learning package in print to be used for ongoing teaching and learning in schools and at the community level, during the period of emergency, and even beyond.	All committee members to work together as a team; recognising the existing curriculum, and important guidelines as a baseline for important concepts and themes to guide the development and publication	Learning Package group
Time Frame	Production Time Frame given is only two months.	Committee will meet regularly on Tuesdays for planning and development. Manuscript development is expected to be accomplished for publication by the end of July.	LCP Team
Blue Print	Ideas shared and briefly deliberated amongst members on the nature of the LCP; the themes, concepts, from National Curriculum documents, and those currently used in the radio sessions. Understanding was reached on the community long life learning approach; -mixed audience, long-life learning themes and activities. The community teaching and learning programme was in question, and the understanding would be for open learning suitable for community pace, culture, and resource availability	Members allocated roles on specific blue prints as follows; a. ECE and PPY b. Lower c. Upper Primary d. Junior Secondary e. Senior Secondary During Blue Print discussion; Timing(Topics and activities per month/weeks/ and how much content for LCP to cover will be determined by team considering how much learners need for remaining 2020, with community learning as focal point.	LCP Team Jenny Lee Royce Sutherland Amanda Rees Ayoki Siho
Themes and concepts	National Curriculum Statement and curriculum documents will serve as baseline to guide the development of the LCP.	Members to consult existing MEHRD curriculum documents for adaptation and curriculum and literacy integration.	LCP Team All members to take note.
Curriculum and literacy approach	This is already prescribed in the current national curriculum guidelines and syllabuses (OBE).	Mixed mode or integrated approach, similar to what is currently used in the radio sessions, but to be adapted into a distance learning mode(DFL).	As advised and practical.
Resource Materials	a. National Curriculum Statement b. Current subject syllabuses, PPY, Primary to Secondary and Relevant Learning	Members to read widely and be informed on contents, teaching	LCP Team

	<p>Outcomes suitable under KLAS(KLOs) themes.</p> <p>c. Joyce Boykins' Read Solomon Islands- community reading/learning package.</p> <p>d. Literacy and mixed mode learning packages.</p> <p>Draft Language and Literacy Framework</p>	<p>and learning approaches for adaptation</p>	
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4. Instructional/Procedural

The title of the text is 'Prevention against Coronavirus'.

When coughing or sneezing, the patient with acute respiratory diseases should cover their nose and mouth with the arm or other materials, like handkerchiefs, paper towels, or masks) to reduce droplet transmission. After exposure to respiratory secretions, perform hand hygiene immediately, and wash hands frequently in daily life.

Personal precautions are as follows:

Firstly, maintain a balanced diet, ensuring adequate nutrition, and maintaining oral health can help prevent against infection.

Secondly, exercise regularly to boost immunity.

Thirdly, quit smoking, limit alcohol consumption, and stay in good spirits.

Fourthly, ensure indoor ventilation: natural ventilation and, or use of exhaust fans for better airflow.

5. Figurative Language, Imagery or Tok Piksa



This is an aspect of language that enrich our speaking and writing.

Imagery of figurative language is a technique used by speakers and writers to describe and paint the picture of an idea or a person to make the reader or listener understand a message clearly. That is why some times, we call these picture words or Tok piksa in our pijin. Common examples in English are through the use of similes, metaphors, and personification.

6. Expressions in English and our local languages

Our language is rich with imagery or tok piksa.

To help you start,

A. Take time to talk to your family in your language to ask about the **imagery expressions**. Or listen to a love song, on the radio or any European composed song in English on the radio.

- How does the song writer describe a person, event or something?
- What picture can you imagine when you hear the words in the song?
- Do you think using imagery is interesting, and does it help you to understand the singers' message more clearly?

Simile: when a writer or speaker compares two things using the words 'as' or 'like'. Example: 'My daughter blooms like my orchid plant in my backyard'

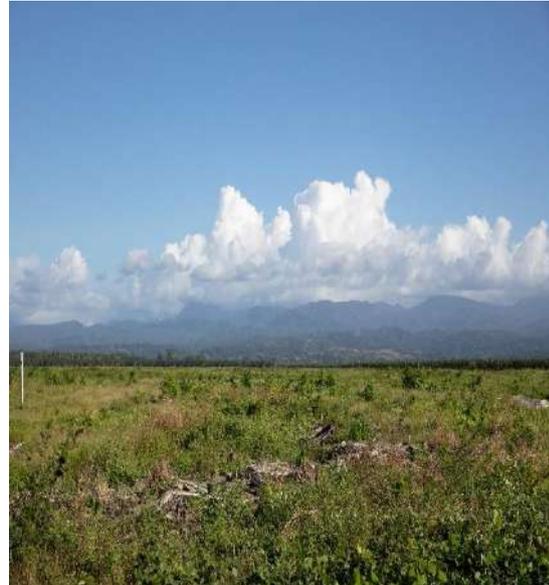
B. Metaphor: The statement becomes more direct as follows:

'My daughter is a blooming orchid', and this is without the use of 'as' or 'like'

C. Personification; this is when an object or a non-living thing is described as a living thing. For example; this morning, my orchid greets me with a loving smile'.

7. Using imagery in expressions

We always use figurative language or image when we want to describe something or someone in our talking and writing to bring about a message



Use simile, metaphor, and personification to describe the two pictures in this page to your friend. Imagine your friend has not seen these things.