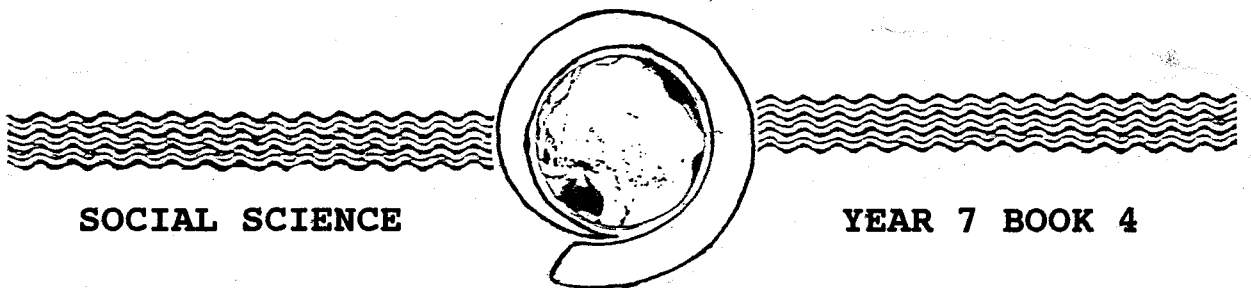
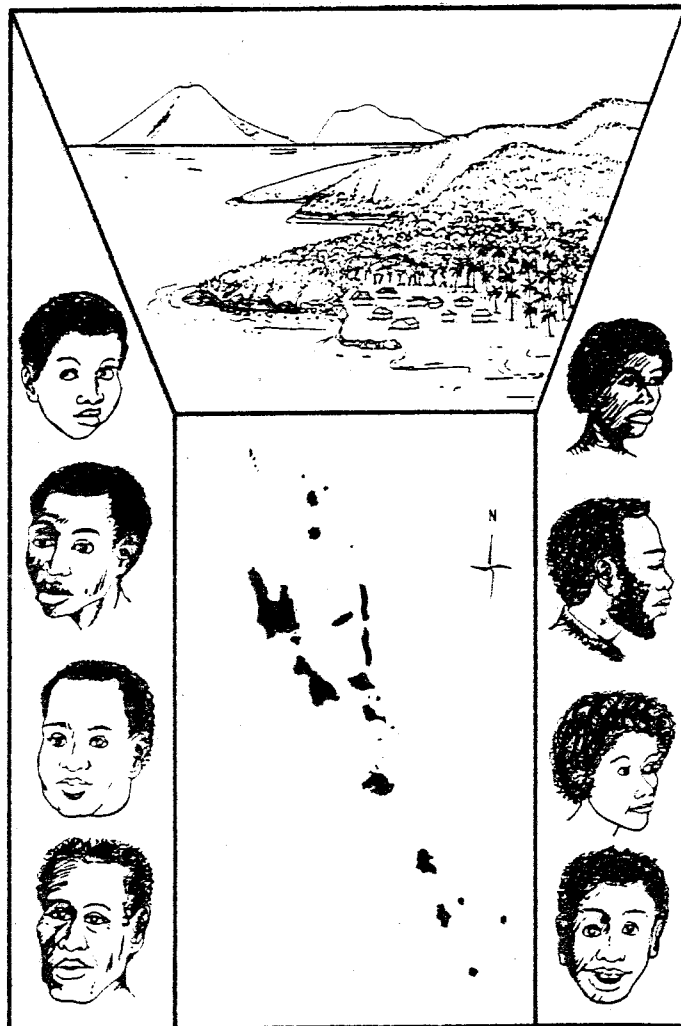


OUR ISLANDS, OUR PEOPLE

TEACHER'S GUIDE



SOCIAL SCIENCE

YEAR 7 BOOK 4

Department of Education
Port Vila
Vanuatu



**OUR ISLANDS,
OUR PEOPLE**

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**Department of Education
Port Vila
Vanuatu
1992**

MINISTER'S MESSAGE

"Our Islands, Our People" is the fourth book in Year 7 of the unified junior secondary Social Science programme.

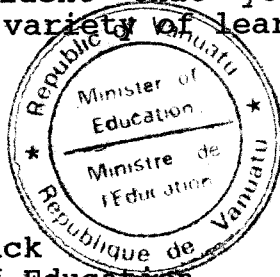
The main purpose of this unit is to develop student's understanding of a number of questions and issues concerning our country and its people and to further develop their research, communication, mapwork and social skills.

This teacher's guide has six main sections. The general objectives, what students should achieve by the end of this unit, are listed and information is given on preparing to teach "Our Islands, Our people". The suggested scheme of work and topic plans are offered as a guide and are not a substitute for teachers planning their own lessons. The evaluation section is offered as guidance so that you may assess the achievements of your students and provide them with the necessary feedback.

I am confident that you will find this guide useful in planning a variety of learning experiences for your students.



Romain Batick
Minister of Education.



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GENERAL OBJECTIVES

By the end of this unit, students should be able to:

1. locate the major islands of Vanuatu.
2. recognise and name Vanuatu's neighbours in the South West Pacific.
3. appreciate that maps are a simplified way of showing information about an area.
4. appreciate that we all have different mental maps of the areas we know.
5. use maps and in particular use the key, the compass, scale and the different ways of showing height above sea level.
6. understand what a census is and how and why they are carried out.
7. extract information from a variety of sources including text, maps, diagrams, tables, pie charts and horizontal bar graphs.
8. present information in the form of a cross section, a bar graph, a divided bar and a choropleth (shaded) map.
9. conduct and write a short report of a simple investigation on their own.

PREPARATION

To ensure that the learning experiences we plan for our students are successful we need to be prepared and to have the necessary resources.

Before beginning "Our Islands, Our People" we need to :

1. Read the teacher's guide and the student book through, preferably two or three times.
2. Plan our lessons. Assistance is offered for this later in this guide.
3. Have wallmaps of Vanuatu, and the Pacific pinned up in the classroom. Each class should also have a globe and a set of atlases.
4. Ensure that students have pens, pencils, colouring pencils, a ruler and a rubber.
5. Have sufficient copies of the "How well I know Vanuatu" sheet, as shown on page 13 of the student textbook i.e. one sheet per student. Each student will also need an outline map of Vanuatu.
6. Have sufficient copies of the "Lelepa Island" sheet, as shown on page 16 of the student textbook i.e. one sheet per student. Teachers should complete a map themselves, before doing this lesson.
7. Have sufficient copies of the "South West Pacific" outline map i.e. one map per student.
8. Have sufficient copies of the "Census Enumeration Form", as shown on page 38 of the student textbook i.e. one form per student.

SCHEME OF WORK

"Our Islands, Our People" is designed to be used over a five week period i.e. fifteen hours plus preps.

The scheme of work below is offered as a suggested way of teaching "Our Islands, Our People". Other ways of planning the teaching of this unit are, of course, possible. In any plan, care should be taken to ensure that the general objectives of this unit are being achieved.

WEEK	ACTIVITIES/ TOPICS	NUMBER OF LESSONS	PAGE NUMBER IN STUDENT BOOK
1	How well do we know Vanuatu ?	3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
2	How well do we know Vanuatu ?	1	12, 13, 14, 15, 16, 17
	Our Islands	2	
3	Our Islands	1	18, 19
	Finding out about our people	2	20, 21, 22, 23
4	Finding out about our people	2	24, 25, 26, 27
	Our Neighbours	1	28
5	Our Neighbours	2	29
	Appendix 2: Be a Census Enumerator	1	30, 31 37, 38, 39

The following topic plans offer suggestions of how "Our Islands, Our People" may be used. They are offered as guidance only and are not a substitute for the writing of individual lesson plans.

TOPIC PLAN EXPLANATION

TOPIC The part of the unit being covered by this set of activities.

TIME Suggested number of lessons to be taken on this topic. Preps are additional.

PAGES The pages in the student's book to be used for this topic.

SPECIFIC OBJECTIVES Students should be able to :

Statements which explain what students should know and understand, what skills they will have learnt and/or practiced and what values and attitudes they will have explored after having been successful with the activities.

PREPARATION Statement of what the teacher should prepare before the lessons/activities begin.

METHOD

Suggested procedure for the activities.

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
This is approximate, in minutes.	Explanation and sequence of what the teacher may do during the lesson(s).	Explanation and sequence of the learning experiences that are planned for the students.

COMMENT

Any further points about the teaching of this topic.

TOPIC	Introduction/How well do we know Vanuatu?
TIME	4 lessons
PAGES	1 to 13
SPECIFIC OBJECTIVES	<p>Students should be able to :</p> <ul style="list-style-type: none"> . appreciate the main purposes and content of "Our Islands, Our People". . understand the use of symbols throughout the book. . compare different maps of the same area. . draw a "mental map" of an area they know well. . complete a choropleth (different shadings) map. . categorise how well they know the islands of Vanuatu. . describe their feelings about specific places.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	<p>Read the "Ministers Message" the "Contents" and "Using this book".</p> <p>Briefly explain the maps on pages 4 and 5.</p>	
10	<p>Read first quote on page 6.</p> <p>Circulate, assisting where necessary.</p>	<p>In pairs or small groups, to discuss and note answers to questions 1 to 5.</p>
30	<p>Whole group discussion of questions 1 to 5.</p>	<p>Report answers to whole class.</p>
45		<p>Write five sentences on "Maps", using the box on page 6.</p>
60		

COMMENT

. A wall map should be used to illustrate the five key features of any map i.e. title, frame, scale, key and compass.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0 5	Read the quote on page 8.	In small groups, to discuss questions 1 to 4.
15	Circulate, assisting where necessary.	
22	Whole class discussion of the four questions.	Report back to the whole class.
35	Circulate assisting where necessary.	Write responses to second set of four questions.
55	Given out plain paper. Circulate, assisting where necessary.	Draw their own "Mental Maps".
60		Compare maps.

COMMENT

- . Give out the largest paper possible.
- . Stress the need to use a title, frame, compass, and key despite students not worrying too much about scale at this stage.
- . Reinforce advice given at the bottom of page 8.
- . Mental Maps can be used for a wall display - either in the classroom or in the library.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0 5	Read first quote on page 10.	Read Amon's quote.
20	Circulate, assisting where necessary.	
35	Draw 4 columns on the blackboard to collect responses (very well, fairly well, a little, don't know) to check student's accuracy.	Report to the whole class. Write responses to questions 1 to 5 on page 11.
60	Circulate, assisting where necessary.	

COMMENT

- Emphasize the usefulness of writing a draft of the paragraph (page 11, question 5) in rough first - in rough books or in the back of their exercise books. This draft should be read, checked and corrected before being written up neatly.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Give out copies of the "How well I know Vanuatu" sheet (as shown on page 13).	
5	Read page 12 to explain the activity. Circulate, assisting where necessary.	Individually to complete the "How well I know Vanuatu" sheet.
15	Give out blank maps of Vanuatu. Circulate, assisting where necessary.	Shade in maps, according to the information on their "How well I know Vanuatu" sheet.
30		
35	Circulate, assisting where necessary.	Compare maps with one other student.
60	Summary lesson - "What have we learnt ?"	Write responses (sentence completion) to work at the bottom of page 12.

COMMENT

- Students may need assistance with devising a key for their maps. This can be explained (for the whole class) on the blackboard.
- Students maps (with their names added) could make a useful wall display, either in the classroom or the library.

TOPIC

Our Islands.

TIME

3 lessons

PAGES

14, 15, 16, 17, 18, 19.

**SPECIFIC
OBJECTIVES**

Students should be able to :

- . recognise height on a map, as shown by spot heights, contours and shaded contours.
- . draw contours on a map using given spot heights.
- . use shading to show different heights above sea level.
- . draw a simple cross section using a given grid.
- . recognise the shape of the land from simple contour maps.
- . read heights on a Land Survey map.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Read, or ask students to read, the quotes on page 14.	
15	Explain the 3 statements on page 15.	
	Give out copies of the map "Lelepa Island".	
40	Circulate, assisting where necessary.	Individually, to join spot heights to give contour lines.
	Explain shading on the blackboard.	
60		Shade in contour intervals and the key of their map.

COMMENT

- . The blackboard can be use to simply illustrate the idea of height above sea level.
- . Students may need assistance with the map of Lelepa. The procedure can be explained using a rough map of Lelepa on the blackboard. It is best to start with either the lowest or the highest spot heights. Teachers should complete a copy of this map themselves, before beginning this lesson.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0 15	Read and explain the map and cross section of Namuka Island. Demonstrate how to do a cross section on the blackboard.	Students to copy the outline grid on page 17. -This must be the same size as shown.
25	Circulate, assisting where necessary. Circulate, assisting where necessary.	Draw cross section of "Two Hill Island" following the procedure as explained by the teacher on the blackboard.
40 60	Circulate assisting where necessary.	Individually, to write a description of a walk across "Two Hill Island".

COMMENT

- . If time allows, students should be encouraged to talk, in pairs or small groups, about the walk from A to B on Two Hill Island. This should be done before writing begins.
- . Drafting of paragraphs - to be read, checked, corrected and neatly rewritten - should be encouraged.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Explain activity on page 18.	In small group to discuss the matching activity - maps and cross sections.
10	Whole class check on answers.	
20		To complete the sentences (1 to 8).
30	Circulate, assisting where necessary.	
40		In small group to discuss responses to questions 1, 2, and 3 on page 19.
60		Writing of answers.

COMMENT

This activity can be expanded by using other Lands Survey maps and already prepared questions. Maps of the area around the school may be the best starting point for this. Maps for small islands (e.g. Torres, Banks, Shepherds) are generally easier for students to "read".

TOPIC	Finding out about our People.
TIME	4 lessons
PAGES	20, 21, 22, 23, 24, 25, 26, 27.
SPECIFIC OBJECTIVES	<p>Students should be able to :</p> <ul style="list-style-type: none"> . describe what a census is. . explain why censuses are necessary. . understand the process of preparation for a national census. . identify key problems faced by census enumerators. . use text, tables, pie charts, horizontal bar graphs and a dot (distribution) map to complete a summary of information from the 1989 census. . draw a simple bar graph, a divided bar and a pictogramme.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Read, or ask students to read, the first two quotes on page 20.	
10		Students to read (or sing) the census song.
20	Class questioning of the content of the song.	To write responses to questions 1 and 2 on page 20.
30	Read the quote and the statements of the four main things to be done in preparing a national census on page 21.	
50		Students to summarize the four activities in the form of a star diagram.
60		

COMMENT

- . If possible, a cassette of the song could be played to the class.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0		Students, one by one, to read to the class Agnes David's story of being a census enumerator.
15	Whole class questioning on Agnes David's account.	
25		In small groups, to discuss responses to questions 1 to 4 on page 23.
40		
50	Whole class check on response to questions 1 to 4.	Report to class.
60		Writing up of responses to the four questions.

COMMENT

- Draw students attention to the 1989 Census household and individual questionnaires in Appendix 1.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Read through the 10 pieces of information from the 1989 Census on pages 24, 25 and 26. Question students on what each one shows.	Responding to questions.
30	Explain the work to be done on page 27.	Students, in pairs, to complete the first paragraph of the cloze activity on page 27.
40		
50	Whole class check on accuracy of first paragraph.	
60		

COMMENT

Particular attention should be paid to the dot (distribution) map as this is probably the first time students will have seen this type of map.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Recap on last lesson.	
40	Circulate, assisting where necessary.	In pairs, to continue using the 10 tables, map and graphs to complete the cloze activity on page 27.
50	Whole class check on complete cloze activity.	
60	Circulate, assisting where necessary.	Drawing of bar graph and divided bar or pictogram.

COMMENT

- Students graphs may be used as part of a wall display on censuses.

TOPIC Our Neighbours.

TIME 3 lessons

PAGES 28, 29, 30, 31.

**SPECIFIC
OBJECTIVES**

Students should be able to :

- . name and locate on a map Vanuatu's immediate neighbours in the South Pacific.
- . state distances and directions using a small scale (large area) map.
- . extract information from a complex table.
- . describe perceptions and feelings about one of Vanuatu's neighbouring countries.
- . extract information from a flight information table.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Read the quote on page 28.	
15	Circulate, assisting where necessary. Give out atlases.	In small groups, to discuss and note answers to questions 1 to 5. Check responses.
25	Give out blank map of the South West Pacific.	
40	Circulate, assisting where necessary.	Use atlases to label and complete the maps.
60	Whole class check on responses to 1, 2 and 3.	Write responses to questions 1, 2 and 3.

COMMENT

- If possible, a wall map of the Pacific, and of individual countries, should be available for all to see.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Read through the table on page 29.	
10		Sentence completions 1 to 8.
30		
50	Whole class check on response to sentence completion.	
	Read quote on page 30.	
60		Write responses to "My Holiday" activity.

COMMENT

- . If time allows students can be asked to draw bar graphs of either
 - a) life expectancy in various countries or
 - b) the average weekly income per person in various countries.

Students may need some guidance on the blackboard for these bar graphs.

The Land area and Total Population are not suitable for students to draw as bar graphs because the range of sizes is far too great.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	Explain the table on page 31.	
5	Circulate, assisting where necessary.	In small groups, to discuss and note responses to questions 1 to 5 on page 30.
15	Whole class check on responses.	
20	Explain visit to library to research two lists : 1. Places to visit. 2. Things to do.	To library to make brief notes. To write short account of the places to visit and things to do in the country of their choice.
60		

COMMENT

- Teachers should aim to collect a pack of resources on countries e.g. an envelope or folder containing maps, pictures, tourist brochures etc.

TOPIC Appendix 2 : Be a Census Enumerator.

TIME 1 lesson (preparation) plus holiday work.

PAGES 37, 38, 39.

SPECIFIC OBJECTIVES Students should be able to :

- . conduct a simple household census by interview.
- . write a short report, given paragraph guidance.

METHOD

TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
0	<p>Given out copies of the "Census Enumeration Form" as shown on page 38. Explain procedure for this activity. Read instructions on page 37.</p> <p>Explain interview practice.</p> <p>Explain, and give examples on the blackboard, of the types of tables and graphs that can be drawn. Read page 39 and stress the need to draft work before reading, checking, correcting and neatly rewriting.</p>	<p>To question and request more assistance, if necessary.</p>

COMMENT

- . This lesson should concentrate very much on preparing students for this work - to be done in the holiday.
- . Stress the need to ask permission before interviewing anyone.
- . This work needs to be returned to after the holiday to evaluate how students have worked.
- . It may be very useful to group students in pairs for a practice interview.

EVALUATION

Evaluation is concerned with all aspects of teaching and learning. It involves considerably more than the assessment of student performance, though this is obviously a very important part of it. Evaluation is concerned with the quality of education and how the quality of the learning, the teaching and the programme can be improved.

Several forms of evaluation are desirable whilst teaching "Our Islands, Our People". These are :

1. Teacher evaluation of the student

One of our major responsibilities as teachers is to monitor how successful, our students are working and to provide them with the necessary feedback on their progress. We can do this in three main ways.

Firstly, whilst students are involved in activities we can walk around the classroom, checking on their progress and offering assistance and encouragement where necessary. This has the advantage of giving the teacher an immediate impression of student progress and allowing immediate feedback to be given to students.

Secondly, by regularly marking our students' exercise books, offering praise where appropriate and comments on how work may be improved, we can monitor how well our students are working and provide them with feedback, using marks and comments, on their achievements.

Thirdly, to summarise a student's level of achievement during, or at the end of, a unit we can give an assignment or test. The purpose of this is to measure how well a student has done. To do this satisfactorily a number of points need to be born in mind. These are :

- a) Questions should relate to one or more of the specific objectives identified throughout the unit.
- b) Questions should try to measure students' understanding of key ideas and their mastery of skills as well as their abilities to remember facts.
- c) A variety of questions types will generally give a more accurate indication of how much a student has learnt. These question types may include true/false, sentence completion, short answer questions, multiple choice questions and extended writing.

- d) At least some of the questions should require students to respond to some information in the form of, for example, a diagram, a picture, a map or a graph.
- e) Tests at the end of this unit, should include questions on a range of the topics within "Our Islands, Our People" rather than concentrating on one or two topics.
- f) If students are to benefit from a test it is most useful if they can be given time to revise. Advice also needs to be given on how best to revise.
- g) It is very important that tests are reviewed in class once they have been marked. This allows students to understand where and why they have lost marks and better prepares them for future assessments. To be of most value, test reviews should take place as soon as possible after the test.

2. Teacher evaluation of the activities

In order to improve the learning experience we offer our students we need to decide which activities are worthwhile, which may need changing before we use them again and what further ideas for activities we may have. We can perhaps best achieve this improvement by discussing our ideas with other teachers and by completing an "Our Islands, Our People" feedback sheet.

We also need to consider how our organisation of the activities and our classroom can be improved.

3. Student evaluation of the activities

To find out what students think of the activities and materials they are being asked to use we can do one of two things or both. These are :

- a) Informally, ask questions in class about the activities and materials to gain an impression of student's thinking.
- b) More formally, students can be asked to complete a questionnaire. This questionnaire can include such questions as : Which activities did you like most ? Why ? Which activities did you like least ? Why ? What have you learnt by studying "Our Islands, Our People" ? What changes would you suggest if the activities were to be used with next year's Year 7?

We can get a fuller picture of what our students think if we ask them to answer these and other questions in writing, rather than asking the class as a whole.

4. Student evaluation of themselves

Students can usefully be asked to identify their own strengths and weaknesses and to prioritise areas for improvement.

Two key questions here would be : What things have I done well in Social Science this term ? In what ways can I improve my work in Social Science next term ? The responses may include such things as neat presentation of work, planning extended writing carefully, working well with others, working well individually, arriving at lessons on time, finishing prep work on time and asking and answering questions in class.