



Ministry of Education & Training
Government of Vanuatu

1 **STUDYING
AT HOME**

2 **WRITING
A RECOUNT**

3 **WRITING A
BIOGRAPHY**

4 **WRITING A
RESEARCH
REPORT**

5 **WRITING
A SMALL
BUSINESS
IDEA**

6 **REVIEWING
YOUR
LEARNING**

HOME-SCHOOLING

Self-study guide for secondary students in years 7-10

English version
2021



unicef 
for every child

Acknowledgements

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ILO, (2015). Generate your business idea. International Labour Organisation, Geneva, Switzerland.

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Topic 1:

STUDYING AT HOME (1 WEEK)



Part 1: Studying at home during an emergency

TOPIC 1 DESCRIPTION

In this topic, you read a welcome letter from the Ministry of Education and Training and some information about studying at home during an emergency. You then read a summary of what is in this study guide and how to use it. As you read the guide, you also practise four ways of reading. You then discuss how to study well at home, make a study plan and set some rules. You also practise and learn more about groupwork. Following this, you learn how to improve your individual work. Then you discuss what knowledge is and ways of learning new knowledge. Finally, you review and evaluate your learning in this topic.



When you have completed this topic, you should be better able:

1. to study at home during an emergency.
2. to describe what is in this study guide and how to use it.
3. to use four ways of reading to suit your purpose.
4. to identify the challenges of learning at home and how to overcome these.
5. to make a study plan and set rules for studying at home.
6. to do individual work.
7. to explain why knowledge is important and the best ways to learn new knowledge.
8. to review and evaluate your learning.



Topic parts

Part 1: Studying at home during an emergency

Part 2: Topic introduction

Part 3: Get to know each other better

Part 4: Be ready to learn at home

Part 5: Groupwork

Part 6: Individual work

Part 7: Knowledge is power

Part 8: Assessment

All students: please do Activities 1–4 below with a parent or family member who will help you with your learning.



Activity 1: Read a letter from the Ministry.

Aim: To understand the purpose of this study guide and why it is important for students to continue to learn at home at this time.

With your family member, read and discuss the letter below from the Ministry of Education and Training.

Dear parents and students

Welcome to studying at home!

This self-study guide provides 10 weeks of guided home study to help you to continue to learn at home when there is an emergency or disaster and schools are closed.

STAY HEALTHY AND SAFE AND CONTINUE TO LEARN

Your health, safety and continuing education are a priority for the government at this time. Do your best to stay safe and healthy by following government health and safety guidelines, such as washing your hands regularly. At the same time, we believe that education is vital for all Vanuatu's young people. We want you to continue to learn at home so that you continue to gain the knowledge, skills and qualities to be able:

- to think for yourself, solve problems and make good decisions.
- to work well with other people and to be kind, respectful members of the community.
- to study further, get a good job, travel and work overseas, if desired.
- to reach your potential, to achieve what you are capable of, to be the best person you can be and to have a successful life.
- to be a good citizen and to contribute to the future of Vanuatu.

ROLE OF FAMILIES AND THE COMMUNITY

The success of home-schooling needs the support of parents, families and the community. You can provide practical help to students, such as finding a suitable place to study. For students who are studying on their own at home, you can do some of the activities with students. You can also encourage students to study and check their learning by completing a Parent checklist at the end of each topic.

STUDENTS WITH DISABILITIES

This study guide also has guidelines on how to support students with disabilities to do the activities.

HELP OR ADVICE

If you need any help or advice, feel free to contact your school or your teacher, who is available to support you. Use the contact details and other information that schools have provided to parents and students during home-schooling.

The Ministry is confident that with support from this study guide and from parents, families, the community, schools and teachers, you will be successful in continuing your education at home at this difficult time. We wish you good luck and hope that you enjoy using this study guide and studying at home.

Ministry of Education and Training



Activity 2: Read about studying at home during an emergency.

Aim: To know how this study guide supports students who are studying at home in groups or on their own.

The emergency situation that has led to the closure of schools affects how you study and how you complete the activities in this study guide.

Some students may be able to study at home in groups, whereas other students may have to study at home on their own. For example, a pandemic may prevent students from meeting with other students and restrict students to studying at home alone. The emergency may also affect activities that require students to consult with community members. This study guide has been written to deal with these situations so that all students are able to complete the study guide successfully. Below is more information on this.

Studying in groups

If you are able to study in a group at this time, we encourage you to do so with siblings or with other students nearby who are in Years 7 to 10. The main advantage is that you can help each other while learning at home without a teacher present. Learning in groups is also a very effective way of learning. You learn more about how to study in groups in Parts 2 and 5 of this topic.

Studying on your own

Although you may be very familiar with studying at home on your own when you do homework, studying on your own for several weeks can be very challenging. You have a new study guide to read and you have no teacher or other students to help you if you get stuck.

However, don't worry! This study guide provides you with lots of support to help you to study successfully on your own. For example, the guide:

- provides advice and tools to improve your individual work.
- provides strategies that you can use to do the groupwork activities.

STRATEGIES FOR DOING GROUPWORK ACTIVITIES

The strategy you use depends on the nature of the groupwork activity. The three main strategies suggested in this guide are:

1. You can do some groupwork activities on your own, such as writing your study schedule.
2. You can ask people in your household to do groupwork activities with you, such as:
 - have a discussion.
 - read your writing or listen to your talk and give you feedback.

3. You can communicate with other students to do group activities, using phone, SMS, Facebook, the Internet, e-learning platform (if available), written texts delivered to their homes etc. For example:
 - A. you could record your talk or presentation on your phone and upload it to Facebook or Whatsapp.
 - B. you could post your writing on email, Facebook or Whatsapp, or deliver it to a student's house or to the school, for your teacher to read.
 - C. you could do research by interviewing people over the phone, by sending your interview form by email, Facebook or Whatsapp, or by delivering it to people's homes.

These strategies are suggested in the instructions for specific groupwork activities in this study guide. Here is an example:

If you are studying alone, do this activity with some family members.

However, these are suggestions only. You can use any of the strategies above, or other strategies of your own to do these groupwork activities. You learn more about how to study on your own in Part 5 of this topic.

COMMUNICATING WITH PEOPLE IN THE COMMUNITY

For some of the topics in this guide you need to get information from people in the community. If the emergency situation does not allow you to talk to people, you can use other ways to contact them, such as by phone, email, Facebook or by delivering written texts to them.

If you have any questions about studying during an emergency, contact the school or your teacher.

After learning how this study guide supports you to study at home during an emergency, you now learn what is in this study guide and how to use it.



Part 2: Topic introduction



Activity 3: Read the introduction to this study guide.

Aim: To understand what is in this study guide and how to use it.

1. Read the 'Introduction to this study guide' below.
2. Read the Introduction again. Find the answers to these questions as quickly as you can.
 1. For how long should you study and for how many days per week?
 2. How does this multigrade study guide suit advanced students?
 3. What does self-study mean?
 4. Why is it important to do the activities before reading the answers?
 5. What are the 4 kinds of student groups that the guide uses?
 6. What are the 4 main written texts that you produce for assessment when you return to school?
 7. What 2 types of assessment items do you complete at the end of each topic?
 8. What is the purpose of the 'Parent checklist' at the end of each topic?

Introduction to this study guide

CONTENT

This guide has 6 topics, spread over 10 weeks. Topics relate to life in Vanuatu, including the current emergency situation.

Topic 1 – Studying at home (1 week)

Topic 2 – Writing a recount (2 weeks)

Topic 3 – Writing a biography (2 weeks)

Topic 4 – Writing a research report (2 weeks)

Topic 5 – Writing a small business idea (2 weeks)

Topic 6 – Reviewing your learning (1 week)

Topics 2–5 follow the same sequence of activities to produce the four texts: a recount, a biography, a research report and a business idea. First, you read, discuss and analyse model texts. Then you draft and edit your own text, present it, get feedback and improve it.

WHEN TO STUDY AND WHAT YOU WILL LEARN

You should study for 3–4 hours per day, five days a week.

The topic activities will strengthen these skills and knowledge:

- English or French language and literacy skills, including: reading, writing, listening, speaking and presentation skills, increased vocabulary and grammar.
- Socio-emotional skills, such as sharing feelings, showing empathy and helping each other.
- Study skills to learn effectively at home, such as planning and organising your studies, managing time, working in groups and individually.
- Cognitive (thinking) skills, such as classifying and comparing ideas.
- Basic research skills to plan a small research project, write research tools, collect, organise and analyse the results, draw conclusions and make recommendations about the results.
- Skills and knowledge across subjects such as English or French, maths, science, social science, technology and agriculture.

SELF-STUDY

Self-study means studying by yourself or in groups with other students, but without a teacher. This guide supports a self-study approach. It guides you to complete the learning activities by providing:

- instructions, tools, such as checklists, and information texts.
- answers to activities, so that you can check your answers immediately.

However, **it is very important that you do the activities before you check the answers.** This challenges you to think hard and to learn as you try to find the answers yourself.

Multigrade

This is a multigrade study guide that can be used by students in Years 7 to 10, working together or on their own. The activities have been written so that students in the same year, in different years and with different abilities can do them. For example, advanced students can do the activities at a higher level, such as write longer, more detailed texts. They also have more difficult activities to do, such as advanced reading and grammar exercises.

GROUPWORK

This guide helps you to study successfully in different kinds of groups:

- A. You study together as a whole group, for example, for discussions.
- B. You study in pairs or small groups of students with similar strengths. For example, advanced students can do more difficult activities.
- C. You study in pairs or small groups of students with mixed strengths, for example, to read a text or to do a quiz game.
- D. You can also study in pairs of students who like to work together and who work well together.

It is important that you are flexible and adapt the way you study to suit your ability and the activity. For example, if an individual activity is difficult for you, feel free to do it with another student.

ASSESSMENT

In this study guide, you write four texts: a recount, a biography, a research report and a small business idea. These texts will be assessed when you return to school. Also, at the end of each topic, you complete a test and some self-assessment reflection forms.

Parents also complete a 'Parent checklist' at the end of each topic, to monitor and to record how students are progressing.

Language

This guide is written in English or French. Many activities also help you to improve your English or French language and literacy skills.

ANSWER

1. You should study for 3–4 hours per day, five days a week.
2. Advanced students can do the activities at a higher level, such as write longer, more detailed texts. They also have more difficult activities to do.
3. Self-study means studying by yourself or in a study group with other students, but without a teacher.
4. Doing the activities before you check the answers challenges you to think hard and to learn as you try to find the answers yourself.
5. You study in these 4 kinds of groups:

- A. as a whole group.
 - B. in pairs of similar strengths.
 - C. in pairs of mixed strengths.
 - D. in pairs who like to work together and who work well together.
6. A biography, a recount, a research report and a small business idea.
 7. 1) A test, and 2) Self-assessment reflection forms
 8. The purpose of the 'Parent checklist' is for parents to monitor and to record how students are progressing.

If any of this information is not clear, contact the school or your teacher.



Activity 4: Read about how to make sure everyone is involved in learning.

Aim: To include all students with disabilities in all learning activities.

Each student should answer these questions:

- Do you have difficulty joining in learning activities at home because of a disability?
- Do you face any barriers when you do the learning activities?
- What would help you to participate better in all the learning activities?

In this study guide there are many activities to help students to get to know each other better and to build stronger group relationships. These activities should help to overcome some of the barriers you or other students might face when doing learning activities.

In addition, the tips below can also help students to learn better at home using this study guide.



Learning tips for students with disabilities

There are many ways in which you can try to make sure that every student participates in the learning activities. Here are some general tips followed by some tips for students with specific kinds of disabilities.

- Notice if you or anyone else in the group is having difficulty participating in the activities, or if there are barriers preventing their participation.

- Work together with these students to find ways for them to join in every activity.
- Ask students with disabilities if they need help with an activity.
- Try to create a friendly, caring environment where students with disabilities will feel free to ask for help when needed.
- Together with students, identify ways to adapt the activity so that everyone can join in.

TOGETHER WITH STUDENTS WHO HAVE DIFFICULTY WALKING, MOVING AROUND AND/ OR USING PARTS OF THEIR BODY:

- Make sure activities take place in an area that is accessible to everyone.
- All students can decide on their role in an activity, to ensure it matches well with their strengths and abilities.
- All students can adapt activities to suit them, for example:
 - do the activity sitting down, rather than standing up.
 - ask another student to perform an action on their behalf.
 - mime or draw an action rather than do it.
 - make extra time available so that students can complete the activity.

TOGETHER WITH STUDENTS WHO HAVE DIFFICULTY SEEING:

- Make sure the student sits near a window or other source of light.
- Make sure the student sits in a place where they can hear other students easily.
- Make sure the activity takes place in an area that the student knows well and is accessible to everyone.
- The student can use their other senses, and can learn by touching and listening.
- Other students in the group could:
 - slowly read aloud written texts.
 - repeat the questions.
 - describe in detail posters or objects.
 - use sounds to convey what something is, such as an animal.
 - relate what is happening in the group, what students are doing, why they are laughing, shouting etc.

- Offer to take notes for the student.
- Ask the student how he/she would like to be helped.
- The student can share his/her ideas and answers in a pair or small group.

TOGETHER WITH STUDENTS WHO HAVE DIFFICULTY HEARING:

- If possible, try to do the activity in a quiet place in order to minimise background noise.
- Use visual cues such as pictures, written information and miming to help the student understand.
- The student might need more time to read activity instructions.
- Communicate clearly: face the student, make sure that your face is not in shadow, and speak clearly and naturally.

TOGETHER WITH STUDENTS WHO HAVE DIFFICULTY LEARNING:

- The student might need more time to read instructions and texts.
- The student might prefer to wait and to observe other students before joining in an activity.
- The student might like to repeat the activity, if needed.
- Other students can demonstrate how to do an activity.
- Make sure everyone sticks to the study schedule, rules and routines.
- Try to keep a calm atmosphere in the group.

TOGETHER WITH STUDENTS WHO HAVE DIFFICULTY COMMUNICATING:

- Try to reduce background noise.
- The student can use other ways of communicating, such as signs and gestures, eg: nodding their head for yes, or pointing to pictures or words.
- Make time for the student to contribute to discussions.
- The student can have a break when they need it.
- Other students can encourage the student to ask for help when they need it and then try their best to give the student this help.

TOGETHER WITH STUDENTS WHO HAVE BEHAVIOURAL DIFFICULTIES:

- Make sure that everyone sticks to the study schedule, rules and routines.
- Try to keep a calm atmosphere in the group.

- Minimise distractions.
- Establish clear expectations, for example, check each day the study plan that you drew up together for each topic.
- If necessary, try to break activities into smaller steps.
- Praise the student when they do something well in the group, such as help another student or write a good story.



Activity 5: Look quickly through this study guide.

Aim: To get an overview of what is in this study guide.

1. Look quickly at the cover of this study guide, the title and graphics.
2. Read the Contents page. Find each topic in the book. Think about what you already know about these topics. Try to predict what ideas they will cover.
3. Look quickly at each topic for 5 minutes. Look at the main headings and graphics only.
4. Use this information to list the main ideas covered in each topic.
5. Discuss which topic could be your favourite topic and why.



Activity 6: Discuss how we read.

Aim: To understand four main ways of reading.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Discuss the ways of reading you used to read this study guide.
2. Try to identify 4 different ways of reading that you used.

ANSWER

There are 4 main ways of reading. We call these 'reading strategies'. The strategy you use depends on why you are reading a text.

1. You 'skim-read' when you want to get an overview of what a text is about. For example, you looked through the study guide quickly. You checked the cover, the title, the main headings and graphics, to get an overview of what is in the guide.

2. You predict what the text is about. You think about what you already know about the topics in a text. For example, after finding the topic names, you thought about what you already know about these topics and you predicted what ideas they might cover.
3. You 'scan' when you want to find specific information in a text. For example, when you read the Introduction again, you scanned the text to find answers to specific questions. You looked for key words, such as the names of the 6 topics and the 4 writings you produce.
4. You 'read in detail' when you want to understand a text well. For example, when you read the letter from the Ministry of Education and Training, you read every word in the letter because it is an important official letter to you and your parents.

You practise these reading strategies throughout this study guide.



Activity 7: Discuss the icons used in this study guide.

Aim: To know the meaning of the six icons used in this guide.

Six icons (graphics or symbols), are used in this study guide. Can you guess what they mean? Draw a line to match each icon with the meaning below.



Information, reading



Pairs (or groups of 3)



Learning goals or outcomes: what you will know or be able to do better by the end of the topic.



Whole group



Part of the topic



Individual work

ANSWER



Information, reading



Pairs (or groups of 3)



Learning goals or outcomes: what you will know or be able to do better by the end of the topic.



Whole group



Part of the topic



Individual work

Now that you know what is in this study guide, you do some activities to get to know other students in your group better.



Part 3: Get to know each other better

If you are studying alone, do the next 2 activities with family members or with other students, using phone, email, Facebook etc.



Activity 8: Share something about yourself that other students do not know.

Aim: to build stronger relationships between students.

This is a fun activity for a group of 3 or more students.

1. Write on a piece of paper something about yourself that no-one in the group knows. For example:

I can speak some Japanese

I have been to Fiji.

if you are doing this with your family, write down the name of the person who has influenced you the most in your life. For example, your grandmother or your teacher.

2. Fold the paper and put it in a container with the other papers.
3. Shake the container to mix up the papers.
4. Each student picks 1 paper and reads it aloud.
5. Everyone tries to guess which student wrote this.
6. Repeat for all the papers. At the end, discuss what new things you learned about each other.

Now that you know something new about each other, in the next activity you share your feelings and start to strengthen relationships in the group.



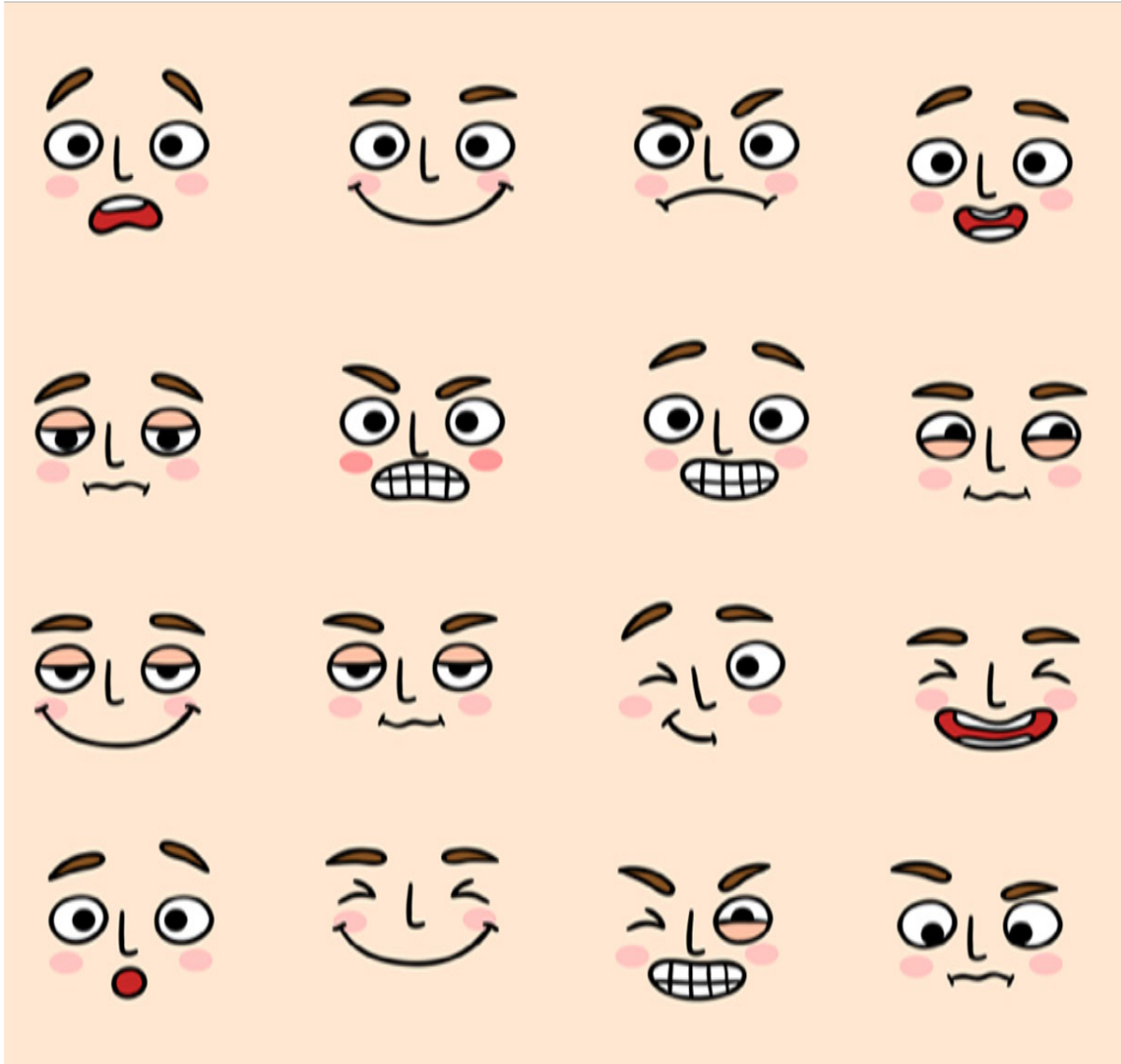
Activity 9: Share your feelings.

Aim: To build empathy and strengthen relationships in the group.

1. Answer the 2 questions below individually. Then share your answers.

How are you feeling about the emergency situation that has closed schools?	Extremely worried	<input type="checkbox"/>
	Worried	<input type="checkbox"/>
	A little worried	<input type="checkbox"/>
	Not worried at all	<input type="checkbox"/>
To what extent has this situation negatively affected your learning?	A lot	<input type="checkbox"/>
	Somewhat	<input type="checkbox"/>
	A little	<input type="checkbox"/>
	Not at all	<input type="checkbox"/>

2. Look at the facial expressions below.
3. Choose 1 or 2 faces that express how you are feeling right now. If you prefer, you can draw your own facial expression.
4. Present your facial expression to the group. Explain why you chose it.
5. At the end, talk about how similar or different the facial expressions and feelings of students in this group are.
6. Remember that it is normal to feel anxious during an emergency. If you are very worried and feel that you cannot study well at this time, talk to your family, community members or teacher. You can also talk to other students about how to support each other to feel more positive about studying during this emergency situation.



Now that you know each other better, you are ready to explore in more detail how to study effectively at home.



Part 4: Be ready to learn at home



Activity 10: Compare learning at school and learning at home.

Aim: To identify the similarities and differences between learning at school and learning at home.

If you are studying alone, do this activity on your own, with a family member or with other students, using phone, email, Facebook etc.

1. Discuss the graphics below of students learning at school and at home.

Learning at school



Tebakor college

Learning at home



World Vision, Vanuatu

2. Discuss this question: How is learning at home similar or different to learning at school? Think about these aspects:

- Where you learn.
- What you learn.
- How you learn.
- Who teaches or helps you to learn.
- What equipment and materials you use.
- How you assess your learning.

3. Make notes of the main similarities and differences.

Learning at school and learning at home	
Similarities	
Differences	

ANSWER

The main similarities are:

- Students can learn the same content from the school curriculum.
- At home, students also have a book – a self-study guide.
- Students can use the same ways of learning: by themselves or in groups with other students.
- Learning activities are similar, such as reading, writing, speaking and listening activities.
- Assessment activities are similar, such as exercises, writings, tests, self-assessment and reflection forms.

The main differences are:

- Students learn at home or in the community, not in a school building.
- Instead of a teacher teaching students, students teach themselves, with support from the study guide and a parent or other person. This person monitors students' learning and completes a 'Parent checklist' for each topic. However, this person is usually not trained or experienced like a school teacher. Your school teacher is also available to help you if needed.
- At school, students have more facilities and equipment such as desks, chairs, blackboard, books, library, playground, sports area.
- At home, the main learning material available is this self-study guide for students. This guide replaces the role of the teacher and contains topics, readings and activities, with instructions and answers.
- At home, students can also use local resources and people in the community to assist them with their work and their research.



Activity 11: Discuss studying at home.

Aim: To identify what is good and not so good about studying at home, the challenges and how to address these.

If you are studying alone, do this activity on your own or with a family member.

1. Discuss what this photo is showing.
2. Discuss these questions.
 - What is good about studying at home? For example, you don't need to walk to school, or you learn better in a quiet place.
 - What is not so good about studying at home? For example, you have more chores to do, or you are easily distracted when studying.
3. Fill in the short questionnaire below.
4. Discuss your answers in the whole group or with your family.



Studying at home questionnaire

How easy or difficult is it for you to study well at home?	Very easy	<input type="checkbox"/>
	Easy	<input type="checkbox"/>
	A little difficult	<input type="checkbox"/>
	Very difficult	<input type="checkbox"/>
What are your 2 biggest problems about studying at home? For example: It's too noisy.	A lot	<input type="checkbox"/>
	Somewhat	<input type="checkbox"/>
	A little	<input type="checkbox"/>
	Not at all	<input type="checkbox"/>
How could you solve these problems?		



Activity 12: Discuss how your family can support you to study at home.

Aim: To have support to be able to study well at home.

Do this activity with one or more family members.

1. Discuss what your family can do to support you to study well at home.
2. Read the list of ideas below. Add your own ideas.
3. Discuss the list with your family. Tick the items they can do to support you.
4. Discuss what you can do if you need more help with studying at home.

FAMILY MEMBERS CAN:	
• help students to find a good place to study.	<input type="checkbox"/>
• encourage students to work with other students nearby, if it is safe to do so.	<input type="checkbox"/>
• work on some of the activities with students who are studying alone at home.	<input type="checkbox"/>
• try not to distract students, ask them to do chores, look after children or do other activities when they should be studying.	<input type="checkbox"/>
• help students to stick to their lesson schedule.	<input type="checkbox"/>
• ask students regularly how they are progressing and if they have any problems.	<input type="checkbox"/>
• help students with any study problems they are experiencing.	<input type="checkbox"/>
• suggest that students change the activity or take a short break if they look tired or bored.	<input type="checkbox"/>
• fill in the 'Parent checklist' at the end of each topic.	<input type="checkbox"/>

If you need help with this study guide or with studying at home, talk to other students, your family or a friend, or contact your teacher.

Family support is very important for studying well at home. How you study is also important, such as studying in groups and individually. This is the focus of Parts 5 and 6 below.



Part 5: Groupwork



Activity 13: Think about how to study at home.

Aim: To understand two ways of studying at home.

Think about these questions.

1. Which is better for studying at home:
 - a) studying in a group? b) studying on your own? c) both?
2. Why do you say this?

ANSWER

Both studying in groups and studying on your own are beneficial ways to learn at home. It depends on the kind of activity and the aim of the activity. As discussed earlier, if you are working on your own, you have good strategies you can use to do the groupwork activities in this study guide.



Activity 14: Discuss three kinds of lessons.

Aim: To identify the difference between teacher-directed lessons in groups, learner-directed lessons in groups and learning on our own.

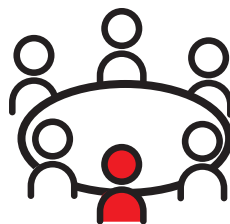
If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

The drawings below show three ways of directing or leading lessons in groups and on your own. Discuss these questions.

1. In graphic a), what are 'Teacher-directed group lessons'? Who is the person dressed in red in the graphic? What does this person do?
2. In graphic b), what are 'Student-directed group lessons'? Who is the person dressed in in the graphic? What does this person do?
3. In graphic c), what are 'Student-directed individual lessons'? Who is the person dressed in red in the graphic? What does this person do? Who could study with and help this person?
4. Which graphic shows the way you are learning at home now?



a) Teacher-directed group lessons



b) Student-directed group lessons



c) Student-directed individual lessons.

ANSWER

1. Teacher-directed means that the teacher directs or leads the lessons. The person dressed in red is the teacher who prepares the lessons and the materials; manages how students behave and how they learn; gives instructions; helps them to learn; gives feedback, and assesses them.
2. Student-directed means that a student directs or leads the lessons with other students. The person dressed in red is a student who replaces the teacher. This student is the group leader who is also part of the group. Their job is similar but not the same as the teacher. You learn more about this later.
3. Student-directed individual lessons are lessons that a student directs or leads on their own. The person dressed in red is a student who replaces the teacher. This person has to direct their own learning. Family or community members could study with and help this person.
4. Graphics b) and c) show how you are learning at home now, when you direct your own lessons in groups or on your own.

In the next few activities, you learn more about how to direct your lessons in a group at home. In Part 6, you learn more about working individually and directing lessons on your own at home.



Activity 15: Discuss how students work in a group.

Aim: To identify good groupwork and bad groupwork.

If you are studying alone, you can do this activity on your own or with a family member or with other students, using phone, email, Facebook etc.

Look at the images below of students studying in Groups 1 and 2. Answer these questions.

1. Which group is studying well? Why do you say this?
2. Which group is not studying well? Why do you say this?
3. Imagine you join the group that is not working well together. You are the group leader. What could you do to help this group?

Group 1



Group 2



ANSWER

1. Students in Group 2 appear to be studying well together. They are looking at each other and sharing ideas. One student is pointing to a paper on the table. They all seem interested, focussed and happy.
2. Students in Group 1 are not facing each other. They look bored and disinterested. One student is sleeping; one student looks miserable, with his face resting on his hand; another student seems bored and is looking out the window, day-dreaming; another student looks angry and has his arms crossed. Only the student at the front appears happy and is busy writing something on his own.
3. To help this group, you could:
 - get students to sit in a circle and face each other.
 - play a fun, physically active game, to wake everyone up.
 - do an activity to get to know each other better, such as activities you did earlier in this topic.
 - ask students why they are feeling tired, bored, angry, etc.
 - get students to find a topic or activity that they are interested in.
 - guide students to do the activities and to be successful.



Activity 16: Discuss what makes a good group.

Aim: To summarise what a group needs in order to work well together.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss this question. List your answers.

What does a group need in order to work well together?

ANSWER

There are many possible answers to this question. A group that works well together needs many things. Here are some of the main ideas:

- students who know each other, get on well and care about each other, for example, they share their food.
- good communication skills.
- good skills to work together.
- clear roles for the group members.
- a good group leader.

In this topic you have been getting to know each other better and building good relationships. Read more below about these four main ideas: communication skills, skills to work together (collaboration), the roles of group members, and the role of the group leader.



Effective groupwork

Communication and collaboration are two of the most beneficial skills that everyone needs, not just for learning at school or at home, but for working and living their lives.

Effective communication

Tips to communicate effectively:

- take turns and give everyone time to say what they want to say.
- listen carefully to each other, to make sure you understand correctly.
- do not interrupt, be respectful, ask questions to check facts, to get more information and to understand better.
- try to express your ideas as clearly as possible.
- speak quietly and politely, whether you agree or disagree.
- debate ideas and discuss all opinions before you reach a conclusion.

Effective collaboration

Tips to collaborate effectively:

- work together to produce or to achieve something.

- plan and share the work.
- value everyone in your group. Each person has things they are good at and things they want to improve. Think about this when you plan and carry out activities.
- work in suitable groups for activities: whole group, groups of similar strengths, groups of mixed strengths and groups that like to work together. You learn more about how to work in groups in Topic 2.
- be open and share your ideas.
- try your best to participate.
- try not to dominate or answer all the questions.
- make sure that everyone agrees on decisions, or they agree to experiment to see how something works.
- motivate, encourage and support each other.

Roles of group members

Students can play different roles in groupwork, for example:

- the 'group leader' guides the activity and keeps everyone on track.
- the 'scribe' writes up the group answers.
- the 'presenter' presents documents on behalf of the group.

Group leader

A good group leader:

- is not a boss. She or he is a student and a member of the group who is also doing self-study.
- guides the lessons and makes sure they run smoothly and well, with good timing and no time-wasting.
- gets students to share the work, for example, to take on the roles of writing down the answers, reporting back or presenting the results.
- helps to organise students to work in pairs or individually, depending on the activity.
- makes sure everyone knows the page and the activity to work on.
- checks that everyone understands the instructions and knows what to do to complete the activity.
- starts the lesson: "Let's start the activity now."
- directs when to finish and move to the next activity: "Now let's look at the next activity."

- checks that everyone is participating in the activity, including students with disabilities and students with different abilities.
- encourages students to help each other if they are struggling.

The role of group leader can be shared and rotated in the group, so that everyone has the opportunity to develop good group leader skills.

In the next few activities, you practise groupwork as you do various activities.



Activity 17: Write a study plan and rules for studying at home.

Aim: To have a clear study plan and rules for studying at home while also practising working in a group.

If you are studying alone, you can do this activity on your own and ignore the groupwork part. Start at the 'Study plan' ** section below.

For students studying in groups:

1. Decide who will be:
 - the group leader, who guides the activity.
 - the scribe who writes up the group answers.
 - the presenter who presents some documents to your family, for example, your study plan and rules.
2. The group leader starts the activity.
3. The whole group reads together the activity and the aim above, and the instructions below for the study plan and the rules.

STUDY PLAN**

4. Discuss the best place to study at home or in your community. You can study in the same place each day or in different places, depending on your situation.
5. Discuss a study schedule of days and times, based on 3–4 hours of study per day, five days a week.
6. The scribe writes up the plan of where and when you will study.

RULES

7. Discuss the rules to guide how you study at home. Parents or home

study teachers should also participate in these discussions.

Rules should be written in a positive way, for example:

Students should ...

Try to avoid writing negative rules, such as: 'Students should not ...'.

Rules should cover issues such as:

- preparing the study place before the lesson and tidying up afterwards.
- starting and ending the lessons on time.
- break times.
- groupwork.

8. Discuss how students can help each other to follow the rules.
9. The scribe writes up the rules.
10. The presenter presents the study plan and the rules to your families and puts the documents on the wall.



Activity 18: Discuss a group name, a logo and your groupwork.

Aim: To improve and strengthen your groupwork.

If you are studying alone, do this activity on your own or with a family member. Instead of a study group name, make up a name for your study place, for example: 'Mary's area', 'David's desk', 'Jim's study cave'.

1. For this activity, use the same group leader and scribe.
2. The group leader starts the activity.
3. The group reads the activity and aim above and the steps below.
4. The group leader makes sure that the group completes each step.
 - A. Discuss a good name for your study group. For example, think about students' names or initials or an interest or passion that you all share.
 - B. Design a group logo. A logo is a graphic, symbol or stylized name used to identify a group, an organization or a product.
 - C. Put the name and logo on the wall.



Activity 19: Discuss your groupwork.

Aim: To improve and strengthen your groupwork.

If you are studying alone, do this activity with a family member. Discuss how well you have been doing the activities together.

Use the same group leader, scribe and presenter,

1. Think about how you did groupwork in the previous activities.
2. Discuss and complete the reflection sheet below. Try to be open and honest in your answers.
3. The scribe records the answers.

Groupwork reflection			
1. Tick the best answer to describe how you worked as a group.	YES	NO	PARTLY
A. We all focused on what we had to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. We shared the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. We all participated in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. We listened to each other, did not interrupt and were respectful and positive with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. No-one dominated or answered all the questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall, how good was your groupwork?	EXCELLENT	OK	NOT GOOD
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What could you do to improve your groupwork?			



Tips for effective groupwork

When you study in groups for more activities in this study guide, remember these three things:

- A. to rotate the roles of group leader, scribe and presenter.
- B. to follow the rules you have set for groupwork.
- C. to reflect on, talk about and improve your groupwork.

You end this part of the topic by summarising the advantages and disadvantages of groupwork.



Activity 20: Discuss groupwork.

Aim: To summarise the advantages and disadvantages of groupwork.

If you are studying alone, do this activity on your own and ignore the groupwork. Start at step 2.**

1. Decide together who will be:
 - the group leader, who guides the activity.
 - the scribe who writes up the group answers.
2. ** Think about what you have been discussing and your experience of working in groups at school and in this topic so far.
3. What are the advantages and disadvantages of students studying together in a group? Make notes in the table below.

Working together	
Advantages	
Disadvantages	

ANSWER

There are many advantages of students working together that you may have identified. Here are some of the main ideas:

- Students can share what they know, give and get new ideas from other students and extend their knowledge and skills.
- Students feel freer to give their ideas or to ask questions, without feeling scared or stupid.
- Students can motivate each other.
- Learning together can be more fun.

- Students can help each other, especially with difficult activities when there is no teacher. Students can also help each other to improve by giving and receiving feedback.
- Students can teach each other. This also strengthens their own knowledge and skills.
- Students can complete activities that need students to work together, for example, dramatising a story, doing a project or giving a presentation.
- Students can be assessed as a group.

The disadvantages are:

- More advanced students may dominate and do all the activities and answer all the questions quickly.
- Lower level students may have no chance to participate and to learn. They may feel lost, despondent and give up.
- It is difficult to assess individual students.

This study guide includes many groupwork activities as well as activities that you do on your own. You now explore individual work.



Part 6: Individual work



Activity 21: Discuss studying on your own.

Aim: To share experiences of studying on your own.

If you are studying alone, you can do this activity on your own and share your answers with a family member or other students, using phone, email, Facebook etc.

1. Look at the graphics below of students studying on their own. How is each student feeling and why?
Which students are studying well on their own?
Which students are not studying well on their own?
Did you ever feel like these students? What made you feel like this?
2. Share your answers and your stories of how you felt working on your own with the group or family members.



ANSWER

1. Students d), f) and h) appear to be studying well on their own, although student f) looks unhappy. The other students are struggling to learn. They look confused, frustrated, bored, fed-up, lost and unsure about what to do.



Activity 22: Discuss what to do if you get stuck when studying on your own.

Aim: To know what to do if you get stuck when studying on your own.

If you are studying alone, you can do this activity with a family member or with other students, using phone, email, Facebook etc.

When you are doing activities on your own, you may get stuck and need help:

- to understand the activity instructions or questions.
- to work out the meaning of difficult words in a text.
- to understand difficult diagrams such as graphs.

- to find the correct word, spelling or grammar to use in English.
- to understand the answers to questions or tests.

What can you do? How can you get help? List your ideas.

ANSWER

There are many ways of getting help. Here are some ideas of people and places you can consult:

- you can ask members of your household.
- you can contact other students or your teacher by phone, email, SMS, Facebook or by writing texts.
- you can use the Internet and the e-learning platform, if this is available to you.



Activity 23: Discuss more ideas to study well on your own.

Aim: To know how to study well on your own.

If you are studying alone, you can do this activity with a family member or with other students, using phone, email, Facebook etc.

What can you do to help yourself to study well on your own at home? List your ideas. For example, 'Have a good place to study'.

ANSWER

There are many ideas to help you to study well on your own at home. Here are some key ideas:

- Have a good place to study.
- Avoid distractions, such as TV, Internet or mobile phone calls, although some students prefer background noise such as music.
- Before you start, make sure you have all the books and stationery you need.
- Set time limits for studying, for example, 45–60 mins of intensive studying. Then take a break, go for a walk and get some fresh air.
- Plan your study – write down the activity to complete, how long it will take and if you need help to do it from a family member.
- Make sure you understand the activity and instructions before you start. If you are not clear, ask your family, other students or your teacher.

- Study intensively and focus on what you are doing.
- If you feel tired or cannot focus, change the activity or take a break.
- Use good study techniques, so as not to waste time.
- Write down any questions you have about the activity, to ask your family, other students or the teacher later.

You practise and learn more about these good study habits in this study guide. You end this part of the topic by summarising individual work.



Activity 24: Discuss individual work.

Aim: To summarise the advantages and disadvantages of individual work.

Look at this photo of students doing individual work at home. What are the advantages and disadvantages of doing individual work?

Make notes in the table below.



Individual work	
Advantages	
Disadvantages	

ANSWER

The main advantages of students working individually are:

- Students can work at their own pace, without worrying about other students who work faster or slower.
- It is better for practising and assessing individual student's knowledge and skills, for example how a student gives a talk or a presentation.

- Students can express their own personal ideas and opinions, without being influenced by other students.

The main disadvantages are:

- If students get stuck, they may have no-one to ask for help. They may waste time by doing the wrong thing or feel lost and give up.
- It can encourage students to compete with each other instead of helping each other.

In the next part of this topic, you discuss what knowledge is, why it is important, and how to learn effectively on your own or in a group.



Part 7: Knowledge is power



Activity 25: Discuss what knowledge is.

Aim: To understand different kinds of knowledge.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

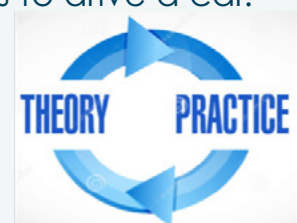
Discuss these questions.

1. What is knowledge?
2. What are different kinds of knowledge?

ANSWER

There are many possible answers to these questions. Here are some key points.

1. Knowledge is what we know or understand from our life experience or education.
2. Knowledge can be:
 - facts, information, data (for example, research data).
 - practical knowledge or skills to do things, such as to drive a car.
 - theoretical knowledge or knowledge that explains how something works or why something is true, for example, how a car moves or why we have tides. These explanations are based on scientific theory, facts or laws.



You now discuss why knowledge is important, the best ways to learn new knowledge and whether you use these ways of learning.



Activity 26: Discuss the proverb 'Knowledge is power'.

Aim: To understand why knowledge is important in your life.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

'Knowledge is power' is a proverb. A proverb is a short, well-known saying, catchphrase or slogan that states a general truth or gives advice.

Discuss the two graphics below and these questions.

1. What does 'Knowledge is power' mean?
2. How can knowledge give us power?
3. What kind of power can knowledge give us?



Read more about 'knowledge is power' below.



Knowledge is power

The proverb 'knowledge is power' means that having skills and knowledge gives us power.

Could a teacher with no knowledge of teaching and of subjects teach students well?

Could a doctor with no medical knowledge treat and cure patients?

Knowledge plays a vital role in every area of life. It gives us the power:

- to get a good job.
- to act with more confidence.
- to control our lives, as we can better predict what might happen in the future, respond and control events to achieve our goals.
- to participate in society and to think for ourselves. When we know all the facts about an issue, we can make more informed and more independent judgements.
- to improve our lives, to develop economically, socially and politically and to solve problems. For example, we have used scientific knowledge to invent many things and to solve many health, social and environmental problems. Today we are using medical and scientific knowledge to address pandemics and climate change. In the past, many physically powerful nations were defeated by nations with greater intelligence and knowledge.

There is no limit to what a person can learn throughout their life, at school, at home and in the community. The proverb 'knowledge is power' motivates us to acquire as much useful knowledge as possible in as many different ways as possible.



Activity 27: Discuss effective ways of learning.

Aim: To understand some effective ways of learning.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss together these questions.

- How important is wanting to learn something or feeling motivated to learn something?
- What motivates or encourages you to learn something?
- What demotivates or discourages you from learning something?

- What are some good ways to learn new knowledge, for example, by reading? Add more ideas to the mind map diagram below.



Read more about motivation and effective ways of learning below.



Motivation and learning

MOTIVATION

To learn effectively, the most important factor is motivation. You should want or need to learn something. It is difficult to learn something if you are not motivated or interested in it.

To learn effectively, focus on learning things that interest you. If something does not interest you, try to motivate yourself by thinking about the long-term benefits and how satisfied you will feel when you succeed.

WAYS OF LEARNING

There are many general ways of learning that you can use every day on your own or in a group, at home, in the community and at school.

For example, when you learn something new, you build on what you know already. So, an effective way of learning is to start by thinking about or discussing what you already know about a topic before you learn more and add to this.



Activity 28: Complete a checklist of ways of learning.

Aim: To check whether you use these important ways of learning.

If you are studying alone, do this activity and then share your answers with a family member or with other students, using phone, email, Facebook etc.

In the checklist below are some effective ways of learning.

Read and discuss the checklist to make sure you understand it.

Then complete the checklist individually. Put a tick ✓ (Yes) or a cross X (No) for each item. At the end, share your answers with other students or family members.

Ways to learn effectively		
DO YOU USE THESE WAYS OF LEARNING?	YES	NO
<p>1. Do you build on what you know? When you think about what you already know about a topic, you can link this more easily to new ideas and build on your learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Do you read to learn? When you read to learn, you focus on the meaning and ideas in the text. You also use good reading strategies to suit your purpose. For example, you skim a text to get an idea of what it is about. You think about what you already know about these topics and try to predict what ideas they will cover. You scan a text for specific information and you read a text in detail. As you read, you can also check that you understand the text by drawing symbols or diagrams such as mind maps and flowcharts or making a summary table.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Do you view audio–visual materials to learn? When you view audio–visual materials on TV and online, such as documentaries and tutorials, you can learn a lot.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Do you listen to and learn from other people? When you listen actively, pay attention to the speaker and think about the meaning of their words, intonation and gestures, you can learn a lot. When you share and debate ideas with people who have different life experiences,</p>	<input type="checkbox"/>	<input type="checkbox"/>

knowledge and skills, you see different points of view, clarify ideas and solve problems better.		
5. Do you ask questions? When you ask questions, you learn. Albert Einstein, the famous scientist said: "The important thing is not to stop questioning".	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you observe what is happening around you? When you observe what is happening around you, you can learn a lot, for example, how to fix a leaking pipe or how the weather is affecting the plants.	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you speak to learn? When you give a talk or a presentation, you are also learning to organise and to clarify your ideas and to strengthen your understanding as you search for the correct words, expressions, intonation and gestures to convey a clear message.	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you write to learn? When you write to record or to explain ideas or feelings, you are also learning to organise and to clarify your thoughts and to strengthen your understanding as you search for the correct words, punctuation and grammar to convey a clear message.	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you teach others? When you teach someone, you are checking, clarifying and strengthening your own understanding of these ideas.	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you practise? When you practise, you remember and improve your knowledge and skills which become natural or automatic, such as reciting multiplication tables or performing a dance.	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you assess and reflect on your learning? When you assess what you have learned and then reflect on this, you learn about your progress and your strong and weak areas. This helps you to plan how to improve in the future.	<input type="checkbox"/>	<input type="checkbox"/>

In this self-study guide, you practise all these ways of learning at home. You now practise item 11. 'Do you assess and reflect on your learning?', in the last part of this topic on assessment.



Part 8: Assessment






Be ready to present your test results and the completed self–assessment reflection form below when you return to school.



Activity 29: Do a test.

Aim: To assess your learning in this topic.

Complete the test below on your own. Circle the correct answer A. or B. At the end, check your answers and discuss them with other students.

1. This icon means:		A. whole group	B. pairs
		A. individual work	B. information
		A. learning goals/ outcomes	B. Information
		A. learning goals/ outcomes	B. part of a topic
		A. part of a topic	B. information
2. To find out what a book is about, we:		A. skim the cover, headings, graphics	B. read the book in detail
3. A 'proverb' is:		A. a type of verb	B. a catchphrase or slogan
4. Gravity that causes objects to fall to the ground is an example of:		A. theoretical knowledge	B. practical knowledge
5. 'Cognitive' skills are:		A. practical, manual skills	B. thinking skills
6. Collaboration means:		A. producing something together	B. producing something on your own

ANSWER

A, A, B, A, A, A, B, A, B, A

Total score ... /10

**Activity 30: Complete a self-assessment reflection form.****Aim: To reflect on what and how you learned in this topic.**

Complete the self-assessment reflection form below in your own.

Topic 1: Studying at home

Think about what you have learned during this topic.

Rate yourself 1, 2 or 3 on each learning outcome below.

Rating 1 = I can do this well and easily. 😊

Rating 2 = Sometimes this is still difficult for me. 😐

Rating 3 = I cannot do this yet. ☹️

Learning outcome	1	2	3
I can:	😊	😐	☹️
1. study at home during an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. describe what is in this study guide and how to use it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. study in a group at home or on my own at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. use four ways of reading to suit my purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. identify the challenges of learning at home and how to overcome these.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. make a study plan and set rules for studying at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. do individual work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. explain why knowledge is important and the best ways to learn new knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. review and evaluate my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, how are you feeling at the end of this topic?			

Did you do the activities before you read the answers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
What was the most important thing you learned in this topic?			
What question(s) do you have about what you learned this week?			
How confident are you about continuing to learn well at home?	VERY CONFIDENT	A LITTLE CONFIDENT	NOT CONFIDENT
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What action can you take to improve studying at home?			

Parent checklist

Topic: Studying at home

Date: Started Ended

Did the student complete these parts of the topic?	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
1. Studying at home during an emergency	<input type="checkbox"/>	<input type="checkbox"/>
2. Topic introduction	<input type="checkbox"/>	<input type="checkbox"/>
3. Get to know each other better	<input type="checkbox"/>	<input type="checkbox"/>
4. Be ready to learn at home	<input type="checkbox"/>	<input type="checkbox"/>
5. Groupwork		
6. Individual work		
7. Knowledge is power		
8. Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Comment (what is going well, any problems)		
Signed	Date	

Topic 2:

WRITING A RECOUNT (2 WEEKS)



Part 1: Topic introduction



Activity 1: Read the Topic description below.

Aim: To know the content and what you will learn in Topic 2.

Read the Topic description below.

TOPIC DESCRIPTION

In this topic, you improve how you learn. You start with activities to strengthen group relationships, your speaking skills and skills to plan your studying. You then learn about different kinds of recounts and read and analyse a recount. Following this, you plan, collect information, draft, edit and improve your own recount before you present it, get feedback and improve it. After this, you have an optional activity to conduct a small scientific experiment to create a simulated volcano. Finally, you complete a test and some self-assessment reflection forms.

In this topic, if the emergency situation does not allow you to talk in person to people outside your home, consider collecting information by phone, email, Facebook or by delivering written texts to people.

Advanced students

You can write a longer, more detailed recount. You also have extra, more difficult activities to do in this topic.



Learning outcomes

When you have completed this topic, you should be better able:

1. to work well in a group and on your own.
2. to make a study plan for this topic.
3. to describe different kinds of recounts.
4. to read in detail and analyse the structure and language in a recount.
5. to work out the meaning of new words in a text.

6. to follow the steps in writing, editing, getting feedback and improving your recount.
7. to give a presentation, evaluate and improve your presentation skills.
8. to help other students to improve their recounts and presentation skills.
9. to create a simulated volcano and explain the science behind this. (optional)
10. to review and evaluate your learning.



Topic parts

Part 1: Topic introduction

Part 2: What is a recount?

Part 3: Shaky shopping

Part 4: Write your recount.

Part 5: Present, improve, finalise and share your recount.

Part 6: Create a simulated volcano. (optional)

Part 7: Assessment

In Activities 2–4 below, you get to know each other better.

If you are studying alone, adapt Activities 2–4 and do them with family members or with other students, using phone, email, Facebook etc.



Activity 2: Talk about yourself.

Aim: to get to know each other better and to practise speaking.

This activity is for a group of 3 or more students.

1. Read the 2 questions below. Prepare to give a short talk for 1 minute to answer each question. You have 10 minutes to prepare.
 - A. What job do you want to do in the future?
 - B. What is one goal you want to achieve in the next year?
2. Write the questions on 2 pieces of paper. Fold them and put them in a container.
3. One by one, students pick 1 paper, read it aloud and talk for 1 minute to answer this question.



Activity 3: Identify the good qualities of students in this group.

Aim: to discover the good qualities of students in this group.

This activity is for a group of 3 or more students.

1. Stand in a circle and hold hands.
2. Place a blindfold on 1 student in the middle.
3. Move around the student once or twice and sing a short song.
4. When you stop, one by one, each student touches the student in the middle and states a good quality this student has, such as “very kind”, “hard-working”, “great at Maths”, “very funny!”.
5. After each student has said something, change the student in the middle and repeat the activity.
6. At the end, each student says how they are feeling now.



Activity 4: Discuss the strengths of each student in this group.

Aim: to use the strengths of students in the group to learn and to help each other.

1. Fill in the table below of the main strengths of each student in the group. Use this example to guide you.

Strengths of students in this group

Student	Strong subject and skills	Other strong skills	Strong qualities
Betty	English: speaking, listening, reading, writing	<ul style="list-style-type: none"> • Group leader • Public speaking 	<ul style="list-style-type: none"> • Kind, helpful • Curious
Simon

2. In your completed table, underline all the strengths of students that are similar. Circle any special strengths of individual students.
3. Discuss how students can help each other. For example, Betty, who is strong in writing English, can help students who are weak in writing English. Betty can also show students how to be a good group leader.

Now that you know each other better and what your strong subjects and skills are, you are ready to make a plan for this topic.



Activity 5: Make a study plan for this topic.

Aim: To have a plan of what you will study and how you will study in this topic.

If you are studying alone, do this activity with a family member.

You should make a plan for each topic in this study guide.

1. Start by looking through the parts and activities in this topic.
2. Make a plan of which parts and activities you will study each day and how you will do the activities.
3. If you are working in a group, discuss which students will work in pairs and which students will do the advanced activities.
4. If you are working alone, plan which activities you will do with your family or with other students.
5. Write up your plan, for example:

PLAN – TOPIC 2		
Day	What to do: part, activity	How to do the activities
Monday	Eg: Part 1, all activities	Eg: Individual Whole group or with family members or other students
Tuesday	Part 2, activities	
Wednesday etc.		

6. Check your plan at the start of each day.
7. Consider the best ways for each person in the group to learn. Be flexible with organising pairs to suit different activities. Also, be flexible with time. If you complete a topic early, move on to the next one. If a topic takes longer, don't worry, just take your time and do it well.

You are now ready to learn more about texts that we call 'recounts'.



Part 2: What is a recount?



Activity 6: Discuss recounts.

Aim: To understand what a recount is and different kinds of recounts.

If you are studying alone, you can do this activity on your own, with a family member or with other students, using phone, email, Facebook etc.

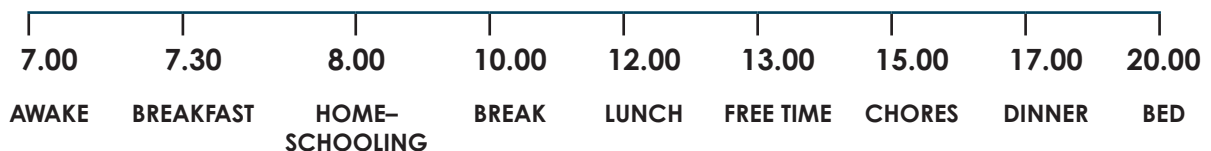
1. What is a text that we call a 'recount'?
2. Look carefully at the word. What does the verb 'to recount' mean?
3. If you know about recounts, what are the different kinds of recounts that you have read or written?
4. Read more about recounts below.



What is a recount?

A recount is a text that tells a story about an experience or an event that happened in the past. The verb 'to recount' means to tell or to narrate something that has already happened.

A recount can describe a specific part of an event or the whole event. A recount should always tell what happened in chronological order or in order of time, such as years, days or hours. Here is an example of a student's timeline when doing home-schooling.



The purpose of a recount can be to inform, to entertain or to reflect and to learn from the experience.

There are four main types of recounts.

A **personal** recount retells an event that the writer has personally experienced, for example, a diary or personal letter. Writing a personal recount can be a deep, reflective process of critically examining and analysing the experience, focusing on aspects such as cause or effects of

the event, what has changed or what has been learned.

A **factual** recount is an objective recount of the facts of a real event. The recount retells or reconstructs the event using factual information e.g. a police report of an accident, an historical recount, a biographical recount. Factual recounts provide details about who was involved, when and where the event took place, what happened, the results, possible consequences, etc. Factual recounts are usually written by someone who is not personally involved in the situation. The purpose of factual recounts is mainly to inform, and sometimes to also entertain.

An **imaginative** recount focuses on stories that use imagination and creativity to re-tell events. Often imaginative recounts combine factual knowledge with imaginative ideas, eg: 'A day in the life of a pirate'. Pirates really existed in the past. However, in an imaginative recount, the true facts are embellished or made more interesting by adding extra details that are often untrue. Also, the recount is usually written in the first person, using 'I' or 'We'. The purpose of imaginative recounts is mainly to entertain, and to a lesser extent, to inform the readers.

A **procedural** recount records the procedure followed in cooking a dish, conducting an experiment or research, followed by reporting the results or findings. Procedural recounts present what happened, in order, step by step. The purpose of procedural recounts is to inform the reader.



Activity 7: Tell various recount stories.

Aim: To practise telling different kinds of recounts.

If you are studying alone, do this activity with one or more family members or with other students, using phone, email, Facebook etc.

Practise telling each other short stories on any of the four kinds of recounts above. The stories can come from your own experience, for example, an earthquake, volcanic eruption, cyclone or pandemic in Vanuatu. Stories can also come from a book, a newspaper, a film, a TV or radio program or from someone who told you the story.

After discussing and telling some recount stories, you now read a recount by Anna Wilson called 'Shaky shopping'.



Part 3: Shaky shopping



Activity 8: Read a recount.

Aim: To understand a recount.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Before you read the recount below, think about the title 'Shaky shopping' What do you think the recount is about? Try to guess.
2. Read the recount to check if your guess is correct.
3. Discuss these questions.
 - A. What is the event that is the main topic of this recount?
 - B. Who wrote it and why?
 - C. Who are the main characters in the recount?
 - D. Who describes the event from their perspective or point of view?
 - E. What do we call this kind of recount? Give reasons for your answer.
 - F. How does the recount grab the reader's attention at the beginning?
 - G. Why is the title 'Shaky shopping' a good title?

Shaky shopping, by Anna Wilson

INTRODUCTION	<p>"Get this one!" That was my best friend, Doris, who was helping me to choose a new school bag. We were in the shop when suddenly, the ground began to shake. At first, we thought it was just a small earthquake and that it would be over quickly, so we carried on shopping. But it wasn't over quickly.</p>
BODY	<p>The shake got stronger; all the goods were falling off the shelves, and then the roof started to cave in. Part of the roof fell on us and we were knocked out cold! I thought I was unconscious for hours, but it was only a few minutes before I woke up.</p>

BODY	<p>At that moment I heard a soft crackling noise in the back of the shop. It sounded like a wood fire burning. It was a fire! We had to get out! Frantically, I woke up Doris. “Where are we?” she asked, dazed. “It was an earthquake! Now the shop is on fire! We have to get out quickly,” I replied.</p> <p>We got up and ran to my house. Luckily, it was nearby. On the way, we saw a shop reduced to rubble. People were standing outside crying. They had spent their whole lives building this business and now it was gone. All that remained was a pile of bricks! But there was no time to stop and help them. We had to get home as quickly as possible.</p> <p>When we arrived, I ran inside, turned on the TV and switched channels rapidly until I found a news channel that was talking about a large earthquake, with a few small aftershocks. The government, organisations and communities were already transporting the injured to hospital and evacuating people.</p>
CONCLUSION	<p>Subsequently, reports state that on 1 May 2019, over 1000 homes and buildings were destroyed; 1200 people were left homeless and 130 people were hospitalised. Fortunately, no-one died. However, the overall cost to rebuild is in the hundreds of millions.</p> <p>On a positive note, the government has already rebuilt 90% of the buildings and has rehoused all the homeless. Also, on a personal note, Doris and I have learned a crucial lesson from our experience:</p> <p>When an earthquake strikes and you are indoors, Drop, Cover and Hold. Drop to the ground and take cover under something sturdy like a desk or table. With one hand, hold on to the object. With your other arm protect your head and neck. If you don't have anything sturdy to take cover under, crouch down next to an interior wall. Stay indoors until the shaking stops and you are sure it's safe to exit. Don't carry on shopping!</p>

ANSWER

- A. The event is an earthquake.
- B. Anna Wilson wrote it to inform people about what happened that day, the immediate effects, the overall impact and positive outcomes.
- C. The main characters are Anna and Doris.
- D. The earthquake is described from Anna's perspective.
- E. This recount is a combination of a personal recount and a factual recount. It tells a personal story and at the same time, gives factual information about the event, such as how many buildings were destroyed.
- F. By starting with direct speech "Get this one!", we are immediately interested in who is saying this and what 'this one' refers to.
- G. Shaky shopping is a good title because it uses 'alliteration'. This is when we use words that start with the same letter or sound, such as 'sh' in '**Sh**aky **sh**opping'. The adjective 'shaky' also has two meanings:
 - A. It describes an earthquake that **shakes** the ground.
 - B. it can mean **unwise** or **uncertain**. This suggests that to continue shopping on this day was an unwise decision by Anna and Doris.

**Activity 9: Make up some catchy titles.**

Aim: To practise making up catchy titles that use alliteration.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Make up some fun, catchy titles that use alliteration for events such as a volcano, a pandemic, a cyclone or floods. Present your titles to the group. For example:

'Violent volcano', 'Pandemic presents problems'.

So far, you have looked at the four types of recounts and read the Shaky shopping recount to see what a recount looks like. Now you read in more detail and analyse the Shaky shopping recount.



Activity 10: Discuss the meaning of 'analyse'.

Aim: To understand what you do when you analyse something.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. What do you do when you 'analyse' an event, such as an earthquake?
2. What do you do when you analyse a text such as 'Shaky shopping'?

ANSWER

When you analyse an event, you look at it more closely to see all the details. For example, you look at where and when the earthquake happened, how strong it was, what and who was affected, the emergency response, etc.

When you analyse a text, you also look at the details of what it says, such as the sections of the text, the main ideas or themes and the kinds of language used.

From these examples we see that to analyse means to break something down into its parts or sections.

In the next activity, you analyse the 3 main sections of the text Shaky shopping, and the main ideas in the Introduction, Body and Conclusion. Later, you analyse the kind of language used in this recount.



Activity 11: Analyse the content and structure of the recount and add headings.

Aim: To understand the structure, the main ideas in a recount and how to add suitable headings.

1. Read again 'Shaky shopping'. Make notes on the kind of information or ideas covered in each section: Introduction, Body, Conclusion.

Introduction	
Body	
Conclusion	

2. Draw a line to match each section with the most suitable heading that summarises the main idea in the section.

Introduction	What happened
Body	The impact, response and lessons learned
Conclusion	The situation or setting

ANSWER

1. Introduction: Introduces the main characters, Anna and Doris, where they were (in a shop), what they were doing (buying a school bag), what happened (an earthquake started).
 Body: How the earthquake unfolded, the immediate effects, how Anna and Doris responded, what they did and what they saw.
 Conclusion:
 Paragraph 1: Facts about the impact of the whole event: damage to buildings, homelessness, hospitalisation of people, costs to rebuild.
 Paragraph 2: Positive response: a) rebuilt 90% of buildings, b) rehoused all the homeless, and c) lesson learned by Anna and Doris.
2. Introduction – The situation or setting
 Body – What happened
 Conclusion – The impact, response and lessons learned

After analysing the structure of Shaky Shopping and adding some headings, you now analyse the type of language used.



Activity 12: Analyse the language used in a personal recount.

Aim: To understand the kind of language used in a recount.

If you are studying alone and English language activities are difficult for you, do this activity with a family member.

Read again the recount. Study the language used.

1. The main personal pronouns are: I, you, she, he, it, we, you, they.
 Which personal pronouns are used a lot in this recount and why?

2. The recount uses the simple past tense a lot. With 'regular' verbs, we make the past tense by adding 'ed' to the base form of the verb. There are also many 'irregular' verbs that have different past tense forms. See some examples below.

Regular verbs		Irregular verbs	
Base verb	Simple past tense	Base verb	Simple past tense
call	called	be	was, were
like	liked	begin	began
want	wanted	find	found
		hear	heard
		run	ran
		think	thought

Shaky shopping has many simple past verbs, such as: was, were. Underline more examples in the text.

Why is this tense used a lot in a recount?

3. We use the imperative to give instructions or warnings. We form the imperative as follows.

Base verb	Imperative	Negative
help	Help them.	Don't help them.
stop	Stop!	Don't stop.
wait	Wait for us.	Don't wait for us.

Find 6 more examples of the imperative in the recount.

4. Adverbs are words that give more information about an action – how, where, when or to what extent something happens. Adverbs usually modify or change the meaning of verbs. They can also change the meaning of adjectives and other adverbs. Examples are: loudly, softly, slowly, beautifully, thankfully. In Shaky shopping, what 3 adverbs are used that mean the same as:

'luckily', 'quickly' and 'in an urgent hurry'?

5. Read the text again and find these words: 'caved in', 'rubble', 'dazed', 'crucial'. Try to work out what they mean in the sentence or paragraph.
6. A preposition is usually a small word that combines with a noun to show direction (eg: to, from); location (eg: in, at), and time (eg: in, on, by). It can also introduce an object (eg: of – a tin of soup). What does the preposition 'on' mean in the time phrase: 'On 1 May 2010'?
7. Many expressions of time are used in the biographies, such as:
'suddenly', 'At first'.

Underline 3–4 more examples of expressions of time used to link ideas.

Advanced students

8. The past continuous tense uses 'was' or 'were' + present participle with 'ing'. Examples in the text are:
 - A. 'Doris ... **was helping** me to choose a new school bag ... suddenly, the ground began to shake.'
 - B. 'all the goods **were falling** off the shelves',
 - C. 'People **were standing** outside crying',
 - D. ' a news channel that **was talking** about a large earthquake'
 - E. 'The government, organisations and communities **were** already **transporting** the injured to hospital and **evacuating** people'.

What does this tense tell us in these sentences?

9. The past passive voice uses the past tense of the verb 'to be' – 'was' or 'were', plus the past participle of the main verb: 'knocked out' and 'destroyed', as in these examples from the text:
 - A. 'Doris and I **were knocked out** cold!'
 - B. '**were destroyed**',

Underline 2 more examples of the past passive voice in the text. What does the writer want to focus on by using the past passive voice?

10. The present perfect tense uses 'has' or 'have' + past participle 'rebuilt', 'rehoused' and 'learned', as in these examples:
 - A. the government **has** already **rebuilt** 90% of the buildings and **has rehoused** all the homeless,
 - B. Doris and I **have learned** a crucial lesson.

What does sentence A. tell us about when the government started

to rebuild and to rehouse people and how this work connects to the present time?

What does sentence B. tell us about when Doris and Anna learned their lesson how this learning connects to the present time?

11. The sentence below uses the past perfect tense, 'had' + past participle 'spent'. This is followed by the simple past tense 'was'. What do these two tenses used in one sentence tell us about the order of the events?

They **had spent** their whole lives building this business and now it **was** all gone.

ANSWER

- The main personal pronouns used are 'I' and 'we' because the author is telling the story about herself and her friend. The story also uses 'she' and 'they' to refer to Doris and other people in the story.
- The simple past tense is used to report past events or actions that have finished. More examples are: began, thought, was, carried on, wasn't, got, started, fell, thought, was, woke up, heard, sounded, was, had, woke up, replied, asked, was, got up, ran, was, saw, was, remained, was, was, had, arrived, ran, turned on, switched, found.
- Imperative: '**Drop** to the ground and **take cover** under something sturdy like a desk or table. With one hand, **hold on to** the object. With your other arm **protect** your head and neck. If you don't have anything sturdy to take cover under, **crouch** down next to an interior wall. **Stay** indoors until the shaking stops and you are sure it's safe to exit. **Don't carry on** shopping!
- Fortunately, rapidly, frantically.
- Caved in = collapsed, fell in;
 - rubble = parts of buildings when they fall down or are demolished eg: bricks, concrete, wood
 - dazed = confused, stunned, in shock, unable to think
 - crucial = very important.
- 'on' indicates a specific day.
- 'then', 'at that moment', 'when' 'Subsequently'.

Advanced students

- The past continuous tense can tell us about an action or a process that was happening when something else happened. Eg:
 - Doris was in the process of helping Anna, when another sudden action happened – the ground began to shake. The verb

'began' is in the simple past to describe a sudden action. The past continuous tense can also describe an action in the past that was continuing for some time and had not yet finished. Eg:

- B. the goods continued falling off the shelves for some time.
 - C. people stood outside crying for some time.
 - D. the news channel was in the process of talking about the earthquake.
 - E. transporting and evacuating people took a long time.
9. 'were left homeless', 'were hospitalised'. The past passive voice is used to focus on the effects or results of actions. There is no need to say who did the action because we know that it was caused by the earthquake.
10. The present perfect tense describes what happens from a past moment to the present moment. This tense is always linked in some way to the present.
- A. This tells us that the rebuilding and rehousing started when the earthquake struck and continues up until the present time.
 - B. This tells us that Doris and Anna started to learn this lesson when the earthquake struck and that this lesson still influences their behaviour today.
11. The past perfect tense indicates a past action that happened before another past action that uses the simple past tense. The sentence tells us that the business owners had already built up the business before it was all gone when the earthquake struck.



Activity 13: Dramatise the 'Shaky shopping' recount.

Aim: To practise speaking, reading and dramatising a recount.

If you are studying alone, do this activity with some family members. You could also consider how to do this with other students, using Whatsapp etc.

1. Read and act out the recount 'Shaky shopping'.
2. Decide who will be: the narrator, Anna, Doris, people outside the shop, the TV presenter and the reporter.
3. Make up more dialogue, the TV news report and the final report from the reporter. If you like, dramatise the story for your family and friends. Here is an example of how the TV reporter might start their report:

Good morning. We have some breaking news for you. At 10.31 this morning, a strong earthquake shook (place name). Measuring 5.5 on the Richter scale, the epicentre was located in the (region, area). There have also been a few small aftershocks. Reports coming in describe

After reading, analysing and discussing the Shaky Shopping recount, you now write your own recount.



Part 4: Write your recount.

The main steps in writing a recount are shown in this diagram:



You now follow Steps 1–6 to write your own recount.



Activity 14: Step 1: Plan your recount.

Aim: To have a plan for your recount.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Plan the topic of your recount on the recent event that has affected your community and your schooling. Your recount should be a combination of a personal recount and a factual recount. You should tell a personal story and at the same time, give important factual information about the event.
2. The main purpose of writing this recount is to inform people, including other students, your family, friends and the community.
3. Your recount should also reflect on and analyse what has happened. It should consider the whole picture, to put the event into perspective. This includes describing the positive side, how the situation is being addressed and what people have learned from the event.



Activity 15: Step 2: Brainstorm what you need to find out.

Aim: To have a list of further information to collect.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Brainstorm what has happened that has led to the current situation where you are learning at home.
 - What was the event? Where and when did it take place?
 - How did the event unfold?
 - Who and what was affected and how badly?
 - How has this event affected you, your family, your community, other places and people in the country?
 - What caused this event?
 - How are the government, organisations and communities responding? What help is being provided?
 - What are you, your community, family and friends doing to help this situation?
 - What positive outcomes are emerging?
2. Write down questions about the event that you need to find answers to, for example:
 - How have specific groups of people, or communities in other places been affected?

- How many people have been affected nationally?
- How serious has the impact been? What are the estimated costs?



Activity 16: Step 3: Collect information.

Aim: To have the information you need to write your recount.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Talk to people in your family and the community about the situation: What happened? What has been the impact on their lives? How are they coping? How are they recovering?
2. Invite an older family member, neighbour or member of the community (If you are allowed to meet with other people), to talk about similar previous events or disasters, how they survived and any changes they have made to better respond to these events.
3. If you cannot meet with people to get this information, call them on the phone, use email or Facebook, or send them a paper with questions to answer.
4. Listen to and read reports and articles on the radio, TV, the Internet and in newspapers.
5. Collect useful diagrams, maps, photos or other graphics of the event.

Advanced students

You can collect information from more people and places, so that your recount is longer and more detailed.



Activity 17: Discuss what it means to organise and to analyse information.

Aim: To understand how to organise and analyse information.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss these questions.

1. What do you do when you 'organise' information?
2. What do you do when you 'analyse' information?

ANSWER

To organise information means to sort the information, to group or to classify it, for example, to put similar ideas together into themes.

To analyse information means to look at all the pieces of information and to select the most relevant and useful parts that suit your purpose.

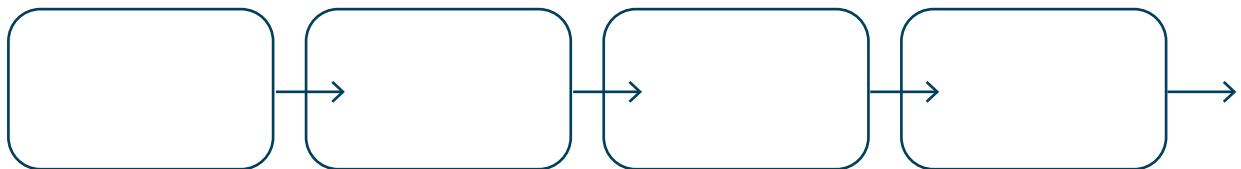


Activity 18: Step 4: Organise and analyse the information.

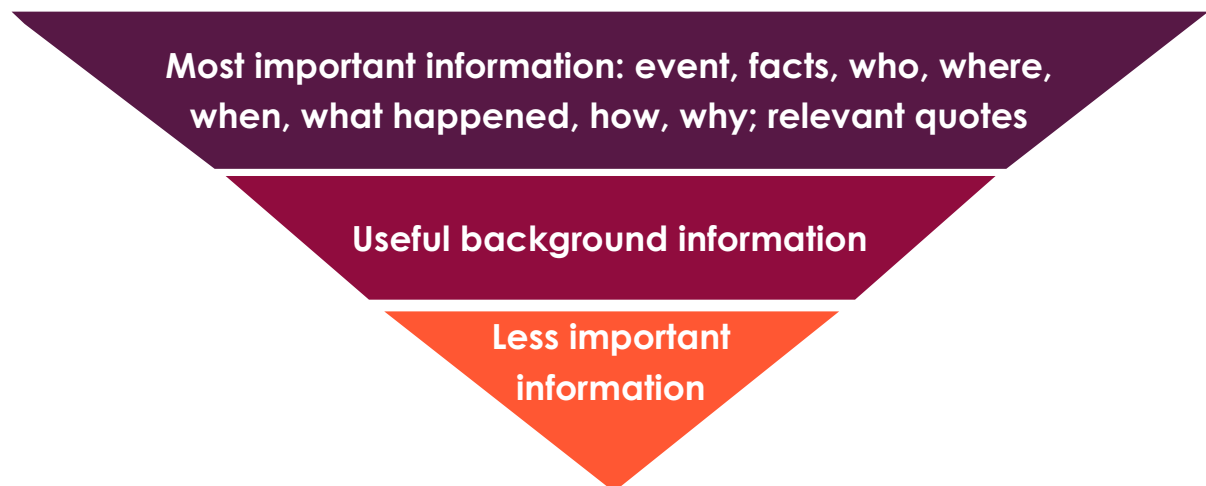
Aim: To have the most important information needed for your recount.

Read all the information you have collected. Put similar ideas together in categories such as: 'Before the event', 'During the event', 'After the event'. You could also use themes such as: 'Background', 'Impact', 'Response'.

Create a flowchart of what happened, in chronological order. This helps you to organise the information and to put similar ideas together.



To analyse the information, read all the information again. Select the most relevant parts. Identify quotes to include in your recount. Discard information that is not important. This diagram may help you to prioritise and to select key information.





Activity 19: Step 5: Outline and draft your recount.

Aim: To have a draft of the recount.

1. Make an outline of your recount with a title.
2. Include four headings for the main sections: Introduction, What happened, Response, Conclusion. The headings will help you to organise your information and to make the recount easier for other people to read.
3. Draft your recount using the information you have analysed and the framework below to guide you. Include supporting details and descriptions.

TITLE: provides a short, concise, interesting summary of the event.

INTRODUCTION: Sets the scene, describes the situation.

- What was the event, eg: cyclone, earthquake, pandemic?
- How serious was the event?
- Where did it happen? When did it happen? Who was present?

WHAT HAPPENED: Describes what happened.

Describe significant events in the order in which they occurred.

Group similar ideas together in paragraphs. For example:

- Impact or effects – what was affected and how, eg: trees, buildings, animals; who was affected and how.
- Causes of the event – why did it happen?

Use linking words to show the sequence and timing of events, eg: First, Next, Then, Soon, Meanwhile, During April, On 8th April, In 2019, After, A week later, Later, Eventually, Finally, In the end.

RESPONSE: Describes the response to the event.

- Who has responded to this event and how have they responded?
- What have been the results so far – what has improved?
- What is the outlook – what can people expect in the future?

CONCLUSION: Summarises the event, adds a personal comment.

Summarise the event, what has happened most recently, the outcomes so far.

Add a personal comment, opinion or interpretation of the event experience; express feelings; give advice or recommendations for the future.

Advanced students

As you have collected more information from more sources, your draft recount should be longer and more detailed. For example, you could include more about the response from the government, other agencies and the community.

The next 6 activities focus on Step 6 as you review, present, get feedback and revise your recount.



Activity 20: Read, get feedback and revise your recount.

Aim: To improve your recount.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Share and improve your recount by reading it aloud to other students or to a family member.
2. If you are in a group, share your feedback on the recounts of other students:
 - Say what you like about the recount.
 - Say what is interesting or thought-provoking about it.
 - Ask questions about the recount, using expressions such as:
 - Can you tell me more about ...
 - I wonder if ...
 - I'd really like to understand ...
3. Use the feedback from your family or other students to revise your recount.



Activity 21: Review and improve your recount.

Aim: To improve your recount using a checklist.

Use the checklist below to review and to improve your recount.

Checklist for editing a recount		
DOES MY RECOUNT:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

CONTENT		
• have a short, catchy title that grabs the reader's attention and summarises the recount?	<input type="checkbox"/>	<input type="checkbox"/>
• follow this order: title, introduction, body, conclusion?	<input type="checkbox"/>	<input type="checkbox"/>
• have appropriate headings for the different sections of the recount?	<input type="checkbox"/>	<input type="checkbox"/>
• introduce the event, where, when and who was there?	<input type="checkbox"/>	<input type="checkbox"/>
• describe what happened, in order, so that it flows logically?	<input type="checkbox"/>	<input type="checkbox"/>
• describe the effects of the event?	<input type="checkbox"/>	<input type="checkbox"/>
• describe the cause of the event?	<input type="checkbox"/>	<input type="checkbox"/>
• describe the response to the event?	<input type="checkbox"/>	<input type="checkbox"/>
• provide supporting details and descriptions?	<input type="checkbox"/>	<input type="checkbox"/>
• provide relevant, accurate factual information?	<input type="checkbox"/>	<input type="checkbox"/>
• have graphics to support and extend the recount (eg: diagram, map, photo)?	<input type="checkbox"/>	<input type="checkbox"/>
• include people's feelings and emotions about the event?	<input type="checkbox"/>	<input type="checkbox"/>
• summarise what has happened; summarise the current situation, and provide a comment or opinion on the event in the conclusion?	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE		
• use mainly the first person: I, we?	<input type="checkbox"/>	<input type="checkbox"/>
• use tenses and voices correctly eg: simple past, simple present, past continuous, present perfect, past passive?	<input type="checkbox"/>	<input type="checkbox"/>
• use linking words or expressions to show time and sequence?	<input type="checkbox"/>	<input type="checkbox"/>
• use accurate and varied words, eg: verbs, adjectives, adverbs?	<input type="checkbox"/>	<input type="checkbox"/>
• spell words correctly?	<input type="checkbox"/>	<input type="checkbox"/>
• use correct punctuation: capital letters, full stops, commas, question marks, speech marks?	<input type="checkbox"/>	<input type="checkbox"/>



Activity 22: Plan your presentation.

Aim: To have a clear plan and to feel confident about presenting your recount.

The objective of presenting the recount is to share the information and to get feedback from your audience.

1. Start by planning who you will present your recount to, such as other students and your family. If you cannot be with people because of the disaster situation, can you record your presentation on a mobile phone, to play back later or to upload to Facebook or an e-learning platform, if this is available?
2. Make a plan of your presentation to suit your audience. Make sure that it flows logically, is easy to follow and focuses on what is important. Include the timing for a total of 15 minutes. For example:
 - Welcome everyone. (1 minute)
 - Introduction: objective of the presentation, what a recount is, the benefits of writing recounts. (2 minutes)
 - Sources: how and where you collected information. (2 minutes)
 - Read the recount. (4 minutes)
 - Questions and discussion. (5 minutes)
 - Thank everyone. (1 minute)
3. If necessary, prepare the venue for your presentation.
4. Plan how you will deliver the presentation, for example:
 - the best language(s) to use.
 - the seating arrangement – will you stand up or sit down to present?
 - how to address people in the audience. Even if you are recording the presentation, you should still imagine you are talking to your audience who will watch your presentation later.
5. Memorise and rehearse the first sentence of your talk, to give you confidence.
6. Anticipate possible questions from the audience and prepare your answers. If possible, make copies of the recount for your audience.

Advanced students

Your presentation may take longer if you have more information to present.



Activity 23: Rehearse your presentation.

Aim: To improve and to feel more confident about your presentation.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Practise giving your presentation in pairs. Read the tips below to help you. Get feedback from other students or family member to improve your presentation.



Tips for making presentations

BEFORE THE PRESENTATION

- Warm up and stretch your body.
- Warm up your voice – sing or shout. This can also relieve tension.

DURING THE PRESENTATION

- Find a way to grab the attention of your audience straight away.
- Maintain an upright, relaxed posture. Imagine that a string is attached to the top of your head, pulling you up towards the sky or ceiling.
- Hold your notes up high enough so that you can easily read them without dropping your head down. However, take care not to block people from seeing your face.
- Avoid fiddling with your paper or other objects, pacing, swaying or making movements that may distract the audience. However, feel free to use appropriate body language and gestures.
- Look at everyone in the audience. Make eye contact. Smile but do not stare.
- Observe the audience reactions, body language and facial expressions and respond accordingly. For example, if they look bored, change your voice, move quickly to the next part or ask the audience a question.

Voice

- Speak loudly enough so that everyone can hear you.
- Say words clearly and at a pace that allows your listeners to digest what you are saying.

- Use gestures and expression in your voice to show that you really mean what you are saying and that it is important to you.
- Avoid fillers such as “um” or “uh” and breathe deeply.

QUESTION AND ANSWER SESSION

- Listen carefully to questions and respond specifically to what people ask with concise direct answers.
- Ask for clarification if necessary. If you don't know the answer to a question, say so.



Activity 24: Read a presentation skills checklist.

Aim: To be ready to assess your presentation using a checklist.

Before you give your presentation, read the checklist below. You fill this in later to assess your own and other students' presentations.

Presentation skills checklist

CRITERIA THE PRESENTER:	VERY GOOD	FAIR	NEEDS TO IMPROVE
1. ORGANISATION			
• prepared the presentation well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• welcomed everyone appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• got the attention of the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• explained clearly the objective and the order of the presentation in the introduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. CONTENT			
• had a good knowledge of the topic of the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered what was planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. CONFIDENCE			
• looked relaxed and confident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used appropriate body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• established good eye contact with audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was aware of the audience response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. SPEAKING			
• used a varied pace, not too slow or too rushed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used appropriate volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used varied and appropriate intonation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• pronounced words clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used accurate grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• avoided saying “um” or “uh” too much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. TIMING			
• timed the presentation well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. DISCUSSION			
• responded well to questions or comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:			



Activity 25: Present, assess your performance and finalise your recount.

Aim: To improve your recount and your presentation skills.

If you are studying alone, do this activity with one or more family members or with students, using phone, Facebook etc.

1. Give your presentation.
2. Afterwards, complete the Presentation skills checklist above with other students or family members. At the end, summarise:
 - what you are good at, and
 - what you need to improve in your presentation skills.

3. Finalise your recount, ready to present when you return to school.

Now that you have completed your recount, you can have some fun with a simple science experiment.



Part 5: Create a simulated volcano. (optional)

Part 5 is optional, depending on the time available, your situation and whether you have the equipment and ingredients needed to conduct this scientific experiment.



Activity 26: Create a simulated volcano.

Aim: To learn scientific ideas about how substances react to create a simulated volcano.

If you are studying alone, do this activity with one or more family members.

Have fun with this science activity as you create a simulated volcano.

1. Take care to do this outside in a safe area. Make sure that no children or animals are nearby.
2. Follow the instructions below.
3. Answer the science question at the end.

Create a simulated volcano at home

In this experiment, a chemical reaction between baking soda and vinegar creates simulated 'lava' bursting out of a model volcano.

INGREDIENTS

- 1 plastic cup or container
- 1 coconut shell
- 1/4 cup (110 g) of baking soda
- 1/2 cup (240 ml) of plain vinegar
- 1 teaspoon of liquid soap



INSTRUCTIONS

Do the experiment outside.

Put 1 cup (221 g) of baking soda inside your volcano. You can use any empty plastic cup or container to hold the baking soda underneath the volcano shell. Make sure that the cup is clean and dry.

Make 3 holes on the top of the coconut and drain the coconut water. Break the coconut in half and remove the coconut flesh. Place the side with the 3 holes over your baking soda cup.

Pour about 1 cup (240 ml) of plain vinegar into another small plastic cup. This will make enough lava solution for several eruptions.

Add 1 teaspoon of liquid soap to your cup of vinegar. You can experiment with more or less soap to change how your lava looks.

Pour the lava solution into the holes on top of the coconut volcano. This will bring the lava solution in contact with the baking soda and start the chemical reaction. The simulated volcano will start to create foam and bubbles.

If you like, make up a story to tell as your volcano erupts:

One day, in Vanuatu, on the island of

Science question: Why do the vinegar, soap and baking soda create an eruption of foam and bubbles, like a volcano does?

ANSWER

Vinegar is an acid. It reacts with the baking soda, which is a base. This is known as a 'neutralization reaction'. This releases carbon dioxide gas (CO₂). The soap causes the gas to fizz and become bubbles. The gas that is released also builds the pressure necessary to force the 'lava' out of the volcano.

After writing your recount and having fun with a science experiment, you now do some final assessment activities in the last part of this topic.



Part 6: Assessment

Be ready to present your recount when you return to school, along with your test results and self-assessment reflection forms below.



Activity 27: Do a test.

Aim: To check your learning in this topic.

Do the test below on your own. At the end, check your answers and discuss them with other students.

Read this recount of a cyclone. Write the correct form of the verb shown in brackets: present simple, present perfect, past perfect and past passive.

How a cyclone destroyed our island

1. The date was 20th February 2018, when a devastating Category 5 cyclone (hit) _____ my island.
2. The cyclone (cause) _____ widespread destruction across the island.
3. Winds (reach) _____ 250kph.
4. The cyclone (affect) _____ around 40,000 people and (kill) _____ a total of 30 people.
5. Many schools and hospitals (damage) _____ .
6. An estimated 10,000 homes (damage) _____ or (destroy) _____ .
7. Many small communities (leave) _____ with no homes.
8. Makeshift, fragile shelters that poor families (construct) _____ over the last few years (sweep away) _____ .
9. In some areas, trees 20 metres tall (uproot) _____ , and hundreds of water tanks (blow away) _____ .
10. As a result, the water supply of 80,000 people (disrupt) _____ or (contaminate) _____ .
11. Nearly all food stocks (destroy) _____ .
12. Today, people still vividly (recall) _____ the events on that devastating day in 2018.

13. However, they also (appreciate) _____ all the help that they (receive) _____ since then. This (enable) _____ them to get back to a normal life again.

ANSWER

- | | | |
|----------------------------|-------------------------------------|--|
| 1. hit | 7. were left | 11. were destroyed |
| 2. caused | 8. had constructed, were swept away | 12. recall |
| 3. reached | 9. were uprooted, were blown away | 13. appreciate, have received, has enabled |
| 4. affected, killed | 10. was disrupted, contaminated | Total score /20 |
| 5. were damaged | | |
| 6. were damaged, destroyed | | |



Activity 28: Reflect on your groupwork.

Aim: To improve your groupwork.

If you are studying on your own, do this activity with family members who have been doing the activities in this guide with you.

Discuss together and complete this groupwork reflection sheet. Try to be open and honest in your answers.

Groupwork reflection

1. Give an example of something new that you have learned from your group during this topic.

.....

2. Tick the best answer to describe how you worked as a group.	ALWAYS	SOMETIMES	NEVER
A. We all focused on what we had to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. We shared the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. We valued each other's strong and weak areas when we did activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. We all participated in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. We listened to each other, did not interrupt and were respectful and positive with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. No-one dominated or answered all the questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. We stayed together – no-one went ahead or was left behind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. We asked for help and helped each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Overall, how good is your groupwork?	EXCELLENT	OK	NOT GOOD
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What could you do to improve your groupwork?			



Activity 29: Reflect on your individual work.

Aim: To improve your individual work.

Complete this reflection sheet. Try to be open and honest in your answers.

Individual work reflection			
	ALWAYS	SOMETIMES	NEVER
1. Tick the best answer to describe how you worked on your own.			
A. I arranged a good place to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. I avoided distractions, such as TV, Internet or mobile phone calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Before I started, I had all the books and stationery I needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. I planned my studies, set my study time and had breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. I made sure that I understood the activity and instructions before I started.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. I focused on what I had to do, used good study techniques and did not waste time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. I asked for help when I needed it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. I wrote down questions about the activity, to ask my family, other students or the teacher later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall, how good is your individual work?	EXCELLENT	OK	NOT GOOD
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What could you do to improve your individual work?			



Activity 30: Complete a self-assessment reflection form.

Aim: To reflect on what and how you learned in this topic.

Complete the self-assessment reflection form below on your own.

Topic 2: Writing a recount

Think about what you have learned during this topic.

Rate yourself 1, 2 or 3 on each learning outcome below. Add any comments.

Rating 1 = I can do this well and easily. 😊

Rating 2 = Sometimes this is still difficult for me. 😐

Rating 3 = I cannot do this yet. ☹️

Learning outcome	1	2	3
I can:	😊	😐	☹️
1. work well in a group and on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. make a study plan for this topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. describe different kinds of recounts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. read in detail and analyse the structure and language in a recount.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. work out the meaning of new words in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. follow the steps in writing, editing, getting feedback and improving my recount.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. give a presentation, evaluate and improve my presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. help other students to improve their recounts and presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. create a simulated volcano and explain the science behind this. (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. review and evaluate my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you do the activities before you read the answers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
---	--	---------------------------------------

What activities did you enjoy the most and why?

What activities did you not enjoy and why?

What questions do you have about what you learned this week?

What can you do well?

What can you improve?

How are you feeling at the end of this topic?

Parent checklist

Topic 2: Writing a recount

Date: Started Ended

Did the student complete these parts of the topic?	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
1. Topic introduction	<input type="checkbox"/>	<input type="checkbox"/>
2. What is a recount?	<input type="checkbox"/>	<input type="checkbox"/>
3. Shaky shopping	<input type="checkbox"/>	<input type="checkbox"/>
4. Write your recount.	<input type="checkbox"/>	<input type="checkbox"/>
5. Create a simulated volcano. (optional)		
6. Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Comment		
Signed		Date

Topic 3:

WRITING A BIOGRAPHY (2 WEEKS)



Part 1: Topic introduction



Activity 1: Read the Topic description below.

Aim: To know the content and what you will learn in Topic 3.

Read the Topic description below.

TOPIC DESCRIPTION

In this topic, you learn about biographies. You start with an activity to strengthen group relationships and your speaking skills. You then read and analyse short biographies from the book 'Taf tumas'. Following this, you plan, collect information, write, edit and illustrate a biography of a respected and admired person in your community. You present the biography, get feedback and improve it. At the same time, you improve your presentation skills. Finally, you complete a test and some self-reflection sheets.

In this topic, if the emergency situation does not allow you to talk in person to people outside your home, consider collecting information by phone, email, Facebook or by delivering written texts to people.

Advanced students

You can write more than one biography and longer, more detailed biographies. You also have extra, more difficult activities to do.



Learning outcomes

When you have completed this topic, you should be better able:

1. to give a short talk and use a checklist to improve it.
2. to work well in a group and individually.
3. to distinguish between fiction, non-fiction, a biography, an autobiography and an anecdote.
4. to skim-read a book to identify the main purpose and content.
5. to read in detail and dramatise two biographies.
6. to analyse the structure and grammar in a biography.

7. to work out the meaning of new words in a text.
8. to analyse parts of words, prefixes and suffixes to work out their meaning.
9. Advanced students: to identify how authors make readers feel strong emotions.
10. to follow the steps to write and improve a biography.
11. to give a presentation, evaluate and improve your presentation skills.
12. to review and evaluate your learning.



Topic parts

Part 1: Topic introduction

Part 2: What is a biography?

Part 3: Taf tumas

Part 4: Write, improve and share a biography.

Part 5: Language activities

Part 6: Assessment

If you are studying alone, do Activities 2-3 below with a family member or with other students, using phone, email, Facebook etc.



Activity 2: Discuss what makes a good talk.

Aim: to understand how to give a good talk.

This activity and the next activity are for a group of 3 or more students.

1. Think about a student who gave a good talk in topic 2 or on another occasion. Discuss what the student did that made the talk effective.
2. List the ideas. For example: logically organised, clear voice.

ANSWER

Read and discuss this self-assessment checklist for giving a good talk.

Checklist for giving a talk			
CRITERIA			
	VERY GOOD	FAIR	NEEDS TO IMPROVE
1. CONTENT, ORGANISATION, TIMING			
• My talk was on topic and answered the question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My talk was well-prepared and in a logical order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My talk suited the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My talk was well-timed (1 minute).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. CONFIDENCE			
• I looked relaxed and confident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used appropriate body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I made good eye contact with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SPEAKING			
• My pace was good – not too slow or too fast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The volume of my voice was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used appropriate intonation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I pronounced words clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used accurate grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My talk flowed smoothly and I avoided long gaps or saying “um” or “uh” too much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:			



Activity 3: Talk about yourself.

Aim: to get to know each other better and to improve giving a talk.

1. Read the 2 questions below. Prepare to give a short talk for 1 minute to answer each question. You have 10 minutes to prepare.
 - A. What are 2 words that your family or friends might use to describe you and why?

- B. What do you think is your best quality?
2. Write the questions on 2 pieces of paper. Fold them and put them in a container.
3. One by one, each student pick 1 paper, reads it aloud and talks for 1 minute to answer the question. The student puts the paper back in the container when she/ he has finished. Repeat the process for the next student.
4. After all the talks, use the checklist above to check and to improve how each student gave their talk.



Activity 4: Make a study plan for this topic.

Aim: To have a plan of what you will study and how you will work in this topic.

If you are studying alone, do this activity with a family member.

1. Look through the parts and activities in this topic.
2. Make a plan of which parts and activities you will study each day and how you will do the activities.
3. If you are working in a group, discuss which students will work in pairs and which students will do the advanced activities.
4. If you are working alone, plan which activities you will do with your family or with other students.
5. Write up your plan, for example:

PLAN – TOPIC 3

Day	What to do: part, activity	How to do the activities
Monday	Eg: Part 1, all activities	Eg: Pairs:
Tuesday	Part 2, activities	Advanced students:
Wednesday		With a family member
		With another student

6. Check your plan each day, be flexible and adjust it if necessary. You are now ready to learn more about texts called 'biographies'.



Part 2: What is a biography?



Activity 5: Discuss what a biography is.

Aim: To understand what a biography is.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss these questions.

1. What kind of book is a biography – is it a fiction or a non-fiction book?
2. What biographies have you read?
3. Who are the subjects of biographies?
4. What are the main ideas in a biography?
5. Who writes biographies and why do they write them?

Read more below about biographies.



Biographies

A biography, sometimes called a 'bio', is a written account of a real person's life history. It is a non-fiction book which contains factual information. In contrast, fiction books describe imaginary events or stories, such as romance novels or children's books.

Biographies are usually written about famous people, such as inventors, politicians, athletes, actors and leaders. A biography includes factual details about the person and events or anecdotes related to their lives. Anecdotes are short, amusing or interesting stories about a real incident involving the subject of the biography. These anecdotes are told by the subject or by other people.

A biography is written by an author who is not the subject of the life history. Biographers write biographies for different reasons, such as:

- They feel passionate about this person and want people to understand them and to respect them.

- They believe that people would like to know more about the life history of this famous person, why the person acted and lived the way they did, and how the person became famous.
- To record the person's work and their contribution to society.
- To help readers to reflect on their own lives and to learn lessons from the person's life story.



Activity 6: Analyse the word 'biography'.

Aim: To understand the meaning of the prefix 'bio' and suffix 'graph'.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss these questions.

1. What is a 'prefix'?
2. What is a 'suffix'?
3. The word 'biography' has a prefix and a suffix. Which part is the prefix and which part is the suffix?
4. Can you guess what the 2 parts of this word mean: bio / graphy?

ANSWER

1. A prefix is a group of letters that we add to the beginning of a word to change the meaning of the word and create a new word. For example, kind – **unkind**. The letters 'pre' in the word 'prefix' is also a prefix that means 'before'.
2. A suffix is a group of letters that we add to the end of a word to change the meaning of the word or the class of the word and create a new word. For example, kind (adjective) – **kindness** (noun).
3. The prefix of 'Biography' is 'Bio'. The suffix is 'graphy'.
4. 'Bio' means 'life.' Any word that has the prefix 'bio' has something to do with life. The suffix 'graph' means 'to write, draw, record or describe something'. Any word that has the suffix 'graph' or 'graphy' has something to do with writing or describing something.



Activity 7: Discuss what an autobiography is and the meaning of 'auto'.

Aim: To know what an autobiography is and what the prefix 'auto' means in various words.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss these questions.

1. What is an 'autobiography'? Who writes an autobiography?
2. What does the prefix 'auto' mean in the word: auto / bio / graphy?
3. Can you work out what this word means and use it in a sentence?
Adjective: automatic – auto / matic
4. What other words do you know that have the prefix 'auto'? What do they mean?

ANSWER

1. An autobiography is a history of a person's life, written by that person.
2. The prefix 'auto' means 'by itself, herself or himself'.
3. 'Automatic' means something that 'works or operates by itself', such as an automatic kettle or washing machine. For example:
4. An automatic kettle switches itself off when the water boils.
5. More words include: autograph, autopilot, automobile, autonomy/ autonomous, autofocus.

Now that you know what biographies are, you read in detail two biographies.



Part 3: Taf tumas



Activity 8: Analyse the book Taf tumas.

Aim: To understand what 'Taf tumas' is about, who wrote it and why.

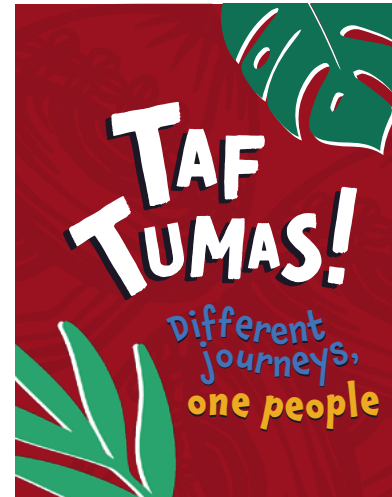
If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

If you are unable to get a copy of the book 'Taf tumas', you can skip this activity and read about the book in the ANSWER section below.

The book 'Taf tumas, different journeys, one people', was launched in 2020 in Port Vila. If you can, try to find a copy of the book, for example, from the school library or your teacher. Skim it for 15 minutes. Look at the book title, story titles, drawings and authors.

Discuss these questions.

1. What kind of book is this – is it a novel? a fantasy?
2. Are the stories biographies or autobiographies?
3. Who are the subjects of the stories? Are they women or men? Where are they from? How old are they? What are their jobs?
4. What do you think the subjects of the stories have in common?
5. Why do you think the book has many different authors and artists?
6. Why did the writers choose this title for the book: 'Taf tumas, different journeys, one people'? What message do they want to send?
7. Who do the authors want to read the book?
8. Why did they write this book – what did they want to achieve?



ANSWER

1. The book is a collection of short biographies.
2. Biographies – they are written by people who are not the subjects.
3. The biographies describe the lives of 42 women and men of varying ages, from diverse geographical, cultural and language backgrounds and professions or careers.
4. What they have in common is that they have all achieved great things and contributed in significant ways to Vanuatu's development as a nation. Their life stories demonstrate that no matter what a person's background, age or gender, they can overcome challenges, empower themselves, pursue their dreams and make a lasting contribution to society.

5. The stories were written and illustrated by different young ni-Vanuatu writers who know the subject well or have a great interest in this person. School children were the artists.
6. The title 'Taf tumas, different journeys, one people', suggests that all the subjects have had a tough life and taken very different life journeys. Also, even though Vanuatu is geographically dispersed and culturally and linguistically diverse and complex, all these people are united under the one nation of Vanuatu. 'Taf tumas' is also a catchy title that grabs our attention and makes us want to read the book.
7. Anyone can enjoy reading these stories. However, children and young people are the main target audience. The authors wrote this book with three main goals for Vanuatu's children:
 - To encourage children to read.
 - To share stories about people and contexts familiar to children.
 - To inspire children with real stories of women and men in Vanuatu.
8. The authors hope that young people, in particular, can be inspired and guided by this book to become self-determined citizens who uphold, respect and protect human rights and responsibilities.



Activity 9: Analyse the content and structure of a biography.

Aim: To understand the content and structure of a biography.

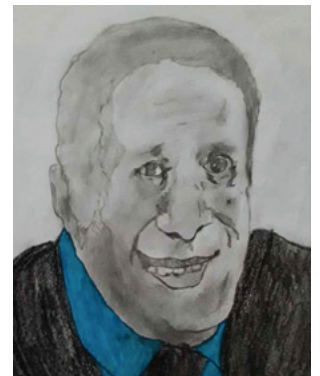
If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Divide into pairs of students with mixed strengths.
2. If you have the book Taf tumas, read 1 or 2 of the biographies. If you don't have the book, two biographies are provided for you below.
3. Decide which pair will read Biography A or B:

Biography A) Donald Kalpokas; Biography B) Dr Errollyn Tungu.
4. In pairs, before you read the biography, share what you know about this person.
5. Now read the biography in detail (see below).
6. Afterwards, discuss the questions below:
 - A. How did this person grow or change during their life and why?
 - B. What main challenges did she / he face?

- C. What were her / his major contributions?
 - D. What key skills or personal qualities contributed to her / his success?
 - E. In the Donald Kalpokas biography, what are 'decoys'? Try to guess the meaning from the paragraph and the ideas in the whole text.
 - F. In the Dr Errollyn Tungu biography, what is an obstetrician–gynaecologist?
7. When you have finished, read aloud your biography to the other pair and share your answers with them.

A) Donald Kalpokas



Kalpokas was born when Vanuatu was under the colonial rule of Britain and France. He spent his childhood roaming his island until the mission church said he had to go to school.

At school, Kalpokas was given the English first name 'Donald'. He had been reluctant to go to school but he was a natural student, and went on to study in Solomon Islands, New Zealand and Fiji. This opened his eyes to indigenous rights – the rights of the original people of the land.

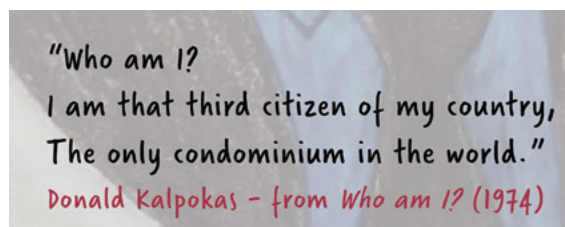
Returning home, Donald could see that New Hebrideans were not free. They were not even allowed to have their own national identity! So, Donald and his cousin Peter Taurakoto hatched a plan to set their country free.

They set up the New Hebrides Cultural Association and shared their ideas with other political activists, including Walter Lini who became Vanuatu's first Prime Minister. This grew into the Independence movement, engaging secret agents all over the islands to deliver coded messages to prepare for change. Many were women and chiefs. Donald worked in the colonial administration, influencing from the inside. "Change must come from within!" he said to friends.

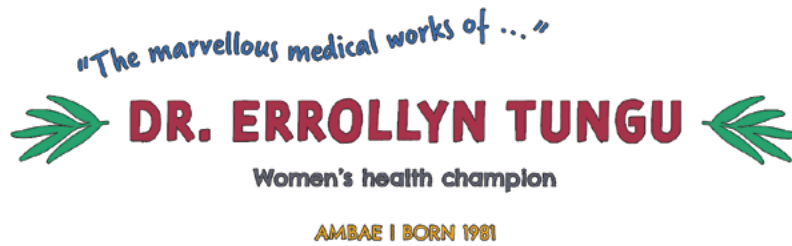
The cousins installed a secret radio station on the highest point of Lelepa. At night, brave Donald would climb the mountain to broadcast news about the movement over a secret frequency for Independence supporters across the country.

As the Independence movement grew, it became riskier for supporters. Meetings had to be secret, with decoys being planted to trick the authorities about their location. But they succeeded, helping Vanuatu gain Independence in 1980. Donald was Prime Minister of Vanuatu two times. Sadly, he passed away in 2019.

Writer: Jennifer Kalpokas
Doan



B) Dr Errollyn Tungu



Once there was a girl who was curious about everything. When the chance came in Year 6 to participate in an exchange programme to Japan, Errollyn put up her hand even though she did not speak Japanese and would be far away from home for two weeks. Errollyn loved challenges.

In secondary school, Errollyn was more interested in playing basketball than studying. When she tried science subjects in Year 11, she failed at first. But Errollyn told herself, "I can do sciences!" In Year 12, she topped all her subjects and earned a scholarship for Year 13 in New Zealand.

Errollyn was then offered two scholarship choices: to study electrical engineering in New Zealand for four years or medicine in Fiji for six years. She decided to try medicine because it seemed like the harder challenge. She soon realised there were very few ni-Vanuatu women doctors and was determined to succeed.

Errollyn became Vanuatu's first obstetrician-gynaecologist. She has delivered more than 1000 babies and saved many lives, travelling across the islands providing critical care for mothers and also pre-cancer patients. She is a champion for women's health and a Pacific leader in the fight against cervical cancer.

"In Vanuatu, speaking about women's health is sensitive," Errollyn says. "Being a female doctor helps female patients open up about their health."

"People often think I am a nurse, assuming that only men can be doctors. I remind people that I am a doctor and women can do anything if they are up to a challenge!"

*"I love challenges, they
make me try harder!"*

Dr. Errollyn Tungu

Writer:
Anna Naupa

ANSWER

Donald Kalpokas

- A. Donald Kalpokas became politically aware and embraced indigenous rights after travelling overseas, as we know from this quote from the text:

"Kalpokas was born when Vanuatu was under the colonial rule of Britain and France ... and went on to study in the Solomon Islands, New Zealand and Fiji. This opened his eyes to indigenous rights – the rights of the original people of the land. Returning home, Donald could see that New Hebrideans were not free. They were not even allowed to have their own national identity! So, Donald and his cousin Peter Taurakoto hatched a plan to set their country free."

B. Challenges

His main challenge was the personal safety risk he faced in working secretly for independence against the French and English colonial authorities. We know this from this quote from the text:

“As the independence movement grew, it became riskier for supporters. Meetings had to be secret, with decoys being planted to trick the authorities about their location.”

C. Achievements

- making his people aware of a better way of life.
- inspiring people by giving talks on the radio.
- setting up the New Hebrides Cultural Association, that grew into an independence movement.
- helping Vanuatu to gain independence in 1980.
- being Prime Minister of Vanuatu twice.

D. His main skills included:

- study skills as ‘a natural student’.
- planning, organising, communication and coordination skills.
- ability to run the country as Prime Minister.

His qualities included:

- strong awareness of social and political injustice.
- determination to fight for justice and for people’s rights.
- willingness to take personal risks.

Dr Errollyn Tungu

A. Dr Errollyn Tungu went from being sporty to being a student who overcame her fear of science. This led her to choose to become a doctor.

B. Her main challenges were:

- Her poor performance in science in Year 11: “When she tried science subjects in Year 11, she failed at first.”
- Studying medicine for 6 years: “Errollyn was then offered two scholarship choices: to study electrical engineering in New Zealand for four years, or medicine in Fiji for 6 years. She decided to try medicine because it seemed like the harder challenge.”
- Being a female in a male dominated area like medicine: “She soon realised there were very few ni-Vanuatu doctors and was determined to succeed.”
- The belief of many people that only men can be doctors: “People often think I am a nurse, assuming that only men can be doctors.”

C. Achievements

- coming top in all her subjects in school.
 - becoming Vanuatu's first obstetrician–gynaecologist. She has delivered more than 1000 babies and saved many lives.
 - providing critical care to mothers and pre–cancer patients.
 - championing women's health and being a Pacific leader in the fight against cervical cancer.
 - helping women to talk about their health problems.
 - being a great role model for young people, especially women.
- D. Her main skills include:
- medical skills in obstetrics and gynaecology.
 - advocacy skills in fighting for women's health rights.
- Her qualities include:
- curiosity and always seeking challenges.
 - self–motivation, determination and perseverance.
 - a strong desire to help women and others.
- E. A decoy is a person or a thing that attracts people's attention so that they do not notice someone or something else. The independence movement used decoys to distract the colonial authorities so that they did not capture people or stop their activities. Ask your family or older people in the community how they did this.
- F. An obstetrician–gynaecologist is someone who works in the related fields of obstetrics and gynaecology. Obstetrics is concerned with childbirth and midwifery (looking after mothers and their new–born babies). Gynaecology is concerned with the female reproductive system – how women have babies.



Activity 10: Analyse the order of ideas (structure) in the biographies.

Aim: To understand how information in a biography is organised.

We can divide each biography into 5 sections. Make notes on the kind of information given in each section of biography A) and B).

1. Title
2. Introduction
3. Body
4. Conclusion
5. Final quote at the end

ANSWER

1. Title: Each biography starts with a catchy phrase about the role and main achievement of the subject, that grabs your attention: 'A secret agent for change', and 'The marvellous medical works of ...'. This is followed by their name, profession or field of work and where and when they were born.
2. Introduction: introduces the person to the reader: where they are from, their goal or ambition as a young person and how their career started.
3. Body: recounts their career highlights in chronological order, the effects and impact of what they did, how their reputation and fame grew and what their main achievements were.
4. Conclusion: explains the main achievements of the person, what happened at the end of their career. It can also state what motivated them to do what they did or offer advice or encouragement to the readers.
5. Final quote at the end: summarises a key point about their philosophy, what is important to them, what motivated them or a short piece of advice to the readers.

**Activity 11: Re-tell the biographical stories.**

Aim: To check your understanding of the biographies and to improve your speaking skills.

If you are studying alone, do this activity with a family member or other students over the phone or by recording and sending your stories.

Use your own words to practise re-telling the biography of Donald Kalpokas or Dr Errollyn Tungu. Try not to read the story. Help each other to improve your stories and your speaking skills.

Advanced students**Activity 12: Discuss how authors create emotional responses in readers.**

Aim: To understand how quotes and descriptive language make readers feel strong emotions.

Read again biographies A) and B) above. Discuss these questions.

Biography A) Donald Kalpokas:

1. How does this phrase in the title grab your attention and make you want to read more?
'A secret agent for change Donald Kalpokas'.
2. What strong feelings do these 2 personal quotes make you feel and why?
 - A. "Change must come from within."
 - B. "Who am I? I am that third citizen of my country, the only condominium in the world."
3. What strong feelings does this sentence make you feel and why?
 'They were not even allowed to have their own national identity!'
4. What strong feelings do these descriptions make you feel and why?
 - A. '... engaging secret agents all over the islands to deliver coded messages.'
 - B. 'At night, Donald would climb the mountain to broadcast news about the movement over a secret frequency.'
 - C. 'Meetings had to be secret, with decoys planted to trick the authorities about their location.'

Biography B) Dr Errollyn Tungu:

5. How does this phrase in the title grab your attention and make you want to read more?
'The marvellous medical works of Dr Errollyn Tungu.'
6. What strong feelings do these personal quotes make you feel and why?
 - A. "I can do sciences!"
 - B. "In Vanuatu, speaking about women's health is sensitive ... Being a female doctor helps female patients open up about their health. People often think I am a nurse, assuming that only men can be doctors. I remind people that I am a doctor and women can do anything if they are up to a challenge."
 - C. "I love challenges, they make me try harder."
7. What strong feelings do these descriptions make you feel and why?
 - A. 'She is a champion for women's health and a Pacific leader in the fight against cervical cancer.'

- B. 'She has delivered more than 1000 babies and saved many lives, travelling across the islands providing critical care for mothers and also pre-cancer patients.'

ANSWER

Biography A) Donald Kalpokas

1. The phrase 'a secret agent' is catchy, dramatic and mysterious. It makes us feel curious to read more and to find out exactly what Donald did as a secret agent in Vanuatu.
2. A. states his belief about change and explains why he chose to work for the colonial administration. This makes us feel admiration for him.
B. Donald Kalpokas asks a question about his identity and then answers it. His answer is intriguing and makes us think hard about what he means. He tells us that he has been a citizen of two countries, England and France, and that he is now 'a third citizen' of Vanuatu. This reminds readers of the history of the New Hebrides during the Anglo-French Condominium and makes people feel proud of achieving independence as the Republic of Vanuatu.
3. The statement that ends with an exclamation mark makes readers feel outraged that this was the situation at that time. People were not even allowed to have their own national identity!
4. Details of real events that took place capture our attention and make us feel the fear that people at that time must have felt. We admire them for taking these big risks.

Biography B) Dr Errollyn Tungu

5. The phrase 'The marvellous medical works' is catchy, especially the use of the strong adjective 'marvellous' and the alliteration 'marvellous medical' (words that start with the same letter or sound). This makes us curious to read and to find out more about what medical works Errollyn did that were marvellous.
6. A. This quote in the body makes us feel her determination.
B. This quote describes examples of the challenges in her daily work. This helps us to visualise and to admire what she does.
C. This quote summarises what drives her in her work and in her life.
7. A. Readers feel very proud of her as a 'champion' and 'Pacific leader'.
B. 'Travelling across the islands' and 'critical care' are expressions that make the readers appreciate the importance of her work and admire her perseverance in reaching more places in Vanuatu.



Activity 13: Analyse the grammar used in a biography.

Aim: To identify the kind of grammar used in a biography.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Read again the two biographies and answer these questions.

1. Biographies use the simple past tense a lot, for example, 'was', 'spent'. Why do biographies use this tense? Underline more examples in each biography.
2. These 3 prepositions of time are used: 'in', 'for' and 'at'. What do these prepositions tell us about the time?
 - A. in: in 1980, in 2019.
 - B. for: for 4 years, for 6 years.
 - C. at: at night.
3. What does this preposition of place 'in' tell us about the place?

in: in the Solomon Islands, in New Zealand, in Fiji, in Vanuatu.
4. In these quotes from the subjects, what main tense is used and why?

"Who **am** I? I **am** that third citizen of my country, the only condominium in the world."

"I **love** challenges, they **make** me try harder."

"... I **am** a doctor and women **can do** anything if they **are** up to a challenge."

Advanced students

5. These sentences from the text use the past passive voice.

The past passive voice is used in these sentences in the biographies:

 - A. 'At school, Kalpokas was given the English first name 'Donald'.'
 - B. 'They were not even allowed to have their own national identity!'
 - C. 'Errollyn **was** then **offered** two scholarship choices: ...'

What do these sentences focus on by using the passive voice?
6. This sentence from the text uses the past perfect tense **had been**, followed by the simple past tense **was** and '**went on**'. What do these two tenses in the sentence tell us about the order of events?

'He **had been** reluctant to go to school but he **was** a natural student, and **went on** to study in Solomon Islands, New Zealand and Fiji.'

ANSWER

- The simple past tense is used to report past events or actions that have finished.
Biography A: said, had, was, went, opened, came, put, tried, opened, hatched, set up, shared, became, grew, were, worked, said, installed, became, had, succeeded, was, passed away.
Biography B: was, was, came, put up, did not speak, loved, was, tried, failed, told, topped, earned, decided, seemed, realised, was.
- 'In' indicates a general period of time.
'for' indicates a duration of time.
'at' refers to a more specific time period.
- 'In' denotes a large geographical area.
- The quotes use the simple present tense to state general truths, facts and the beliefs of the subjects.
- In these sentences, the writer does not want to or does not need to say who did the action. In A., the writer focuses on how Donald got his English first name. It is not important to say who gave it to him. In B., the writer focuses on what happened to people. There is no need to say who did this because we know it was the colonial rule of Britain and France. In C., the writer focuses on Evelyn's achievement in being offered two scholarships. There is no need to say who offered the scholarships.
- Using 'had' plus the past participle 'been' indicates a past action that happened before another past action. In the story the first action is '**he had been** reluctant'. The second later action is 'he **was** a natural student, and **went on** to study ...'.



Activity 14: Dramatise the biographies.

Aim: To check your understanding of the biographies.

If you are studying alone, do this activity with some family members. You could also consider how to do this with other students, using Whatsapp etc.

Read again and act out the biographies. Add your own dialogue. Everyone should participate. Use this checklist to improve your drama.

Put ✓ = Yes or X = No

Checklist to improve your drama		
WHAT TO ASSESS	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
• The group finds creative ways to set the scene for the dramas to make them seem real, eg: costumes, furniture.	<input type="checkbox"/>	<input type="checkbox"/>
• Every student participates.	<input type="checkbox"/>	<input type="checkbox"/>
• The actions and the dialogue show clearly the sequence of events in the stories.	<input type="checkbox"/>	<input type="checkbox"/>
• Students speak clearly.	<input type="checkbox"/>	<input type="checkbox"/>
• Students work together and help each other to act out the stories.	<input type="checkbox"/>	<input type="checkbox"/>
• Everyone enjoys acting out the biographies.	<input type="checkbox"/>	<input type="checkbox"/>

After reading and analysing in detail two biographies, you are now ready to write your own biography.



Part 4: Write, improve and share a biography



Activity 15: Write your own short autobiography.

Aim: To practise writing an autobiography.

- Write a 1–page autobiography.
- Use the two biographies from Taf tumas and the section headings below to guide you.
 - Title
 - Introduction
 - Body
 - Conclusion
- Read your autobiography to another student or family member, to get feedback and to improve it.



Activity 16: Discuss the steps to follow to research and write a biography.

Aim: To know the steps to follow to research and write a biography.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

How do writers write a biography – what steps do you think they follow? Check your ideas in the diagram below.



Write a biography

The diagram below shows the main steps to take when writing a biography. As with writing a recount, you can follow similar steps to write a biography:



You now follow steps 1-6 to write and improve your biography.



Activity 17: Step 1: Plan the biography.

Aim: To have a plan for writing a biography.

1. Choose the subject of your biography carefully. It should be someone from your community who is respected for their contribution to the well-being of the community in some way. Choose someone who interests you and that you would like to know more about.
2. Ask the person for permission to write their biography. Getting permission will make writing the biography easier and ensure the person is open with you and provides the information you need about their life. If this person does not give you permission to write their biography, choose a different person. If the person is no longer alive, ask permission from their family to write their biography.
3. Make a plan of how you are going to do the work, following steps 2–8 below. If you are working in a group, plan how you will share the work, who is going to lead each step and your timeframe.



Activity 18: Step 2: Brainstorm what you need to find out.

Aim: To have the information you need to get for the biography.

1. Before you start to collect information about your subject, ask yourself:
 - Why is this person important to us?
 - What is interesting about this person?
 - What would we like to learn more about this person?
 - What can we say that is new about this person?
2. Write research questions to focus and guide your research. Choose some questions from the list below. Then add your own questions.
 - Who is in their family?
 - Where and how did they spend their childhood? Was it a happy time?
 - Where did they go to school? How did they do in school? Did they

enjoy it?

- When did they realise that they had a special skill or aim in life?
- What motivated them in their work?
- What do they see as their main achievements?
- What were the main obstacles they faced?
- Do they have any regrets about their life?



Activity 19: Step 3: Collect information about the person.

Aim: To have information for writing the biography.

1. Collect as much information as you can about your subject. Consider the history of the place and the time period they grew up in. Study what was happening around them. Look at the news and other events taking place where they lived or worked and how these affected their life.
2. Collect information from different primary and secondary sources. Primary sources are information sources that provide a first-hand account of the person or event, or that are the closest to the person or event that you are writing about. Primary sources include:
 - Interviews with the subject of the biography and people who are close to and know the person well. In interviews, people often reveal information, stories and emotions that you cannot find from other sources.
 - Visits to places that are important to the person, such as their childhood home, workplace or where a significant event took place.
 - Documents about the person written at that time in history, such as newspaper, magazine or internet articles, photographs, diaries, speeches, video recordings.
 - Existing biographies, or an autobiography by the subject.

Secondary sources are information sources that have already summarised, analysed, interpreted or explained primary sources. These are compiled after the events took place. Examples include reference books, textbooks, journal articles and research reports.

Advanced students

You can collect information from more people and places, so that your biography is longer and more detailed.



Activity 20: Interview people.

Aim: To have more information for the biography.

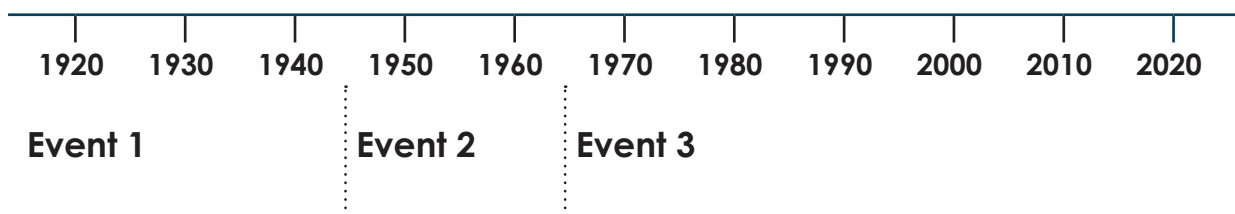
1. Before you interview anyone, decide what language you are going to use and how you are going to conduct the interview, for example, in person, by phone, or over the Internet.
2. Prepare your questions carefully to get the information you want. Your questions should relate to your research questions in Step 2.
3. Decide how you are going to record the information, such as using a voice recorder or making notes. You may also need to interview people more than once to follow up on issues, to clarify them or to get more details.



Activity 21: Step 4: Organise and analyse the information.

Aim: To have all the important information ready to write up.

1. To organise the information, read all the information you have collected from various sources.
2. Sort the information into similar ideas. Give the ideas a name, for example: 'Background', 'Early life', 'Achievements', 'Quotes'.
3. To further help you to organise the information, create a timeline of the person's life. Start from their birth. Draw a long line on a piece of paper. Use the information you have collected to fill in as much of the person's life as you can in chronological order. Note on the timeline important dates and events that shaped their journey later in life.



4. To analyse the information, read and select the most relevant and important information. For example, select the most interesting facts about the person that people might not know. Select the most important events in the timeline and the best quotes.

You are now ready to draft the biography.



Activity 22: Step 5: Make an outline and draft the biography.

Aim: To have a draft of the biography.

1. Use your timeline and selected ideas and quotes to make an outline of the biography. See an example below.
2. Add supporting details to each section to produce a draft of the whole biography.

Guidelines for drafting your biography

TITLE

Short, catchy title that grabs the reader's attention.

Name, profession or job, where and when she was born.

INTRODUCTION

Goal or ambition as a young person.

Personal traits or characteristics.

How her career started.

BODY

Career highlights in chronological order.

Main challenges or barriers she faced.

Effects and impact of what she did.

How her reputation and fame grew.

Her main achievements.

Personal quotes or quotes from other people about her.

CONCLUSION

Personal quote about what motivates her, words of advice or encouragement to the readers.

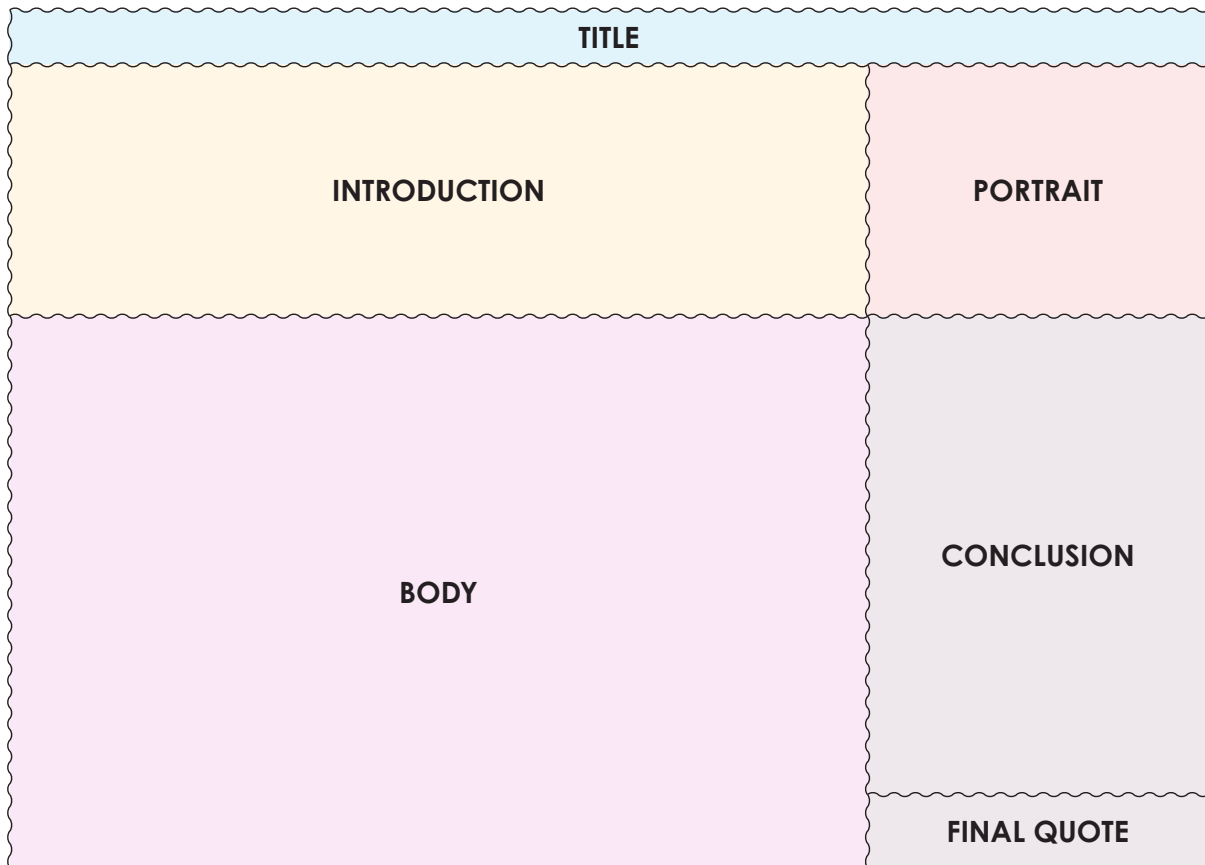
PORTRAIT

Portrait or photo of the person.

FINAL QUOTE

Short statement or personal quote on her philosophy, what is important, what motivates her, or advice to the readers.

3. Think about a creative layout for your biography. See an example below.



Advanced students

As you have collected more information from more sources, your draft biography should be longer and more detailed.

In the next few activities, you follow steps 6 and 7 as you present, get feedback, finalise and share your biography.



Activity 23: Get feedback and revise your biography.

Aim: To improve your draft biography.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Share and improve your draft biography by reading it aloud to other students or family members.
2. Give feedback to each other on your draft biographies:
 - Say what you like about the biography.
 - Say what is interesting or thought-provoking about it.
 - Ask questions about the biography using expressions such as:

Can you tell me more about ...

I wonder if ...

I'd really like to understand ...

3. Revise your biographies.

The next 4 activities focus on Step 6 as you review, present, get feedback and finalise your biography.



Activity 24: Review and improve your biography.

Aim: To further improve the biography.

Use the checklist below to review and to improve your biography.

Checklist for editing a biography		
DOES MY BIOGRAPHY:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
CONTENT		
• follow this order: title, introduction, body, conclusion, final quote?	<input type="checkbox"/>	<input type="checkbox"/>
• have a catchy title about the role or main achievement of the person, that makes the reader want to read more?	<input type="checkbox"/>	<input type="checkbox"/>
• state clearly who the subject of the biography is?	<input type="checkbox"/>	<input type="checkbox"/>
• give personal details about where and when the person was born?	<input type="checkbox"/>	<input type="checkbox"/>
• give factual information about the person, events in their life and their main achievements, in chronological order?	<input type="checkbox"/>	<input type="checkbox"/>
• provide a summary statement about the person's life or words of advice to the readers in the conclusion?	<input type="checkbox"/>	<input type="checkbox"/>
• describe how the person felt at various times in their life?	<input type="checkbox"/>	<input type="checkbox"/>
• use personal quotes from the person or other people, if possible?	<input type="checkbox"/>	<input type="checkbox"/>
• include a portrait and graphics to support and extend the biography?	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE		
• use mainly the third person: He / She?	<input type="checkbox"/>	<input type="checkbox"/>
• use tenses and passive voice correctly, eg: simple past, past perfect, past passive, present simple?	<input type="checkbox"/>	<input type="checkbox"/>
• use correct prepositions of time and place: eg: 'in', 'for' and 'at'?	<input type="checkbox"/>	<input type="checkbox"/>
• use accurate words and a variety of adjectives, adverbs and expressions?	<input type="checkbox"/>	<input type="checkbox"/>
• spell words correctly?	<input type="checkbox"/>	<input type="checkbox"/>
• use correct punctuation: capital letters, full stops, commas, question marks, speech marks for quotes?	<input type="checkbox"/>	<input type="checkbox"/>

Your biography is now ready to present to other students and your family.



Activity 25: Plan your presentation.

Aim: To have a well-prepared presentation that suits the audience.

The objective of the presentation is to present and to get feedback on the biography.

1. Start by deciding who you will present your biography to, for example, the subject, their family, other students, your family, the community.
2. Make a plan of your presentation to suit your audience. Make sure that it flows logically, is easy to follow and focuses on what is important. Include the timing for a total of 15 minutes. For example:
 - Welcome everyone. (1 minute)
 - Introduction: objective of the presentation, what a biography is, why you chose this person as the subject of your biography. (2 minutes)
 - Sources: how and where you collected information. (2 minutes)
 - Read the biography. (4 minutes)
 - Questions and discussion. (5 minutes)
 - Thank everyone. (1 minute)
3. Plan how you will deliver the presentation. Think about:
 - If you cannot be with people because of the disaster situation, can you record your presentation on a mobile phone, to play back

later or to upload to Facebook or an e-learning platform, if this is available?

- the best language(s) to use
 - the seating arrangement, whether you will stand or sit down to present
 - how to address people in the audience, even if they are not physically present but watching your presentation later.
4. Memorise and rehearse the first words of your talk, to gain confidence.
 5. Anticipate possible questions from the audience and prepare your answers.
 6. If necessary, prepare the venue for your presentation.
 7. If possible, make copies of the biography for your audience.

Advanced students

Your presentation may take longer, as you have more information to present.



Activity 26: Rehearse your presentation.

Aim: To improve your presentation skills.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Read again 'Tips for making presentations' in Topic 2 and practise your presentation. Get feedback from students or family members.



Activity 27: Give your presentation and assess your performance.

Aim: To improve your biography and your presentation skills.

If you are studying alone, do this activity with family members or with other students, using phone, email, Facebook etc.

1. Give your presentation to the group and your family.

2. After your presentation, complete the same Presentation skills checklist used in Topic 2.
3. Discuss the results with your group or family. At the end, summarise:
 - what you are good at.
 - what you need to improve in your presentation skills.
4. Finalise your biography ready to share and to present when you return to school.

You now use some of the language from this topic to build your vocabulary.



Part 5: Language activities



Activity 28: Analyse more words.

Aim: To understand the meaning of words with 'bio' and 'graph'.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

Can you work out what these words mean by looking at their parts?

1. Biology Bio / logy
2. Biochemistry Bio / chemistry
3. Geography Geo / graphy

Use the 3 words below to fill in the missing words in the 3 sentences.

graph (noun).

graphic (noun).

graphic (adjective).

4. A _____ is a drawing or an illustration.
5. The newspaper article gave a _____ description of the accident.
6. A _____ is an instrument for displaying information.

ANSWER

1. Biology: 'Bio' means 'life'. The suffix 'logy' means 'the study of'.

Therefore, Biology means 'the study of living things'.

2. Biochemistry: concerns the chemical compounds and processes occurring in living things.
3. Geography: 'geo' means 'the earth's surface', such as continents, mountains, oceans. Therefore, geography means 'a description of the earth's surface'.
4. A graphic is a drawing or illustration. (noun)
5. The newspaper article gave a graphic account of the accident. (adjective)
6. A graph is an instrument for displaying information. (noun)



Activity 29: Make more words.

Aim: To be able to change words to make nouns and adverbs.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Add letters to the end of this word to mean the person:
A person who writes a biography is called a biograph __.
2. Add letters to these words to make them adverbs:
The kettle automatic _____ switched off when the water boiled.
The newspaper article describes very graphic _____ the car accident.

ANSWER

1. A person who writes a biography is called a biographer.
2. The kettle automatically switched off when the water boiled.
The newspaper article describes very graphically the car accident.



Prefixes and suffixes

Adding a prefix or suffix to a word changes the meaning of the word. Adding a suffix to the end of a word can also change the form of the word, for example, it can become a noun, an adjective or an adverb.

After writing and presenting your biography and building your vocabulary, you now do some assessment activities in the last part of this topic.



Part 6: Assessment

Be ready to present your biography when you return to school, along with your test results and self-assessment reflection forms below.



Activity 30: Do a test.

Aim: To assess your learning in this topic.

Complete the test below on your own. At the end, check your answers and discuss them with other students.

1. Fill in the missing words: fiction, non-fiction.
 - A. True or factual stories are classified as _____.
 - B. Invented stories are classified as _____.
2. Fill in the missing words: biographies, autobiographies, anecdotes.
 - A. Life stories written by the subjects themselves are called _____.
 - B. Short, amusing or interesting stories about a real event or a person are called _____.
 - C. Life stories written by other people are called _____.
3. Fill in the missing words: biography, biographer, biographical, biographically.
 - A. _____ is written by a _____.
 - B. The story of the life of Jesus is _____.
 - C. Father Walter Lini's life story is usually told _____, from his birth in 1942 until his death in 1999.
4. Study the parts of these words to work out what the words mean.

A. Noun: The biosphere	Bio / sphere
B. Noun: A biologist	Bio / log / ist
C. Adjective: Biological	Bio / log / ical
D. Noun: Biochemistry	Bio / chemistry
E. Noun: A biochemist	Bio / chem / ist

Complete these sentences using these 5 words.

- A. _____ is the study of chemical compounds and processes occurring in living things.

- B. The _____ is the part of the world in which life or living organisms can exist.
- C. _____ studies the physical and chemical principles of living things.
- D. _____ studies living things.
- E. _____ parents are the natural parents of children.
5. Answer these questions.
- A. What does the suffix 'ist' mean in chemist and biologist?
- B. Give 2 more names of jobs that end in 'ist' that relate to science. For example, what is the job of Dr Errollyn Tungu?
- C. Give two words ending in 'ist' suffix that relate to music or art.
6. Study the parts of these nouns to work out what they mean. Then Complete the sentences a) to e) using these 5 words.
- | | |
|-------------|----------------|
| Autographs | Auto / graphs |
| Radiographs | Radio / graphs |
| Paragraphs | Para / graphs |
| Audiographs | Audio / graphs |
| Photographs | Photo / graphs |
- A. _____ are pieces of connected text.
- B. Images produced by X-rays are called _____ .
- C. The whole team signed their _____ on my t-shirt.
- D. _____ are machines used to test a patient's hearing.
- E. _____ are images made using light.

ANSWER

1. A. non-fiction B. fiction
2. A. autobiographies B. anecdotes C. biographies
3. A. biography, biographer. B. biographical C. biographically
4. A. Biochemistry B. biosphere C. A biochemist D. A biologist E. biological
5. A. the name of a job B. Science: gynaecologist, scientist, dentist, geologist, physicist, archaeologist C. Art, music: artist, guitarist, pianist, violinist, cellist, flautist/ flutist
6. A. Paragraphs B. radiographs C. autographs D. Audiographs E. Photographs

Total score / 24



Activity 31: Reflect on your groupwork.

Aim: To improve your groupwork.

If you are studying on your own, do this activity with family members or students who have been doing the groupwork activities with you.

Discuss together and complete this groupwork reflection sheet. Try to be open and honest in your answers.

Groupwork reflection			
1. Give an example of something new that you have learned from your group during this activity.			
2. Tick the best answer to describe how you worked as a group.	ALWAYS	SOMETIMES	NEVER
A. We all focused on what we had to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. We shared the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. We valued each other's strong and weak areas when we did activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. We all participated in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. We listened to each other, did not interrupt and were respectful and positive with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. No-one dominated or answered all the questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. We stayed together – no-one went ahead or was left behind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. We asked for help and helped each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Overall, how good is your groupwork?	EXCELLENT	OK	NOT GOOD
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What could you do to improve your groupwork?

.....



Activity 32: Reflect on your individual work.

Aim: To improve your individual work.

Complete this reflection sheet. Try to be open and honest in your answers.

Individual work reflection			
	ALWAYS	SOMETIMES	NEVER
1. Tick the best answer to describe how you worked as a group.			
A. I arranged a good place to study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. I avoided distractions, such as TV, Internet or mobile phone calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Before I started, I had all the books and stationery I needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. I planned my studies, set my study time and had breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. I made sure that I understood the activity and instructions before I started.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. I focused on what I had to do, used good study techniques and did not waste time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. I asked for help when I needed it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. I wrote down questions about the activity, to ask my family, other students or the teacher later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall, how good is your individual work?	EXCELLENT	OK	NOT GOOD
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What could you do to improve your individual work?			
.....			



Activity 33: Complete a self-assessment reflection form.

Aim: To reflect on what and how you learned in this topic.

Complete the self-assessment reflection form below.

Topic 3: Writing a biography

Think about what you have learned during this topic.

Rate yourself 1, 2 or 3 on each learning outcome below.

Rating 1 = I can do this well and easily. 😊

Rating 2 = Sometimes this is still difficult for me. 😐

Rating 3 = I cannot do this yet. ☹️

Learning outcome	1	2	3
I can:	😊	😐	☹️
1. give a short talk and use a checklist to improve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. work well in a group and individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. distinguish between fiction, non-fiction, a biography, an autobiography and an anecdote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. skim-read a book to identify the main purpose and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. read in detail and dramatise two biographies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. analyse the structure and grammar in a biography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. work out the meaning of new words in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. analyse parts of words, prefixes and suffixes to work out their meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Advanced students: identify how authors make readers feel strong emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. follow the steps to write and improve a biography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. give a presentation, evaluate and improve my presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. review and evaluate my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you do the activities before you read the answers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
What was the most important thing you learned in this topic?			
What question(s) do you have about what you learned this week?			
How confident are you about continuing to study well at home?	VERY CONFIDENT	A LITTLE CONFIDENT	NOT CONFIDENT
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What action can you take to improve studying at home?			

Parent checklist

Topic 3: Writing a biography

Date: Started Ended

Did the student complete these parts of the topic?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
1. Topic introduction	<input type="checkbox"/>	<input type="checkbox"/>
2. What is a biography?	<input type="checkbox"/>	<input type="checkbox"/>
3. Taf tumas	<input type="checkbox"/>	<input type="checkbox"/>
4. Write, improve and share a biography.	<input type="checkbox"/>	<input type="checkbox"/>
5. Language activities		
6. Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Comment		
Signed	Date	

Topic 4:

WRITING A RESEARCH REPORT (2 WEEKS)



Part 1: Topic introduction



Activity 1: Read the Topic description below.

Aim: To know the content and what you will learn in Topic 4.

Read the Topic description below.

TOPIC DESCRIPTION

In this topic, you research the issue of health for young people. You start with an activity to strengthen group relationships and to improve your speaking skills. You then read two research reports and analyse the structure and the language used. Following this, you conduct your own survey on youth health. You plan, collect, organise and analyse the information. Then you draft, edit and improve your research report before you present it, get feedback and finalise it. Finally, you complete a test and some self-reflection sheets.

In this topic, if the emergency situation does not allow you to talk in person to people outside your home, consider collecting information by phone, email, Facebook or by delivering written texts to people.

Advanced students

You could broaden your research by surveying more people, collecting and analysing more information and creating graphs as well as tables to display the results. You also have more difficult activities to do.



Learning outcomes

When you have completed this topic, you should be better able:

1. to give a short talk and use a checklist to improve it.
2. to work well in a group and individually.
3. to explain what young people need in order to be healthy.
4. to read in detail two research reports and analyse the structure and language used.

5. to work out the meaning of new words in a text.
6. to conduct a small health survey in your community.
7. to draft, edit and improve your research report.
8. to give a presentation, evaluate and improve your presentation skills.
9. to help other students to improve their research, reports and presentation skills.
10. to review and evaluate your learning.



Topic parts

Part 1: Topic introduction

Part 2: What is a research report?

Part 3: Survey research

Part 4: Healthy young people

Part 5: Conduct a survey and write a report.

Part 6: Assessment



Activity 2: Talk about yourself.

Aim: to get to know each other better and to improve giving a talk.

If you are studying alone, do this activity with family members or with other students, using phone, email, Facebook etc.

1. Read the 2 questions below. Prepare to give a short talk for 1 minute to answer each question. You have 10 minutes to prepare.
 - A. What do you value the most in a good friend?
 - B. What would you like to learn how to do better?
2. Write the questions on 2 pieces of paper. Fold them and put them in a container. One by one, students pick 1 paper, read it aloud and talk for 1 minute to answer this question.
3. After all the talks, use the checklist from Topic 3 to check and to improve how each student gave their talk.



Activity 3: Make a study plan for this topic.

Aim: To have a plan of what you will study and how you will work in this topic.

If you are studying alone, do this activity with a family member.

1. Look through the parts and activities in this topic.
2. Make a plan of which parts and activities you will study each day and how you will do the activities.
3. If you are working in a group, discuss which students will work in pairs and which students will do the advanced activities.
4. If you are working alone, plan which activities you will do with your family or with other students.
5. Write up your plan.
6. Check your plan each day, be flexible and adjust it if necessary.

PLAN – TOPIC 4		
Day	What to do: part, activity	How to do the activities
Monday	Part 1 ...	Eg: Pairs:
Tuesday		Advanced students:
Wednesday		With a family member
		With another student

You are now ready to learn more about texts called 'research reports'.



Part 2: What is a research report?



A research report

A research report is an information text that communicates information that has been compiled as a result of research and analysis of information or data.

Research reports can cover a wide range of topics. They aim to transmit information with a clear purpose, to a specific audience.

Good research reports are accurate, objective and complete. They are also well-written, clearly structured and expressed in a way that holds the reader's attention and meets their expectations.

The true value of the research is assessed through the written report. The quality and value of that work are judged by the quality of the written text – its clarity, organization and content" (Blake & Bly, 1993: 119).

The scope or breadth of coverage of research reports and the style of writing adopted depends on three factors:

- the intended audience or reader
- the purpose of the report
- the type of information to be communicated, for example, technical information.

Scientific reports are common in all the sciences and social sciences. These reports use a standard scientific report format describing methods, results and conclusions, to report upon an investigation.



Activity 4: Read a health research report on Vanuatu.

Aim: To improve your reading strategies and learn more about health in Vanuatu.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

In this activity you use 4 reading strategies to read and analyse the research report below on health.

Follow these steps.

1. SKIM-READ THE TEXT.

Identify the topic of the text and get an overview of what it is about:

- read the title
- skim the text: look at the sub-headings and graphics.

2. PREDICT WHAT THE TEXT IS ABOUT.

Think about what you already know about the topic of the text, for example, 'health and wellbeing' in Vanuatu, and 'sustainable development goals'.

3. READ THE TEXT IN DETAIL.

- Read the whole text to get a general idea of what it is about.
- Read the text again slowly, to get a deeper understanding.
- Try to guess the meaning of new terms.

4. SCAN THE TEXT.

- Use the 10 focus questions below to guide your reading. Think about these questions as you read. Look for key words.
- Write notes in the text that relate to the focus questions.
- Share your answers with other students.

Focus questions:

1. How many people conducted this research, when and for which project?
2. Why did they conduct this research? What motivated them to do it?
3. What were the aims of this research?
4. What 2 reasons do they give for focusing this research on the youth?
5. What are the 3 reasons why the research focuses specifically on youth in the Pacific?
6. What main research method was used?
7. How many young people provided information and how old were they?
8. How many areas of health did the research focus on?
9. In the results, what do these expressions mean? Give examples:
 - A. 'risk' behaviours.
 - B. the 'social determinants' of health.
 - C. positive lifestyle opportunities (sport, community participation),
 - D. 'harmful substances' that cause 'chronic illnesses'.
 - E. unevenly distributed health facilities and services throughout Vanuatu.
10. What was the final conclusion of young people about this research?

Facilitating health and wellbeing is ‘everybody’s role’: youth perspectives from Vanuatu on health and the post-2015 sustainable development goal agenda.

Simon A Sheridan, Claire E Brolan, corresponding author Lisa Fitzgerald, John Tasserei, Marie-France Maleb, Jean-Jacques Rory, and Peter S Hill, for the international Go4Health project.

INTRODUCTION

Research aims

The two main aims of this research are:

1. To identify the views of marginalised young people in Vanuatu about the gaps in meeting their basic health needs.
2. To make their concerns more visible to their own communities and to stakeholders and decision makers involved in developing health policy.

Research rationale

This research responds to the current situation in Pacific island countries (PICs), which have had mixed results in terms of their progress towards achieving the Millennium Development Goals (MDGs). There is also a need to bring community consultation into the process of setting new health-related development goals after 2015.

Why focus on youth?

The reason for selecting a cohort of youth for inclusion in this project is because we believe that as this generation enters its active reproductive and working years, they can provide insights into the needs of a community over the long term. Furthermore, emerging global public health challenges, including non-communicable diseases are often related to lifestyle conditions that begin to develop for young people from 10–20 years old. Consequently, there is an increased focus on prioritizing the health of the world’s 1.8 billion young people. 90% of these young people live in low-income countries.

Why focus on youth in the Pacific?

To date, most research on young people's health has focused on 'risk' behaviours and has often ignored the specific context. Moreover, much of this knowledge has been about the health of young people in high income (rich), countries, rather than low income (poor), countries. Therefore, the need to consider the health concerns of Pacific youth is very important. This paper explores the perspectives of a group of young people in Vanuatu.

METHODS

The information was collected through two focus group discussions held in September 2013 with 20 secondary school students aged 17.

Participants were asked for their viewpoints on questions around:

1. how young people define health;
2. factors in society that determine or influence people's health (social determinants of health);
3. how the community sees their basic health needs;
4. roles and responsibilities of relevant actors in health; and
- 5. community participation in decision-making.

Focus group discussions were conducted in English and digitally recorded. The resulting transcripts were then organised into themes.

RESULTS

In the results of this research, this youth cohort:

1. defined health as physical, psychological and determined or affected by factors in society.
2. had a strong understanding of the social factors that determine health, such as having access to clean water and nutritious food.
3. indicated that the youth need to have access to positive lifestyle opportunities (healthy ways of living), for example, sport and community participation, and more protection from the impact of harmful substances and causes of chronic illnesses.
4. identified barriers to health due to unevenly distributed health facilities and services throughout Vanuatu.
5. felt that people at all levels of society are responsible for improving health throughout the nation and should help to achieve this.

CONCLUSION

Vanuatu has a weak health system and significant challenges to public health. While contributing factors to health depend on actions taken at individual, local, national and global levels, no single actor currently provides enough support to meet all the basic health needs. As a consequence, young people are acutely aware that improving Vanuatu's health status requires a communal effort. They see health in the Pacific as 'everybody's role'.

This is important for the sustainable development goals agenda after 2015 and for health policy makers in general.

(Adapted from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4192338/>)

ANSWER

1. 7 people conducted this research in 2013 for the Go4Health project.
2. Why: Mixed results in terms of the progress of PICs in achieving the MDGs; the need to bring community consultation into the process of setting new health-related development goals after 2015.
3. 2 research aims: a) To identify the views of marginalized young people in Vanuatu about the gaps in meeting their basic health needs, and b) To make their concerns more visible to their own communities and to stakeholders and decision makers involved in developing health policy.
4. Focus on the youth: a) this generation enters its active reproductive and working years, they can provide insights relevant for a community's needs over the long term. b) emerging global public health challenges, including non-communicable diseases, are often related to lifestyle conditions that begin to develop during the second decade of human life.
5. Focus on youth in the Pacific: a) Most research on young people's health has focused on 'risk' behaviours. b) Research has often ignored the specific context. c) Much of this knowledge has been about the health of young people in high income (rich) countries, rather than low income (poor) countries.
6. Method used: two focus group discussions
7. 20 young people aged 17
8. 5 areas
9. Meaning of expressions with practical examples:
 - A. Risk behaviours: ways of behaving or acting that increase the risk

of disease or injury, eg: driving recklessly, high risk sexual activity (eg: no protection used); drinking a lot of alcohol or kava, smoking a lot, using drugs, criminal activity, assaulting people.

- B. Social determinants of health: the ways in which society determines or influences whether people have access to services that enable them to live a healthy life, for example, access to good sanitation, clean water, proper housing and a clean environment.
 - C. Positive lifestyle opportunities: access to sports clubs, centres, training, equipment, community sports events, competitions.
 - D. Harmful substances that cause chronic illnesses: tobacco, kava, alcohol, drugs, unhealthy food. Chronic illnesses are illnesses that last a long time, that cannot be prevented by vaccines or cured by medication. However, they can be treated, eg: heart disease, cancer, asthma, diabetes, arthritis, high blood pressure, HIV/AIDS.
 - E. Unevenly distributed health facilities and services throughout Vanuatu: some parts of the country have more facilities and services than others, for example hospitals, clinics, aid posts, more doctors and nurses and better equipment.
10. Main conclusion of young people: 'improving Vanuatu's health status requires a communal effort. They see health in the Pacific as 'everybody's role'.



Activity 5: Analyse the word 'marginalised'.

Aim: To understand the word group: margin, marginal, marginalise, marginalised.

If you are studying on your own, do Activity 5 and 6 with a family member or with other students, using phone, email, Facebook etc.

1. One of the aims of the research above was:

To identify the views of **marginalised** young people in Vanuatu about the gaps in meeting their basic health needs.

What does 'marginalised' mean?

To work out the meaning of 'marginalised', read again the whole sentence. Think about the parts of the word and the form of the word (eg: a noun, a verb). Think about the meaning of these words in this family group:

a margin (noun), for example, the margin of a page

marginal (adjective)

to marginalise (verb)

marginalised (past participle)

2. Different countries identify different groups of people who are marginalised. In the report, they do not state who the 'marginalised' young people are in Vanuatu. Who do you think they are? Which young people could be described as 'marginalised'?

ANSWER

1. A 'margin' on a page is the part that is close to the border or the edge. 'Marginal' means something that is situated on the border or on the edge. It can also mean something that is not of central importance; it is insignificant.

To 'marginalise' someone is to treat them as if they are not important, to neglect them and to place them in a powerless position within a society. For example, in some countries, people with disabilities, people from different ethnic backgrounds or religions and people with a different sexual orientation may be marginalised and overlooked. Therefore, 'to be marginalised' means that these groups of people have been pushed into a powerless position in society.

Sometimes these groups are described as 'minority' groups because they comprise a small group of people and not the majority of people in the country. Also, people often refer to these groups as 'disadvantaged' because they do not have the advantages and opportunities of other groups. Sometimes they are also called 'vulnerable', because they are more at risk of suffering and they suffer more than other groups during difficult times, such as during a disaster.

2. Examples of marginalised young people in Vanuatu include:
 - young people who have a disability.
 - young people who live in rural or remote areas, where there is often poor roads, limited transport and access to water, sanitation, health, education and other services, as well as work opportunities.
 - young people who come from poor families.
 - young people who are from internal migrant families.
 - young people who have a different sexual orientation, such as lesbian, gay or bisexual.

Read more below about marginalised groups.



Marginalised groups

WHY ARE GROUPS OF PEOPLE MARGINALISED?

Groups of people are marginalised or disadvantaged for many reasons that are linked to their history and their situation, such as where they live, their family background and their health. It is not their fault, for example, that they have a disability, live in a rural or remote area or come from a poor family.

WHAT ARE COUNTRIES DOING TO HELP MARGINALISED GROUPS?

We can all feel more hopeful today, because countries around the world have become much more aware of the inequalities in society, especially the disadvantages that these marginalised groups face. Countries are working to improve this situation. For example, governments are providing improved water, sanitation, health, education and other services to remote and rural areas. They are also promoting 'inclusive education' in schools, to enable all students to participate and to learn. Finally, governments are involving people from these groups in discussions and decision-making about the best ways to address their needs.

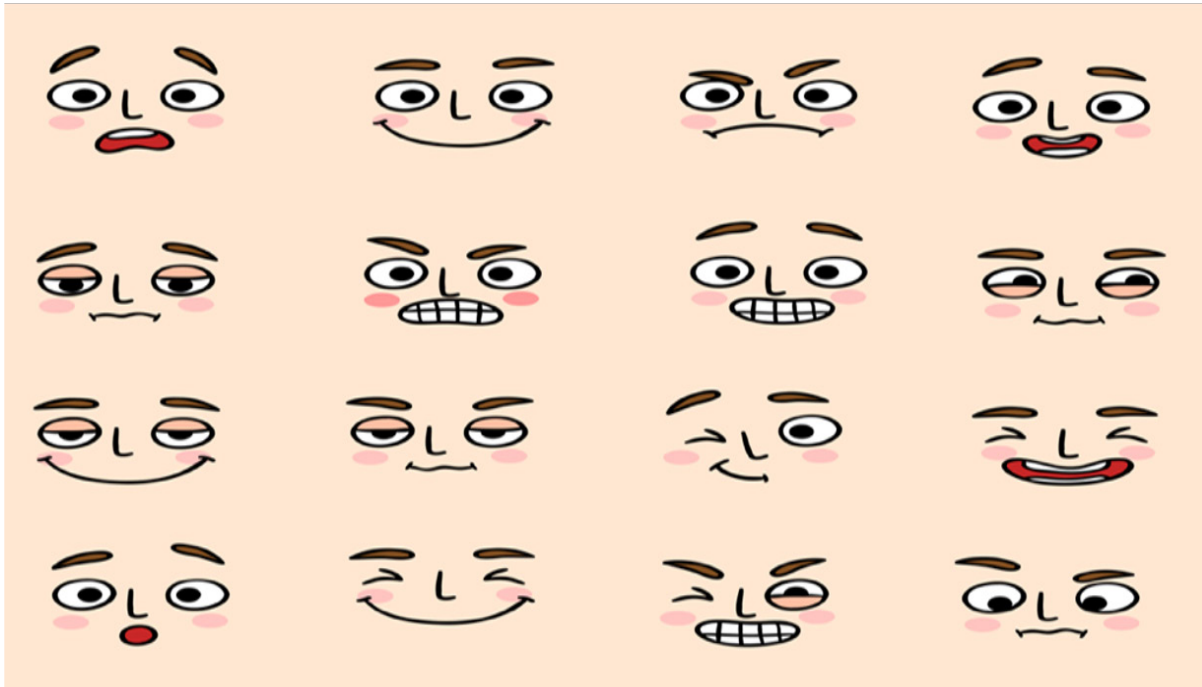
The health research report above is a good example of how research is involving marginalised young people, and documenting their views and recommendations for improving health in Vanuatu.



Activity 6: Share your feelings.

Aim: To share feelings in the group and to feel more hopeful.

1. Look at the drawings of facial expressions below. Choose 1 or 2 faces that express how you are feeling right now after reading about marginalised young people.
2. Present your facial expression to the group. Explain why you chose it.



3. At the end, talk about how similar or different the facial expressions and feelings of students in this group are.
4. Read and discuss together this summary.

It is normal to feel sad about people who are marginalised, especially if you are one of these people or you know people who are marginalised or disadvantaged. However, on the positive side, we can feel hopeful because of all the good things that are happening to improve this situation. For example, even this study guide has lots of ideas about how students with disabilities can participate in all the learning activities, just like other students.

If you are still feeling sad or worried about this topic, talk to other students, your family, your teacher, community or church members.

The group might like to sing a song or a church hymn together before you move on to the next activity.



Activity 7: Analyse the structure (order) of the report.

Aim: To understand the structure and main ideas in a research report.

Discuss these questions.

1. What are the 4 main sections in this report?
2. What does each section focus on?

ANSWER

1. The main sections are: Introduction, Methods, Results, Conclusion.
 - Introduction: states the aims of the research and the rationale or the reason for this research, including why youth and youth in the Pacific are the focus.
 - Method: states how the research was conducted: the method used, how many young people were research participants, their age and the questions they were asked.
 - Results: summarises the answers of participants to each question.
 - Conclusion: summarises the most important findings of the research and the main conclusion of young people.


Activity 8: Analyse the language used in a research report.

Aim: To understand the kind of language used in a research report.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

Read again the research report above on health. Study the language used. Underline examples of the language items below.

1. There are many examples of the simple present tense in the introduction and conclusion of the report, such as: responds to, is. Underline more examples in these sections of the report.
Why is this tense used a lot in the Introduction and conclusion?
2. Examples of the simple past tense in the report are: defined, had. Underline more examples in the report.
In which section of the report is this tense used a lot and why?
3. Find these words in the text. Read the sentences and try to work out what the words mean:
'rationale', 'cohort', 'acutely aware', 'public health', 'a communal effort'.

Advanced students

4. Examples of the past passive voice in the report are:
'The information **was collected** through two focus group discussions.'

'Participants **were asked** for their viewpoints ...'

'Focus group discussions **were conducted** in English and digitally **recorded**.

'The resulting transcripts **were** then **organised** and **classified** into themes.'

Why do the writers use this voice? What do these sentences focus on by using the past passive voice?

5. The present perfect tense connects what happened in the past to the present moment. Examples of the present perfect tense in the report are:
 - A. 'To date, most research on young people's health **has focused on** 'risk' behaviours.'
 - B. 'Moreover, much of this knowledge **has been** about the health of young people in high income (rich) countries ...'

What does sentence A. tell us about when the research focused on risk behaviours and how this focus connects to the present time?

What does sentence B. tell us about when the knowledge was about the health of young people in high income (rich) countries and how this knowledge connects to the present time?

ANSWER

1. The simple present tense is used to state facts or truths, such as factual statements about the aims and rationale for the research in the introduction, and statements about what people said and believe about this topic in the research conclusion.
Introduction: is, believe, enters, can, are, begin, is, is, explores
Conclusion: are, requires, depend, provides, see, is, enters, can, begin, is, is, explores.
2. The simple past tense is mainly used in the results section. This tense is used to report actions that have finished. More examples are: indicated, identified, felt.
3. Rationale: the reason; cohort: a group (word often used in research); acutely: very strongly (adverb); public health: the health of the people; communal: shared by everyone (adjective).

Advanced students

4. The past passive voice is used to focus on how the research happened – the methods used. It is not necessary or important to say who collected the information, who asked participants the

questions, who conducted and digitally recorded the focus group discussions and who organised and classified the transcripts.

- A. tells us that research began to focus on risk behaviours in the past and is continuing to do so up until today.
- B. tells us that this knowledge was about the health of young people in high income countries in the past and continues to be so today.

After reading and analysing a health research report, you now read and analyse a survey research report on the topic of bullying.



Part 3: Survey research

Survey research is a method used to collect information from people by asking prepared questions. Before you carry out your own small survey, you read and analyse a survey research report on 'Bullying in Australia'.



Activity 9: Read a survey research report.

Aim: To understand a research report and how to read graphs.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Before you read the report below, discuss together what 'bullying' means. Share examples of bullying in your school.
2. Read in detail the research report below 'Bullying in schools'. This report gathered information, mainly from adults, about bullying in schools in Australia.

Advanced students

Explain to other students how to read the 4 graphs in the text and to understand the information the graphs show.

Bullying in schools

Relationships Australia, March 2018.

INTRODUCTION

In recent years, bullying has emerged as a problem in schools in Australia. Bullying is verbal, physical or social behaviour that causes physical or psychological harm to other students. Bullying involves bullies who conduct the bullying, and victims who are the targets of the bullying. Bullying negatively affects both the bullies and the victims. For example, bullies are more likely to use drugs or alcohol and suffer from depression or anxiety. Bullying victims also have a higher rate of depression, poor school performance, poor physical health and low self-esteem, with higher rates of suicide.

The purpose of conducting this survey was:

- to find out how serious people think bullying is in schools;
- which types of bullying cause the most harm to children, and
- where people would prefer to go to get help around bullying.

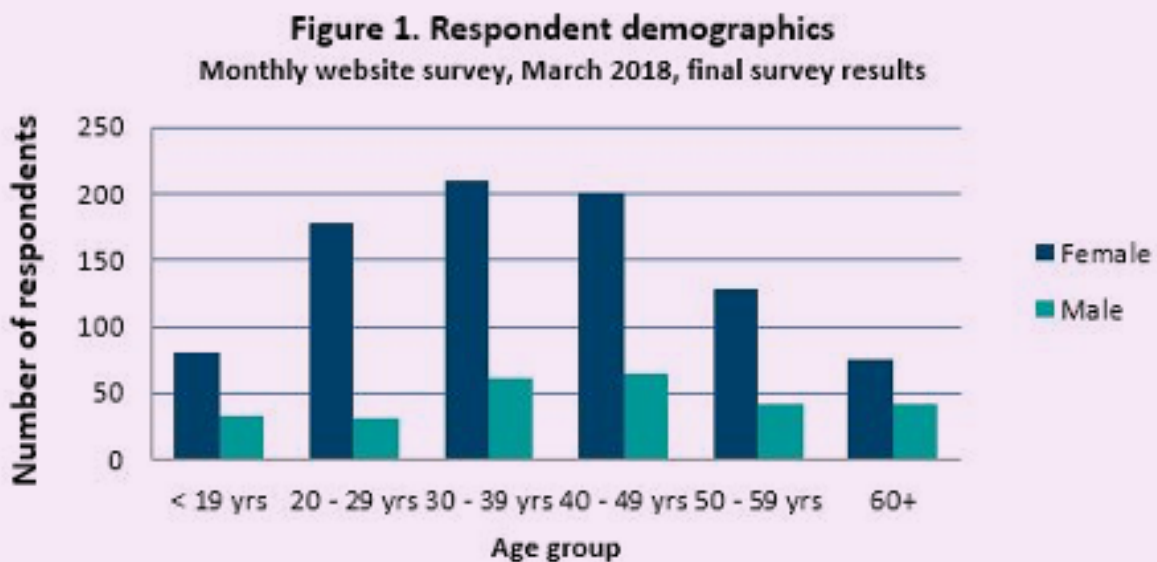
METHOD

In March 2018, an online survey was conducted to explore bullying in schools. Respondents were asked these 3 questions, posted online:

Is bullying in schools a problem?	<input type="checkbox"/>	Not much of a problem
	<input type="checkbox"/>	A little bit of a problem
	<input type="checkbox"/>	A moderate problem
	<input type="checkbox"/>	A big problem
	<input type="checkbox"/>	Don't know
Which types of bullying caused harm to children?	<input type="checkbox"/>	Physical: pushing, hitting, damaging or stealing property
	<input type="checkbox"/>	Verbal: name-calling, hurtful teasing, insults, humiliating or threatening someone
	<input type="checkbox"/>	Social: excluding someone from a group or an activity, spreading rumours about someone
	<input type="checkbox"/>	Electronic: using social media to send e-mails, text messages or pictures to threaten someone or to hurt their feelings
	<input type="checkbox"/>	All of the above

Where would you go to seek help with bullying in school?	<input type="checkbox"/>	None of the below
	<input type="checkbox"/>	All of the below
	<input type="checkbox"/>	Written material or the internet
	<input type="checkbox"/>	Doctor/community support service
	<input type="checkbox"/>	Your child's school
	<input type="checkbox"/>	The parents of your child's friends
	<input type="checkbox"/>	Your child's friends

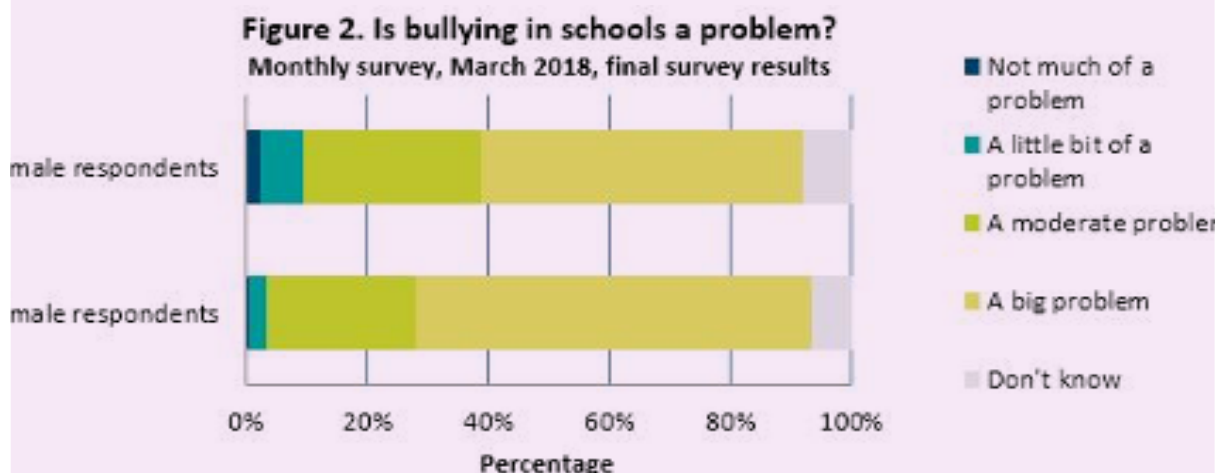
More than 1,200 people responded to the survey. Around three-quarters of survey respondents (76%) were female. Around four-fifths (79%) of survey respondents were aged between 20–59 years (see figure 1).



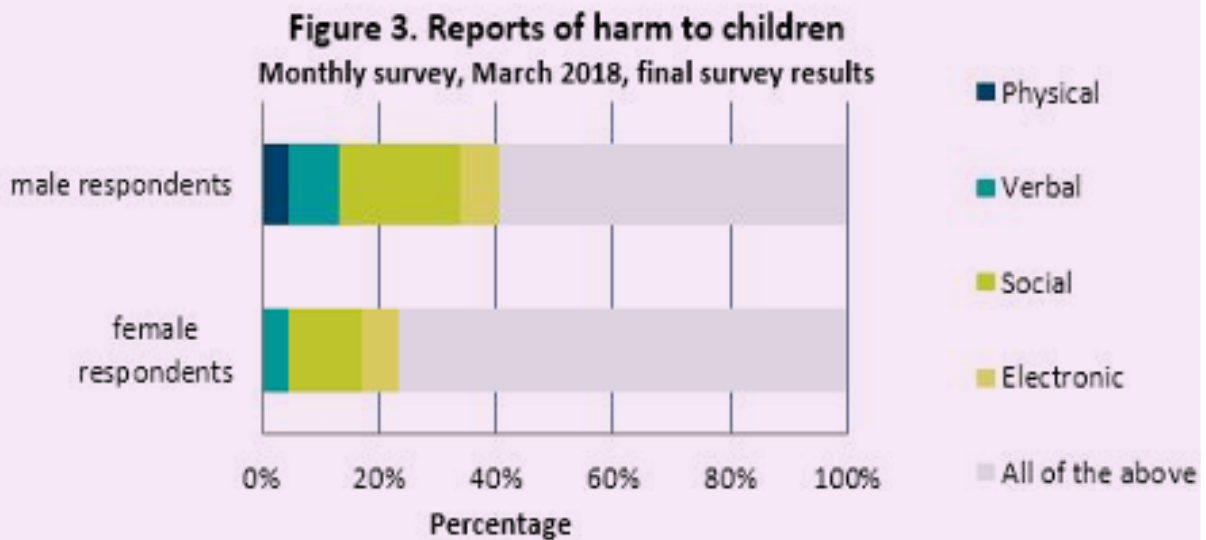
RESULTS

QUESTION 1: Almost all survey respondents thought that bullying was a problem in schools (see figure 2).

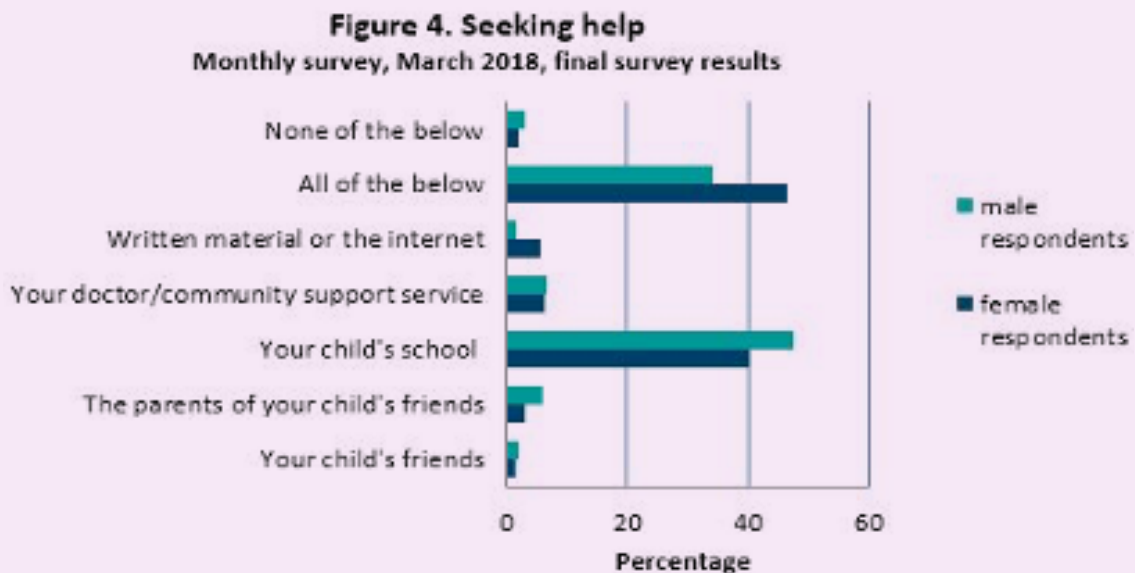
More than 65% of female survey respondents and 53% of male survey respondents reported that bullying in schools was a big problem.



QUESTION 2: More than 75% of female survey respondents and 60% of male respondents reported that all types of bullying caused harm to children. The next most commonly reported type of bullying that caused harm was social bullying (see figure 3).



QUESTION 3: If people needed help with a bullying problem, almost 50% of men and women reported that they would get help from the school. In addition, almost 50% of women and one-third of men said they would seek help from a variety of sources, including schools (see figure 4).



CONCLUSION AND RECOMMENDATIONS

The survey results show that respondents see bullying in schools as a big problem. They believe that all types of bullying cause harm to children and that schools are where people would prefer to seek help for bullying. These results suggest that the issue of bullying in schools needs urgent attention. Schools themselves need to be able to address this issue and to respond to requests for help.

(Adapted from <https://www.relationships.org.au/what-we-do/research/online-survey/march-2018-bullying-in-schools>)



Activity 10: Read and analyse a survey research report.

Aim: To understand the sections in a research report, the purpose and the methods used.

Read the report above again. Discuss these questions.

1. Who wrote the report and when?
2. What are the main sections in this report and what do they focus on?
3. What was the purpose of this research?
4. What main method was used?
5. What were the 2 main recommendations?

ANSWER

1. Relationships Australia, in March 2018
2. Introduction: states the topic of the report, defines what 'bullying' is and why it is important to investigate.
 - Method: states how the research was conducted, the tools used, how many people responded and a profile or the demographics of respondents in terms of gender and age group.
 - Results: summarises the answers to each question.
 - Conclusion and recommendations: summarises the results and makes recommendations about what should happen in the future.
3. Purpose: to find out how serious people think bullying is in schools, which types of bullying caused the most harm to children, and where people would go to get help for bullying.
4. An online survey with questions.
5. Recommendations: 1) 'the issue of bullying in schools needs urgent attention.' and 2) 'Schools themselves need to be able to address this issue and to respond to requests for help.'

Before you analyse further the report, you compare bullying in schools in Australia with schools in Vanuatu.



Activity 11: Compare bullying in Australia and Vanuatu.

Aim: To understand the similarities and differences between bullying at schools in Australia and in Vanuatu.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

Discuss together these questions.

1. Is bullying also a problem in schools in Vanuatu?
2. How similar or different is bullying in Australia and in Vanuatu?
3. Where do people go to get help with bullying in Vanuatu?

You now analyse the kind of language used in this research report.



Activity 12: Analyse the language used in the report.

Aim: To understand the kind of language used in a survey research report.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

Read again the research report above. Study the language used and answer these questions.

1. Try to work out what these 2 words mean as used in the text:
 respondent: respond / ent
 demographics: demo / graphics.
2. The simple present tense is used in the report, for example: is, causes. Underline more examples in the report. In which 2 sections of the report is this tense mainly used and why?
3. The simple past tense is used in the report, for example: responded, was. Underline more examples in the report. In which section of the report is this tense mainly used and why?
4. The present perfect tense connects something that happened in the past to the present. What does this example in the report tell us about when bullying started and how it connects to the present?
 'bullying **has emerged** as a serious problem'?

5. In the report, 3 mathematical ways of expressing data are used: three-quarters, 53%, 1,200, 76%, 50%, one-third, 65%, four-fifths. One way is using numbers, eg: 1,200. What are the other 2 ways?
6. The words 'more than, almost, most, around' are used to 'modify' the data. What do these words mean and why do we use them?
 - A. '**More than** 1200 people'
 - B. '**Almost all**', '**almost** 50%,'
 - C. '**most** respondents',
 - D. '**Around** three-quarters'.

Advanced students

7. Examples of the past passive voice in the report are:

'In March 2018, an online survey **was conducted** to explore aspects of bullying in schools. Respondents **were asked** these questions ...'

What does the writer want to focus on by using the past passive voice in these examples?

8. Type 2 conditional sentences have two clauses:
 - 1) the 'if' condition clause that refers to now or any time, and a hypothetical (possible) situation; and
 - 2) the main result clause – the probable or likely result of the situation.

See below how this type 2 conditional sentence is constructed.

If clause (condition)	Main clause (result)		
If + subject + simple past	subject	would	infinitive without 'to'
If this happened,	that	would	happen.

Below is a type 2 conditional sentence from the report.

'**If people needed** help with a bullying problem, almost 50% of men and women reported that they **would get** help from the school.'

What does the sentence tell us about:

- a) the possible situation, and b) the likely result?

Practise writing more type 2 conditional sentences on any topic, using the table above to guide you. For example:

If health services improved, people would be healthier.

ANSWER

1. Respond/ent (singular noun): respond = to reply or answer; ent = a person. A respondent is someone who responds to or answers questions.
Demo/graphics (plural noun): demo = people, the population; graphics = describing. Demographics means 'describing people or the population', their profile or characteristics such as age, gender, education, occupation and income.
2. The simple present tense is used mainly in the introduction and the conclusion. This tense is used to state facts or truths, eg: involves, are, affects, have, show, believe, suggest, tend to, needs.
3. The simple past tense is used in the main body of the report – the method and results. This tense is used to report actions that have finished, eg: responded, was, reported, thought, caused, included.
4. 'bullying has emerged as a serious problem' tells us that this problem that appeared in the past is still happening today.
5. a) Percentages: 53%, 76%, 50%, 65%. b) Fractions: one-third, three-quarters, four-fifths.
6.
 - A. 'More than' means 'over' or 'above';
 - B. 'almost all' means 'nearly all',
 - C. 'most' means 'the vast majority',
 - D. 'around' means 'roughly' or 'more or less'.

These modifiers are used to summarise the results in general, rather than giving exact figures. This enables readers to understand and to compare the results more easily.

Advanced students

7. The past passive voice focuses on the online survey and what the respondents did. There is no need to say who conducted the survey or who asked the questions because we know it was researchers from Relationships Australia.
8. Possible situation: if, at any time, people needed help with a bullying problem. Likely result: almost 50% of men and women would get help from schools.



Activity 13: Use general expressions to describe numbers and parts.

Aim: To have a wider range of expressions to describe numbers and parts.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

We can use different expressions to describe a number in a general way, instead of stating a precise number.

For example, instead of saying: “**50 people** attended.”, we could say “**Many people** attended”, or ‘**a large number of people** attended”.

- The list of expressions below describes numbers in a general way, from very small to very large numbers. Put this list in order from a to g: a = the largest number; g = the smallest number.

very many, a very large number	<input type="checkbox"/>
a few	<input type="checkbox"/>
many	<input type="checkbox"/>
a couple	<input type="checkbox"/>
a huge number	<input type="checkbox"/>
quite a lot	<input type="checkbox"/>
some	<input type="checkbox"/>

- The expressions below describe a general part or proportion, instead of the precise number or percentage. Put this list in order from a to h: a = the largest proportion; h = the smallest proportion.

the vast majority	<input type="checkbox"/>
a tiny minority	<input type="checkbox"/>
around half	<input type="checkbox"/>
all	<input type="checkbox"/>
almost, nearly all	<input type="checkbox"/>
a significant minority	<input type="checkbox"/>
a majority, most	<input type="checkbox"/>
a minority	<input type="checkbox"/>

3. Read each pair of sentences in questions a) to e) below. Fill in the gaps with a general term from the box.

a few the vast majority about a tiny minority almost half
the majority a couple of

- A. 95% of respondents thought that bullying was a problem in schools.
..... of respondents thought that bullying was a problem in schools.
- B. 49% of men reported that they would get help with bullying from the school.
..... of men reported that they would get help with bullying from the school.
- C. 2% of women reported that they would get help with bullying from their child's friends.
..... of women reported that they would get help with bullying from their child's friends.
- D. 65% of female respondents reported that bullying in schools was a big problem.
..... of female respondents reported that bullying in schools was a big problem.
- E. 33.4% of the world's population lives in China and India.
..... one-third of the world's population lives in China and India.
- F. In a survey of 100 people in France, 2 people voted Yes.
In a survey of 100 people in France, people voted Yes.
- G. In a survey of 100 people in Fiji, 4 people voted Yes.
In a survey of 100 people in Fiji, people voted Yes.

ANSWER

- | | | |
|-----------------------------------|-----------------------|----------------------|
| 1. | 2. | 3. |
| A. a huge number | A. all | A. the vast majority |
| B. very many, a very large number | B. almost, nearly all | B. almost half |
| C. many | C. the vast majority | C. a tiny minority |

D. quite a lot	D. a majority, most	D. the majority
E. some	E. around half	E. about
F. a few	F. a significant minority	F. a couple of
G. a couple	G. a minority	G. a few
	H. a tiny minority	

After reading a survey research report and learning about the technical language used in research reports, you now read some health guidelines before you conduct your own health survey.



Part 4: Healthy young people



Activity 14: Discuss what young people need to be healthy.

Aim: To understand what young people can do to stay healthy.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Think about a young person you know who you think is really healthy. Why do you think this person is healthy? What does this person do that makes them healthy? How does their home and environment contribute to their good health?
2. What should young people do in order to be healthy physically, mentally and emotionally? Make a list.

ANSWER

1. To be physically healthy, young people can do many things, including:
 - eat healthy, balanced meals and a variety of local, nutritious foods, such as fruit and vegetables, whole grains, protein foods and low-fat dairy products.
 - be physically active every day.
 - have enough sleep, rest and relaxation.
 - maintain a healthy weight.
2. To be mentally and emotionally healthy, young people should:

- have a good relationship with their parents, family and friends.
- develop a good balance between school, work, and social life.
- pay attention to their moods and feelings, such as anxiety or lack of motivation and ask for help if they are worried about something.
- avoid alcohol, drugs and cigarettes.



Activity 15: Read health guidelines for young people.

Aim: To understand the guidelines for young people to grow and develop in a healthy way.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

The text below describes guidelines for healthy growth and development for children and young people (5 to 17 years). Read the text and answer these questions.

1. What does 'vigorous' mean?
2. What are examples of 'vigorous' and 'light' activities?
3. How do they define 'sedentary behaviour'? Give an example.
4. In the table below, summarise the 3 main areas of health covered in the guidelines. For each area, note what young people should do. Add some tips that you feel are most useful for young people in Vanuatu.

Health area	Age group	What young people should do	Tips for young people in Vanuatu
1. Daily physical activity			
2.			
3.			

GUIDELINES FOR **HEALTHY** **GR****OWTH** & DEVELOPMENT FOR **CHILDREN &** **YOUNG PE****OPLE** (5 TO 17 YEARS)



GENERAL ADVICE

For optimal health, children and young people (5–17 years) should achieve the recommended balance of high levels of physical activity, low levels of sedentary behaviour and sufficient sleep each day.

Children and young people should participate in a range of physical activities such as active play and recreation, sports, hobbies, chores and jobs while maintaining good quality sleep and limiting screen time and prolonged sitting. Whether at home or school, indoors or outdoors, on the field or in the water, moderate to vigorous physical activity can provide health benefits.



PHYSICAL ACTIVITY

Children and young people should aim for at least 60 minutes of moderate to vigorous physical activity per day involving mainly aerobic activities that makes their heart beat faster—more is better. The 60 minutes can be made up of shorter bursts of activity throughout the day that add up to 60 minutes or longer. Activities that are vigorous, as well as those that strengthen muscle and bone, should be incorporated (in the recommended 60 minutes of daily physical activity) at least three days per week. In addition, several hours of a variety of light physical activities should be undertaken each day.

TIPS

- Basketball, soccer, netball, lap swimming, skipping or running are all great ways to add more **vigorous** activity to a day. They don't have to be organised, paid activities— they can be as simple as grabbing a ball or a friend and running around at the park. Anything that makes kids 'huff and puff' counts!
- Add to the daily total with **moderate-intensity** activities such as bike riding, scootering or skateboarding. Swap a drive to the local shops or library with a bike or scooter ride.
- Examples of **light activities** include leisurely walking or playing handball. Walking your dog or to school is a great way to increase light activity. Some activity is better than none.
- Great options to **strengthen muscles and bones** include skipping, running, yoga, jumping, push-ups, sit-ups, lifting weights, lunges, squats, climbing trees or swinging on monkey bars.
- Try to **switch sitting for being active**. Encourage kids to get off the bus a stop earlier, or to meet friends for a game in the park rather than spend their leisure time sedentary on a screen. These small changes will deliver health benefits, but remember to maintain sufficient sleep.
- **Teachers:** you can also help students to add vigorous activity by integrating short but intensive aerobic activities into Physical Education lessons and inside the classroom such as tuck jumps or fun simple dance routines.



SEDENTARY BEHAVIOUR

Long periods of sitting can counteract the benefits of being physically active so should be broken up as often as possible. Sedentary recreational screen time should be limited to 2 hours per day. This does not include screenbased activities for educational uses.

Encourage positive social interactions and establish boundaries by discussing time limits and age appropriate content with children and young people.

TIPS

- **Parents:** be your child's role model and keep your own screen time to a minimum and be active too.
- **Parents:** leave the car at home and ride or walk together to your local activities. Be **active together** on the weekends by taking a nature walk or learning a new activity such as rock climbing.
- **Teachers:** add in physical activity such as star jumps to break up long periods of sitting in school.



SLEEP

Sleep is essential for optimal health. Children (5–13 years) should have 9 to 11 hours of uninterrupted sleep per night and young people (14–17 years) should have 8 to 10 hours uninterrupted sleep per night. To establish and maintain healthy sleep patterns, children and young people should have a consistent bedtime routine, avoid screen time before sleep, and keep screens out of the bedroom.

TIPS

- To keep a **consistent routine** try not to vary bedtime and wake-up times by more than 30 minutes.
- **Avoid screens** one hour before going to bed.
- Make bedrooms a **screen free zone**.

Adapted from: <https://www.health.gov.au/sites/default/files/documents/2021/05/24-hour-movement-guidelines-children-and-young-people-5-to-17-years-brochure.pdf>

ANSWER

1. Vigorous means strong, healthy, energetic or using a lot of energy.
2. Vigorous activities: basketball, soccer, netball, lap swimming, skipping, running.
3. Light activities: walking, playing handball.
4. Sedentary behaviour means sitting down and being inactive for long periods, for example, watching a computer or TV screen.
5. The tips you choose will depend on your situation. Discuss and compare the tips in your table with other students.

Health area	Age group	What young people should do	Tips for young people in Vanuatu
1. Daily physical activity	5–17	60 minutes of moderate to vigorous activity per day	
2. Sedentary behaviour	5–17	Maximum 2 hours per day	
3. Sleep	5–13	9–11 hours per night	
	14–17	8–10 hours per night	



Activity 16: Discuss whether you follow the health guidelines in the three health areas.

Aim: To know whether you follow the guidelines for young people in the three health areas and to have a plan of how to improve your health.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Discuss whether you follow the guidelines in the three health areas.
2. Do a quick survey of your group or family for the three health areas.
3. Summarise and discuss the results.
4. Plan how you can improve in any of these areas.

After reading and analysing research reports and health guidelines, you are now ready to conduct a survey and to write your own report.



Part 5: Conduct a survey and write a report

You now conduct a small survey in your community on the same topic of healthy young people. You then you write up the research in a report. To guide you, you follow the steps below. These are similar to the steps you followed for writing a recount and a biography.



You start with Step 1 – to plan the research.

If you are studying on your own, do Activities 19-24 below with a family member or with other students, using phone, email, Facebook etc.



Activity 17: Step 1: Plan the research.

Aim: To identify research participants and to have a clear research plan.

The main purpose of your survey research is **to find out whether young people in your area follow the guidelines for healthy growth and development in the three main areas identified.**

Therefore, your overall research question is:

Do young people in my area follow the guidelines for healthy growth and development in the three main areas identified?

1. Decide on the age group that your survey will focus on:

- young people from 5–13 years, or
- young people from 14–17 years.

The number of young people should be at least 10. Try to ensure a balance of females and males.

2. Think about how, when and where you are going to conduct this survey. Consider the current emergency situation. Be practical and creative about how to do the survey. For example, if face-to-face interviewing is not possible, could you:
 - distribute a paper survey for people to fill in and return to you?
 - interview people by phone or use email or Facebook?
 - ask family members to help you?
3. Think about how you are going to record the answers. To avoid making copies of the survey form, you could have 1 master survey sheet and use a separate exercise book to record all the answers.

Advanced students

You could choose a larger number of people to survey and survey people in both age groups.



Activity 18: Discuss questions to ask in your survey.

Aim: To be clear about the kinds of questions to ask in your survey.

The main research questions that you want to answer for the three health areas are:

- A. Daily physical activity: Do young people do at least 60 minutes per day of moderate to vigorous activity?
- B. Sedentary behaviour: Do young people spend a maximum of 2 hours per day being sedentary?
- C. Do young people aged 5–13 sleep for 9–11 hours per night? Do young people aged 14–17 sleep for 8–10 hours per night?

In your survey, you need to ask young people questions that help you to answer the questions in the three health areas above.

1. Read the 2 sample questions below. Could you ask young people these questions? What is wrong with the questions?
 - A. Daily physical activity:

- Do you do at least 60 minutes per day of moderate to vigorous physical activity?
 - B. Sedentary behaviour
 - Do you spend a maximum of 2 hours per day being sedentary?
2. Can you suggest some better questions to ask for A. and B.?

ANSWER

1.
 - A. Young people may not know what 'moderate to vigorous physical activity' is.
 - B. Young people might not know what 'sedentary' means.
2. Below are clearer sample questions.
 - A. Daily physical activity:
 - How many days a week do you do sport or physical activity?
 - What kind of sport or physical activity do you normally do?
 - B. Sedentary behaviour
 - How long did you spend sitting down yesterday?

With your research plan completed, you are now ready to do Step 2 – to write the survey form.



Activity 19: Step 2: Write the survey form.

Aim: To have a survey form to use to conduct the survey.

1. Write down some simple questions to ask your participants in the 3 health areas. A total of around 6–8 questions is enough. The more questions you ask, the more time you will need to summarise and analyse the findings and to write the report.
2. Think about the best language to use to ask these questions. Remember that your participants are young people, so ask questions that they will understand and find easy to answer. Below are more sample questions you could ask your participants.
 - A. Daily physical activity
 - How many days a week do you do sport or physical activity?
 - What kind of sport or physical activity do you normally do?
 - How long do you normally do this for?
 - B. Sedentary behaviour

- How long did you spend sitting down yesterday?
- How long do you normally spend sitting down most days?

c. Sleep

- How many hours did you sleep last night?
- How many hours do you normally sleep at night?

3. Write your survey form. Explain the purpose of the survey. Include items on the profile of your respondents, such as age. Remember, the more items in your form, the more complex it will be to summarise and analyse the findings. Below is a sample form:

Healthy young people

The purpose of this survey is to find out how healthy young people are. The survey is anonymous. Please be honest when you answer these questions. We appreciate your assistance. Thank you.

Date Age

DAILY PHYSICAL ACTIVITY

Q1

Q2

Q3

SEDENTARY BEHAVIOUR

Q1

Q2

Q3

SLEEP

Q1

Q2

Q3

4. If possible, share and discuss your survey form with other students.

Advanced students

In your survey form, you could ask respondents about their gender: Female Male . This will make summarising and analysing the results longer and more complex.

With your plan and your survey form, you are now ready to do Steps 3 and 4 – to collect, to organise and to display the information collected.



Activity 20: Step 3: Collect the information.

Aim: To have the research information from participants.

Collect the information by conducting the survey as planned earlier.



Activity 21: Step 4: Organise, summarise and display the results.

Aim: To have a summary of the respondents and the research results in tables or graphs.

1. Organise information about your respondents. Count the number of respondents. Group them according to age. Make a summary table, for example:

Number of respondents	10
Age	14–17 years = 10

2. Organise the responses. Group similar responses to questions and count them. Make a table or a graph to summarise the responses to each question. See the example below for A. Daily physical activity:

A. DAILY PHYSICAL ACTIVITY
How many days a week do you do sport or physical activity?
7 days = 2 people
6 days = 3 people
5 days = 2 people
3 days = 3 people
What kind of sport or physical activity do you normally do?

Soccer = 4 people Basketball = 4 people Swimming = 2 people
How long do you normally do this for?
4 hours = 3 people 3 hours = 4 people 2 hours = 3 people

Advanced students

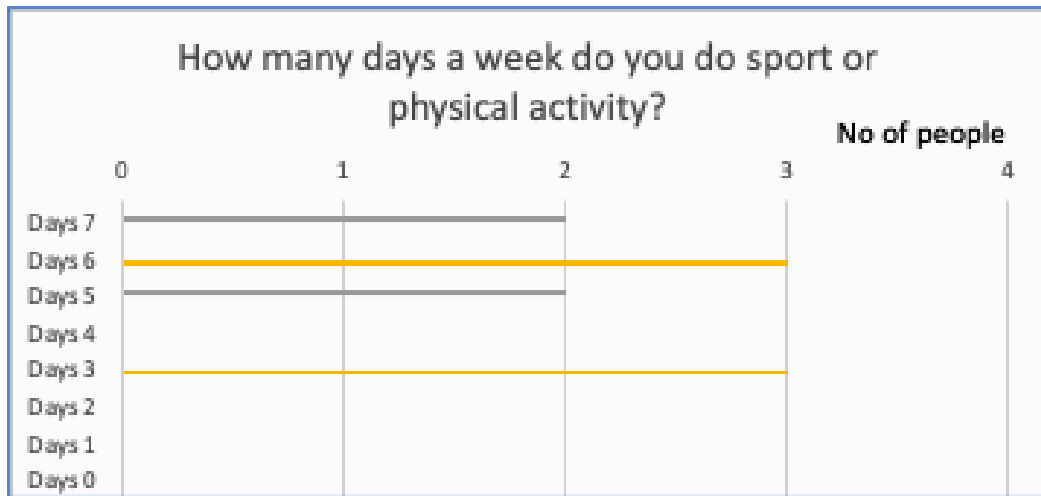
1. You could organise the respondents in terms of gender and include this in your summary table, for example:

Number of respondents	10
Age	14–17 years = 10
Gender	5 females, 5 males

2. You could also organise the female/ male responses and include these in the summary table, for example:

A. DAILY PHYSICAL ACTIVITY
How many days a week do you do sport or physical activity?
7 days = 2 people, 1 female, 1 male 6 days = 3 people, 2 males, 1 female 5 days = 2 people, 2 females 3 days = 3 people, 1 female, 2 males
What kind of sport or physical activity do you normally do?
Soccer = 4 people, 3 males, 1 female Basketball = 4 people, 2 females, 2 males Swimming = 2 people, 2 females
How long do you normally do this for?
4 hours = 3 people, 2 males, 1 female 3 hours = 4 people, 2 males, 2 females 2 hours = 3 people, 2 females, 1 male

3. You could display the responses in graphs as well as, or instead of tables, for example:



Activity 22: Share your research responses.

Aim: To check and improve your summary of the research results.

Share your tables and graphs with another student or family member to check that the results are clear.

Now that you have a clear summary of the research results, you are ready for Step 5 – to analyse the results and to draw conclusions.



Activity 23: Step 5: Analyse the results.

Aim: To have a summary of the most relevant research results.

1. Look at the responses for each question. Think about what these results tell you about this group of young people.
2. Summarise the most important results in a few sentences. Below is an example.

A. DAILY PHYSICAL ACTIVITY	ANALYSIS OF THE RESULTS
How many days a week do you do sport or physical activity?	
7 days = 2 people 6 days = 3 people 5 days = 2 people 3 days = 3 people	Two people in the survey do physical activity every day, while eight people do physical activity for less than 7 days per week. The lowest number of days is 3.
What kind of sport or physical activity do you normally do?	

Soccer = 4 people Basketball = 4 people Swimming = 2 people	All young people in the survey do strong physical activity.
How long do you normally do this for?	
4 hours = 3 people 3 hours = 4 people 2 hours = 3 people	All young people in the survey who do strong physical activity do this for more than 1 hour.



Activity 24: Step 6: Draw conclusions and make recommendations.

Aim: To have clear research conclusions and recommendations.

1. To draw your conclusions, look at the analysis of the results in your table above. Ask yourself the 3 main research questions again. Write the answers as your conclusions.
 - A. Daily physical activity: Do young people do at least 60 minutes per day of moderate to vigorous activity?
 - B. Sedentary behaviour: Do young people spend a maximum of 2 hours per day being sedentary?
 - C. Do young people aged 5–13 sleep for 9–11 hours per night? Do young people aged 14–17 sleep for 8–10 hours per night?
2. At the end of your conclusion, answer the overall research question:

Do young people in my area follow the guidelines for healthy growth and development in the three health areas?
3. Add your recommendations for improving these results. Below is an example of part of a conclusion and recommendations for the health area A. only.

Conclusion

A. Daily physical activity

All the young people in our survey did strong physical activity such as playing soccer, basketball and swimming for much longer than 1 hour each time. However, only 2 people did strong physical activity every day.

In conclusion, the majority of young people in my area do not follow the guidelines in terms of daily physical activity, as they do not do strong physical exercise every day.

Recommendations

Eight young people should do strong physical activity for more days per week: 3 people should exercise for 1 more day per week; 2 people should exercise for 3 more days per week, and 3 people should exercise for 4 more days per week.

Advanced students

You could add conclusions about the responses of females and males and how similar or different they are. For example, based on the table above, additional information could be added to the concluding sentence, as highlighted below.

Conclusion

A. Daily physical activity

All the young people in our survey did strong physical activity such as playing soccer, basketball and swimming for much longer than 1 hour each time.

However, only 2 people did strong physical activity every day, **1 female and 1 male. Overall, there was no big difference between females and males.**

Now that you have all the information needed for your report, you are ready for Step 7 – to draft your report, to get feedback and improve it.



Activity 25: Step 7: Outline and draft the report.

Aim: To have a clear draft report.

Research reports have a logical structure. Make an outline of your report with the main ideas under each heading. Use the headings below to guide you. Then draft the full report with the details.

Title

Introduction

- the goal of the research
- the 3 main research questions

Methods – how the information was collected, using a survey:

- the group of respondents focused on (young people aged ...).
- the survey form used.
- how, when and where the survey was conducted.
- any difficulties faced in conducting the survey.

Results – what information was found:

- summary tables or graphs of the results.

Conclusion and recommendations



Activity 26: Get feedback and revise the report.

Aim: To improve the report.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Read your report to other students or family members.
2. Use the checklist below to review and to improve your report.

Checklist for editing a survey report		
DOES MY REPORT:	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
CONTENT		
• follow this order: title, introduction, method, results, conclusion and recommendation?	<input type="checkbox"/>	<input type="checkbox"/>
• state clearly the goal of the survey and the main research questions?	<input type="checkbox"/>	<input type="checkbox"/>
• describe who the survey respondents were?	<input type="checkbox"/>	<input type="checkbox"/>
• include the survey form used?	<input type="checkbox"/>	<input type="checkbox"/>
• describe how, when and where the survey was conducted?	<input type="checkbox"/>	<input type="checkbox"/>
• describe any difficulties faced in doing the survey?	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> summarise the main findings or results in tables or graphs – the responses of the young people surveyed? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> provide a conclusion and recommendations? <ul style="list-style-type: none"> the main conclusions from the summary of responses the answer to the 3 main research questions recommendations based on the conclusions 	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE		
<ul style="list-style-type: none"> use simple past for reported speech, for example: 'went, reported'? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use past passive, if appropriate, for example: '10 young people were interviewed'? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use actual numbers or expressions for generalising numbers, for example: 'a few, over half, the majority of young people ...' ? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use a variety of adjectives, adverbs and expressions? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> spell words correctly? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use correct punctuation? 	<input type="checkbox"/>	<input type="checkbox"/>

Your report is now ready to present, to get feedback and to finalise.



Activity 27: Plan the presentation of your report.

Aim: To have a clear plan and to be ready to present the report.

1. Prepare to present your report.
2. Decide who you will present your report to. If you cannot be with people because of the disaster situation, can you record your presentation on a mobile phone, to play back later or to upload it to Facebook or an e-learning platform, if this is available?
3. Include the timing for around 15 minutes in total. For example:
 - Welcome everyone. (1 minute)
 - Introduction: objective of the presentation, what a survey report is, the goal of the survey, the main research questions. (3 minutes)

- Method used (2 minutes)
 - Results (3 minutes)
 - Conclusions and recommendations (2 minutes)
 - Questions and discussion. (4 minutes)
 - Thank everyone. (1 minute)
4. Plan how you will deliver the presentation, as discussed for previous presentations. Read again 'Tips for making presentations' in Topic 2.
 5. Anticipate questions from the audience and prepare your answers.
 6. If necessary, prepare the venue for your presentation.
 7. If possible, make copies of the report for your audience.

Advanced students

Your presentation may take longer if you have more information to present, including a range of different types of tables and graphs.



Activity 28: Present your report, get feedback and assess your presentation skills.

Aim: To improve your report and your presentation skills.

If you are studying on your own, do this activity with one or more family members or with other students, using phone, email, Facebook etc.

1. Give your presentation.
2. Afterwards, complete the presentation skills checklist used in Topic 2. At the end, summarise:
 - what you are good at, and
 - what you need to improve in your presentation skills.
3. Finalise your report, ready to share and to present when you return to school.

After finalising your report, you now do some assessment activities in the last part of this topic.



Part 6: Assessment

Be ready to present your reports when you return to school, along with your test results and self-assessment reflection form below.



Activity 29: Do a test.

Aim: To assess your learning in this topic.

Complete the test below on your own. At the end, check your answers and discuss them with other students.

1. Study the parts of these words to work out what they mean.

Noun: Demographics Demo / graphics

Adjective: Infographics Info / graphics

Democracy Demo / cracy

Complete these sentences using these words: demographics, infographics, democracy, democratic.

- A. The political system where the people control the country is called a _____ .
 - B. _____ are presentations of information using charts, graphs, or other images.
 - C. The study of the characteristics of a group of people, such as their age and gender, is called _____ .
 - D. The right to vote is an important _____ right.
2. Complete these sentences using these words: chronic, chronically, sedentary (x2), marginalise, marginalised.
 - A. A writer is a _____ job.
 - B. Diabetes is a _____ disease.
 - C. He stays at home and lives a very _____ lifestyle.
 - D. When we _____ groups of people, we treat them as if they are not important.
 - E. She was _____ ill for many years.
 - F. The poor are often neglected and _____ .

ANSWER

1.		2.	
A.	democracy	A.	sedentary
B.	Infographics	B.	chronic
C.	demographics	C.	sedentary
D.	democratic	D.	marginalise
		E.	chronically
		F.	marginalised
Total score / 10			



Activity 30: Complete a self-assessment reflection form.

Aim: To reflect on what and how you learned in this topic.

Complete the self-assessment reflection form below.

Topic 4: Writing a research report

Think about what you have learned during this topic.

Rate yourself 1, 2 or 3 on each learning outcome below. Add any comments.

Rating 1 = I can do this well and easily. 😊

Rating 2 = Sometimes this is still difficult for me. 😐

Rating 3 = I cannot do this yet. ☹️

Learning outcome	1	2	3
I can:	😊	😐	☹️
1. give a short talk and use a checklist to improve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. work well in a group and individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. explain what young people need in order to be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. read in detail two research reports and analyse the structure and language used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. work out the meaning of new words in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. conduct a small health survey in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. draft, edit and improve my research report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. give a presentation, evaluate and improve my presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. help other students to improve their research, reports and presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. review and evaluate my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How are you feeling at the end of this topic?			
What activities did you enjoy the most and why?			
What activities did you not enjoy and why?			
What questions do you have about what you learned this week?			
What can you do well?			
What can you improve?			

Parent checklist

Topic 4: Writing a research report

Date: Started Ended

Did the student complete these parts of the topic?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
1. Topic introduction	<input type="checkbox"/>	<input type="checkbox"/>
2. What is a research report?	<input type="checkbox"/>	<input type="checkbox"/>
3. Survey research	<input type="checkbox"/>	<input type="checkbox"/>
4. Healthy young people	<input type="checkbox"/>	<input type="checkbox"/>
5. Conduct a survey and write a report		
6. Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Comment		
Signed		Date

Topic 5:

WRITING A SMALL BUSINESS IDEA

(2 WEEKS)



Part 1: Topic introduction



Activity 1: Read the Topic description below.

Aim: To know the content and what you will learn in Topic 5.

Read the Topic description below.

TOPIC DESCRIPTION

This topic helps you to consider your future career. You start with an activity to build self-esteem and to strengthen group relationships. You then learn what an entrepreneur is and what skills and qualities they require to be successful. This includes contacting some local entrepreneurs. After assessing your strengths and interests, you research a possible career as an entrepreneur who sets up or runs a small business. You research possible business ideas and select the best business idea to pursue. You then write up, present and improve your business idea and your presentation skills. Finally, you complete a test and some self-reflection sheets.

In this topic, if the emergency situation does not allow you to talk in person to people outside your home, consider collecting information by phone, email, Facebook or by delivering written texts to people.

Advanced students

You can write a longer, more detailed business idea and / or extend this topic by conducting a small trial of a business idea. You also have extra, more difficult activities to do in this topic.



Learning outcomes

When you have completed this topic, you should be better able:

1. to explain the meaning of new words, eg: profession, livelihood, entrepreneur, and words with the suffix 'hood', eg: motherhood.
2. to collect information from local entrepreneurs on their small businesses.

3. to assess whether you might be a successful entrepreneur.
4. to identify 4 types of businesses and what makes a good business idea.
5. to identify and collect more information on possible business ideas.
6. to select the best business idea and write a description of this.
7. to present and improve your business idea and your presentation skills.
8. Advanced students: to explain and give synonyms for these words: likelihood, neighbourhood, falsehood.
9. to review and evaluate your learning.



Topic parts

Part 1: Topic introduction

Part 2: Different kinds of work

Part 3: Assess your potential career as an entrepreneur

Part 4: Small businesses and business ideas

Part 5: Write, improve, finalise and share your business idea.

Part 6: Language activities

Part 7: Assessment



Activity 2: To provide positive feedback to students.

Aim: To build self-esteem and strong, positive group relationships.

If you are studying alone, do this activity with family members or with other students, using phone, email, Facebook etc.

1. Attach a blank piece of paper to the back of each student.
2. Everyone stands up, walks around and writes on the paper of each student a positive comment on the good qualities of the student, for example, 'very kind'. If you wish, you can also draw something. Do not write your name. Do not tell the student what you are writing.
3. After completing all the comments, each student reads the comments quietly.



4. Then each student reads aloud the comments to the group.
5. At the end, each student can share how they are feeling now.



Activity 3: Make a study plan for this topic.

Aim: To have a plan of what you will study and how you will work in this topic.

If you are studying alone, do this activity with a family member.

1. Look through the parts and activities in this topic.
2. Make a plan of which parts and activities you will study each day and how you will do the activities.
3. If you are working in a group, discuss which students will work in pairs and which students will do the advanced activities.
4. If you are working alone, plan which activities you will do with your family or with other students.
5. Write up your plan and check it each day.

PLAN – TOPIC 5		
Day	What to do: part, activity	How to do the activities
Monday		Eg: Pairs:
Tuesday		Advanced students: With a family member
Wednesday		With another student

You are now ready to start to learn more about work and businesses.



Part 2: Different kinds of work



Activity 4: Discuss different jobs and why people do them.

Aim: To understand what professions, livelihoods and entrepreneurs are.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc

Discuss the jobs depicted below and answer these questions.

1. Which of these jobs could be considered 'professions'? What is a profession? Think about the word 'professional'. Why do people do this kind of work?
2. Which of these jobs could be considered 'livelihoods'? Can you guess what this word 'livelihood' means? What is a livelihood? Why do people do this kind of work?
3. Which of these people could be considered 'entrepreneurs'? Can you guess what this word 'entrepreneur' means? What is an entrepreneur? Why do people do this kind of work?



4. Read the summary below of a profession, a livelihood and an entrepreneur.



Professions, livelihoods, entrepreneurs

A PROFESSION	A LIVELIHOOD	AN ENTREPRENEUR
<p>A paid job that usually requires high level, specialised training and qualifications. Examples: doctors, teachers, lawyers, engineers. A professional is someone who belongs to a profession, who is skilled and paid to do their job.</p> <p>People choose this kind of work for many reasons, such as:</p> <ul style="list-style-type: none"> • they have the skills, interest, talent to be able to do this challenging work. • they want stable, usually well-paid, work. • they have the financial and other support needed to become qualified in their profession. 	<p>Work that earns money to live and to have the basic necessities of life, such as food, a home, clothes, transport.</p> <p>A livelihood can also be a career. People can also become entrepreneurs.</p> <p>The word 'live' is a clue to the meaning of 'livelihood'.</p>	<p>Someone who sets up or runs a business with the goal of making a profit.</p> <p>The work can be in any field, from livelihoods to professions.</p> <p>The word comes from French 'entreprendre' which means 'to undertake' something.</p>

ANSWER

1. In the graphics, the jobs that could be considered 'professions' are the teacher, doctor, nurse and policewoman.
2. Although we cannot be sure, jobs that could be seen as 'livelihoods' are the craft worker, farmer, fisher, musician and store owners.
3. It is difficult to know who are the entrepreneurs. However, they could be the builder, craft worker, farmer, fisher, musician and store owners.

If you are studying on your own, do the next two activities with a family member or with other students, using phone, email, Facebook etc.



Activity 5: Discuss jobs that interest you.

Aim: To help you to think about possible future jobs.

1. Discuss whether any of the jobs in the graphics above interest you.
2. As a group, write down all the jobs you can think of that start with each letter of the alphabet, from a to z. Don't worry if you skip some letters. For example:
 - a: artist, accountant, ...
 - b: baker, butcher, ...
3. Each student chooses 2 or 3 jobs that interest them the most.
4. For each job, discuss what further education or training you might need and where to go to get more information.



Activity 6: Discuss careers and how to plan your career.

Aim: To help you to plan your possible future career.

1. What is a 'career'? How is it different from a job?
2. Why should you plan your career? What are the benefits?
3. How can you plan your career?

ANSWER

1. Below is a summary of what a career and a job are.

A CAREER

A career is the work or jobs that people do in their lifetime. In some careers, people progress to higher level jobs. For example, an apprentice may progress to become a qualified builder.

A JOB

A job is work that people do regularly to earn money.

2. Most successful people planned their careers. The main benefits of planning your career are:
 - to help you to find the job you really want in the future.
 - to motivate and drive you to achieve your goals and dreams.
 - to feel satisfied in your work.
 - to have a stable, regular income and a secure life.
3. There are many ways to plan your career. Here is one way to do it by following these 4 stages.

- Stage 1. Assess your strengths: your interests or passions, your skills, special talents, personal qualities and values.
- Stage 2. Research potential careers.
- Stage 3. Decide on one or more career paths.
- Stage 4. Set concrete short-term and long-term career goals.

In this topic, you have the opportunity to practise stages 1 and 2 of planning your career, using the example of an entrepreneur.

In stage 1, you assess your strengths. In stage 2, you research and consider the possible career of an entrepreneur who sets up and / or runs a small business or livelihood.

Before you assess your strengths, you discuss what influences you when you are thinking about a future career.

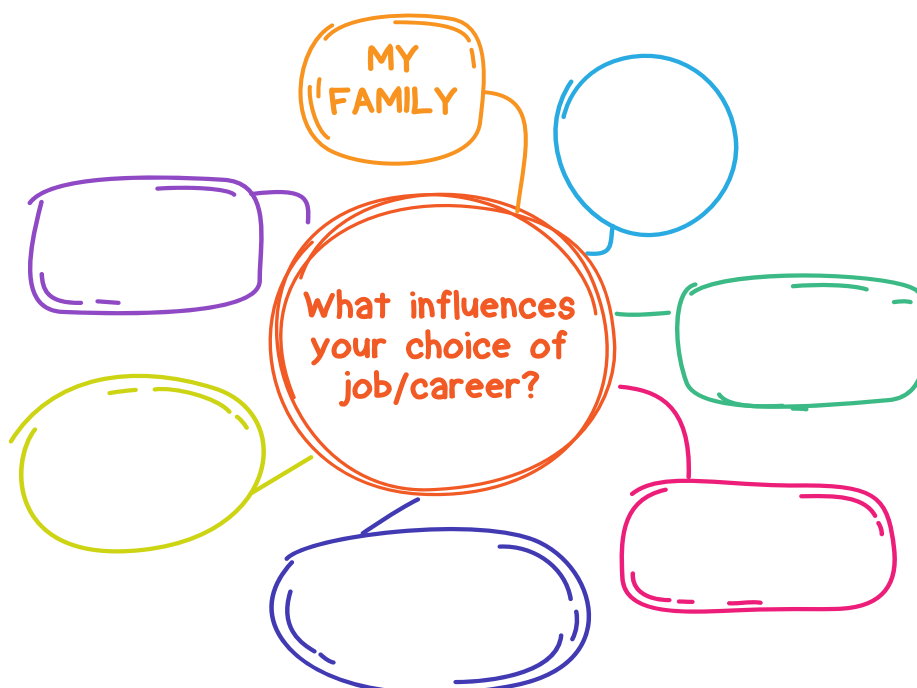


Activity 7: Brainstorm what influences you when you think about your future career.

Aim: To be aware of all the influences on your choice of career.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Think about the people and other factors that influence you when you are thinking about a future career, for example, your family.
2. Brainstorm this question. Write your answers in the mind map below.



Read more below about factors that can influence your choice of career.



Key factors that can influence your choice of career

FAMILY

Family members can have a strong influence on your choice of work. For example, if you are from a family of farmers, politicians or doctors, you are more likely to become a farmer, a politician or a doctor.

FRIENDS

Friends can have a big influence on your career choices. They can encourage or discourage you. They may not always see clearly or value your strengths and your potential.

SKILLS, PERSONALITY AND INTERESTS

Your skills, abilities, personality and interests are very important in your choice of career. In some countries, careers counselling provides advice to students who can do tests to assess and match their skills, personality and interests with possible careers.

In Vanuatu, an annual Careers Day is run in provinces to provide advice and information to secondary students on possible careers and further study and training options.

PREVIOUS EXPERIENCES AND ROLE MODELS

If you have had positive work experiences and good role models, you are likely to consider continuing in this field of work.

EDUCATION AND TRAINING

Your education and training strongly influence your choice of career. For example, some careers require specific levels of formal education, qualifications and training. However, it is important to remember that many very successful people have had no or limited formal education.

SUPPORT TO STUDY FURTHER

It can be expensive to study further for a specific career or profession. Lack of financial support may affect your choice of career. However, students who do well in school often have the possibility of scholarships and grants to support further studies.

SOCIAL AND ECONOMIC CONDITIONS

Your career choice is influenced by social, political and economic events happening in the world, in your country or your local area. These can affect the job market and the career choices available to you.

CULTURE AND GENDER

Your cultural background and gender stereotypes in society can also shape your future career decisions. Stereotypes are general beliefs about a group of people that may not be true for everyone. Gender stereotypes can make us think that women and men can only do certain jobs. For example, in her biography, Dr Errollyn Tungu says:

“People often think I am a nurse, assuming that only men can be doctors.”

Some people also believe that men cannot be nurses. This is another stereotype. These kinds of stereotypes can affect the career choices of women and men. However, what is most important is that you choose a career that you really want to follow and ignore these stereotypes, as Dr Errollyn Tungu did.

After discussing different kinds of jobs, the careers that interest you and factors that affect your choice of career, you are now ready to assess whether a career as an entrepreneur is desirable for you.



Part 3: Assess your potential career as an entrepreneur

In Part 3, you carry out stages 1 and 2 of career planning as you assess your personal strengths and research a potential career as an entrepreneur.



Activity 8: Identify your strong areas.

Aim: To know your strengths.

Ask yourself the questions below. Make notes in the table.

Be honest and objective. Do not be modest, humble or shy.

Think about your strong areas and what you are good at.

- What interests or hobbies do you enjoy?
- What are your strong skills?
- Do you have any special talents?
- What are your positive personality traits, qualities or values, for example, friendly, confident, well organised, caring.
- Have you had any valuable work experience?
- What achievements are you most proud of?
- What do your family and friends say you are good at? Add these ideas to the table.

My strengths	
Interests, hobbies	
Skills	
Special talents	
Personality, qualities, values	
Work experience	
Achievements	

If you are studying on your own, do Activities 9-11 below with a family member or with other students, using phone, email, Facebook etc.



Activity 9: Discuss careers that might suit you.

Aim: To be aware of possible careers that suit your strengths.

1. Share and discuss your strengths with the group or family members.
2. Discuss the similarities and differences in the strengths of students in the group.
3. Discuss the kind of job or career that might suit each student.
4. Identify who might be suited to being an entrepreneur.

Note that if you choose a career based on your hobbies, skills, personality, family and community background, work experience, etc., there is a greater chance that you will succeed.



Activity 10: Discuss the advantages of being an entrepreneur.

Aim: To know the advantages of being an entrepreneur.

1. Read the old Chinese proverb below and discuss what it means.
2. How does it relate to the idea of being an entrepreneur?

Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.

3. What are the advantages of people setting up or running their own business?

ANSWER

The main advantages of being an entrepreneur are:

- It can lift poor people out of poverty.
- You can be your own boss.
- You can be self-sufficient and support yourself and your family financially.
- You can deliver a service or a product that is needed by the community.
- You can contribute to the economy of the country.

You now look at what makes a successful entrepreneur and if you could be one.



Activity 11: Discuss what is needed to be a successful entrepreneur.

Aim: To know the key skills, knowledge and qualities of successful entrepreneurs.

1. Talk about any entrepreneurs that you know in your family or community.
2. Discuss what makes a successful entrepreneur.
3. Read the biography below from Taf tumas, on Nicky Kuautonga, an entrepreneur in Vanuatu.
4. What are some of the skills, knowledge, qualities and values of successful entrepreneurs?

“The creative whizz of ...”



NICKY KUAUTONGA

Photographer, film maker and entrepreneur

FUTUNA/EFATE | BORN 1987

Young Nicky was home schooled and was curious about the world around him. His uncle, a contemporary artist, encouraged Nicky to start painting. Uncle Sero later introduced him to digital media. “I loved it – photography and filming are art in a different creative form,” Nicky says.

However, Nicky found it difficult to pursue his passion. He could not afford his own cameras and computer, and everyone told him he should work for an employer. “Nobody talks about being your own boss,” he says. “I tried to work for myself, but people would put me down and say ‘What are you doing?’”

Nicky tried working for other people, but it never felt right – and he never had time for his art. One day, Uncle Sero encouraged Nicky to enrol in a short film-making course and enter the Namatan Short Film Festival in 2014.

Borrowing equipment to make his first film, Nicky was elated when he won second prize and the People’s Choice Award. The prize was his very own computer and camera.

From there, Nicky’s star rose and he became his own boss. With his good eye for making amazing images, he has produced films and photos for more than 100 clients as well as being a finalist several times in the Namatan Short Film Festival. “When I see my photos up on billboards, I want young people to know that if I can do it, they can do it too, no matter their background,” Nicky says. “You just have to believe in yourself and never give up.”

Read more below about what makes a good entrepreneur.



What makes a good entrepreneur

Being an entrepreneur is not an easy job. It means taking on a lot of responsibilities and facing a lot of challenges. Therefore, successful entrepreneurs need to have many skills and qualities. They include:

Skills

- good technical skills and knowledge in the specific field of work.
- good communication and negotiation skills
- skills to build contacts and networks of useful people and agencies

- problem-solving skills
- decision-making skills
- business planning and management skills

Qualities, values

- friendly, able to build good relationships with people
- self-disciplined, good time management
- strong motivation
- resilience and perseverance
- willing to take risks
- able to handle stress



Activity 12: Complete a self-assessment as an entrepreneur.

Aim: To know whether you have the potential to be an entrepreneur.

Could you be an entrepreneur? Do you think you have the necessary skills and qualities? Although you are still at school, the self-assessment below can give you an indication of the kinds of skills and qualities you need if you want to be an entrepreneur in the future.

1. Fill in the self-assessment below. Be honest when you answer the questions below.
2. If you answer YES to the questions in specific areas, you can consider this area one of your strengths. If you answer NO to the questions or you are unsure about the answers, this may be an area that you need to improve before you start a business.

Skills, qualities, conditions of an entrepreneur		
PASSION	YES = STRENGTHS	NO = AREAS TO IMPROVE
Are you passionate about running your own business?		
Is being an entrepreneur very important to you, your family and the community?		
Are you enthusiastic about making your business a success?		

Are you willing to make your business a priority?		
MAKING DECISIONS		
When you face a difficult situation, are you able to keep calm, seek information and make important decisions without postponing or passing the problem on to someone else?		
TAKING RISKS		
Do you accept that there is no totally safe business idea and that your business might fail?		
ABILITY TO HANDLE STRESS		
Are you aware of the stress that entrepreneurs face when making difficult decisions, working long hours, etc?		
Are you able to maintain a positive spirit under pressure and see opportunities in difficult situations?		
SUPPORT		
Are you aware that running your business will take a lot of time and effort?		
Will you get adequate support from family, friends and other business people?		
Have you the money needed to start a business?		
Do you have family or friends who might be willing and able to lend you money?		
BUSINESS PLANNING AND MANAGEMENT SKILLS		
Are you able to see the big picture and set clear goals for your business?		
Do you have the skills to manage your business efficiently, such as keeping records and accounts and promoting your business?		
COMMITMENT TO YOUR COMMUNITY		
Are you committed to using your role as an entrepreneur to develop your community?		

- Count the number of areas of strength and areas to improve in your assessment above. Write the total here.

Number of areas where you are strong

Number of areas you need to improve



Activity 13: Discuss your strengths as an entrepreneur.

Aim: To identify which students could be entrepreneurs in the future.

If you are studying on your own, do this activity with family members or with other students, using phone, email, Facebook etc.

1. Share your self-assessment results with the group or family members.
2. Discuss which students might be suitable entrepreneurs in the future.
3. Discuss what you could do to strengthen some of the areas that you need to improve, how you could do this and who might help.

After assessing your strengths as an entrepreneurs and any weak areas to improve, you now read case studies of small businesses and identify what makes a good business idea.



Part 4: Small businesses and business ideas



Activity 14: Read case studies of small businesses.

Aim: To know the types of small businesses and the needs they meet.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Discuss what you think these 4 types of businesses do:
 - A. manufacturing
 - B. wholesale
 - C. service
 - D. retail

2. Read and discuss the 4 case studies of small businesses below:
 1. Kim's clothes shop
 2. Hambert's courier service
 3. Simon's building materials shop
 4. Janet's sunflower oil business
3. In the table below, classify the businesses according to:
 - their field of business: building, transport, clothing or agriculture.
 - their type of business: manufacturing, wholesale, service or retail.
4. How did these entrepreneurs know that there was a need for their business product or service?

	Type of business		Field of business	
1. Kim's clothes shop	Manufacturing	<input type="checkbox"/>	Building	<input type="checkbox"/>
	Wholesale	<input type="checkbox"/>	Transport	<input type="checkbox"/>
	Service	<input type="checkbox"/>	Clothing	<input type="checkbox"/>
	Retail	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>
2. Hambert's courier service	Manufacturing	<input type="checkbox"/>	Building	<input type="checkbox"/>
	Wholesale	<input type="checkbox"/>	Transport	<input type="checkbox"/>
	Service	<input type="checkbox"/>	Clothing	<input type="checkbox"/>
	Retail	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>
3. Simon's building materials shop	Manufacturing	<input type="checkbox"/>	Building	<input type="checkbox"/>
	Wholesale	<input type="checkbox"/>	Transport	<input type="checkbox"/>
	Service	<input type="checkbox"/>	Clothing	<input type="checkbox"/>
	Retail	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>
4. Janet's sunflower oil business	Manufacturing	<input type="checkbox"/>	Building	<input type="checkbox"/>
	Wholesale	<input type="checkbox"/>	Transport	<input type="checkbox"/>
	Service	<input type="checkbox"/>	Clothing	<input type="checkbox"/>
	Retail	<input type="checkbox"/>	Agriculture	<input type="checkbox"/>

CASE STUDY 1

Kim loves fashion. While she was a student in the capital city, Kim went shopping and discovered a shop selling inexpensive locally made clothes. When she returned to her hometown, she decided to buy clothes at wholesale prices from that shop and to resell them to fashion shops in her hometown.

**CASE STUDY 2**

Hambert worked part-time for a courier company for a few years. He learned how to manage the courier business. His hometown region did not have a courier service to deliver items to people and businesses. He decided to open his own courier service to operate in his region.

**CASE STUDY 3**

Simon worked part-time for a building materials shop for several years. He is very familiar with all the brands and knows the quality of various building materials. When repairing his house last year, he realized that there was no shop in the area selling the supplies he needed. He decided to open a shop near his home, selling basic materials, such as cement, bricks, tiles, sand and paint. He also enjoys advising people about the different types of construction materials.

**CASE STUDY 4**

Janet has a small farm. When she heard that there was a huge demand for sunflower oil, which was not available in the market, Janet decided to start a sunflower oil pressing business. She bought seeds, fertilizer and oil pressing equipment. She used the family farmland to grow sunflowers.



ANSWERS

1. Kim's clothes shop = wholesale, clothing business. A wholesale business sells products to another business and not directly to customers. Kim sells the clothes to shops only.
2. Lambert's courier service = service, transport business. A service business sells a service of some kind to people, for example, food delivery, health and housing.
3. Simon's building materials shop = retail, building business. A retail business sells products directly to customers.
4. Janet's sunflower oil business – manufacturing, agriculture business. A manufacturing business makes products to sell such as food, machinery and cars.

The 4 entrepreneurs saw a need for their business. For example:

1. Kim's clothes shop – Kim saw that her hometown did not have good quality, reasonably priced, locally-made clothes for sale.
2. Lambert's courier service – Lambert saw that his region did not have a courier service to deliver items to people and businesses.
3. Simon's building materials shop – Simon saw that his local area had no shop selling building materials that he and other people needed.
4. Janet's sunflower oil business – Janet saw that more and more people were asking for sunflower oil.



Activity 15: Discuss what makes a good business idea.

Aim: To understand how important people's needs are in a good business idea.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

Study the 3 graphics A) B) and C) below and answer these questions.

1. What do the 3 people in the three graphics need in order to improve their lives? What kind of business could you consider starting in order to meet their needs?
2. What do you think makes a good business idea?

A)



B)



C)



ANSWER

- For A), it might be a good idea to start a day care centre in this area as many other parents may have the same need. For B), it might be a good idea to start a waste collection and recycling service in this area. Not only would the owner of this restaurant need the service, but many other residents in the area might need it as well. For C), it might be a good idea to start a removals business in this area.
- Before you start a business, you need to have a clear idea of the sort of business you want to run. A business idea is a short, clear description of the basic operation of the intended business. It includes this information:

- Which need will your business fulfil for the customers? Your business idea should always have customers and their needs in mind.
- What product or service will your business sell?
- What kind of customers will you sell your product or service to (young people, older people, professionals, urban or rural people etc.)?
- How is your business going to sell its goods or services (for example, through a shop, internet, word of mouth)?
- How much will your business depend upon and impact the local environment? A good business idea will use local natural resources in a sustainable way and will respect the environment.

Now that you know a little about what makes a good business idea, you are ready to learn more from some local entrepreneurs.



Activity 16: Plan and interview local entrepreneurs.

Aim: To know the strengths of successful local entrepreneurs.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Identify 2 local entrepreneurs. They can be successful or not.
2. Before you interview them, contact them and explain why you want to talk to them. Ask for their permission to be interviewed.
3. Prepare to conduct interviews with these entrepreneurs. Think about how, when and where you are going to interview them. Consider the current emergency situation. Be practical and creative about how to get this information from them. For example, if face-to-face interviewing is not possible, could you:
 - distribute questions for entrepreneurs to fill in and return to you?
 - interview them by phone or use email or Facebook?
 - ask family members to help you?
4. To find out about their business experience and what helped or hindered their success, prepare your questions to ask. For example:
 - What is your business name?
 - What is your type of business and business field?

- How long have you been a business owner?
 - When did you start the business and why?
 - Who are your main customers?
 - How did you find out what your customers wanted?
 - How did you start the business? What did you do? Who helped you? Did you have an advisor or mentor? How did you pay to set up the business?
 - How successful is your business?
 - What has made your business successful?
 - What are your strengths that have helped your business?
 - What problems or barriers have you faced when setting up or running your business?
 - What is the impact of your business on the environment and community?
 - How has your business changed over time?
 - What would help to make your business more successful?
 - If you were starting your business again, what would you do differently?
5. Prepare the interview form. Include the name of the entrepreneur and interviewer, the date, business name and location, and the questions.
 6. Discuss how you will do the interviews: individually or in pairs and in what language. Decide who will ask the questions and who will take notes of the answers.
 7. When you are conducting the interviews, be flexible with your questions and follow the direction of your interviewees.
 8. When you return, share, discuss and make a summary of your responses with the whole group.
 9. Keep your interview form and summary as part of your assessment for this topic.

Advanced students

You could interview 2 or 3 entrepreneurs in more depth.

After getting more information from local entrepreneurs, you now assess some sample business ideas.



Activity 17: Read descriptions of business ideas.

Aim: To assess some business ideas.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

Read the 2 descriptions of business ideas below.

- Which idea do you like the most? Why?
- Which idea seems to be the most feasible and potentially successful?
- Why do you say this?

Business idea	
<p>1.</p> <p>A CATERING SERVICE DELIVERING LUNCHES TO OFFICES</p>	<p>WHAT IS THE NEED TO BE MET?</p> <p>People in offices need fresh food at a reasonable price delivered to them during lunch time. No one else in town does this.</p>
	<p>WHAT IS THE PRODUCT OR SERVICE?</p> <p>Delivery of lunch boxes.</p>
	<p>WHO ARE THE CUSTOMERS?</p> <p>Office workers in the city centre.</p>
	<p>HOW WILL YOU SELL YOUR PRODUCT OR SERVICE?</p> <p>By providing a phone number for people to call in the morning and order one of the set lunches offered every day.</p>
	<p>HOW WILL THE ENVIRONMENT BE AFFECTED?</p> <p>Disposable containers are not environmentally–friendly. Paper is better, but it still requires wood from trees, which contributes to degradation of the forests. I would rather use reusable containers. However, it is difficult to collect them after lunch every day.</p>
	<p>Advantages:</p> <ul style="list-style-type: none"> • Working professionals have very little time to make lunch before they go to work. Also, very few work places have good canteens. There will be a strong demand for my business.

	<ul style="list-style-type: none"> • I am a good cook and I enjoy it. Not much money is needed to start. I will provide lunches with different options every day. Even if competition develops, I should not lose customers. • People always want good quality products at a reasonable price. My price will be competitive because I will not have to rent a food shop. I also have some relatives who can supply fresh food at a discounted price.
	<p>Disadvantages:</p> <ul style="list-style-type: none"> • This business will involve employing staff, but I do not have experience in managing people. I must learn about business operation and personnel management. • There may be people who copy my business idea, especially people who have food stalls near these offices. It may take them less time to deliver to the offices. They also have more experience than me.
<p>2.</p> <p>A SECOND-HAND CLOTHING STORE</p>	<p>WHAT IS THE NEED TO BE MET?</p> <p>There are lots of people who want nice clothing but cannot afford to buy new clothes.</p>
	<p>WHAT IS THE PRODUCT OR SERVICE?</p> <p>A secondhand clothing store.</p>
	<p>WHO ARE THE CUSTOMERS?</p> <p>Low income families and students on a tight budget.</p>
	<p>HOW WILL YOU SELL YOUR PRODUCT OR SERVICE?</p> <p>I will rent a shop space in the centre of town. I need to find out how much it will cost to rent a space.</p>
	<p>HOW WILL THE ENVIRONMENT BE AFFECTED?</p> <p>This is a business that recycles clothing, so it is good for the environment. My business relies on a good supply of secondhand clothes.</p>
	<p>Advantages:</p> <ul style="list-style-type: none"> • There is a big customer base of students and others who are looking for less expensive but fashionable, quality clothing. I can sell them at a price well below

the prices in the local clothing stores. People will be happy to find quality clothing at reasonable prices.

- There is no similar shop in town.
- I have a good eye for fashion and I know how to choose quality, fashionable secondhand clothes.
- I have worked in a clothing store and would really enjoy running a shop, meeting people and selling fashionable clothing.
- I am good at fashion and decoration, so I can make the shop look attractive with displays of fashionable clothes.
- The business matches the growing trend of recycling to be environmentally friendly.

Disadvantages:

- I do not have multiple sources of good secondhand clothing, to have enough clothes for my shop. I must source more used clothing, for example, I could ask my friends to collect used clothes from their friends, relatives and colleagues.
- All costs are increasing. I need to control the stock and price the clothing to cover the increased costs and to make a profit. I should either attend a stock control training course or ask a friend who knows about stock control to teach me.
- I must continually monitor and improve my products to stay ahead of the competition.

ANSWER

Both business ideas look good and feasible. It is difficult to say which one is better because they both meet a need; the owners have the right experience, and their business ideas are clearly written. In addition, both business ideas have disadvantages and both owners need training in specific areas.

To find out which business is better, we would need to visit them and see how they operate when the business starts.

After assessing some business ideas, you are now ready to write your own business idea.



Part 5: Write, improve, finalise and share your business idea.

As with writing other texts in this study guide, you can follow similar steps to write a business idea:



You now follow Steps 1–5 to plan and write your business idea.



Activity 18: Step 1: Discuss possible business ideas.

Aim: To identify potential business ideas.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Discuss possible products or services you could offer in a small

business in your local area.

2. For each idea, consider carefully these 5 aspects discussed earlier.
 - A. Which need will the business fulfil for the customers?
 - B. What product or service will this business sell?
 - C. Who will the business sell to (customers)?
 - D. How will the business sell its goods or services?
 - E. How much will the business depend upon and impact the environment?
3. Complete the table below for each business idea.

Business idea	
POSSIBLE BUSINESS NAME:	What is the need to be met?
	What is the product or service?
	Who are the customers?
	'How will you sell your product or service?'
	How will the business affect the environment?



Activity 19: Discuss whether your business ideas are feasible.

Aim: To identify feasible business ideas.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Read again your business ideas above.
2. Discuss which business idea is the most feasible by asking these questions.

- What are the advantages of this business idea?
- Why do we think our business idea will be viable?
- What are the disadvantages of this business idea?
- Will this be the only business of this type in our area?
- If there are other similar businesses, how will we be able to successfully compete with them?
- What is our competitive advantage? For example, would we provide better quality products or a more efficient service?
- Does this business need equipment, premises or qualified staff? Will we be able to get these?
- How much money is needed to start this business? Where will we get these funds?
- Could our business save money by re-using or recycling materials?



Activity 20: Step 2: Make an action plan for your business idea.

Aim: To have a plan for collecting more information for your business idea.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Plan what further information you need in order to clarify your business idea.
2. Think about who you could get the information from and how, depending on the emergency situation and your location. Could you speak to family members, if they are potential customers? Can you find creative ways of getting this information, for example, by talking to people on the phone or Facebook, reading newspapers or using the Internet, if you have access. The kind of people you could talk to include:
 - Potential customers – their views and their needs will tell you whether your proposed product or service will meet their needs. You may need to modify your business idea to meet their needs.

- Competitors and suppliers – their views will reveal the competition that you might face and other issues related to your business idea.
 - Key people in business or government – these people know a lot about the type and field of business you are considering and your potential customers. Their views could give you a better insight into the feasibility of your business idea.
3. Write down the questions to ask these people.
 4. Write up your action plan, as in the example below.

Action plan for a business idea			
BUSINESS IDEA:			
What do I need to find out?	HOW WILL I GET THIS INFORMATION?		Who will do this?
	Who to ask	Questions to ask	

Advanced students

You could have a more detailed action plan and get information from more sources.



Activity 21: Step 3: Collect information for your business idea.

Aim: To have more information to inform your business idea.

Implement your action plan and collect more information about your business idea.



Activity 22: Step 4: Organise the information and draft your business idea.

Aim: To have a clear description of your small business idea.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Share and discuss all the information you have collected.
2. Discuss which business idea seems to be the best and the most

feasible.

- You are now ready to write a more detailed description of your business idea in the sheet below.

My business idea					
Student name(s)					
Date completed					
Type of business	Manufacturing	<input type="checkbox"/>	Service	<input type="checkbox"/>	
	Wholesale	<input type="checkbox"/>	Retail	<input type="checkbox"/>	
Field of business:					
My proposed goods or services are:					
My proposed customers are:					
The needs of the customers are:					
The potential advantages of this business idea are:					
The potential disadvantages of this business idea are:					
What I need to learn more about in order to prepare for the business:					

Advanced students

You could write a more detailed business idea and include more information collected from the action plan.

In the next few activities, you follow Steps 5 and 6 as you present, get feedback, finalise and share your business idea.



Activity 23: Use a checklist and revise your business idea.

Aim: To improve your business idea.

Use the checklist below to review and to improve your business idea.

Checklist for writing a business idea		
DOES MY BUSINESS IDEA:	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
CONTENT		
• provide short, accurate, clear information?	<input type="checkbox"/>	<input type="checkbox"/>
• provide information for each part of the form?	<input type="checkbox"/>	<input type="checkbox"/>
• use simple present tense to state facts or general truths, for example: 'people <u>need</u> ...', 'customers <u>want</u> ..', 'A big disadvantage <u>is</u> ...'.	<input type="checkbox"/>	<input type="checkbox"/>
• use accurate language such as adjectives and adverbs, for example: 'a <u>major</u> / <u>minor</u> advantage is ...', 'customers <u>desperately</u> / <u>urgently</u> need ...'	<input type="checkbox"/>	<input type="checkbox"/>
• include quotes from customers or others, to give my proposal more impact?	<input type="checkbox"/>	<input type="checkbox"/>
• spell words correctly?	<input type="checkbox"/>	<input type="checkbox"/>
• use correct punctuation?	<input type="checkbox"/>	<input type="checkbox"/>

In the next two activities, you do Step 5: Present, get feedback and finalise your business idea.



Activity 24: Plan the presentation of your business idea.

Aim: To be ready to present your business idea.

1. Decide who you will present your business idea to.
2. If you cannot be with people because of the disaster situation, can you record your presentation on a mobile phone, to play back later or to upload to Facebook or an e-learning platform, if this is available?
3. Plan how you will deliver the presentation, as discussed for previous presentations. Read again 'Tips for making presentations' in Topic 2.
4. Make a plan of your presentation, for example:
 - Welcome everyone. (1 minute)
 - Introduction: objective of the presentation, what is a business idea? (2 minutes)

- The business idea. (6 minutes)
 - Questions and discussion. (5 minutes)
 - Thank everyone. (1 minute)
5. Anticipate questions from the audience and prepare your answers.
 6. If possible, make copies of the business idea for your audience.

Advanced students

Your presentation may take longer to present and to get feedback on your more detailed business idea.



Activity 25: Present your business idea and assess your presentation skills.

Aim: To improve your business idea and your presentation skills.

If you are studying on your own, do this activity with one or more family members or with other students, using phone, email, Facebook etc.

1. Give your presentation.
 2. Afterwards, complete the Presentation checklist as used in Topic 2. At the end, summarise:
 - what you are good at, and
 - what you need to improve in your presentation skills.
 3. Finalise your business idea, ready to share when you return to school.
- After finalising your business idea, you now use some of the language from this topic to build your vocabulary.



Part 6: Language activities



Activity 26: Analyse words with the suffix 'ian'.

Aim: To improve your vocabulary and words with the suffix 'ian'.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Discuss again what a 'suffix' is.
2. In topic 3, you looked at jobs that have the suffix 'ist', such as biologist and pharmacist. You might recall that Dr Errollyn Tungu is a gynaecologist as well as an obstetrician. An obstetrician has the suffix 'ian' to denote the job or occupation.

Brainstorm all the other jobs you know that end in 'ian'. Think back to the biography of Donald Kalpokas and his final job, as one example.

3. Fill in the missing job names in the sentences below. Use the words in the box.

electrician, obstetrician, mathematician, librarian, musician, veterinarian, politician, magician, optician, technician

- A. Donald Kalpokas was a celebrated in Vanuatu.
- B. The had to audition to join the band.
- C. The fixed my lighting problem.
- D. They had a at the children's party.
- E. The prescribed a new pair of reading glasses.
- F. The managed to fix our internet connection.
- G. The solved his calculation.
- H. The could not find the book I needed.
- I. We had an excellent for the birth of our child.
- J. We took our sick dog to see the

ANSWER

1. A suffix is a group of letters that we add to the end of a word to change the meaning or the class of the word and create a new word.
2. Jobs that have the suffix 'ian' include:
 politician, parliamentarian, electrician, mathematician, librarian, statistician, historian, technician, paediatrician, veterinarian, optician, dietician, clinician, mortician, beautician, musician, comedian, magician.
3. A. politician B. musician C. electrician D. magician E. optician
 F. technician G. mathematician H. librarian I. obstetrician J. veterinarian



Activity 27: Analyse the word 'livelihood'.

Aim: To improve your vocabulary and words with the suffix 'hood'.

If you are studying on your own, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. What class of word is 'livelihood'? Is it a verb, an adjective or a noun?
2. Discuss the meaning of the word 'livelihood' by looking at the meaning of the two parts of the word 'live' and 'hood'.
3. What does the suffix 'hood' mean in this word?

ANSWER

The word 'livelihood' is a noun. All words that end in 'hood' are nouns. The word 'livelihood' means 'the way or how we earn money to live'.



Suffix 'hood'

The suffix 'hood' can have slightly different meanings in words. In general, it means **the state, nature, character or period of time of something**.

For example, the word 'priesthood': priest / hood means 'the state of being a priest' or 'the period of time when someone is a priest'.



Activity 28: Analyse more words with the suffix 'hood'.

Aim: To improve your vocabulary and words with the suffix 'hood'.

1. Many of the words below relate to families. They all have the suffix 'hood'. What do the words mean?
2. Match the words with their correct meaning.

Word	Meaning
1. adulthood: adult / hood Answer: _____	a) The state or the period of time when someone is a woman rather than a girl.

2. motherhood: mother / hood Answer: _____	b) The state or the period of time when someone is a man rather than a boy.
3. fatherhood: father / hood Answer: _____	c) The state of being a child, or the period of time when someone is a child.
4. parenthood: parent / hood Answer: _____	d) The state or the period of time when someone is a girl.
5. womanhood: woman / hood Answer: _____	e) The state or the period of time when someone is a boy.
6. manhood: man / hood Answer: _____	f) The state or the period of time when someone is a baby.
7. childhood: child / hood Answer: _____	g) The state or the period of time when someone is a widow.
8. girlhood: girl / hood Answer: _____	h) The state of being a sister, or the relationship between sisters.
9. boyhood: boy / hood Answer: _____	i) The state or the period of time when someone is an adult.
10. babyhood: baby / hood Answer: _____	j) The state of being a mother, or the period of time when someone is a mother.
11. sisterhood: sister / hood Answer: _____	k) The state of being a father, or the period of time when someone is a father.
12. brotherhood: brother / hood Answer: _____	l) The state or the period of time when someone is a parent.
13. widowhood: widow / hood Answer: _____	m) The state of being a brother, or the relationship between brothers.

ANSWER

1. i) 2. j) 3. k) 4. l) 5. a) 6. b) 7. c) 8. d) 9. e) 10. f) 11. h) 12. m) 13. g)

Advanced students**Activity 29: Analyse more words with the suffix 'hood'.****Aim: To improve your vocabulary and words with the suffix 'hood'.**

A synonym is a word that has the same or very similar meaning to another word, for example:

work – job – occupation.

Other words with the suffix 'hood' have slightly different meanings from the family words above. What do the words below mean? Find a synonym for each word.

Falsehood: False / hood

Neighbourhood: Neighbour / hood

Likelihood: Likeli / hood

ANSWER

Falsehood = The state or fact of something being untrue.

Synonyms: lie, untruth.

Neighbourhood = The area or place where we live.

Synonyms: area, district, region, locality, vicinity.

Likelihood = The state or fact of something being likely or probable.

Synonym: probability.

After finalising your business idea and building your vocabulary, you now do some assessment activities in the last part of this topic.

**Part 7: Assessment**

Be ready to present these documents when you return to school:

- your business idea
- your interview form and summary of responses from local entrepreneurs
- your test results and self-assessment reflection form below.



Activity 30: Do a test.

Aim: To assess your learning in this topic.

Complete the test below on your own. At the end, check your answers and discuss them with other students.

- Match each idea below with the correct description. Write the answer a) to e). (5 marks)

A job is: Answer ____	a) work that involves setting up or running a business in order to make a profit.
A livelihood is: Answer ____	b) work that usually requires high level, specialised training and qualifications.
A profession is: Answer ____	c) work that people do regularly to earn money.
An entrepreneur does: Answer ____	d) work that enables someone to have the basic needs of life.
A career is: Answer ____	e) work or jobs that people do in their lifetime.

- What are the 4 main **types of businesses** discussed in this topic? Tick 4 answers below. (4 marks)

a) Agriculture	b) Manufacturing
c) Retail	d) Construction
e) Transportation	f) Wholesale
g) Service	h) Technology

ANSWER

1. c) d) b) a) e)

2. b) c) f) g)

Total score / 9



Activity 31: Complete a self-assessment reflection form.

Aim: To reflect on what and how you learned in this topic.

Complete the self-assessment reflection form below.

Topic 5: Writing a small business idea.

Think about what you have learned during this topic.

Rate yourself 1, 2 or 3 on each learning outcome below.

Rating 1 = I can do this well and easily. 😊

Rating 2 = Sometimes this is still difficult for me. 😐

Rating 3 = I cannot do this yet. ☹️

Learning outcome	1	2	3
I can:	😊	😐	☹️
1. explain the meaning of new words, eg: profession, livelihood, entrepreneur, and words with the suffix 'hood', eg: motherhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. collect information from local entrepreneurs on their small businesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. assess whether I might be a successful entrepreneur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. identify 4 types of businesses and what makes a good business idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. identify and collect more information on possible business ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. select the best business idea and write a description of this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. present and improve my business idea and my presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Advanced students: explain and give synonyms for these words: likelihood, neighbourhood, falsehood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. review and evaluate my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general, how are you feeling at the end of this topic?

What was the most important thing you learned in this topic?

What question(s) do you have about what you learned this week?

How well did you work with other students?	VERY WELL	OK	NOT SO WELL
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well did you work on your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How confident are you about continuing to study well at home?	VERY CONFIDENT	A LITTLE CONFIDENT	NOT CONFIDENT
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What action can you take to improve studying at home?

Parent checklist

Topic 5: Writing a small business idea

Date: Started Ended

Did the student complete these parts of the topic?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
1. Topic introduction	<input type="checkbox"/>	<input type="checkbox"/>
2. Different kinds of work	<input type="checkbox"/>	<input type="checkbox"/>
3. Assess your potential career as an entrepreneur.	<input type="checkbox"/>	<input type="checkbox"/>
4. Small businesses and business ideas	<input type="checkbox"/>	<input type="checkbox"/>
5. Write, improve, finalise and share your business idea.	<input type="checkbox"/>	<input type="checkbox"/>
6. Language activities	<input type="checkbox"/>	<input type="checkbox"/>
7. Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Comment		
Signed	Date	

Topic 6

**REVIEWING
YOUR
LEARNING
(1 WEEK)**



Part 1: Topic introduction



Activity 1: Read the Topic description below.

Aim: To know the content and what you will learn in Topic 6.

Read the Topic description below.

TOPIC DESCRIPTION

In this topic, you look back at what you have covered in topics 1–5 in this study guide. You also have the opportunity to check again and to improve your writings and presentations. You then assess what you have learned in this study guide and complete the last self–assessment and reflection form. The topic ends with a fun team quiz competition.

Advanced students

You may have more writings or longer, more detailed writings to check and to improve. Similarly, your presentations may be longer, more challenging and take more time to practise and to improve.



Learning outcomes

When you have completed this topic, you should be better able:

1. to check and improve your writings and presentations for all topics, to be ready to share and to present when you return to school.
2. to give feedback and help other students to improve their work.
3. to assess your learning in all topics in this study guide and to complete a self–assessment reflection form.



Topic parts

Part 1: Topic introduction

Part 2: Improve your writing and presentation skills

Part 3: Assessment



Activity 2: Make a study plan for this topic.

Aim: To have a plan of what you will study and how you will work in this topic.

If you are studying alone, do this activity with a family member.

1. Look through the parts and activities in this topic.
2. Make a plan of which parts you will study each day and how you will study in pairs, with family members etc.
3. Write up your plan and put it on the wall.
4. Check your plan each day, be flexible and adjust it if necessary.

PLAN – TOPIC 6		
Day	What to do: part, activity	How to do the activities
Monday		Eg: Pairs:
Tuesday		Advanced students: With a family member
Wednesday		With another student

You are now ready to start to review your learning in this study guide.



Part 2: Improve your writing and presentation skills



Activity 3: Collect, read and improve your writings.

Aim: To collect, review and improve all your topic writings.

Put together all these writings ready for when you return to school:

Topic 2: Recount: Why we are studying at home

Topic 3: Biography

Topic 4: Research report

Topic 4: Business idea

Read aloud each text to other students or a family member.

Get feedback, change and improve your writings.

Use again the various checklists to improve your writing.



Activity 4: Practise your presentations.

Aim: To improve your presentation skills.

If you are studying alone, do this activity with a family member or with other students, using phone, email, Facebook etc.

1. Practise presenting the 4 main texts that you wrote in Topics 2–5.
2. Get feedback to improve your presentations.
3. Use the Presentation skills checklist from Topic 2 to improve your presentations.

After improving your writings and presentations you now do some final assessment activities in the last part of this topic.



Part 3: Assessment



Activity 5: Do a final test.

Aim: To assess your learning in topics 1–6 in this study guide.

Complete the test below. The test covers learning from several topics in this study guide. Do the test individually.

1. Study the parts of these words to work out what they mean.

Noun: Biodiversity Bio / diversity

Adjective: Biodiverse Bio / diverse

Complete these sentences using these two words.

- A. Australia is one of the most _____ regions on earth.
- B. _____ is the variety of all life forms on earth.
2. The prefix 'micro' means 'small'. What is the meaning of these words?
 - A. a microclimate?
 - B. a microscope?

3. Study the parts of these nouns to work out what the words mean.

Microbiology	micro / bio / logy
A microbiologist	micro / bio / log / ist
Gynaecology	gynaeco /logy
A gynaecologist	gynaeco / log / ist
Psychology	psycho / logy
A psychologist	psycho / log / ist

Complete these sentences using all the words above:

- A. _____ is a branch of medicine dealing with the reproductive system of women.
- B. _____ studies tiny organisms such as bacteria, algae and fungi.
- C. _____ specialises in studying and treating human mental, emotional, and behavioural disorders.
- D. _____ specialises in treating diseases of the female reproductive organs.
- E. _____ is the study of small life forms, such as bacteria, viruses, and other one-celled organisms.
- F. _____ is the science of the mind and behaviour of humans.
4. Study the parts of these nouns to work out what they mean.
- | | |
|-----------------|---------------------|
| A climatologist | climato / log / ist |
| A criminologist | crimino / log / ist |
| A zoologist | zoo / log / ist |
| A geologist | geo / log / ist |
- Complete these sentences using all the words above.
- A. _____ studies crime in society, criminals, their treatment and punishment.
- B. _____ studies the earth.
- C. _____ studies animals.
- D. _____ studies the long-term weather patterns of specific areas.
5. Complete these sentences using the words: margin, marginal, marginalise, marginalised.

- A. Often, people with disabilities have been _____ and treated as unimportant in society.
- B. The new school fees policy will further _____ poor people because they cannot afford to send their children to school.
- C. As you read the document, make notes in the _____.
- D. Public interest in building a new bridge was _____ and not considered a priority.
6. The prefix 'amphi' means 'around', 'on all sides' or 'of two kinds'. Study the parts of these words to work out what they mean.

Noun: Amphibian amphi / bi / an

Adjective: Amphibious amphi / bi / ous

Noun: Amphitheatre amphi / theatre

Noun: Amphicar amphi / car

Complete these sentences using these words: amphibians, amphibious, amphitheatres, amphicars.

- A. _____, such as frogs, can live both in water and on land.
- B. Built in the 1960s, _____ were vehicles that worked on land and in water.
- C. _____ military vehicles, such as tanks, can operate in both water and on land.
- D. Ancient Rome had circular or oval _____.

ANSWER

- 1
A. biodiverse
B. Biodiversity

- 2
A. a microclimate is the pattern of weather in a small, local area or region.
B. a microscope is an instrument used to look at very small things.

- 3
A. Gynaecology
B. A microbiologist
C. A psychologist
D. A gynaecologist
E. Microbiology
F. Psychology

- 4
A. A criminologist
B. A geologist
C. A zoologist
D. A climatologist

- 5
A. marginalised
B. marginalise
C. margin
D. marginal

- 6
A. amphibians
B. amphicars
C. amphibious
D. amphitheatres

Total score / 22



Activity 6: Complete a final self-assessment reflection form.

Aim: To reflect on what and how you learned in this study guide.

Complete the self-assessment reflection form below on your own.

Topic 6: Reviewing your learning.

Think about what you have learned during topics 1–6 in this study guide.

Rate yourself 1, 2 or 3 on each learning outcome below.

Rating 1 = I can do this well and easily. 😊

Rating 2 = Sometimes this is still difficult for me. 😐

Rating 3 = I cannot do this yet. ☹️

Learning outcome	1	2	3
I can:	😊	😐	☹️
GENERAL			
1. read, follow and use this study guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. follow the rules for self-study at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. work well in a group, help other students and give feedback to help them to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. work well on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. review, reflect on, evaluate and improve my learning in all the topics in this study guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
READING			
1. distinguish between fiction, non-fiction, a biography, an autobiography and an anecdote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. skim-read, predict, scan and read a text in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. identify the structure and language used in a recount, a biography, a research report and a business idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. work out the meaning of new words by thinking about how the word is used in the sentence, paragraph or whole text, eg: decoy, entrepreneur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. work out the meaning of words from parts of the word, prefixes and suffixes, eg: margin – marginal – marginalise, bio, graph, auto, ist, er, al, ly, logy, ian, ed, ian, micro, amphi, hood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Advanced students: explain how authors make readers feel strong emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING			
1. follow the steps to plan, write and improve a recount, a biography, a research report and a business idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. use checklists to improve my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE: GRAMMAR, VOCABULARY, SPELLING			
1. use the correct tenses to suit different kinds of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. use a variety of words and expressions such as verbs, nouns, adjectives and adverbs, to suit the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. use general expressions to describe numbers or proportions in research (eg: a few, a minority, most).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEAKING AND PRESENTATION SKILLS			
1. plan, give and improve a talk, using a checklist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. plan, present, evaluate and improve my presentation skills, using a checklist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HEALTH AND SCIENCE			
1. explain the guidelines for healthy growth and development of young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. express and talk about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. advanced students: explain how baking soda, vinegar and soap react to create a simulated volcano.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH SKILLS AND MATHS			
1. plan the research and create research tools: survey, interview questions, action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. collect information from people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. organise the results and display them using diagrams such as flowcharts, tables or graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. analyse the results, draw conclusions and make recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SMALL BUSINESS			
1. research and write a small business idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, how are you feeling at the end of this study guide?			
How helpful did you find this study guide?			
What question(s) do you have about anything in this study guide?			
Overall, how confident are you that you can do self-study at home effectively in the future?			
Other comments			



Activity 7: Prepare your test results and self-assessment reflection forms.

Aim: To prepare all your test scores and self-assessment reflection forms for when you return to school.

1. Make a summary table of all your test scores, as shown here.

STUDENT NAME:

Test	Score
Topic 1	
Topic 2	
Topic 3	
Topic 4	
Topic 5	
Topic 6	

- Put together all your self-assessment reflection forms for topics 1–6. The final assessment activity in this topic is a fun quiz game.



Activity 8: Run a fun team quiz.

Aim: To check your understanding of terms and to have some fun.

If you are studying alone, do this activity with some family members or with other students, using phone, email, Facebook etc.

- Divide into 2 teams of students with mixed strengths.
- Give each team a name.
- Study the list of words and technical terms in the Glossary of terms below for about 20 minutes.
- Each team writes 10 questions on a piece of paper, with the answers. Ask questions about terms such as:
 - How do you spell ?
 - What is the meaning of ?
 - What is an example of ?
- Close your study guide. Each team takes turns to ask the other team a question orally.
- Follow these game rules:
 - Set a time limit to answer the question, for example, 20 seconds.

- Students can give answers using their own words. They do not have to repeat exactly the definition in the Glossary.
- Teams cannot discuss the answers.
- Any student in the team can answer a question, but they must take turns to give the answers. The same student cannot answer all the questions.

7. Keep the score and congratulate the winning team.

MATCHING GAME

If you have time, you can also play this matching game.

- Write the terms and definitions on separate pieces of paper.
- Mix them up and match them.

Glossary of terms

TOPIC 1	
cognitive skills	thinking skills.
to collaborate	to work together to create or to achieve something.
a disability	a condition that affects people physically, psychologically or mentally.
learner-directed	the students direct or lead the lessons themselves.
teacher-directed	the teacher directs or leads the lessons.
to read in detail	to read every word of the text in order to fully understand it.
to scan	to read a text quickly to look for specific information such as key words, that can answer a question.
to skim-read	to look quickly at the title, headings and graphics to get an overview of the text.
TOPIC 2	
to analyse	to break something down into its components or parts, for example a situation, a text or information.
structure of a text	the order of the main ideas, sections or paragraphs in a text.

alliteration	Using words that start with the same letter or sound, such as ' Sh aky sh opping', ' v iolent v olcano'.
to cave in	to collapse, to fall in.
crucial	very important.
dazed	confused, stunned, in shock, unable to think.
rubble	parts of buildings when they fall down or are demolished eg: bricks, concrete, wood.
TOPIC 3	
an anecdote	a short, amusing or interesting story about a real incident or a person.
an autobiography	a life story written by the subject herself or himself.
automatic	something that works by itself.
a biography	a life story written by other people.
biology	the study or the science of living things.
a decoy	a person or a thing that attracts people's attention so that they do not notice someone or something else.
fiction	texts that describe imaginary events or stories, such as romance novels or children's books.
a graphic	a drawing or illustration.
a gynaecologist	someone who works in the field of gynaecology, concerning the female reproductive system (how women have babies).
non-fiction	texts that contains factual information.
an obstetrician	someone who works in the field of obstetrics, concerning childbirth and midwifery.
a prefix	a group of letters at the beginning of a word that changes the meaning of the word and creates a new word, for example, kind – un kind.

a suffix	a group of letters at the end of a word that changes the meaning or the class of the word and creates a new word, for example, politician, teacher.
TOPIC 4 – WRITING A RESEARCH REPORT	
data	factual information, often provided in numbers or statistics, for example, research data.
to organise information	to sort, to classify the information, for example, to put similar ideas together into themes.
to analyse information	to select the most relevant, useful information from the information available.
chronic illness	an illness that lasts a long time, that cannot be prevented or cured, but can be treated, for example, heart disease, cancer, asthma, diabetes, and high blood pressure.
demographics	describing people or the population in terms of characteristics, for example, age, gender, education, occupation and income.
to marginalise	to treat someone or something as if they are not important.
a positive lifestyle	a healthy way of living, for example, playing sports, having hobbies, being involved in the community.
a respondent	someone who responds to or answers questions.
sedentary	being inactive, doing little or no physical activity, for example, sitting down watching TV.
social determinants of health	the ways in which society determines or influences whether people have access to services that enable them to live a healthy life, for example, good sanitation, clean water and proper housing.
vigorous	strong, healthy, energetic or using a lot of energy.
TOPIC 5	
a career	the work or jobs that people do in their lifetime.

an entrepreneur	someone who sets up or runs a business with the goal of making a profit.
a livelihood	work that provides money to live and to have the basic necessities of life, such as food and a home.
a profession	a paid job in a field of work that usually requires high level, specialised training and qualifications.
a manufacturing business	a business that makes products to sell such as food, machinery and cars.
a retail business	a business that sells products directly to customers.
a service business	a business that sells a service to people, for example, taxi, food delivery, house cleaning.
a stereotype	a general belief about a group of people that may not be true, for example, that women cannot be doctors, or that men cannot be nurses.
a wholesale business	a business that sells products to another business and not directly to customers.
TOPIC 6	
an amphibian	an animal that can live both in water and on land, for example, frogs.
microbiology	the study of tiny living things, such as bacteria, algae and fungi.
a microclimate	the pattern of weather in a local area or region.
a microscope	an instrument used to look at very small things.

Parent checklist

Topic 6: Reviewing your learning.

Date: Started Ended

Did the student complete these parts of the topic?	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
1. Topic introduction	<input type="checkbox"/>	<input type="checkbox"/>
2. Improve your writing and presentation skills	<input type="checkbox"/>	<input type="checkbox"/>
3. Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Comment		
Signed	Date	



Ministry of Education & Training
Government of Vanuatu

unicef 
for every child