

The Coconut Tree: the elixir of life.
Year 9



Nauru Curriculum Footpath
Personal Pathways
 Living in a contemporary Nauruan community and preparing for its changes
 Demonstrating confidence, commitment and accepting responsibility for decision making and problem solving
 Learning to work in new ways and creating new opportunities
 Working with peers and others
Communication Pathways
 Mastering literacy including the primary language
 Communicate knowledge and argument to a diverse audience
Community Pathways
 Fostering identity, belonging and unity
 Respecting diversity and different ways of thinking
 Thinking and acting as an agent of change in local communities while sustaining culture and identity
Environments and Technologies Pathways
 Understanding and sustaining environments
 Creating and working with design, agricultural, digital and engineering technologies

Suggestions and ideas for students and teachers:

This is a practical task rather than a theoretical study. Students learn by doing and sharing as much as possible.

When community people are first invited to do a demonstration to students, it is a taster so they can choose one field to learn in depth. It will need follow up visits by students or visitors to develop expertise. Organisation of this needs to be efficient for the community people. Teachers plan together to organise visits.

The student might work in apprenticeship mode with the craftsmen/ community person to develop expertise.

For the expo, schedule multiple performances and demonstrations at one time to keep the expo exciting. Task teachers need to cooperate to have one expo for all classes. Teachers may have to use all available information from class, rehearsals and performances to grade students.

It is a very practical task and so large blocks of time and whole days need to be timetabled.

Quality Features
High Quality

- Quality and design of products and demonstrations shows mastery of practical skills and faithfulness to traditional techniques or creative flair using old ideas in new ways.
- Passionately demonstrates commitment to preserving and sharing traditional knowledge and skills integrating past and current knowledge of coconut trees to promote sustainable use.
- Confidently communicates a wide range of knowledge, methods and skills to others in a variety of culturally respectful ways while showing strong interpersonal and team skills.

Acceptable Quality

- Shows a traditional or adapted skill / technique in practical demonstration or through written instructions. Describes sustainable coconut use.
- Shows a skill or technique to others.

Task Rules:

Grades: Individual based on contributions to the Expo and collections.

Individuals produce a life cycle chart and develop the how to cards or recipe cards for the expo. They collaborate with others on a song, poem or dance etc.

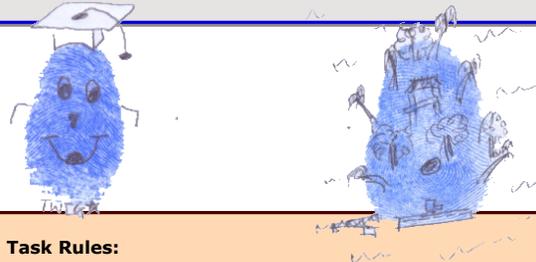
Small groups document tree growth using shared information.

Groups produce a poster about traditional uses.

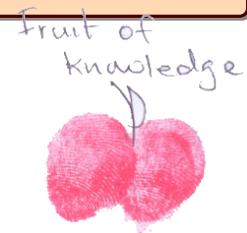
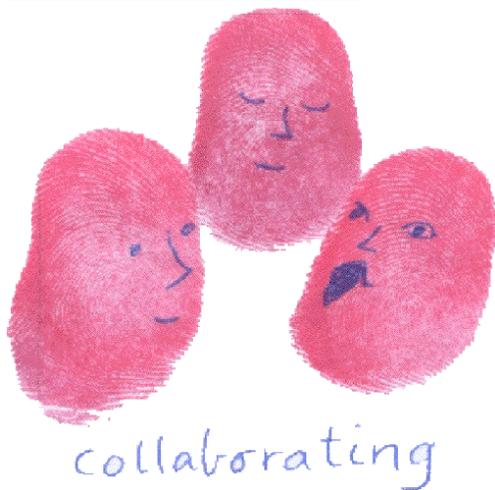
The whole class produces a map/chart of the coconut distribution. Each group takes responsibility for documenting a threatening process.

All students experience string making and develop at least one coconut based product.

The expo is made up of group displays and individual products, performances and demonstrations.



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By using all parts of a coconut tree, students demonstrate an appreciation of the significance of the tree in the past and for the future and why it is called the "elixir of life". They practice traditional methods of preparing oil, making clothing, ornaments, jewellery, tools and other products. They prepare foods and medicines using methods from the past noting adaptations in current practice. They build parts of shelters, buildings and wooden products. They create and practice ideas for using the tree in modern life and assess the sustainability of current tree populations and uses. They devise ways to maintain coconut tree cultural values for the future.

Aula Critter.



Through research and sharing existing knowledge, produce a chart that illustrates the life cycle of the coconut including the identification of all the parts of a tree at all stages of its life. Use vernacular and English descriptions and labels.

Brainstorm what is already known about the traditional and current uses of coconut trees.

Students will search the Internet, use local resources and interview people to add to their collection of ideas.

Community people will be invited to teach how to make toddy, coconut oil for grooming, grass skirts, coconut carving, weaving patterns and other skills so students see a range of skills and choose one they wish to learn in depth.

Using research, develop a poster or other suitable device to communicate the best growth conditions for coconuts. Add notes about the impact of climate change.

Organise the ideas into categories of uses of the coconut tree; eg. building, food, grooming, clothing, ceremony. Groups build a poster for public display to record and document uses by category.

Students will make eankeba from coconut husk fibre and use their string for making string art or other purposes.

Estimate through sampling or another suitable technique, the number of mature coconut trees and the number of young trees. Justify judgements about whether supply meets demand.

Compose a song/poem/traditional dance, story or other way of showing appreciation of the coconut tree, telling the story of its future growth and use and its importance to the Nauruan way of life.

Students choose to specialise in a traditional skill that uses coconuts and practice it until they become expert. Students making the same choice work in groups to share the practice and demonstrate at the expo.

Students learn how to make coconut oil, coconut milk and coconut cream and other coconut based ingredients for use in food preparation. They compare how it was traditionally done and how it is done today. They compare the quality of locally made products with shop-purchased products.

The Value of cutting one tree and planting 2 will be practiced.

Gain community help for a planting excursion in a suitable place. The class builds maps and charts of the current coconut tree distribution and documents threats to show the community at the expo.

Perform their song/story/dance etc for other students. Repeat the best performances at the expo.

Students produce a collection of recipe cards or a collection of cards showing the stages of completing a skill. The cards, demonstrations or products are displayed at the expo.

Students collect up coconut based recipes to record and try in class cooking events.

Expo: Past, Present and Future of the coconut tree.
In groups, the students display different items that are made from all parts of the coconut tree and do demonstrations of preparation methods. Students display the charts and diagrams from the task and do performances celebrating the place of the coconut in Nauruan culture.



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