

Sowing and growing: the Nauruan way

Year 9 - Included Skills

TVET tasks at year 9 level focus primarily on Nauruan Cultural skills and knowledge, Life skills and Work Readiness within the *YR 9 TVET Lifeskills and Culture Project*

The [World Health Organization](#) defines *life skills* as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life."^[1] In primary and secondary education, *life skills* may refer to a skill set that accommodates more specific needs of modern industrialized life; examples include [money management](#), [food preparation](#), [hygiene](#), basic [literacy](#) and [numeracy](#), and [organizational skills](#). Life skills are sometimes, but not always, distinguished from [occupational skills](#).

Life skills are a set of human [skills](#) acquired via [teaching](#) or direct experience that are used to handle problems and questions commonly encountered in daily [human](#) life. Wikipedia

Thus Life skills encompasses many study areas and elements of the Nauru Curriculum Footpath, so only additional skills, not already mentioned in other study areas have been extracted separately here. The task holistically addresses the combinations of Life Skills required to participate in and preserve Nauruan Life and prepare Nauru for the future. It is more important for Nauruan children to combine skills and knowledge than show each skill separately.

Life skills	Traditional skills/knowledge	Values
Developing confidence in own ability	Use of organic materials in the past and understanding how little was wasted	Commitment to completing set tasks
Group work and team work	Identification of native plants	Hard work ethic, industriousness, perseverance, especially physical effort
Learning from others and from careful observation	Uses and customs for native plants	Importance of committing to jobs (employment and community tasks), job sense
Taking a leadership perspective – encouraging families to take responsibility for their gardening projects	Where plants traditionally grew and their growing conditions.	Nauruans should use natural resources and actively cultivate renewing supplies
Using waste materials positively		

<p>Using gardening tools and systems including composting deices, irrigation systems, garden containers etc</p> <p>Demonstrating combinations of skills – to make a project work</p> <p>Budget implications for growing vs buying</p> <p>Conscious decision making about sustainability of current Nauruan lifestyles.</p> <p>Problem identification and solving</p>	<p>Grown and harvested food in traditional times</p>	<p>Appreciate significance of preserving remaining native plants</p> <p>Family’s responsibility to help themselves.</p> <p>Current use and future thinking is about sustainability – what needs to change.</p>
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Literacy		
<p>Writing</p> <p>Recording when listening</p> <p>Making careful notes of detailed observations</p> <p>Interview questions and responses</p> <p>Instruction manuals</p> <p>Lists and maps of endangered and rare native plants</p> <p>Combining information into an awareness campaign</p> <p>Presentation materials (powerpoint product and other products) to accompany what students will say to an audience</p> <p>Reports with structure, information and creative solutions</p> <p>Documenting project stages</p>	<p>Reading</p> <p>Sequential instructions</p> <p>Patterns</p> <p>Information sheets and books to elicit instructions and ideas</p> <p>Internet information</p> <p>Researching generally</p> <p>Listening</p> <p>Oral explanations and demonstrations</p> <p>Talking to elders and community experts</p> <p>Listening to interview questions</p>	<p>Speaking</p> <p>Interviewing – asking questions and discussion, not just reading out the questions</p> <p>Explanation and demonstration of methods</p> <p>Talking with the audience about their topic, using the Powerpoint and other visual aids and artifacts to accompany what is said.</p> <p>Reading the Powerpoint is not a presentation for this age group.</p> <p>Visual</p> <p>Sketches of composting and other gardening systems</p> <p>Make charts which connect information pieces</p> <p>Taking and using photographs wisely</p>

Numeracy	ICT Opportunities	Thinking tools
<p>Costing information organised in tables</p> <p>Manipulating family cost information, prices and quantities purchased into scenario budgets</p>	<p>Taking photographs throughout the task for multiple reasons</p> <p>Editing computer products</p> <p>Online learning journal using a blog or similar tool</p> <p>Spreadsheets</p>	<p>Same and different</p> <p>Y charts – sounds like, feels like, looks like</p> <p>Pros, cons, questions (PCQ)</p>