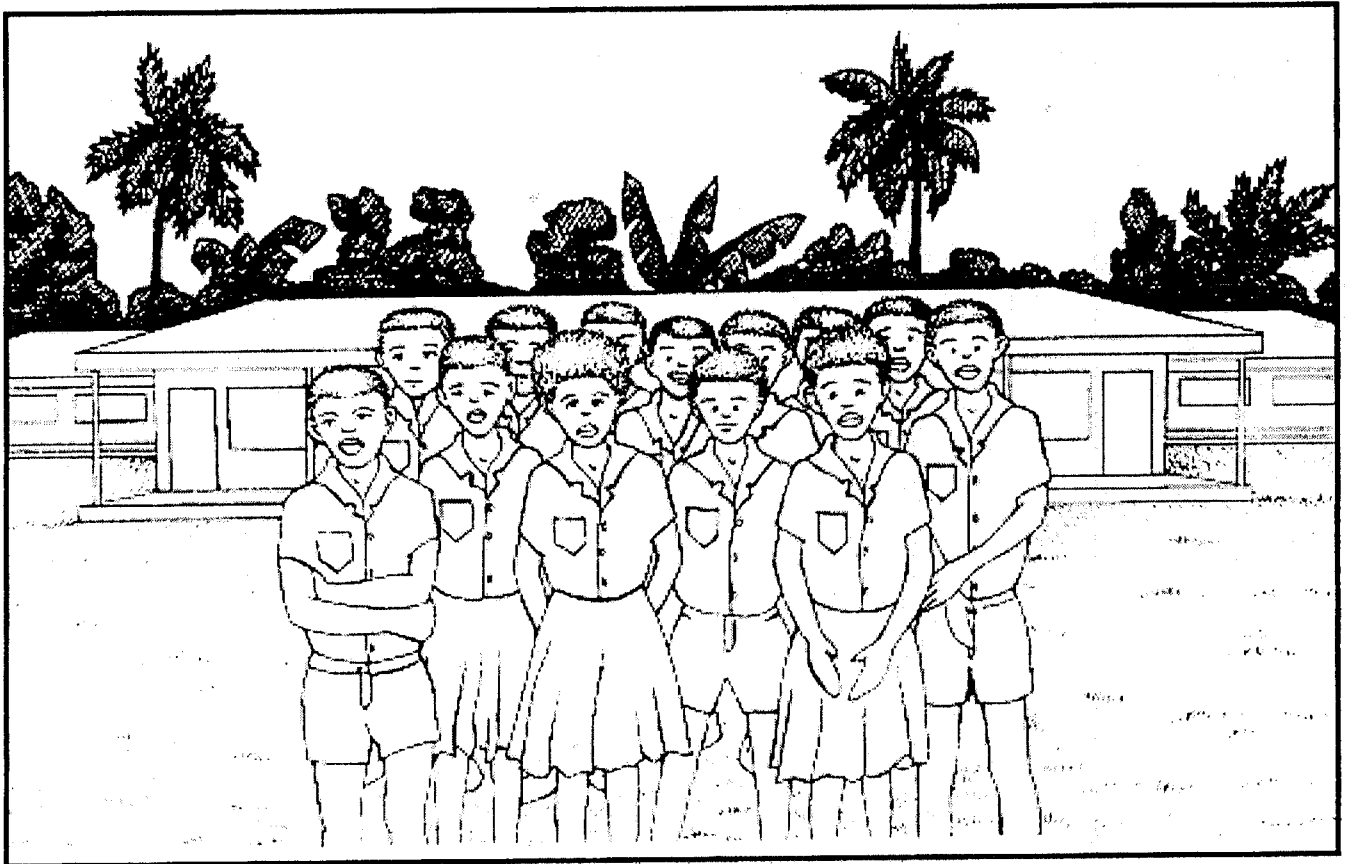
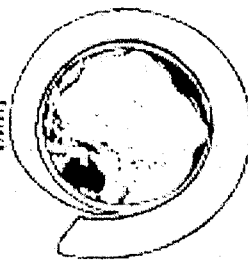


# STARTING TOGETHER



SOCIAL SCIENCE

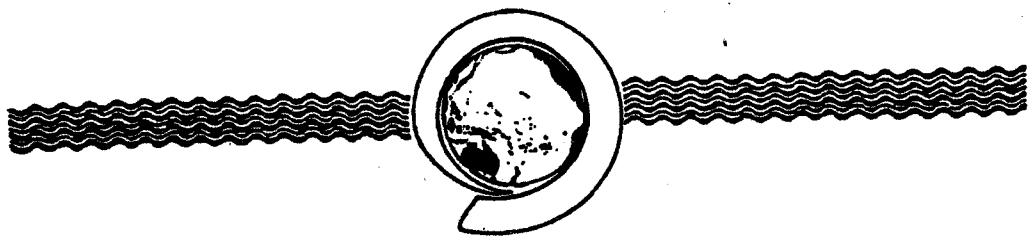


YEAR 7 BOOK 1



# STARTING TOGETHER

SOCIAL SCIENCE  
STUDENT'S BOOK  
YEAR 7 BOOK 1



DEPARTMENT OF EDUCATION  
PORT VILA  
VANUATU  
1991

# MINISTER'S MESSAGE

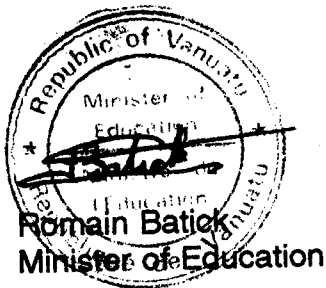
"Starting Together" is the first book for year 7 students following the junior secondary Social Science programme.

The main purpose of this book is to introduce you to each other, to your new school and to Social Science.

"Starting Together" has five main sections. Each section has suggestions for activities. These activities should encourage you to get to know each other and to work together. You can do this by asking and answering questions, reading, writing, drawing and by using interviews, surveys, graphs and maps.

There is a glossary at the end of the book to help you understand new words.

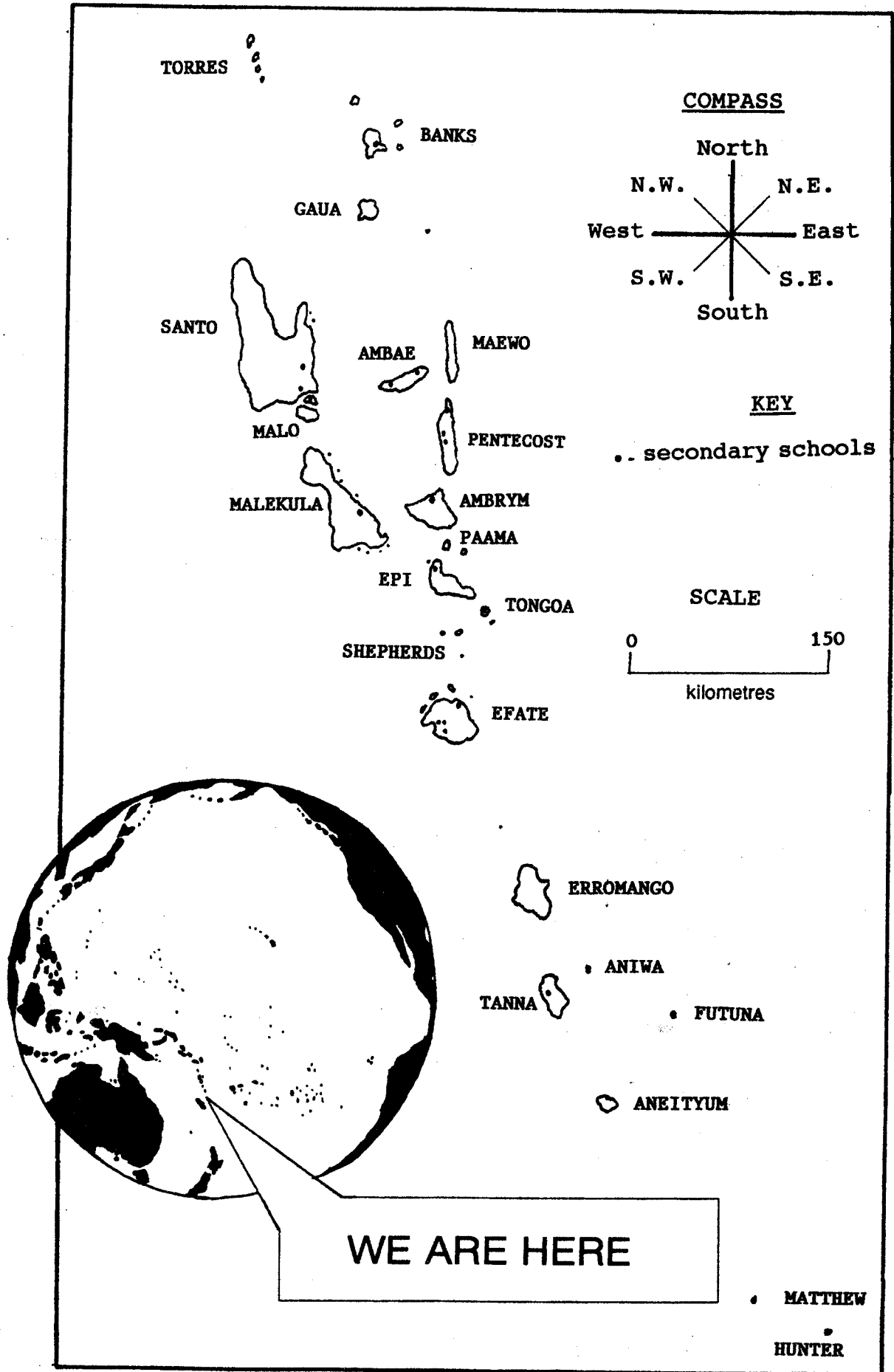
I know you will all work well to make your Social Science lessons as interesting and enjoyable as possible.



## CREDITS

Written by:	Steve Passingham
Typing:	Regina Wai
Artwork:	Joseph Carlo
Printing:	Curriculum Development Centre

# VANUATU



# CONTENTS

Welcome	Page 1
Who are we?	Page 2
Where do we come from?	Page 4
Our Journeys to School	Page 7
Our New School	Page 8
What is Social Science?	Page 14
Glossary	Page 18

## USING THIS BOOK

You will find the following symbols in this book.



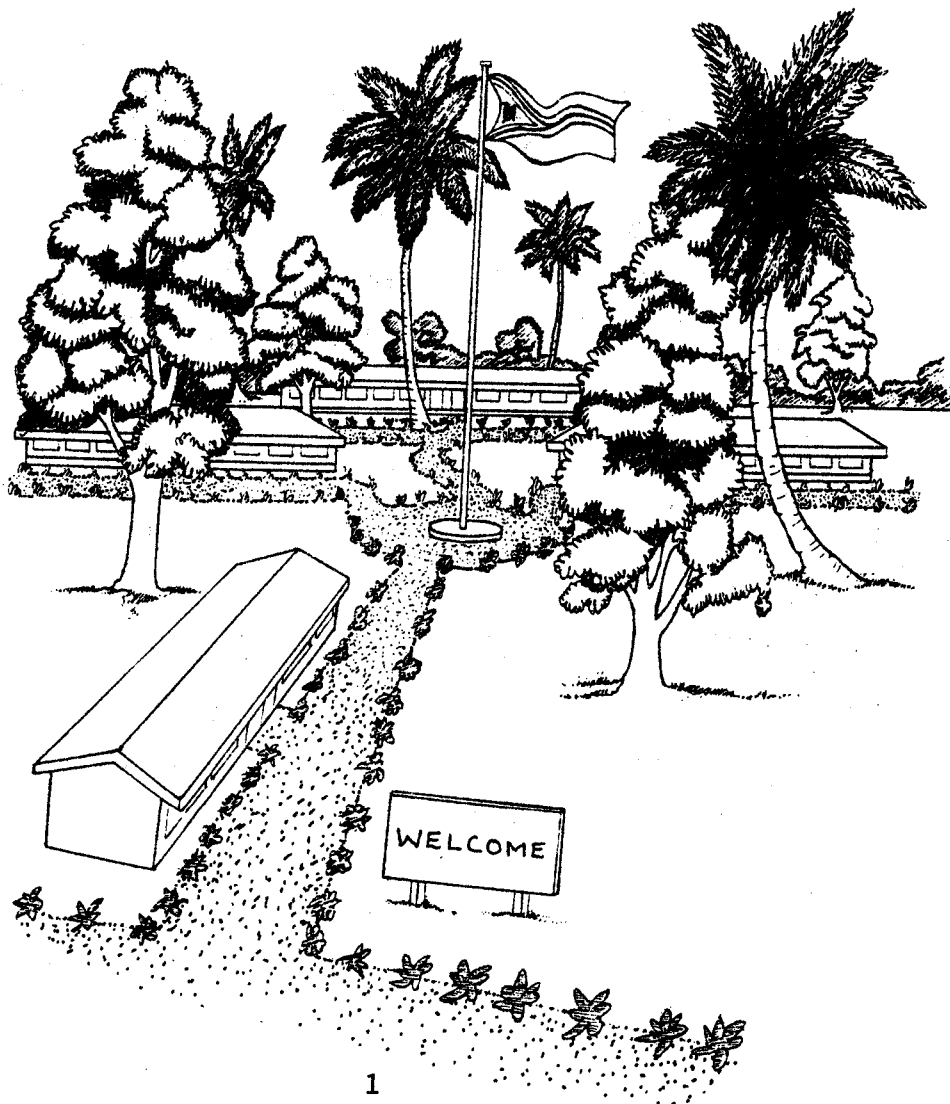
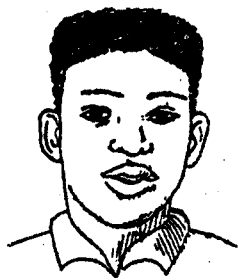
This symbol means "read or discuss together in pairs or small groups."



This symbol means "write or draw".

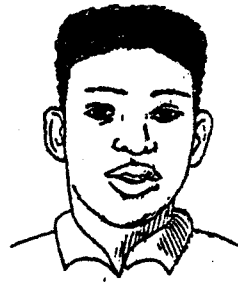
# WELCOME!

Welcome to your new school and welcome to Social Science. We hope you make many friends, enjoy your four years here and learn a lot about the world we live in.



# WHO ARE WE?

Before we start work in Social Science we need to get to know each other. One way we can do this is by telling each other information about ourselves.



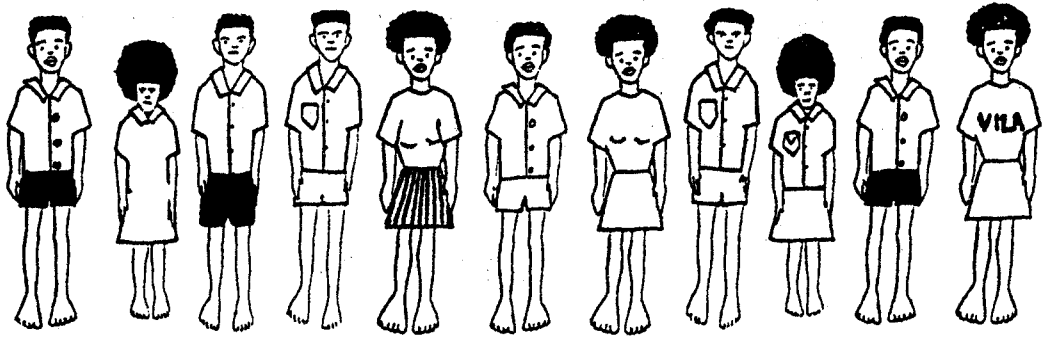
Go outside for this activity. Make a large circle. One by one, tell everyone your name and repeat the names of all the people who have already spoken.







Stay outside for this activity. Arrange yourselves in a line. Start with people born in January and end with people born in December.



In the classroom, join together with one other student. Introduce yourselves and tell each other your names, your ages and where you come from.



In your exercise book, write the title "An Interview". Don't forget to write the date too.



Now write at least six questions to ask your partner. Leave a few lines in between your questions so that you can write the answers.  
(The box below has some ideas for your questions).

First name(s)	Family name(s)	Age
Brothers and Sisters	Island	Village or Town
How they travelled to school	What food they like	
Sports	Music	The best thing that happened to them
What they would like to do when they leave school		



Now ask each other the questions you have written. Write the answers in the spaces you have left in your exercise books.

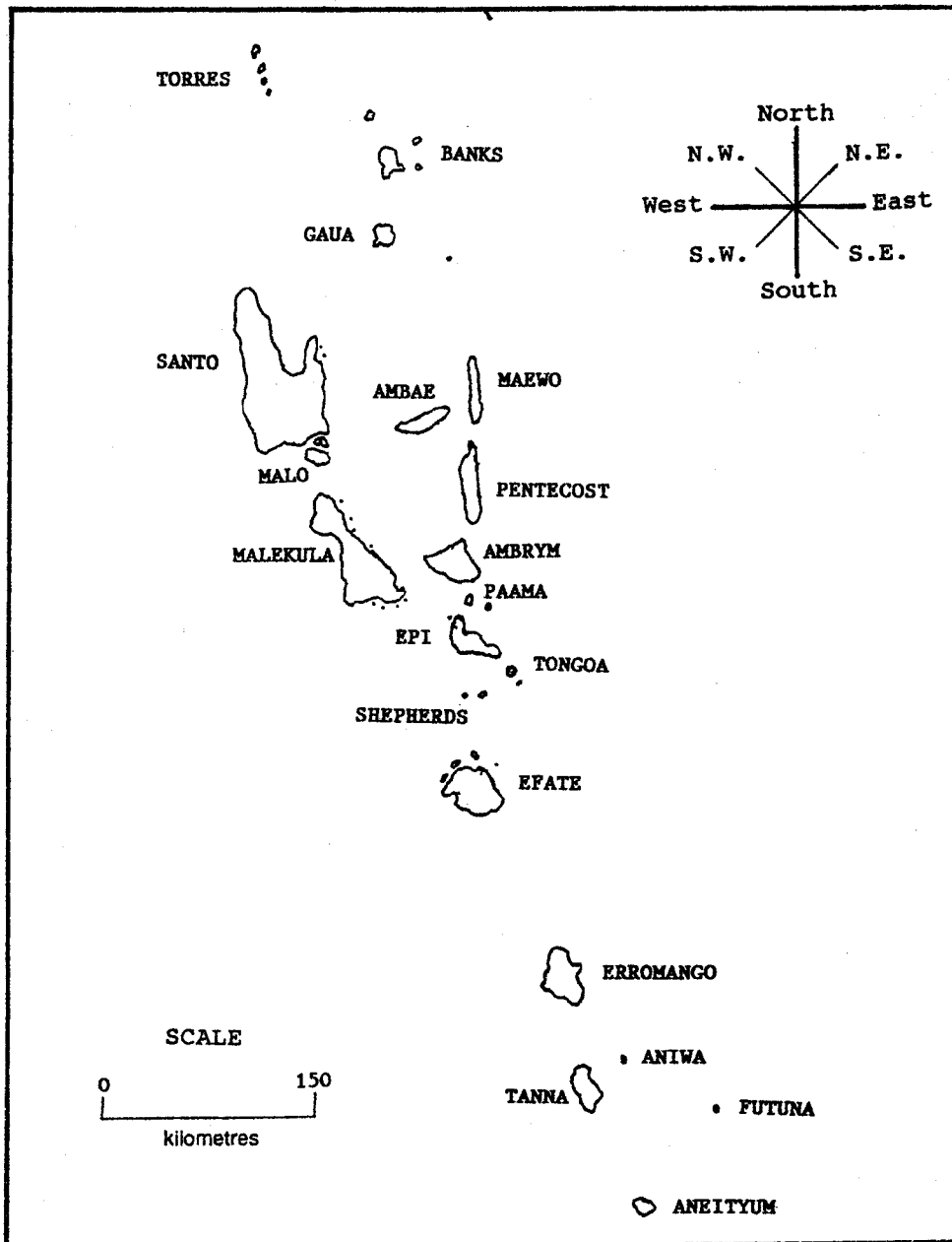


# WHERE DO WE COME FROM?

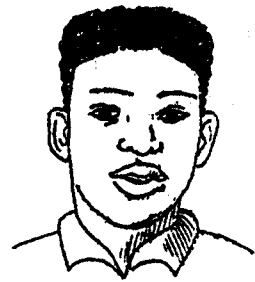


All secondary schools have students from many different islands. Which islands do all the students in your class come from?

## VANUATU



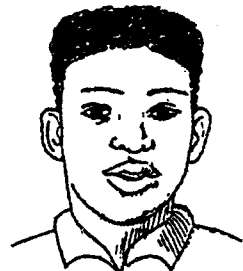
To find out where we all come from we can do a survey.



Look at the table your teacher has drawn on the blackboard. It looks something like this:

		ISLANDS WE COME FROM							
		Efate	Santo	Tanna	Malekula	Pentecost	Ambae	Ambrym	Epi
Number of students									
Total									

Everyone should go to the blackboard and put a tick in the correct box..... the island he or she comes from.

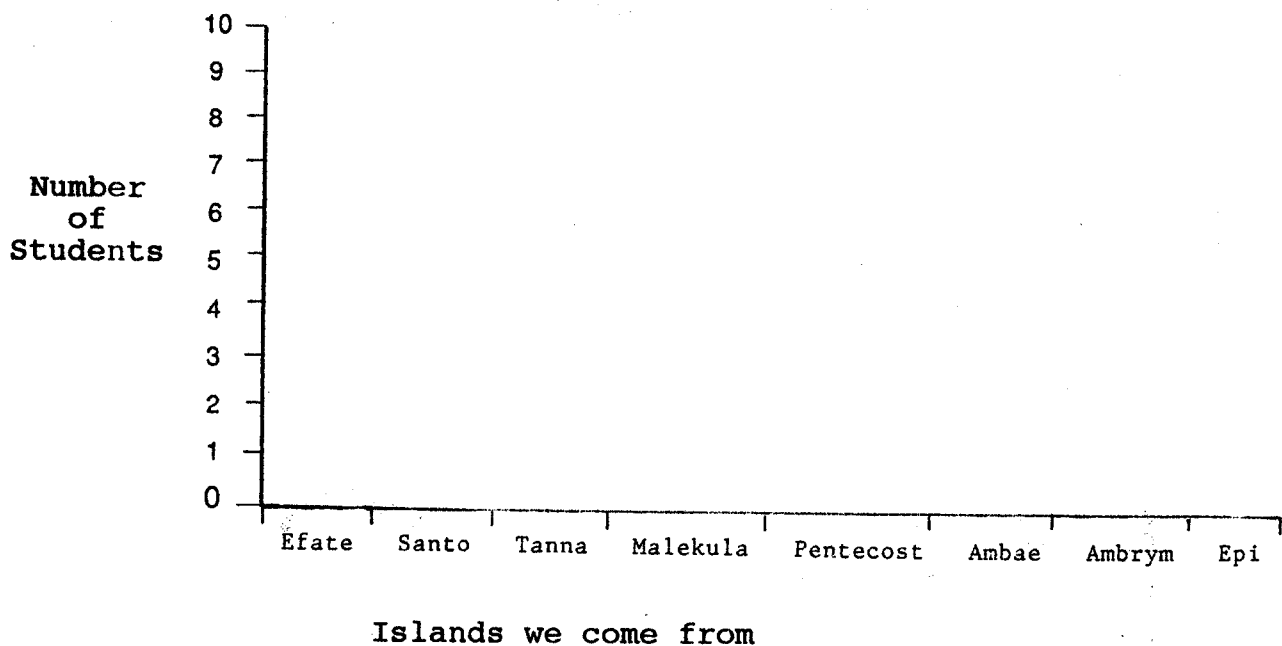



Once every student has marked his or her island on the blackboard the number of students from each island can be added up and written in the "Total" boxes.


The information you have collected can also be shown as a bar graph. Look at the bar graph lines your teacher has drawn on the blackboard. It looks something like the bar graph lines shown below.





## WHERE WE COME FROM



 Copy the lines your teacher has drawn on the black-board. Don't forget to write the title and the names of each line. Draw with a pencil and write with a pen.

 Use the information you have collected in the table on the blackboard to make a bar graph.

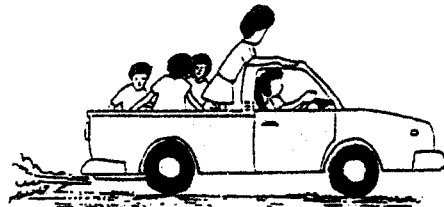
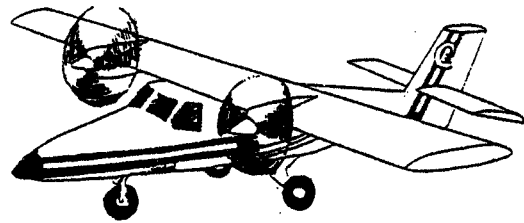
 In pairs or small groups, talk about what your bar graphs tell us.

 Write the title "Where we come from". Now write a few sentences to describe what your bar graph shows.

# OUR JOURNEYS TO SCHOOL



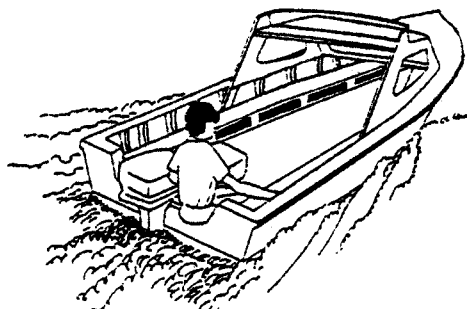
How did you travel to school?  
How many hours or days did  
your journey take? What types  
of transport did you use? What  
did you see on your journey?



In pairs, tell each other about your journeys to school. Each of you should try to talk for at least two minutes, describing your journey in as much detail as you can.



Write the title "My Journey to School". Now write a description of your journey to school. Write in as much detail as you can.



# OUR NEW SCHOOL

How much do you know about your new school? Look at the list of questions below. How many can you answer?



1. What is the name of the principal?
2. What are your teachers' names?
3. What subjects do they teach?
4. What is the name of the cook?
5. What other people work at your school?
6. How many students are there?



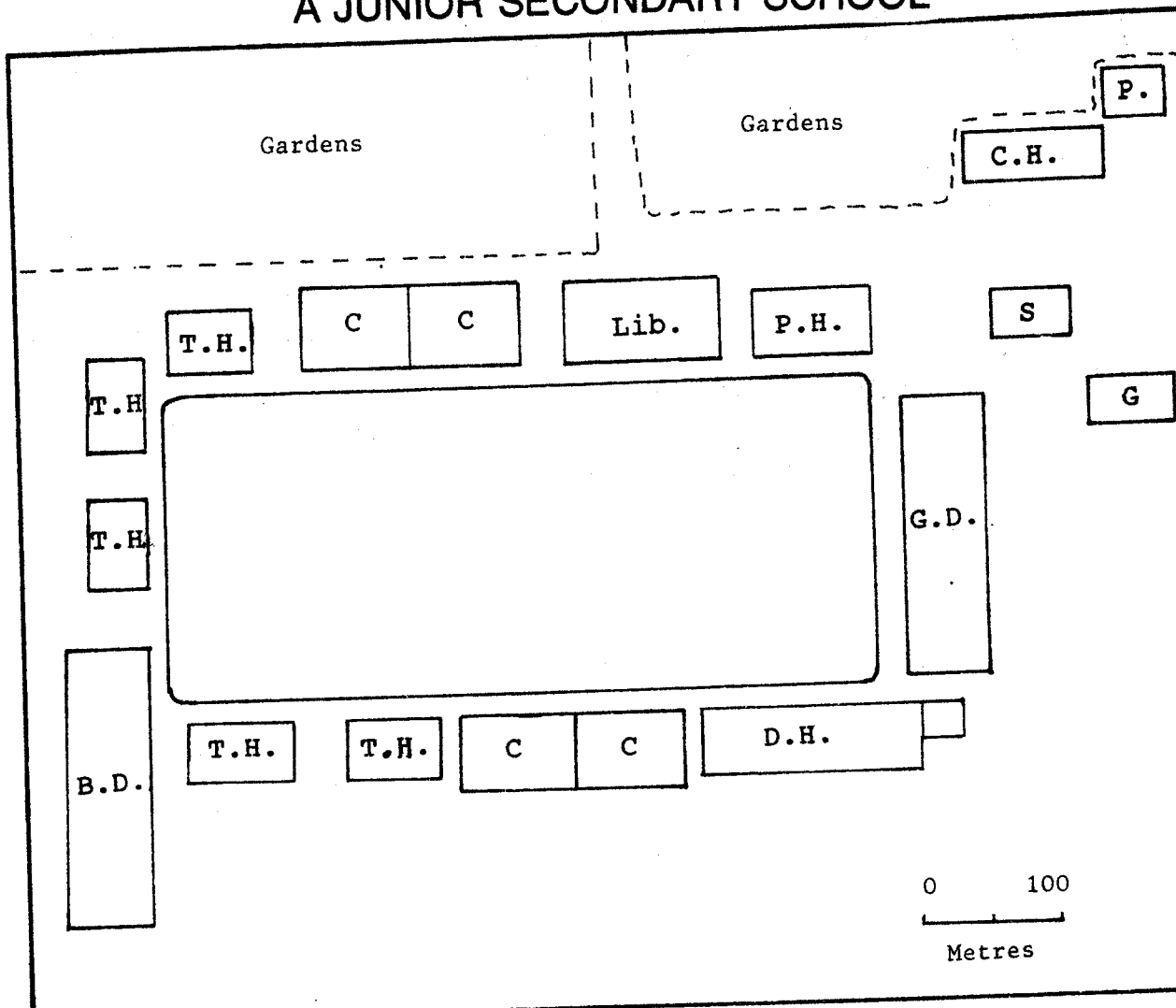
Do you know what all the buildings and rooms are in your school?



In pairs, look at the map of a school on page 9. Use the key, the compass, and the scale to answer the following questions.

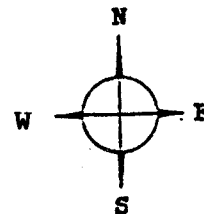
1. How many classrooms are there?
2. How many teachers' houses are there?
3. If you walked from the library to the dining hall, in which direction would you walk?
4. If you walked from the principal's house to the library, in which direction would you walk?
5. How far is it from the dining hall to the gardens?
6. How far is it from the library to the generator?

# A JUNIOR SECONDARY SCHOOL



## KEY


- |                          |                         |
|--------------------------|-------------------------|
| P.H. - Principal's house | B.D. - Boy's dormitory  |
| T.H. - Teacher's house   | G.D. - Girl's dormitory |
| S. - Store               | C.H. - Chicken house    |
| C. - Classroom           | P. - Pigs               |
| G. - Generator           | D.H. - Dining Hall      |
| Lib. - Library           |                         |



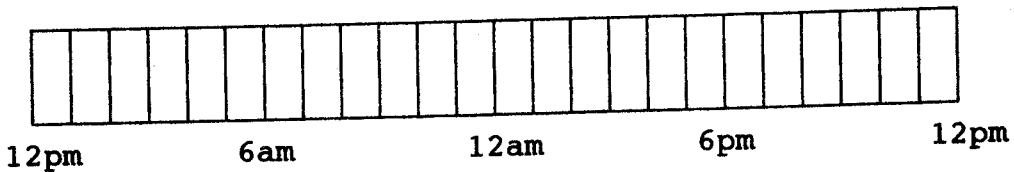
Look at a map of your school.  
Do you know where everything is?




How do you spend your time at school?  
What time do you get up? At what time  
do your lessons start? When do they  
finish? What do you do after your  
lessons?

 On a new page in your exercise book, write the title "Twenty four hours at my school".

Look at the timeline diagram your teacher has drawn on the blackboard. It looks like this:




 Make a copy of the timeline diagram. Add as much detail to the time line as you can. (Think about when you get up, when you have breakfast, when your lessons start, when you have a break and lunch, what time lessons finish, when you work in the gardens or do sports, when you have dinner, when you have prep and when you go to bed).





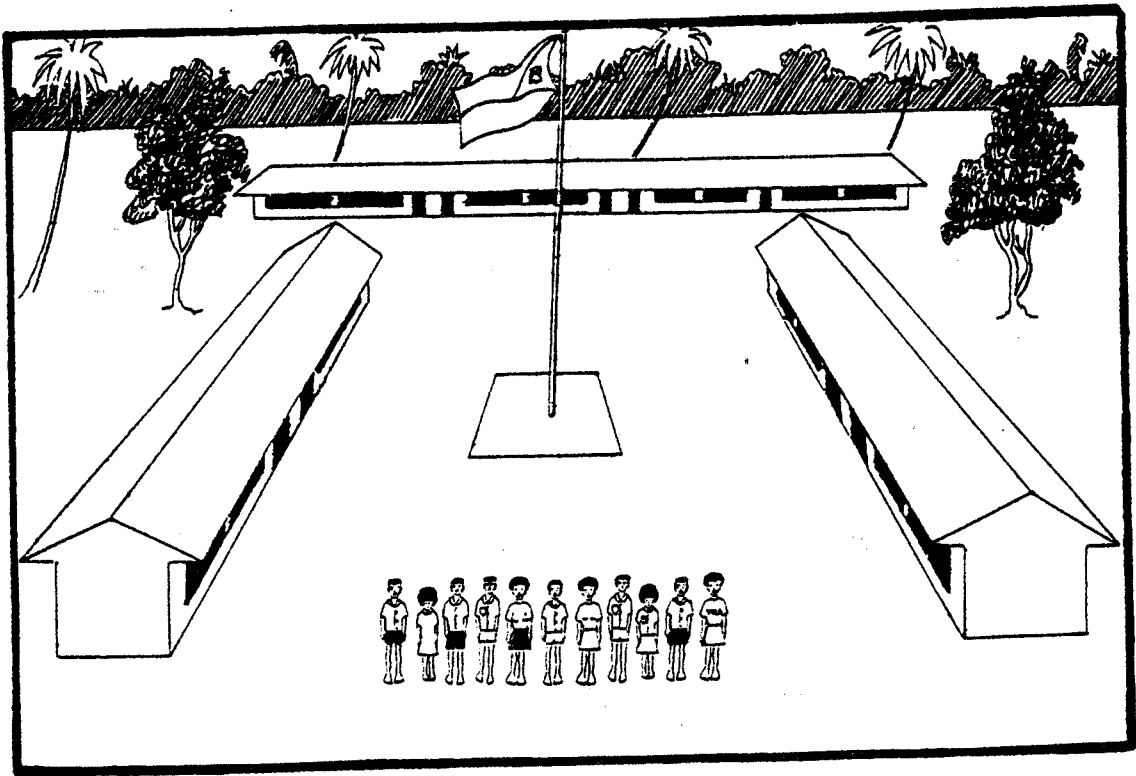
What is your favourite place at your new school? Why do you like this place?

 On a new page in your exercise book write the title "My Favourite Place at School".

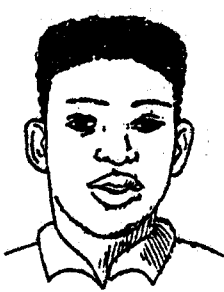
Draw a picture of the place in your school you like best.





Then write a description of the place you have chosen, saying why you like this place.

"This place is ....."  
"I like this place because ....."  
....."




How would you describe your new school to someone who has never visited it? What would you say?




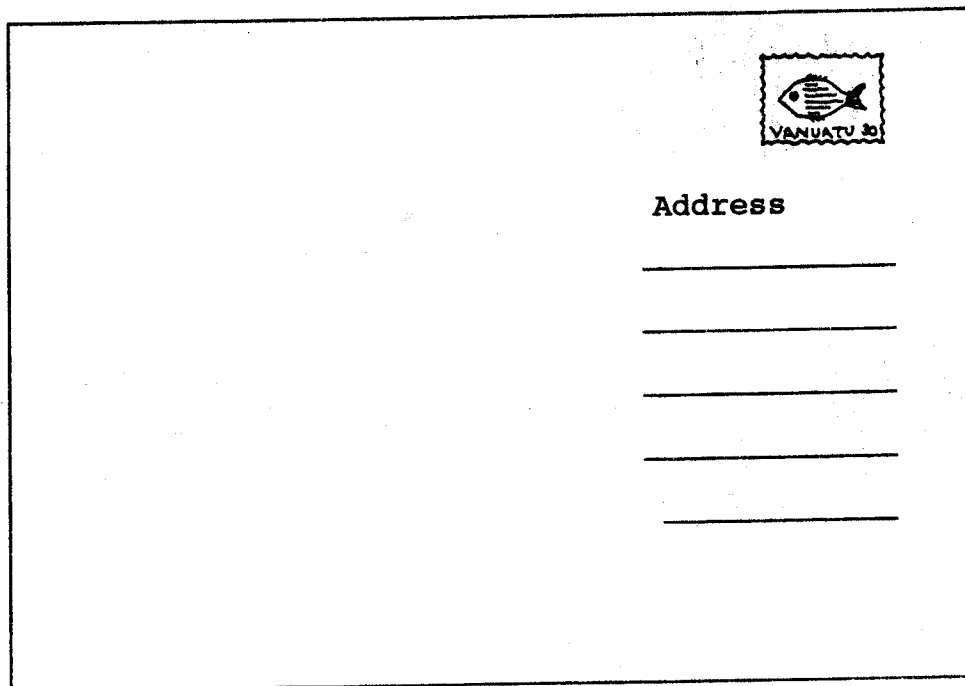
-  In pairs, discuss the things you would tell someone about your new school.
-  Write a list of the things you would say.
-  As a class, collect all of your ideas on the blackboard.
-  On a new page in your exercise book, write the title "A Postcard from my School".


Using all of this page in your exercise book, draw the picture side of your postcard. This is shown below. Draw in pencil (with a ruler) and write in pen. Add the name of your school.


GREETINGS FROM .....	

-  Choose four different places in your school. Draw a picture of each place and add a caption to each picture.

-  On the next page in your exercise book, draw the writing side of your postcard. This is shown below. Draw in pencil (with a ruler) and write in pen.




-  In the back of your exercise book, write a list of the things you want to say about your new school.

-  Still in the back of your exercise book, write a draft of your postcard. As you write, think about the following questions:

1. Is it interesting to read?
2. Have you included everything you want to say?
3. Will it fit into the space you have available on your postcard?

When you have finished your draft in the back of your exercise book, read it over. Check your spelling and sentences. Can you make any corrections? Ask your teacher to read and correct what you have written.

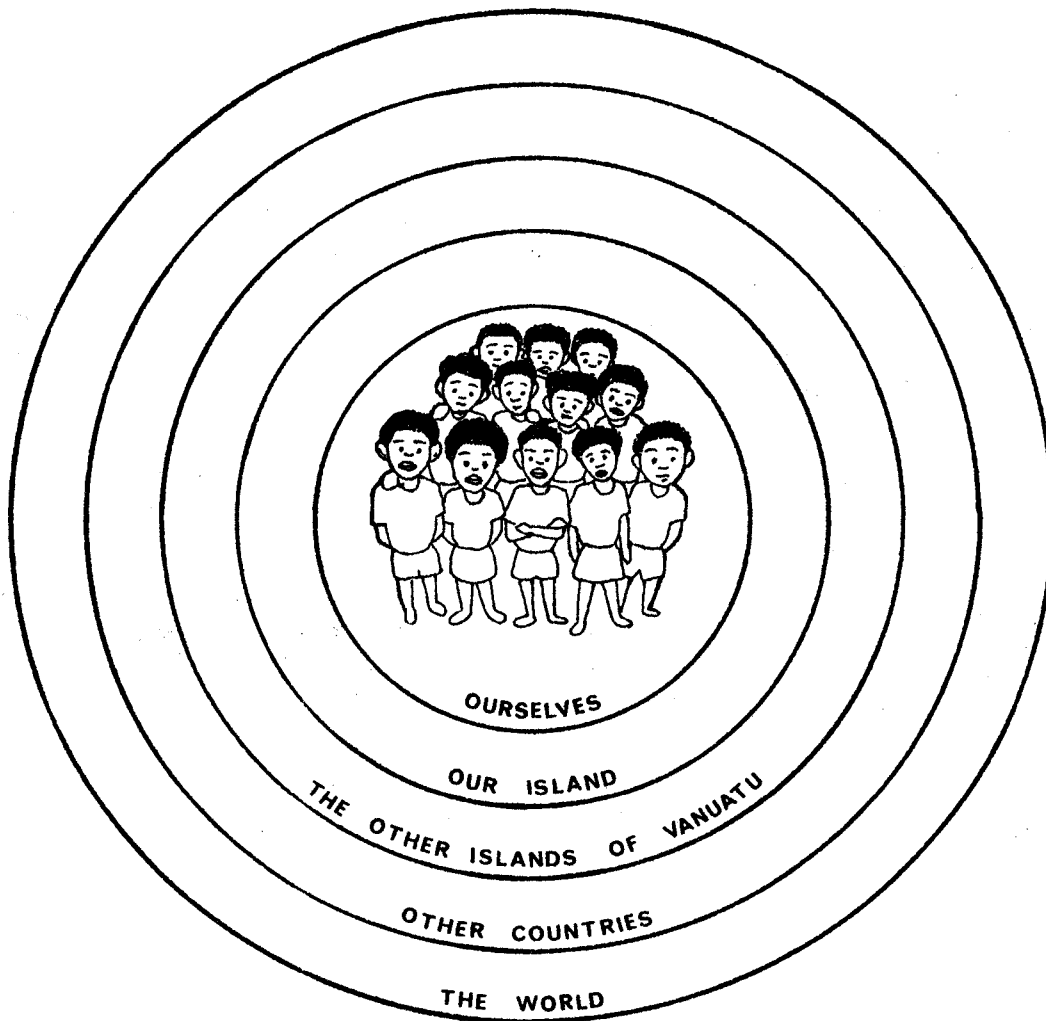
-  Now copy your writing onto your postcard. Do not forget to add a name and address.

# WHAT IS SOCIAL SCIENCE?

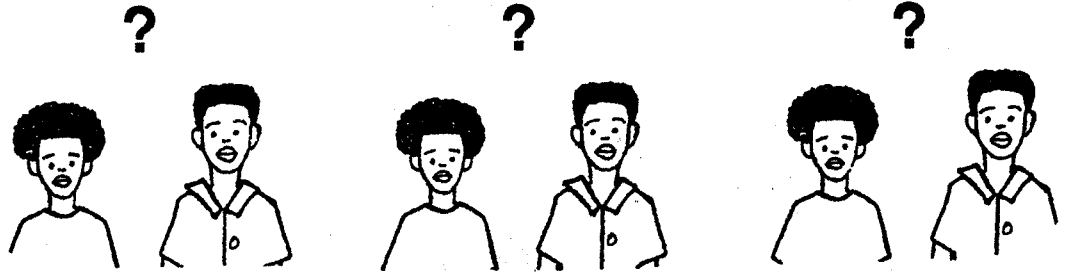
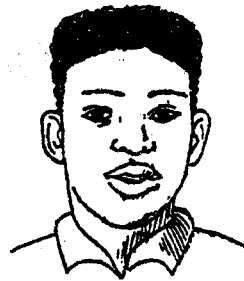


In our Social Science lessons we will be finding out about the world we live in ....  
..... especially how people live and work together.

Social Science includes finding out about ourselves and the people and things around us, such as our families, our friends and our islands. We will also find out about how people live in the other islands of Vanuatu and in other countries of the world.



Social Science does not just include finding out how people live today. We will also find out how people lived in the past and how we may live in the future.




PAST


PRESENT

FUTURE



Social Science also means working together..... talking, listening, reading, writing, drawing, planning our work and using maps, graphs, pictures, photographs and videos.

 On a new page in your exercise book, write the title "Social Science".

 Now draw a picture or pictures to show what you think Social Science is about. Plan your ideas before you start.

Draw in pencil and colour in your pictures if you have colouring pencils.



In pairs or small groups, talk about the pictures you have drawn.

How are they similar?

How are they different?



Social Science involves asking questions and trying to find answers.

How do people make a living?

Where do we come from?

What was life like in the past? How do we know?

What will life be like in the future?



Why is life in Vanuatu and other countries changing?

How can the world be a better place?



In pairs, talk about the questions above. Which two questions do you think are the most important? Why?

As a class, share your reasons why you chose your questions.



Write the title "Social Science". Copy and complete the following phrase:

"Social Science is important because .....

What do we need to do well in Social Science? Most of the things we need for Social Science are the same as those we need for other subjects. The list below tells you the main things you will need.



1. You will need some equipment.....an exercise book, some pens and pencils, some colouring pencils, a ruler and a rubber.
2. You should always write with a blue or black pen. Don't forget to include the date and to underline your title. Pictures, graphs and maps should be drawn with a pencil and labelled in pen.
3. You will need to cooperate and work well with other people. Sometimes you will be working on your own. At other times, you will be working with other people. This means you must say what you wish to say without being shy, listen carefully to other people and share your work sensibly.
4. To improve your writing in English you will need to plan your work first, especially for longer pieces of writing. It is often a good idea to write your work in draft first. It is best to do this in the back of your exercise book. Then you can read what you have written to check if you have included everything you want to say. You may also be able to correct some of your mistakes. It is a good idea to ask your teacher to check your work before you write it out neatly.
5. You will need to ask questions.....What? When? Where? How? Why? To find out about how people live we must ask questions and look for answers.

# GLOSSARY

- Bar graph - A way of showing information about the number of something. This information is drawn in bars, or columns.
- Caption - A word, or few words, to say what a picture or photograph shows.
- Compass - Something that tells us which direction places are .....north, north-east, east, south-east, south, south-west, west, north-west.
- Cooperation - Working together.
- Description - A few words or sentences saying what something is like.
- Direction - The way one place is from another place ..... north, north-east, east, south-east, south, south-west, west, north-east.
- Discuss - To talk about something.
- Draft - The first time you write something. You then read what you have written and try to improve and correct your writing before copying it out neatly. Your draft writing should be done in the back of your exercise book.
- Equipment - Things that are useful for something. For example, you need a ruler to draw straight lines.
- Future - Something that has not happened yet. Something that will happen tomorrow, next week, next year or in a number of year's time.
- Information - Something that tells us something. Something we know or can find out. For example, asking questions can tell us something. By asking questions we can get information.
- Interview - When someone asks someone else questions to find out something.



- Introduce - To meet someone, or to get to know someone or something for the first time.
- Journey - When we travel from one place to another place.
- Key - Every map should have a key. A key tells us what the symbols on the map mean.
- Partner - Someone you are working with.
- Past - Something that has already happened. The time before today. Something that happened yesterday, last week, last year or a number of years ago.
- Present - Something that is happening right now. Something that is happening today.
- Purpose - A reason for something. Why something is being done.
- Scale - Something on a map that tells us how far it is (in metres or kilometres) from one place to another place.
- Similar - Something that is like, or the same as, something else.
- Social Science - The study of how people live and work together. This includes people in Vanuatu and in other countries, and people in the past as well as today. Social Science also looks at what life might be like in the future.
- Survey - A way of working, usually by asking questions, to find out some information.
- Symbol - A simple picture that means something. For example, a cross is a symbol for Christianity. A map has symbols to show what things are. We can find out what they are by looking in the key.
- Time line - A simple diagram to show how time is used. A time line can be for 24 hours to show what someone does in a day. It can also be for a longer time to show what happened in the past or what might happen in the future.

*[The page contains extremely faint, illegible text, likely bleed-through from the reverse side of the document. The text is too light to transcribe accurately.]*