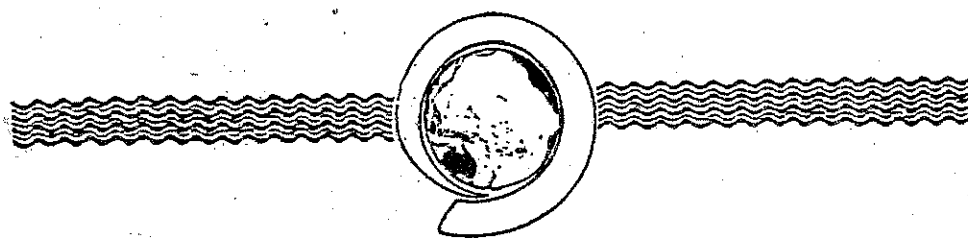


LIVING IN COMMUNITIES



**SOCIAL SCIENCE
STUDENT BOOK
YEAR 7 - BOOK 3**



**DEPARTMENT OF EDUCATION
PORT VILA - VANUATU
1992**

LIVING IN COMMUNITIES

38
40



**SOCIAL SCIENCE
STUDENT BOOK
YEAR 7 - BOOK 3**



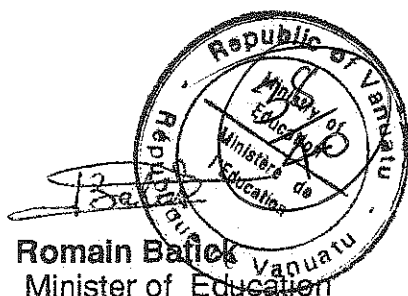
**DEPARTMENT OF EDUCATION
PORT VILA - VANUATU
1992**

MINISTER'S MESSAGE

"Living in Communities" is the third book for Year 7 students following the junior secondary Social Science programme. The main purpose of this book is to explore a number of questions about communities and to help you develop a number of important skills. You will learn about communities in other countries as well as communities in Vanuatu.

"Living in Communities" has eight main sections. Each section has suggestions for activities. For some of these activities you will be working on your own. For others, you will be working with a partner or in a small group. The activities include talking, asking and answering questions, listening, reading, writing, doing a survey of a local village, library research, designing a poster and using maps, graphs and pictures. 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.



Romain Bafick
Minister of Education

CREDITS

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The contributions of the following are also acknowledged:

1. Charlie Pierce for "Communities in Vanuatu."
2. Agnes David for the information about the Mataso Community.
3. All the Social Science teachers who offered comments and suggestions on the first draft of the materials contained in this book.

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USING THIS BOOK

You will find the following symbols in this book:

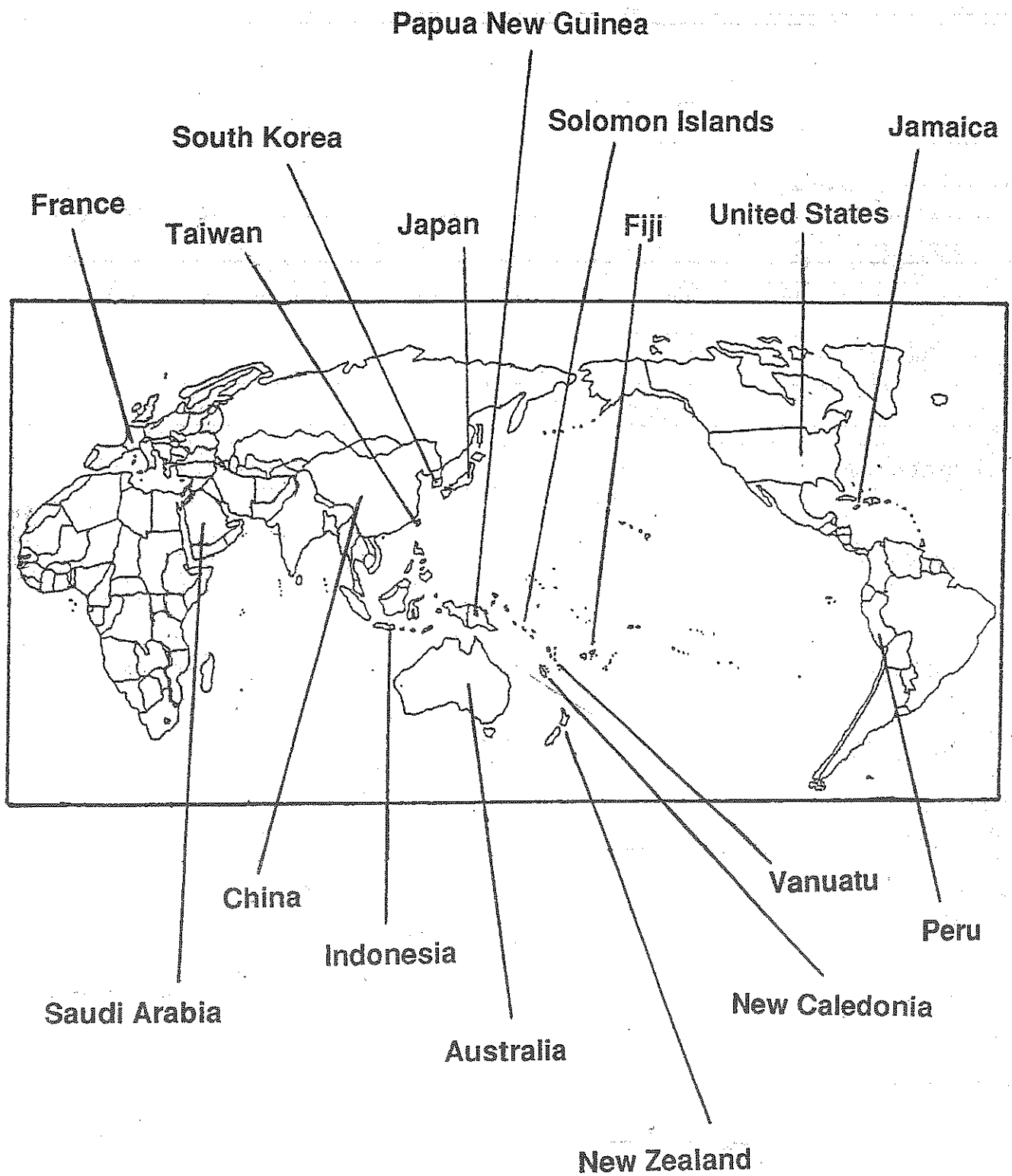


this symbol means "read or discuss
together in pairs or small groups"

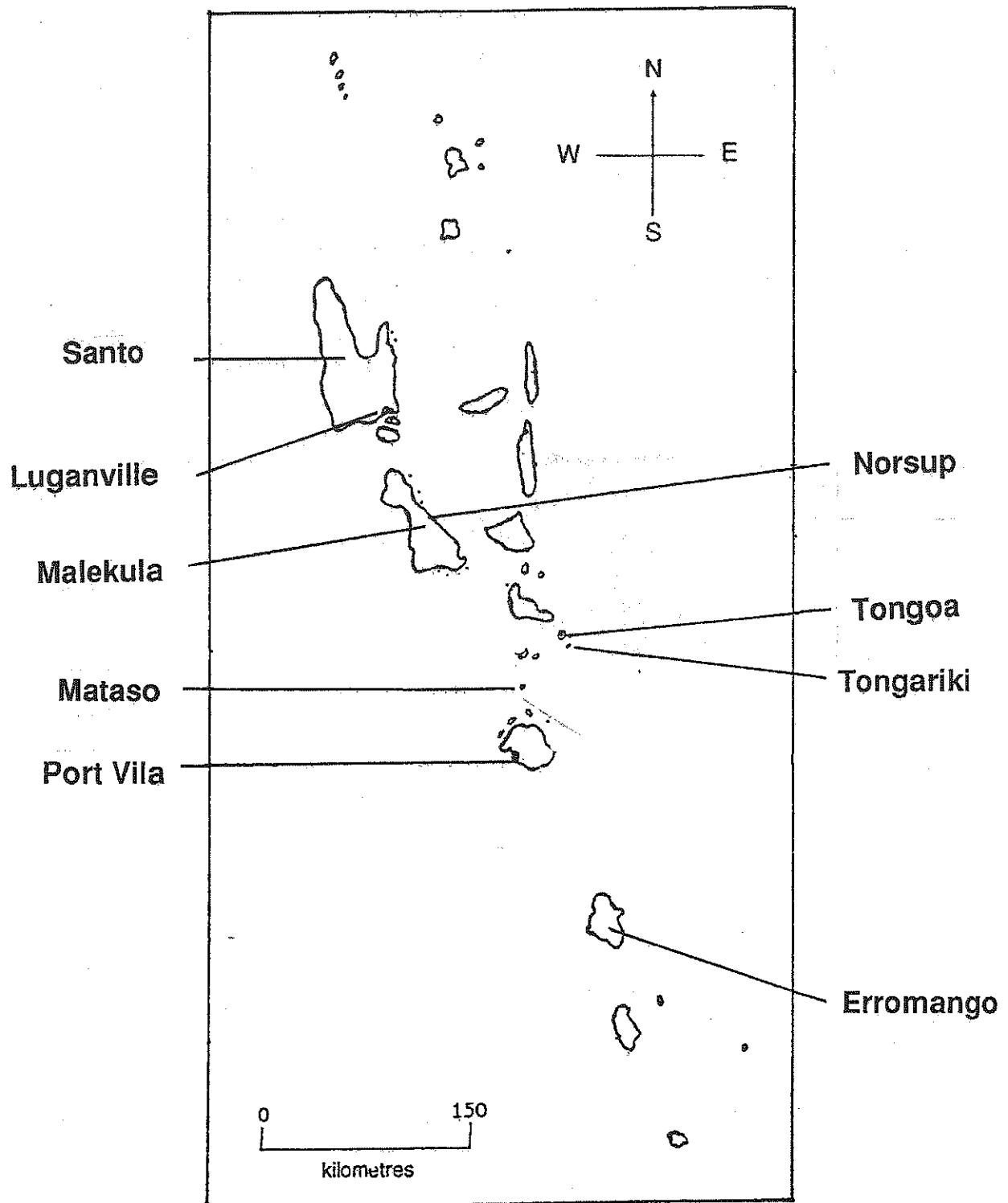


this symbol means "write or draw."

THE WORLD : COUNTRIES IN THIS BOOK



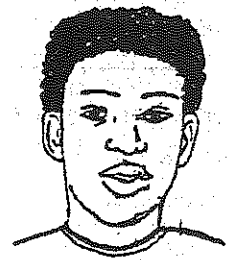
VANUATU : PLACES IN THIS BOOK



LIVING IN COMMUNITIES

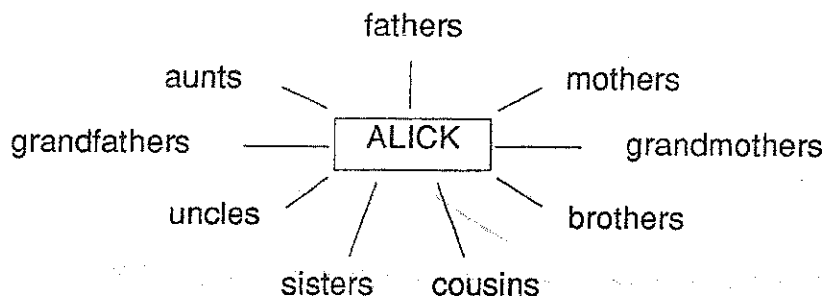
Each family is part of several larger communities. These are village, island, country and, largest of all, the world.

Family members also belong to other groups in the wider community. They may also belong to work groups, school groups, church groups, youth groups and others.

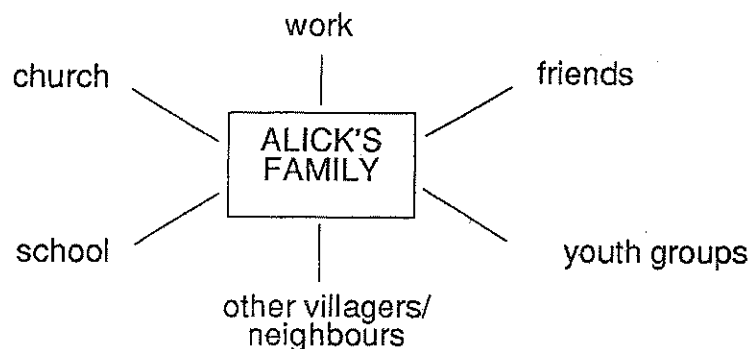


Look at the two star diagrams below. They show Alick's family community on Tongariki and how his family is connected with the wider community.

Alick's Family Community



Alick's Family and other Communities



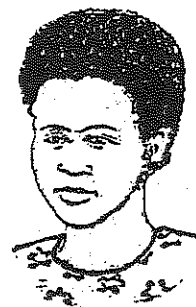


Read Dovia's description of her family and the communities in which she lives.

"I live in Norsup in Malekula. I live with my mother, my father, my three brothers and my grandparents. The rest of my family lives in Norsup too.

My mother works as a nurse at the hospital. When she's not at the hospital, she is usually working in the garden or helping the womens' group at our church.

My father works on a nearby plantation. After work, he often goes to the nakamal to drink kava with other men.



I go to Rensarie school and my two youngest brothers go to primary school in Norsup. My eldest brother works for a local co-operative. He plays in a local football team. I like to play volleyball."



Write the title "Living in Communities" on a new page in your exercise book.

Draw two star diagrams:

- the first should show Dovia's family community
- the second should show her family's connections with other communities.



Think about your own family.

What contacts does your family have with other communities?

Draw a star diagram to show these contacts.

In small groups discuss what the word "community" means.

Write down your answers in your rough book.

As a class, discuss the different groups' definitions of the word "community".



Copy and finish the following sentence:

A community is

.....



A school is one of the most important communities we belong to.



Read what Amos says about the communities he belongs to.

"I'm from Unponkor village on Erromango. That's where my family live. I went to primary school in Unponkor but now I'm in Year 7 at Napangasale Junior Secondary School on Tongoa. I live here for most of the year so Napangasale is a very important community for me."



Look at the picture and map of Amos's classroom on page 9.



Write the title "Amos's classroom".

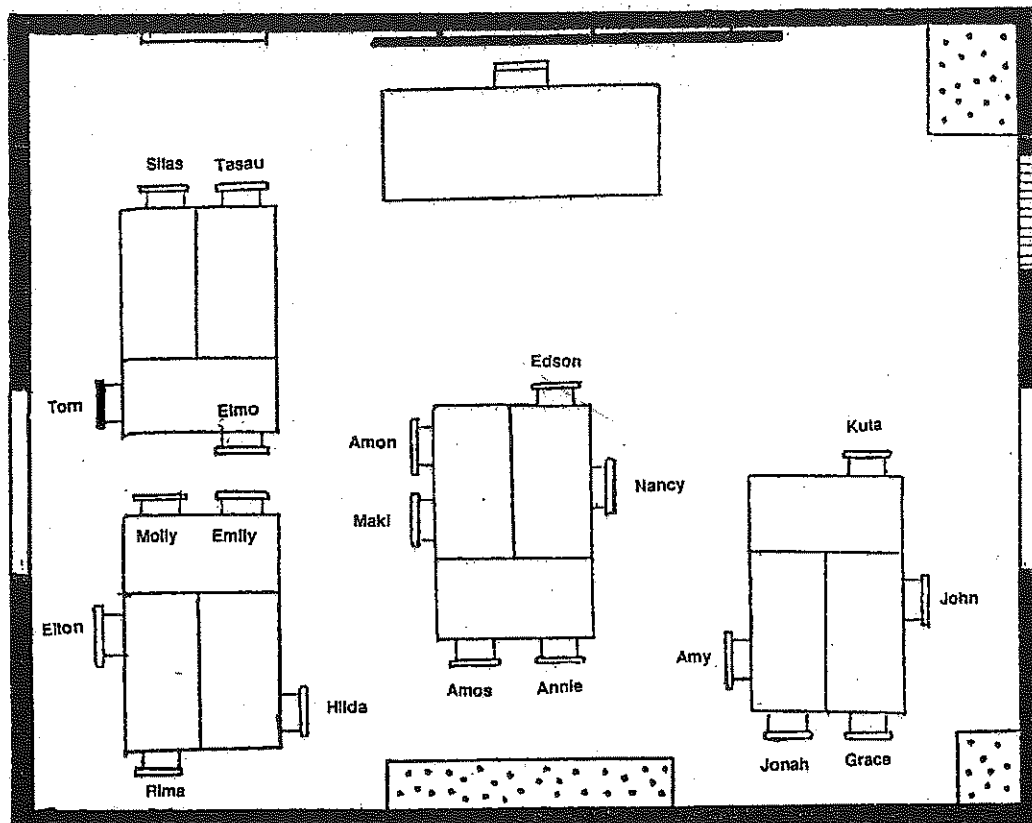
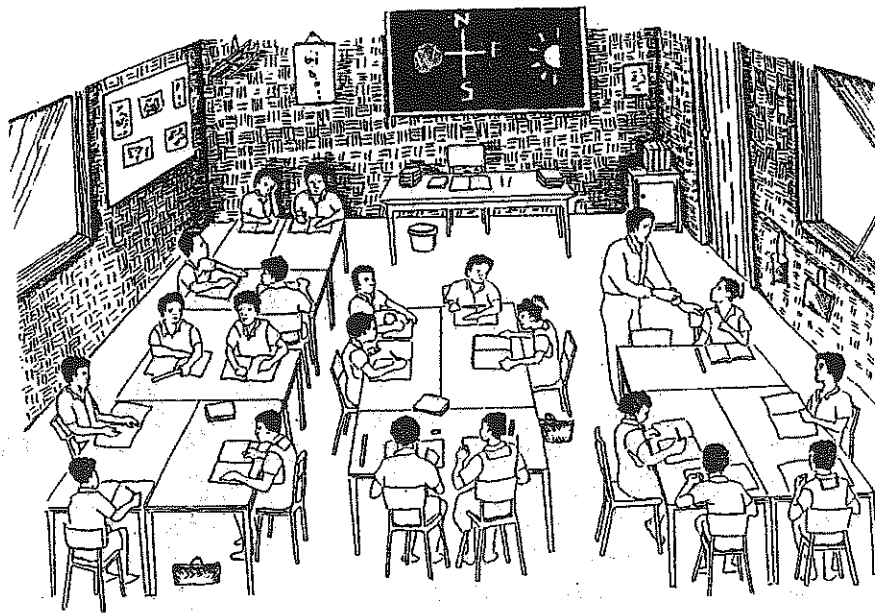


In pairs, discuss the answers to the questions below. Then write your answers.










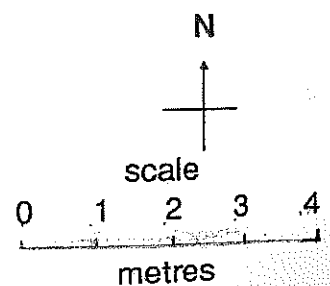
1. Who is nearest to the blackboard?
2. Who is furthest from the door?
3. Who is the teacher talking to?
4. Who is Amos working with?
5. What can you see in the picture that is not shown in the map?
6. What does the map show that you cannot see in the picture?
7. What is the symbol for a chair?
8. The map is much smaller than the real classroom. It is drawn to scale. Everything is the same shape but much smaller in size. How much is one centimetre equal to in the real classroom?
9. What is the real distance from the blackboard to the back of the classroom?
10. What is the length of the teacher's desk?

AMOS'S CLASSROOM : PICTURE AND MAP



KEY

- | | | | |
|---|----------|---|--------------|
|  | - wall |  | - blackboard |
|  | - door |  | - chair |
|  | - window |  | - cupboard |
|  | - desk | | |





Look at the map of Napangasale Junior Secondary School on page 11 and the key at the bottom of this page.









Write the title "Napangasale Junior Secondary School".



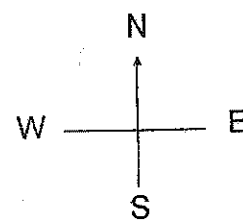
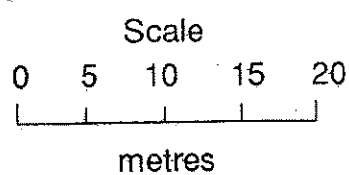
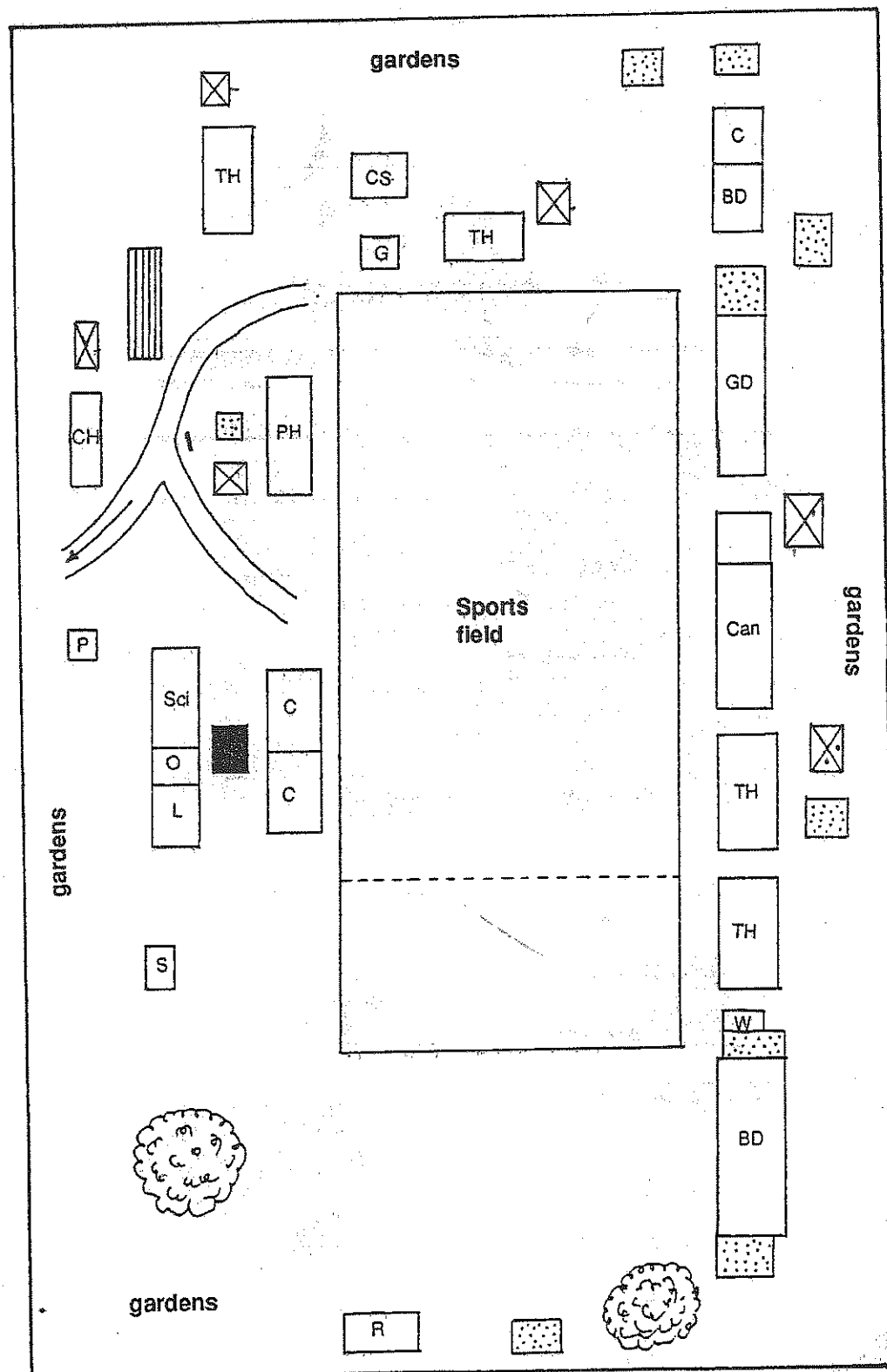
In pairs, decide on answers to the following questions.

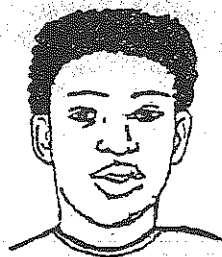
1. What is the symbol for "bush kitchen"?
2. How many "bush kitchens" are there at Napangasale?
3. What is the southernmost building at Napangasale?
4. Amos walks from the larger boy's dormitory to the library. In what direction does he walk? How far does he walk?
5. Later, he walks from the canteen to the pig shed. What direction does he walk? How far does he walk?
6. Amos is sitting in the science laboratory. He looks out of the window to the north west. What building can he see?

KEY

C - Classroom	Can - Canteen
Sci - Science Laboratory	W - Well
L - Library	R - Rubbish pit
O - Office	CS - Chicken shed
 - Banyan tree	P - Pig shed
TH - Teachers' House	 - Water tank
PH - Principal's House	 - Bush kitchen
CH - Cook's House	G - Generator
BD - Boys Dormitory	 - Tool shed
GD - Girls Dormitory	S - Store
 - Toilet/Shower	 - To Lumbukiti village and the airport

NAPANGASALE JUNIOR SECONDARY SCHOOL





Look at the map of Tongoa on page 13. Napangasale is spelt "Nambangasale". It is in square C6. Can you find it?



Write the title "A Map of Tongoa".



In pairs, look at the map and key on page 13.



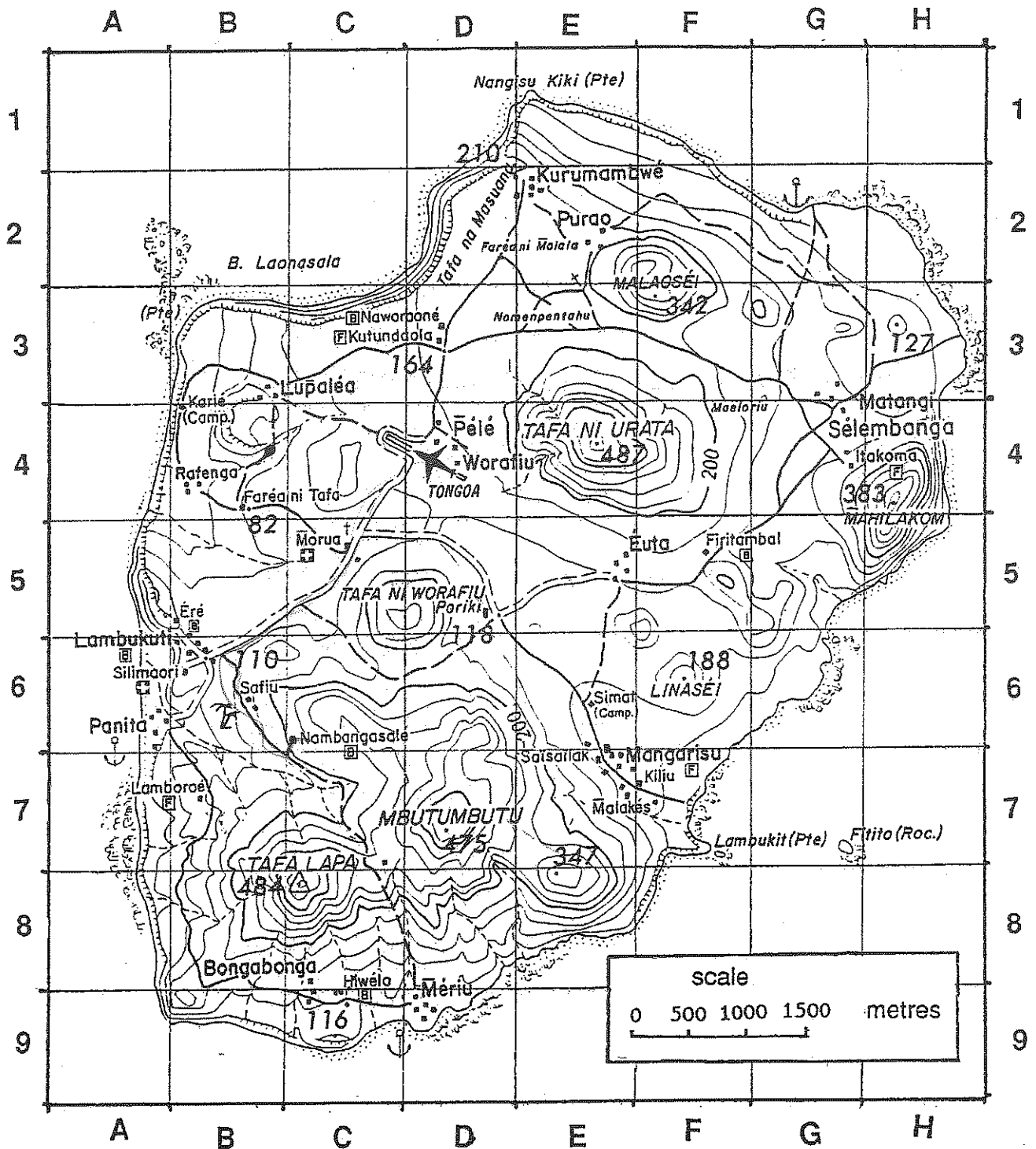
Copy the sentences below, filling in the missing words as you go.

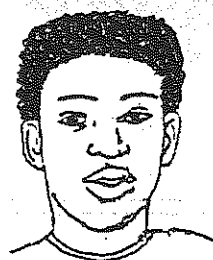
1. The village of _____ is at square D9.
2. The airport is in square _____.
3. Mangarisu village is in square _____. It is south _____ of the airport.
4. Lupalea village is in square _____.
It is approximately _____ kilometres
_____ of the airport.
5. The northernmost village on Tongoa is _____.
It is in square _____ and is approximately
_____ kilometres from the airport.
6. The highest mountain on Tongoa is _____.
It is _____ metres above sea level.



In one or two paragraphs, describe the route Amos walks from the airport to Napangasale school. (Think about the direction he walks, the distance he walks and the things he passes on the way).

TONGOA





We have looked at three different maps :
Amos's classroom, Napangasale School
and Tongoa. Each of these maps has been
drawn to a different scale.



Write the title "Three Maps".



In pairs or small groups, look at the box below.



Use the words in this box to make three sentences about the maps you have studied on pages 9, 11 and 13.

The map of	Amos' classroom	shows	a much larger area, but with much less detail;	the scale is 1 centimetre equals 500 metres
	Napangasale school		less detail, but a larger area;	the scale is 1 centimetre equals 5 metres
	Tongoa		a lot of detail of a very small area;	the scale is 1 centimetre equals 1 metre

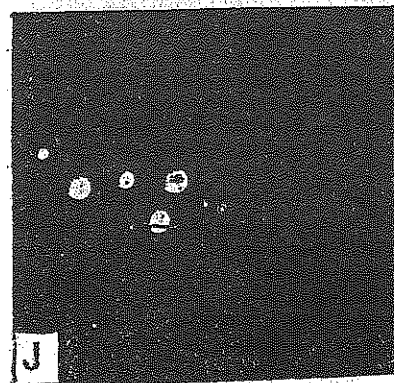
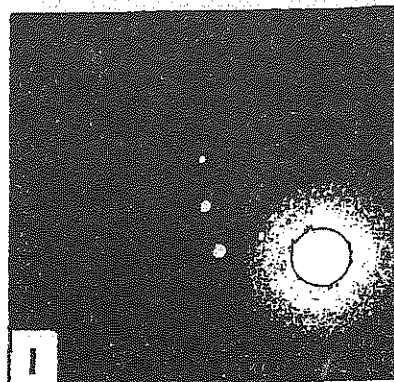
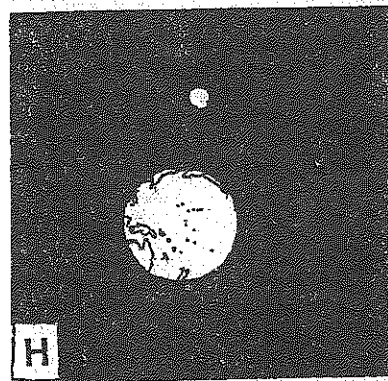
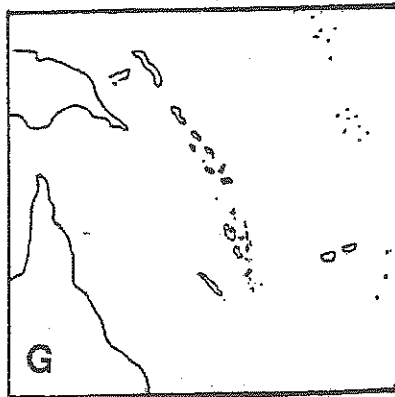
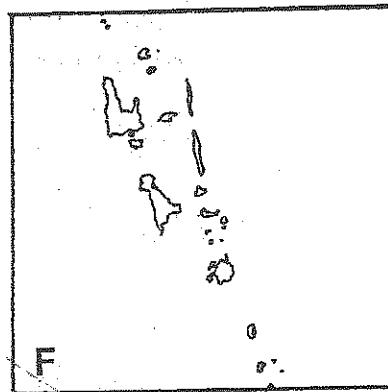
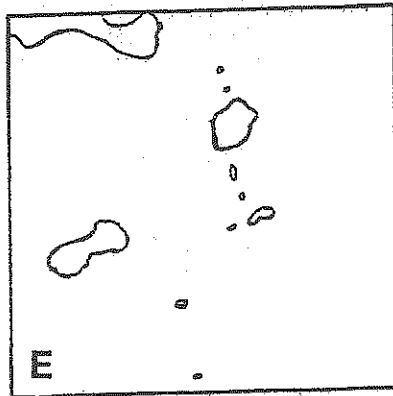
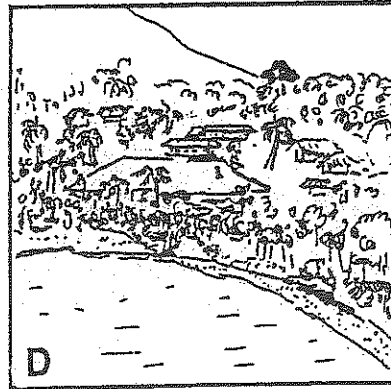
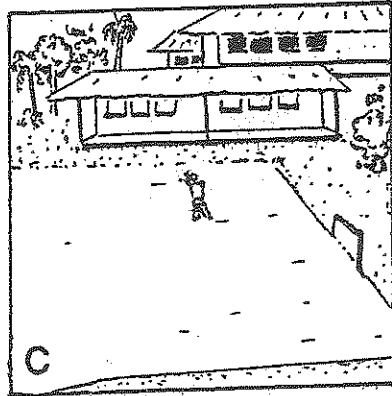
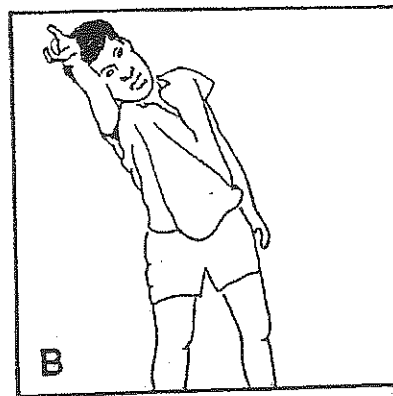


Each of the pictures on page 15 is ten times further away from the one before.



Which of the captions below matches each of the pictures on page 15? (They are not written in any order).

- | | |
|------------------------------|--|
| 1. Vanuatu | 6. The South West Pacific |
| 2. The Earth and its Moon | 7. Amos |
| 3. A view of Napangasale | 8. The Shepherds |
| 4. Napangasale playing field | 9. The Sun, Mercury, Venus, Earth and Mars |
| 5. The Solar System | 10. Amos' head and arm |





A school community is not just the buildings or its location. The most important thing about a community is the people and how they feel about their community.



Read the poem "My School" by Mickie Obed.

MY SCHOOL

*Napangasale Napangasale
remember when you were young
the cries and echoes of youth
coming to seek your sweetness
from the flowers of your young
sweet and tender plants.*

*Now those days are gone
your youth is slowing fading
fading away the time will come
when you are gone
Napangasale we will remember you
from the depths of our hearts.*

*Our shouts and laughter are gone
we will leave with great sorrow
but you are still the memory
the only memory of our education
your name will never leave us
you will always be ours.*

Mickie Obed
Napangasale Junior Secondary School

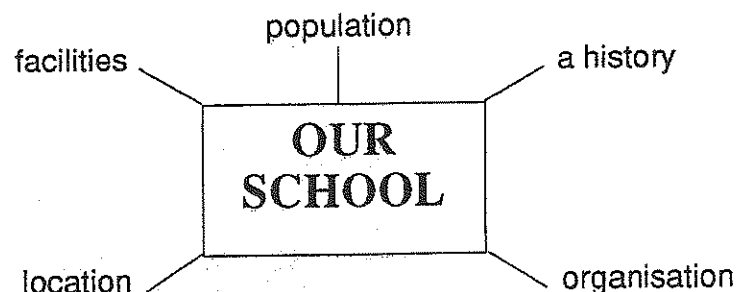


1. How would you describe Mickie's feelings about Napangasale?
2. What year do you think Mickie was in when he wrote this poem? Why?
3. Do you like this poem? Briefly explain your reasons.

OUR SCHOOL COMMUNITY



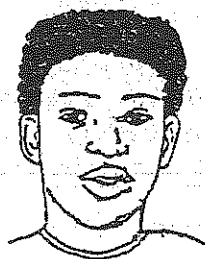
Look at the star diagram below. It shows the things that all schools have in common.



Write the title "Our School Community".

Use the table below to write five sentences. Use a dictionary or the glossary to help you, if you need.

Our school	population history location organisation facilities	is are	all the people who are part of the school. how the school was developed and the things that have changed in the past. the place where the school is, the land it is on and the places that are nearby. the people who make the decisions, decide on the rules and help the school work. things like equipment and services we can use, e.g. water, electricity, telephone, video, etc.
------------	---	-----------------------	--



Join together in groups of 3 or 4 students. Decide which groups are going to find out about your school population, the location of your school, its organisation, its history or its facilities.

Each group is responsible for finding out some information about your school. When you have collected your information you can present your information to the rest of the class.



The next five pages (19, 20, 21, 22 and 23) have some suggestions to help you with this work. Once you know what topic you are finding out about read the correct page. Then discuss in your group what you are going to do and how you may share the work.



Talk about your work before you start!

SCHOOL POPULATION



What questions do you want to ask about your school population? Five questions are written below. What other questions could you ask? (Try to think of at least three more)

1. How many teachers are there? How many are men? How many are women?
2. How many teachers are ni-Vanuatu? How many come from another country? Which country(ies)?
3. What other staff are there in your school?
4. How many students are there? How many are boys? How many are girls?
5. How many classes are there?



Decide how you can find out the answers to these questions. For example, you may wish to ask the principal or the bursar.



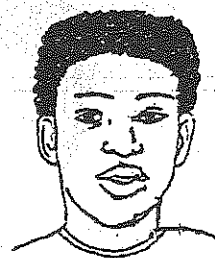
Once you have collected the information you can draw bar graphs or pictograms to show what you have found out. These could be of:



1. The total number of boys and the total number of girls in your school.
2. The number of students from each island.
3. The number of staff who are men and the number who are women.

SCHOOL LOCATION

Ask your teacher for a Lands Survey Department map of the island your school is in. Look at this map carefully and locate your school. Think about the land your school is built on and the land surrounding your school.



1. Briefly describe the site of your school. Why was the school built here? (Think about flat land, nearness to the sea or a river, nearness to transport such as a road or an airport, water supply, nearness to a village or town).

2. Make two lists about the location of your school. One can show the advantages of the location and other could show the disadvantages. (Think about water supply, relief (shape of the land), food supply and space for gardens, transport, shelter from cyclones and heavy seas, prevailing winds, nearness to a village or a store).



Decide how you can show the information you have collected. Some examples could be a piece of writing, star diagrams, pictures or a labelled map.

SCHOOL FACILITIES



Think about all the equipment and services your school has. What does your school have? What does your school not have which could be useful?



Look at the box below. All the items in the box are facilities. What ones does your school have? Write a list.

Football field	Library	Shop	Showers
Pig shed	Gardens	Laundry	Electricity
Photocopier	Telephone	Video	Clinic
Church or chapel	Mosquito screens	Duplicator	Wallmaps
Science Laboratory	Piped water supply	Typewriter	Assembly hall
Basketball court	Volleyball court	Netball court	School truck
Lots of fruit trees	Chicken shed	Kitchens	A globe
Sewing machines	Wood work tools	Musical instruments	Water tanks
Well	Staff room	Boat	Secretary



1. What extra facilities does your school have?



2. What do you think are the five most important facilities in your school? Why?

3. List three things your school does not have but which you think it should have. Give reasons for your choice.



Decide how you can show the information you have collected. Some examples could be a piece of writing, pictures, star diagrams or lists.

SCHOOL ORGANISATION



To find out more about how your school is organised you will need to interview the Principal or deputy Principal.



Decide what questions you wish to ask. The box below has some suggestions but you should try to think of more questions yourselves.

What is the Principal's job? Who helps the Principal?

Who decides on the school rules? Who decides on punishments?

Who pays the staff?

What is the School Board? What work does it do?

Who makes the school timetable?

Who pays for the school books and equipment?



Write out your questions, leaving spaces for answers. Try to think of between 10 and 15 questions.



Ask the Principal for an interview.

Interview the Principal. Each of your group should take it in turns to ask a question and write the answer.

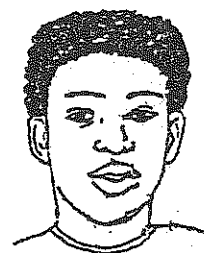
Say "thank you" when you have finished!



Decide how you can show the information you have collected. This could be by, for example, writing out the interview with all the questions and answers. You could also do a role play, to act in front of the class. One of you could be the principal whilst the others in your group could ask the questions.

SCHOOL HISTORY

To find out more about the history of your school you will need to interview someone who has worked at the school for a long time or who knows the school well.



Decide who you can interview to find out about the history of your school. Ask your teacher for help in making this decision.

Decide what questions you wish to ask. The box below has some suggestions. You should try to think of more questions yourselves.

Does the school name have a meaning?

When was the school built? How old is it?

Who built it? Has it always been in the same place?

Has it always been a secondary school?

Who was the first Principal?

What changes have there been in the school buildings?

What important events have there been e.g. cyclones?



Write out your questions, leaving spaces for the answers. Try to think of between 10 and 15 questions.



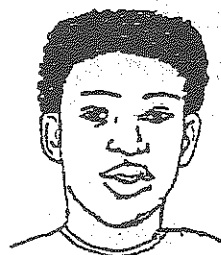
Do the interview. Each of your group should take it in turns to ask a question and write the answer.

Say "Thank you" when you have finished!

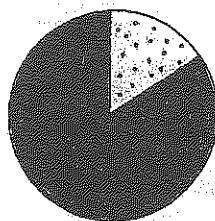


Decide how you can show the information you have collected. This could be by, for example, writing out the interview with all the questions and answers. You could also do a large timeline for a wall display, making on all the important events in the history of your school.

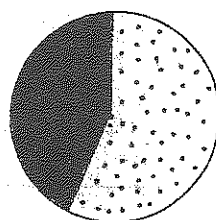
A VILLAGE COMMUNITY



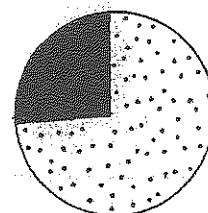
Many people in Vanuatu and other countries live in villages. Look at the pie charts below. They show the percentage of people who live in villages in 9 countries.



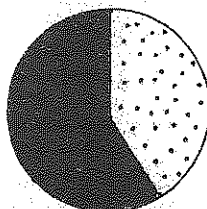
Australia - 14%



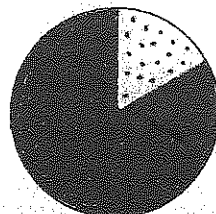
Fiji - 61%



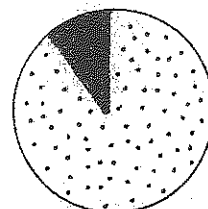
Indonesia - 74%



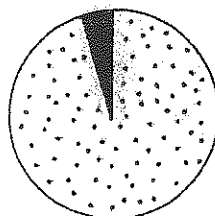
New Caledonia - 42%



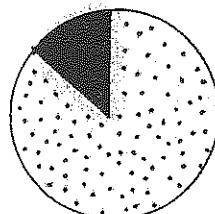
New Zealand - 16%



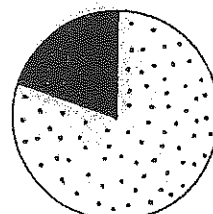
Papua
New Guinea - 87%



Solomon Islands - 91%



Vanuatu - 82%



Western Samoa - 79%

KEY



- villages



- towns



Write the title "Living in Villages".

Use the pie charts on page 24 to decide on the missing answers in the sentences below.

Copy out the sentences, adding the missing words and numbers as you go.

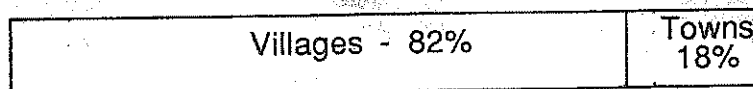
1. In Vanuatu _____ out of every 100 people live in villages.
_____ out of every 100 live in towns.
2. In Fiji _____ out of every 100 people live in villages.
3. In New Caledonia _____ out of every 100 people
live in villages. _____ out of every 100 live in towns.
4. In New Zealand _____ out of every 100 people
live in villages and _____ live in towns.
5. The country of _____ has the highest percentage
of its population living in villages.
6. The country of _____ has the lowest percentage of its
population living in villages.



Write a list of the nine countries, putting them in order from the country with the highest percentage living in villages to the country with the lowest percentage living in villages.

The divided bar below shows the percentage of people in Vanuatu living in villages and towns.

It shows the same information as the pie chart but in a different way.



Choose any other country shown on page 24 and use the information in the pie chart to draw a divided bar.



Write the title "Mataso Island - Na'asang Village".

Look at a map of Vanuatu and find Mataso Island.

Briefly describe its location. Think about the following questions:

1. What part of Vanuatu is it in?
2. What are the nearest islands? To the north? To the south?
3. How far is Mataso away from other islands?



Look at the map of Mataso on page 27.

4. How long is Mataso?
5. How wide is it at its widest point?
6. How high above sea level is the highest mountain?



Look at the field sketch of Mataso Island. (A field sketch is a simple drawing of a place).



7. Copy out the table below. Use the map to name the place A,B,C and D on the field sketch.

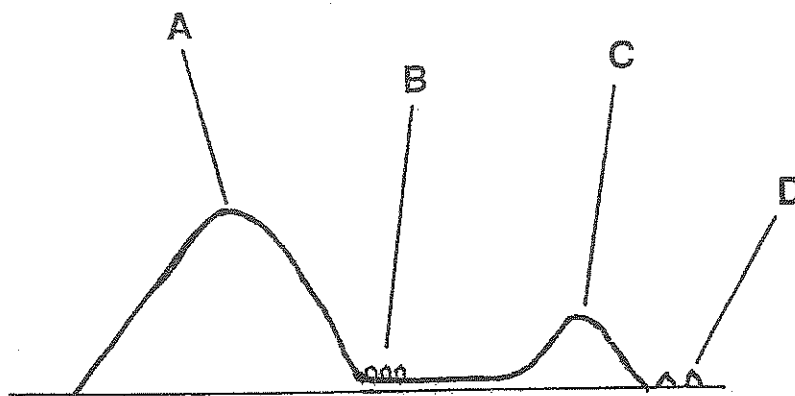
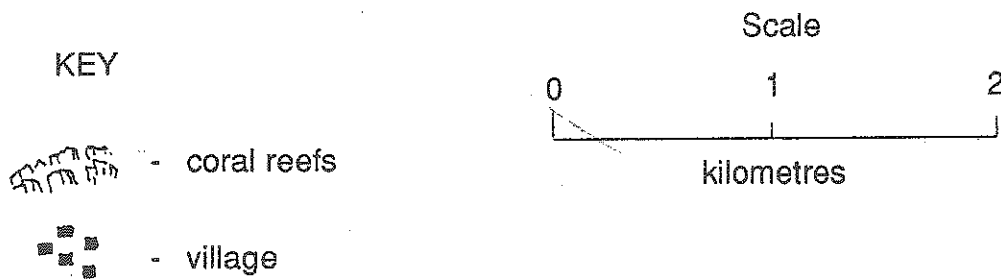
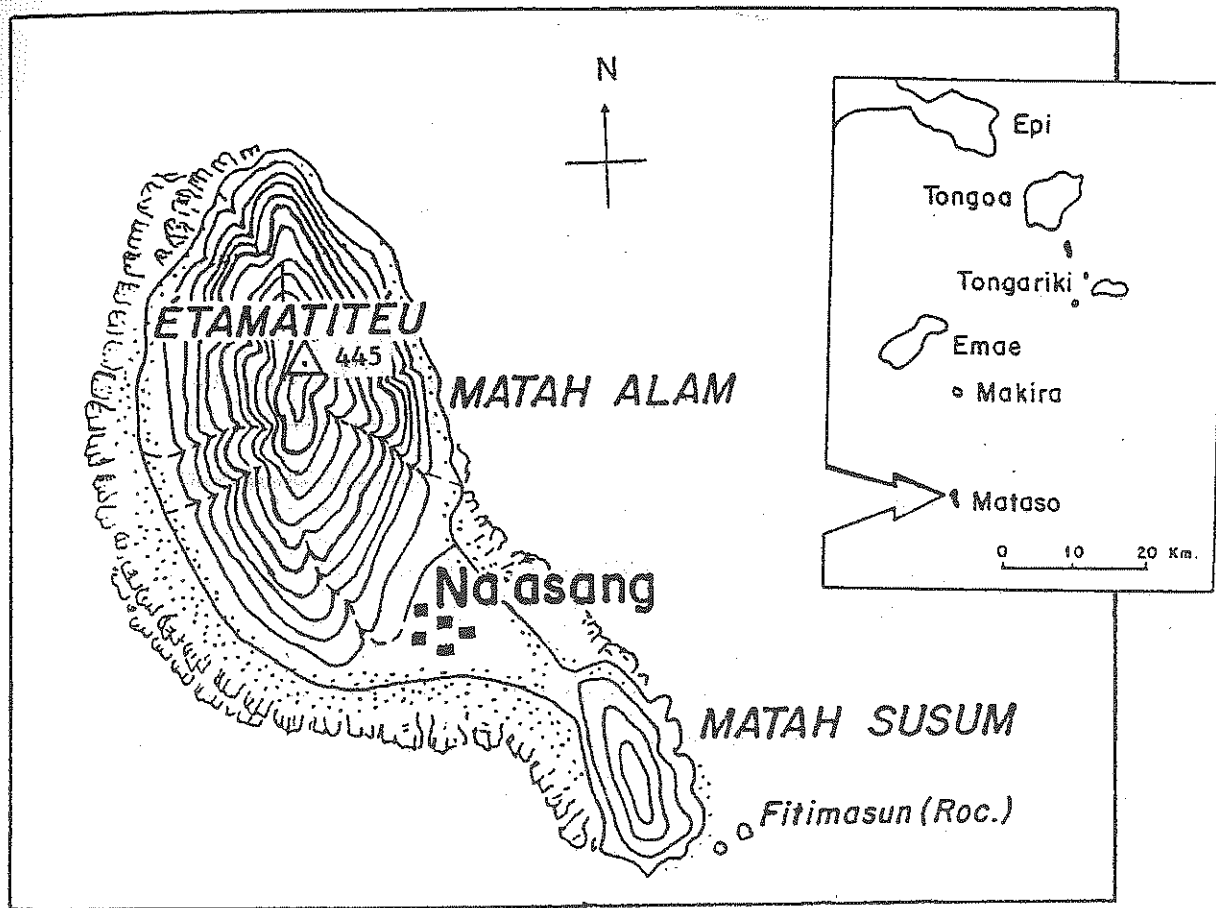
A	
B	
C	
D	



8. The person who drew the field sketch of Mataso was in a boat looking at the island.

What direction was she looking? How do you know this?

MATASO ISLAND : MAP AND FIELD SKETCH





Agnes David was born in Na'asang village on Mataso Island.

Read what she says about her community.

"Mataso is a small island in the Shepherds. Na'asang is the only village. Most of my family live there but I live with my sister in the Mataso community at Ohlen in Port Vila.

There are about 100 people in Na'asang village. We have a church, a primary school, an aid post, a nakamal, a cooperative and a store. We get our water from a well in the village. Na'asang has a radio telephone too. It's in the primary school.



Most of the people in my village work in the gardens, which are on the two hills. They grow taro, yam, manioc, bananas, island cabbage and other vegetables and fruit. Women and children collect shellfish from the reef and the men go fishing. There is one modern boat on Mataso and lots of canoes.

I went to primary school in Na'asang for four years. Then I went to Nguna to do Year 5 and 6. After the year 6 exam I went to Napangasale Junior Secondary School on Tongoa. After that I came to live in Vila. I sometimes go back to Na'asang, especially at Christmas. I go in a ship, the M.V. Marata. It goes to Mataso about once a week.

In January 1992 Cyclone Betsy did a lot of damage on Mataso. Many houses were destroyed and the sand beach between the two hills was washed away. Now people have to use a canoe to get to their gardens on the small hill.

There are more people from Mataso living Ohlen in Port Vila than in Na'asang village. Many people work in town, several of them at Le Lagon Hotel. Their children go to primary schools in Vila. In Ohlen we have built our own houses, a church and a nakamal. The Department of Health helped us to build pit latrines. We have one water tap for our community. This comes from the public water supply. We also collect rainwater. We have gardens in town but they are much smaller than Na'asang. People in Ohlen eat more imported food like rice, bread and tinned food than the people in Na'asang.

Sometimes people from Na'asang come to stay with us for awhile. Anyone who needs hospital treatment usually comes to Ohlen. Also some women come to give birth or to sell the mats and baskets they have made."

Population in Na'asang, 1989 : Sex

Male



Female



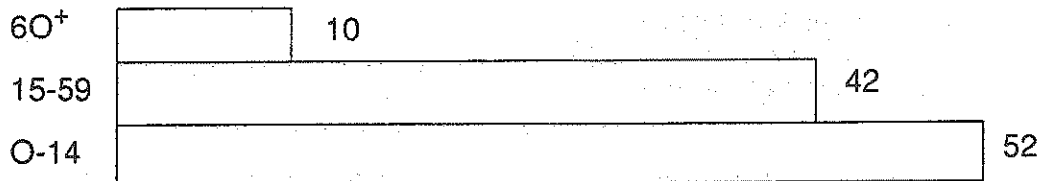
Key :



=

4 people

Population in Na'asang, 1989 : Ages (O-14, 15-59, 60⁺)



Write the title "The Mataso community".

Find answers to the following questions. Use Agnes's quote and the pictogram and bar graph above to help you.

1. The Mataso community lives in two areas. What are they?
2. What is the total population of Mataso Island?
3. Most people in Na'asang are in what age group?

Write one or two sentences on each of the following:

1. The population of Na'asang.
2. The location of Mataso Island.
3. The work people do on Mataso Island.
4. The facilities in Na'asang.

Copy the table below on a new page in your exercise book. Use Agnes's quote to add as much detail as you can.

	Na'asang - Mataso Island	Ohlen - Port Vila
Work		
Food		
Water		
Facilities		

What do you think are the main differences between community life in Na'asang and Ohlen? Try to think of at least three differences.

A VILLAGE SURVEY

We can find out more about a village community by doing a survey. This involves preparing ourselves before and then going to a village to collect information.

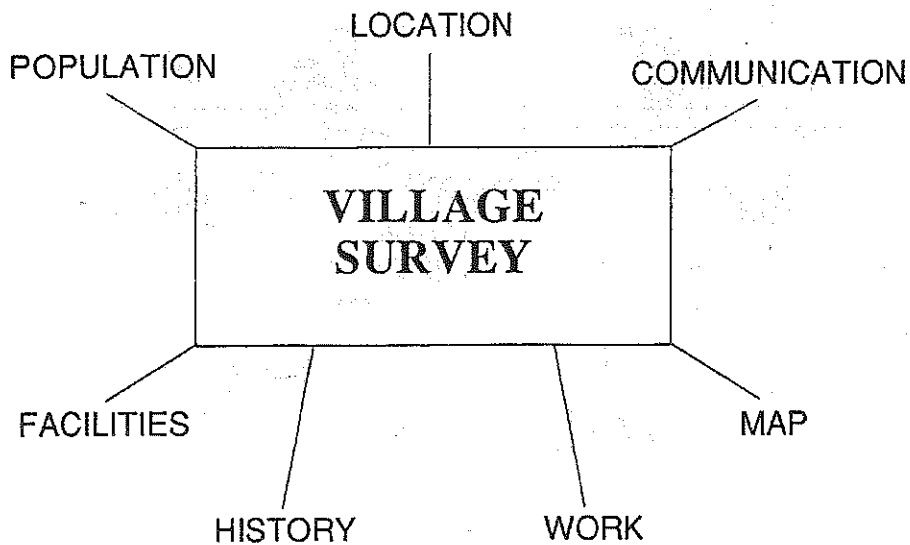


Once we have collected information we can present it as a wall display, write a report or give a talk to the rest of the class.

Your teacher will help you to choose a village close to your school.



Join together into groups of five. This should mean that there are seven different groups in your class. Each group will survey a different aspect of the village. These are shown below:





Before you go to the village each group should make some preparations. Read the list below:

1. Read the instructions for your group at least twice. These are on the next seven pages. For example, if you are finding out about the facilities in the village, you should read page 35. You can use these instructions to help you do the survey.
2. In your groups, discuss what questions you will need to ask and what work you will need to do. It may be a good idea to divide the work amongst yourselves. Write the questions in your notebook or roughbook. There is no need to take this textbook to the village.
3. Choose one member of your group to be the main spokesperson. This person can introduce your group to the people you will meet in the village.
4. Collect all the things you will need. You will need notebooks or roughbooks, pencils, pens and a rubber. Some groups will need a ruler and colouring pencils.
5. Remember to be polite. Always explain to people what you are doing and ask their permission before asking your questions. Be ready to explain why you would like to know the answers to these questions. Always ask permission before entering homes or gardens. Thank people when you have finished.



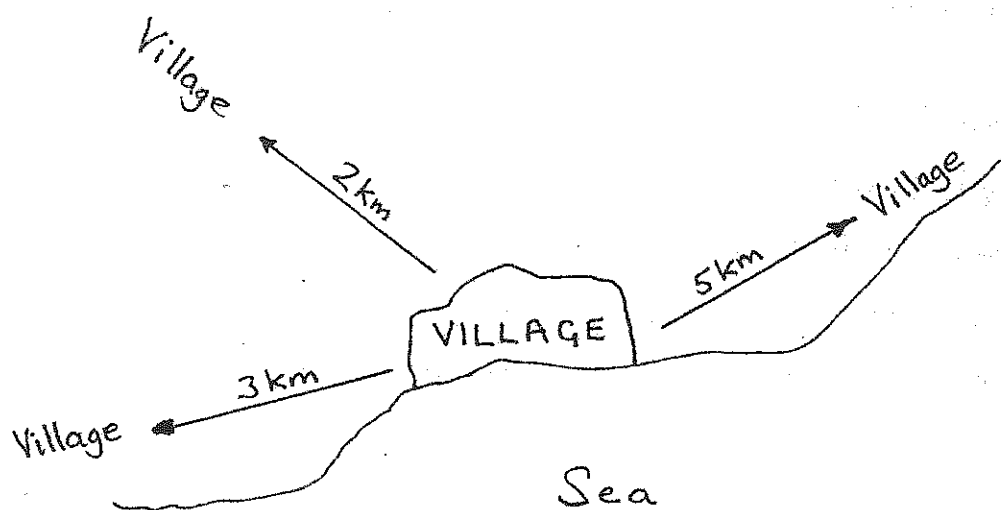
You may find it useful to practice asking questions among yourselves before going to the village and talking to the people.

GROUP 1 : LOCATION OF THE VILLAGE

Ask your teacher for a Lands Survey Department map showing the village you are studying. Most of your information will come from observation and asking questions.

1. Use the map to find out as much information as you can. Describe the site of the village. Are there any special reasons why the village is located where it is? (Think about water supply, gardens, forests, reefs, the sea, defence, disease, communications, relief, and shelter).
2. By asking some of the villagers and by using your map, try to work out:
 - a) the approximate area of the main village (i.e. the area where the houses are)
 - b) the boundaries of all the lands controlled by this village
 - c) the area of land controlled by this village
 - d) the kind of relief and vegetation of the area controlled by the village. Is the area mostly hilly, or mostly flat? Is it mostly bush or are there cultivated gardens? Is it well watered, with many streams, or is it dry? Is it mostly along the coast or inland?
3. Has the village been moved at all recently, e.g. because of the building of a new road, or because of cyclones?
4. What are the nearest communities to this village in each direction?

Draw a simple map to show your findings, like this:



5. Write two lists : One showing the advantages of the village location and one showing the disadvantages of its location.

GROUP 2 : POPULATION

Your group will need to ask questions to find out the information you are looking for.

1. Try to find out answers to the following questions:

- a) How many people live in this village?
- b) How many males are there?
- c) How many females are there?
- d) How many households are there?
- e) Has the population of the village increased or decreased in the last 5 years?
- f) How old is the oldest person in the village?
- g) How old is the youngest person in the village?

2. If there is a kindergarden or primary school in the village, try to find answers to the following questions:

- a) How many pupils are there?
- b) How many teachers are there?
- c) Do all the pupils live in the village or do some come from other villages?
- d) How many classes are taught in the primary school? Are years 1 to 6 taught?
- e) What languages are used in the school?

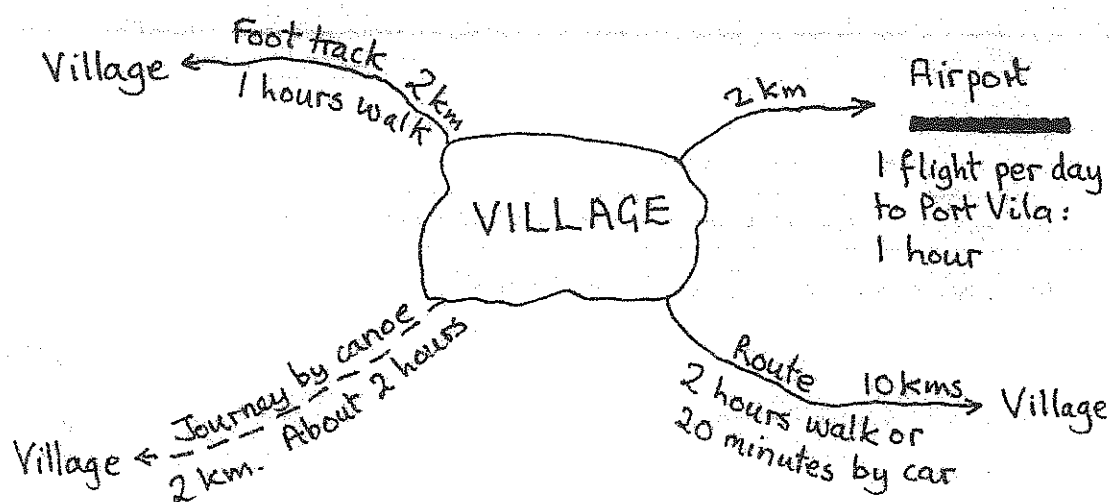
3. Try to find out information about the chief.

- a) Who is the chief?
- b) How was he chosen?
- c) What things does the chief make decisions about?
- d) How does he make sure his decisions are obeyed?

GROUP 3 : COMMUNICATION

Your group will need to look at a map to see how people can travel to and from the village. You should also prepare questions to ask when you visit the village.

1. How could someone travel to this village? (ie. by land, sea or air).
2. Draw a simple sketch map. Show the village in the centre of your map and the different lines of communications leading to nearby places. An example is shown below.



3. How many vehicles, such as trucks, canoes and motor boats, are there in the village? What are these vehicles used for?
4. Is there any other type of communication, such as a telephone, radio telephone, post office or radio transmitter, in the village?
5. If people in the village want to buy a radio or garden tools or something else they cannot buy in the village, where do they go? How far away is this place? How long does it take to get there? How often do villagers go to this place?
6. Are there any villagers who have never travelled outside of the village area?
7. What do the villagers think about their communications? Are they happy with them or not? What changes do they hope for in the future?
8. What do you think about the communications in this village? How good are the communications?
9. In what ways could the communications in this village be improved cheaply?

GROUP 4 : FACILITIES IN THE VILLAGE

Your group will need to prepare questions to ask when you visit the village.

1. What facilities does the village have?

- a) Are there any churches? Which ones?
- b) Are there any meeting houses? What kinds of meeting take place there?
- c) Are there any clubs? What do these clubs do?
- d) Are there any sports areas?
- e) Is there a pre-school kindergarden or primary school in the village?
How long have the schools been here?
Where do the children come from?
- f) Are there any stores? Who owns them? What do they sell?
- g) Is there an aid post or clinic or dispensary?
How many people work there?
Do people come from outside the village to use this facility?
- h) Are there any vehicles in the village? How many are there of each kind?

2. Water supply

- a) Where does the village get its water supply?
- b) Does the village have any problems with its water supply?
- c) How do you think any problems with the water supply could be solved?

3. a) What do you think of the facilities in this village?

- b) If you could choose one new facility, or an improvement of a facility, what would it be? Why?

GROUP 5 : MAP OF THE VILLAGE

Your group will need to draw a sketch map and simple pictures. Most of your information will come from observation.

1. Walk around the village. Where are the buildings? Can you see any way the buildings have been planned. For example, can you see one of the 3 types of village plans.

- Circular plan
(in a circle)

- Linear plan
(in a line)

- Grid plan
(in squares)



2. Draw a simple sketch map of the village. Mark on the map the buildings where people live. Do not worry too much about scale.

- a) Try to show what type of building materials are used in each house. Choose suitable symbols for your map. E.g.

- traditional house

T

- wooden house

B

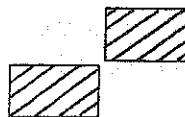
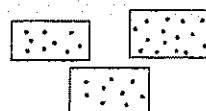
- concrete house with iron roof

D/T

- b) Label the more important buildings, e.g. church, nakamal

- c) Show by an arrow the direction of north

- d) Use different colours to show all the buildings which belong to each household, e.g.:



3. How old is the oldest building in the village? Can you draw a sketch to show its main features?

- a) What is the most common kind of building in the village? Are there any special reasons for this kind of building being the most common?

- b) What are the most commonly used building materials?

5. What community buildings are there in the village?

GROUP 6 : WORK IN THE VILLAGE

Most of your information will be obtained by observation and by asking questions.

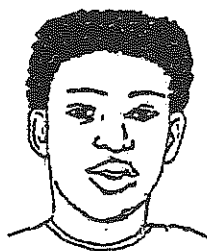
1. What work is done by most of the men and women?
2. Is the work of the village divided up in any way, e.g. do the women do all the washing and weeding while the men fish and clear land for planting)?
3. Are the villagers expected to help each other in any special way? (for example, roadmarking, repairing the church, harvesting crops, etc.)
4. Do most of the people work very close to the village, or do they travel some distance away to work? If so, to where?
5. Draw a sketch map to show the village and the approximate position of the bush gardens or farmland. You will have to get a villager to help you - don't try and visit all the gardens yourself!
6. Ask one farmer to tell you about the method of farming. Ask about the following things: types of crops grown, season or months when crops are planted, tools used, how long the land is farmed in one place before a new area is cleared, method of clearing the bush, distance of the garden from the village, number of days worked in the garden each week, the people that help in the garden, and any problems there may be.
7. Is fishing important in the village? Do people fish on the reef or far beyond the reef? Do both men and women fish? Do people use canoes? If so, how many canoes belong to the village, and who made them? How are the fish caught? Are any new fishing methods being introduced into the village?
8. Is anything made in the village for sale? What is made? Who makes it? Where is it sold?
9. How many people live in the village but go outside the community area to work each day, i.e. to another village or town? What type of work do these people do?
10. What kinds of things do the villagers need to bring in from outside the village e.g. meat, flour, bread, etc.)? Where do these things come from?
11. Is there a cooperative in the village? How many members does it have? How important is it in the life of the village? Why?
12. Are any new kinds of employment or industry being introduced into this village?

GROUP 7 : THE HISTORY OF THE VILLAGE

Your group will need to draw a simple timeline of the history of the village. Most of your information will come from asking questions.

1. Does the village have any custom stories about the history of the village? What are they?
2. What traditional customs still remain in the village?
3. Have many people left the village in the last 5 years? Where have they gone? Why?
4. Have many people moved into the village in the last five years? Where have they come from? Why?
5. What special events have happened in this village ? Examples may include the building of a new church, the training of the village aid post worker, or the passing of a cyclone.
6. How have special occasions in the past been celebrated in this village? For example, what happened in this village on Independence Day in 1980?
7. Try to find out what changes the villagers would like to happen in the next 10 years? Ask people to explain their reasons.

PRESENTATION



When your group has finished the village survey you will need to discuss what you have found out.

In your groups, discuss the information you have collected.

Decide how you are going to present your information.

The box below may have some useful ideas.

Remember, if you are presenting a short talk, it is always useful to have pictures or diagrams to help you explain what you want to say.

A sketch map

Labelled pictures

A written description

A star diagram showing the main points

A time line

Quotations

Lists

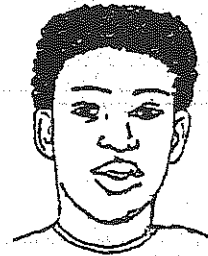
Prepare the material you are going to use in presenting what you have found out in your survey.



Practice your speech before you give it in front of an audience.

A VILLAGE IN INDONESIA

In Indonesia seven out of every ten people live in a village. The Sutapa family live in the village of Aparadja. This village is on the island of Java.



Find the country of Indonesia on a globe or a map of the world. Find the island of Java.



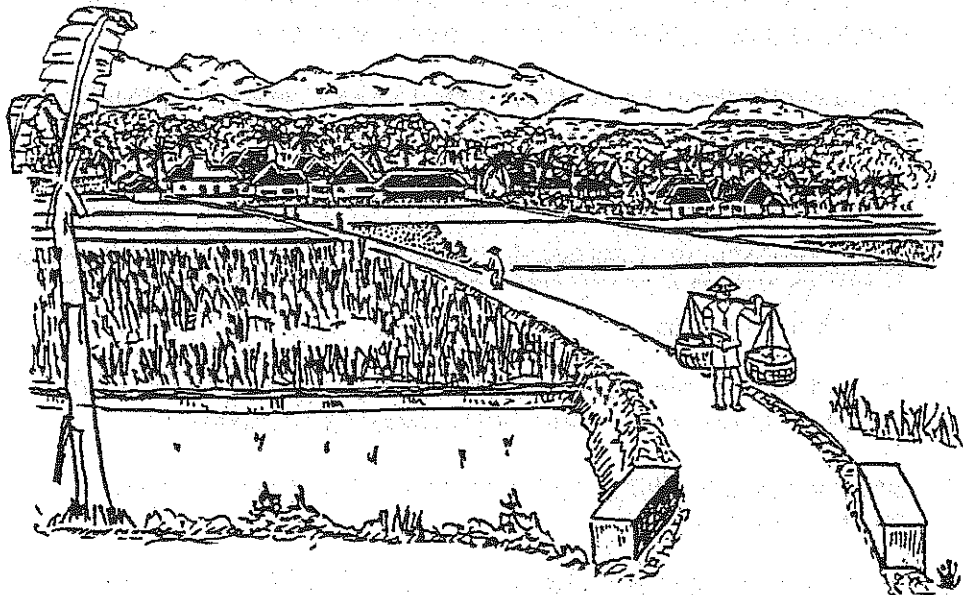
Use the globe or map to answer the following questions.

1. If you flew from Vanuatu to Java which country would you fly over?
2. In which direction would you be flying?
3. In what way is Indonesia similar to Vanuatu?
4. In what way is Indonesia different from Vanuatu?

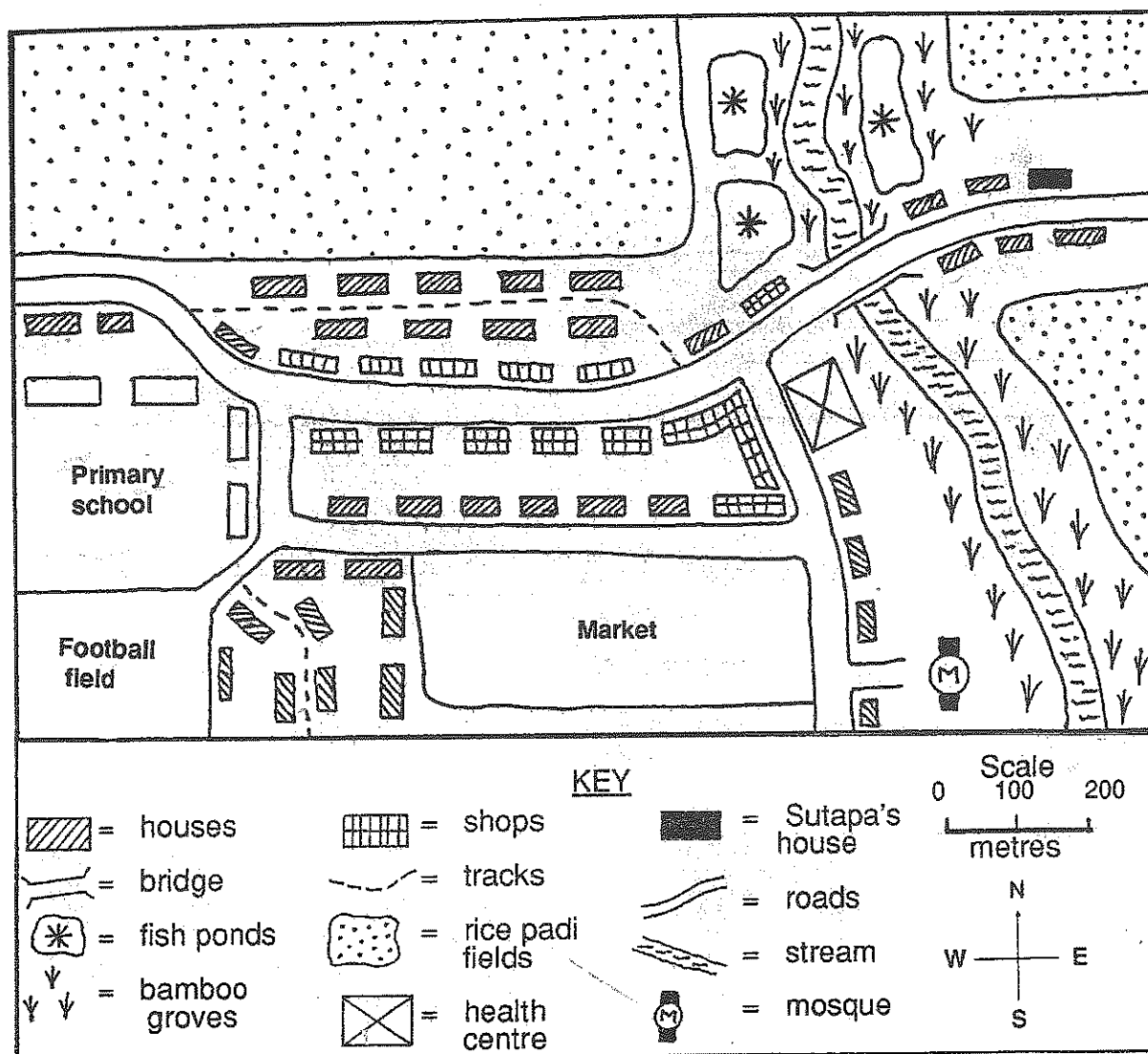


The village of Aparadja is like many other villages in Indonesia. Look at the picture below and the map on the next page. What can you tell about life in this community?

THE VILLAGE OF APARADJA



A MAP OF APARADJA



1. How many households are there in Aparadja?
2. If you walked from the Sutapa family house to the market which direction would you be walking? How far would you walk?
3. If you walked from the bridge to the football field which direction would you be walking? How far would you walk?



Write the title "Aparadja village in Indonesia".

1. Write a description of a walk from the Sutapa's house to the mosque. Think about what direction you are walking, how far you walk and what you would see along the way.
2. From the map, what can you say about how people in Aparadja live? Try to write a list of at least five facts about life in Aparadja.
3. What would you like to find out about life in Aparadja? Try to write at least three questions.



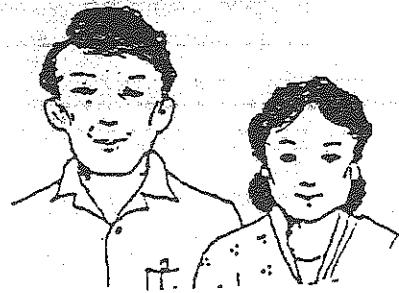
Read Mr Sutapa's description of his daily life in Aparadja. Look at the pictures and read the captions.

As you read, try to think of three things in particular:

1. How is life in this community similar to life in Vanuatu?
2. How is life in this community different from life in Vanuatu?
3. What contacts does the Sutapa family have with other people in Aparadja?

"Our family is not very large compared with some other families in the village. There's myself and Maryam, my wife, our daughters, Ibu and Ies, and our son Amat. There's also Fatma and Sugeng, my parents and Raden and Hasnah, his wife. Raden is one of my brothers.

Our day starts at 5.00am when the hadji, or priest, in the mosque calls everyone to prayer. We wash our hands and feet and kneel on our mats to face Mecca. Mecca is the holy city of all Muslims. It is in Saudi Arabia.



Mr. and Mrs. Sutapa

After praying, we have breakfast that Maryam, my wife, usually prepares. This is usually fried rice, some chillies and black tea. At about 6.30am I check the animals are fed and then walk to the school. I take Ibu and Amat with me.

By this time, Raden and Hasnah have usually left to open their shop. Maryam leaves at about 7.30am because her work at the health centre doesn't start until 8.00pm. My parents usually stay at home and look after the baby, Ies. They clean the house and prepare the food for the rest of the day. On market days they often spend the morning shopping and talking with friends."



The Sutapa family outside their house in Aparadja

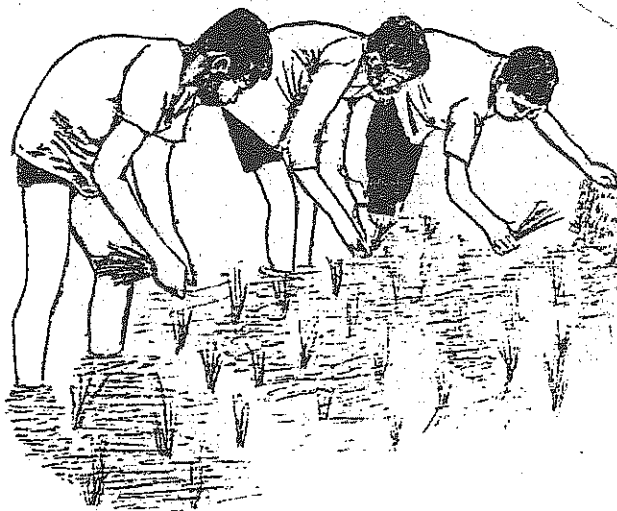
Lessons start at 7.00am. As I teach agriculture most of my time is spent with the students in the school gardens. We work until 10.30am when we have a short break. We then work on until 2.00pm, when the school finishes.



Children work in the rice padi fields for part of their lessons.



Each child at school grows their own coconut which they take home to plant. New ideas on agriculture often come from the village school.



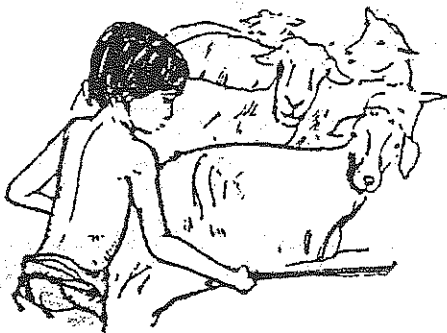
Agriculture is one of the most important subjects at school. Students work in the fields as well as doing surveys about how different plants grow.

I walk home, often stopping to talk with friends and shopkeepers on the way. At the moment, many people want to know what celebrations the school is planning for the rice harvest.

At home I have a shower and then eat again, usually rice and pickles. I spend the rest of the afternoon working on our land. At the moment, I'm using our water buffalo to plough a new rice padi. I've also just begun to dig a new fish pond.



Using water buffalo to plough a rice padi field



Ibu helps by pounding the rice into flour and making foods like palm sugar.

Amat collects firewood and makes sure the goats are looked after and fed.

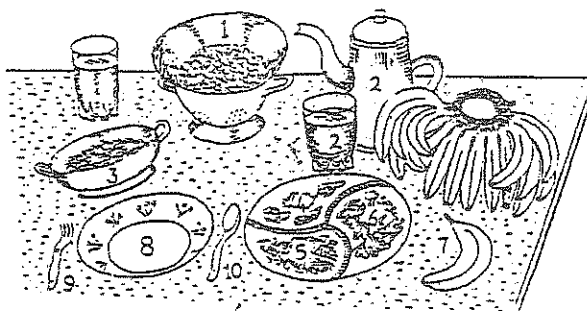


Maryam gets home at about 5.00pm. She often has to travel to other villages if someone is too sick to come to the health centre. As this can be very tiring she often has a sleep before our evening meal.



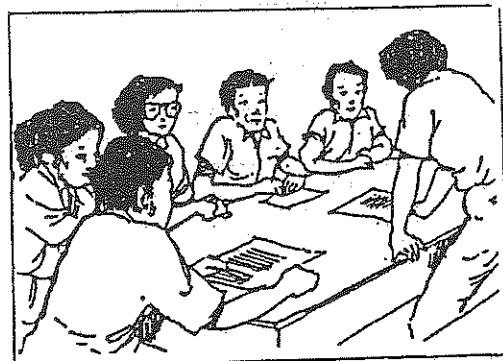
Ibu and her mother help to prepare the evening meal

I return home just before 6.00pm, have another shower, and listen to the news on the radio. We then eat our evening meal together as a family. This is the main meal of the day.



1. Rice
2. Cold black tea
3. Watercress
4. Small pieces of meat
5. Peas and peanut sauce
6. Cabbage and noodles
7. Fruit
8. Soup plates
9.) The meal is eaten with
10.) a spoon and a fork

We then either go for a walk or sit on our verandah, talking with friends and neighbours. Often Suryono, the village policeman, comes by for a chat. Sometimes I go to the Young Farmers meeting where we discuss how we can improve our work.



A Young Farmers meeting

At about 8.00pm we say our final prayers for the day and then go to sleep.



In small groups decide on answers to the following:

1. Describe 3 ways in which life in Aparadja is similar to life in Vanuatu.
2. Describe 3 ways in which life in Aparadja is different to life in Vanuatu.



As a class, share your answers on the blackboard.

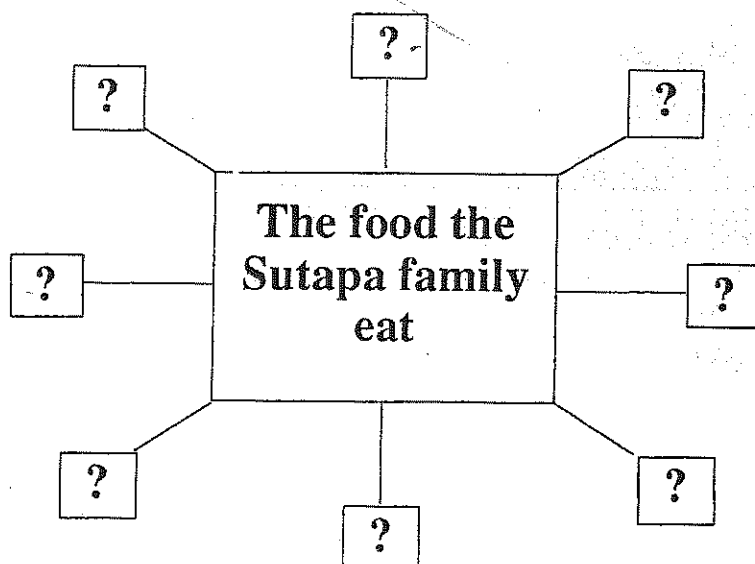


To make notes we first have to read information and look at maps and pictures. We can then write down the main things we have learnt. We can then use the notes we have made to write a summary of the information.

There are many ways of making notes. For example, we can write a list of the main things we have read. Instead of writing a list we could write the main things we have learnt as a star diagram.




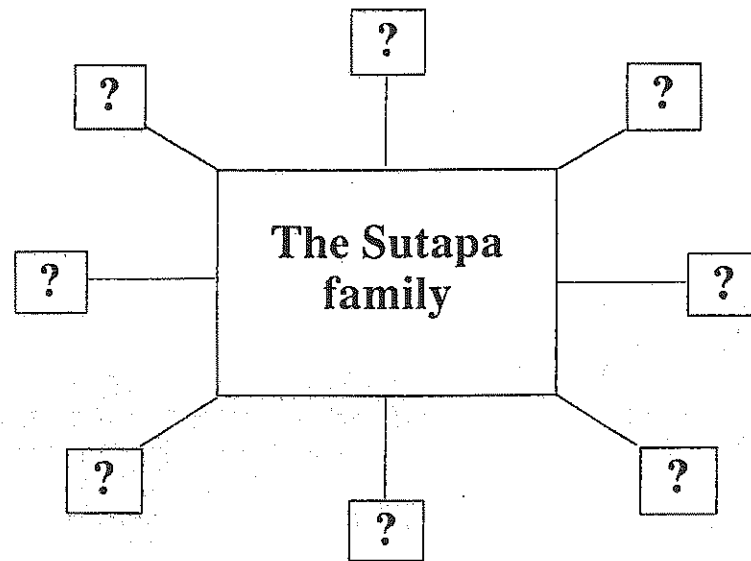
Make notes on the food that the Sutapa family eat. You can make these notes as a star diagram.




Now use the information in your star diagram to write a paragraph about the food the Sutapa family eat.




 Draw a star diagram to show the Sutapa family's connections with other people in Aparadja.




 Now use the information in your star diagram to write a paragraph about the Sutapa family's connections with other people in Aparadja.



 Make notes on the work that the Sutapa family do. Include work in their house as well as in their village. Write these notes as a list, using a copy of the table below.

	THE WORK THEY DO
Mr. SUTAPA	
Mrs. SUTAPA	
FATMA & SUGENG	
RADEN & HASNAH	
IBU	
AMAT	



 Now use the information in your list to write short paragraphs describing the work of the different people in the Sutapa family.

FINDING OUT ABOUT LIFE IN OTHER COUNTRIES



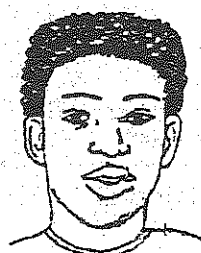
We have seen how people live in Indonesia. If we want to find out how people live in other countries we can do some library research.



Join together in small groups of 3 or 4 students.

Choose a country to find out about.

Each group will find out how people live in one country. You can then use the information you have found out to make a poster, "How People live in". These posters can be displayed on the walls in your class for everyone to see.



Each group will need the following equipment:

1. Library books, including encyclopaedias.
2. Your exercise or rough books for making notes.
3. An atlas, to find a map of the country you have chosen.
4. A large sheet of paper or card.
5. Pens, pencils, scissors and glue.



Each poster should include at least a map of the country you have chosen, some written information about how people live and some pictures.

Library research and making a poster involves 10 stages. These are:

Before you go to the Library	write a list of the topics you wish to find out about
	share out the work
In the Library	find useful books
	look through the books; make notes on your topic(s)
In the classroom	plan the layout of your poster and share out the work
	plan and draft the writing in rough
	plan and draw the map and pictures
	check your writing and then ask someone else to check it
	write your work out neatly
	glue your writing, map and pictures to make your poster
	Display it !

Before you go to the Library :



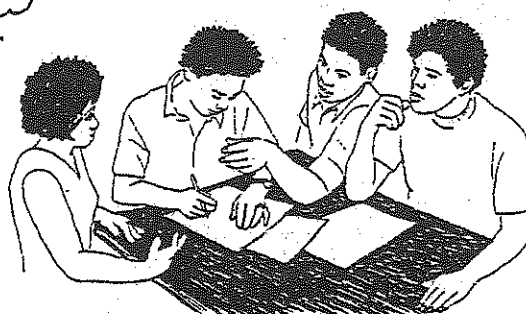
1. As a group, write a list of the topics you want to find out about. (Think about where your country is, what it is like, food, clothing, houses, what work people do, special customs and ceremonies and what life is like in the towns and the villages).



We need to decide what things we want to find out about

We also need to think about how we can share the work

Perhaps we should write a list

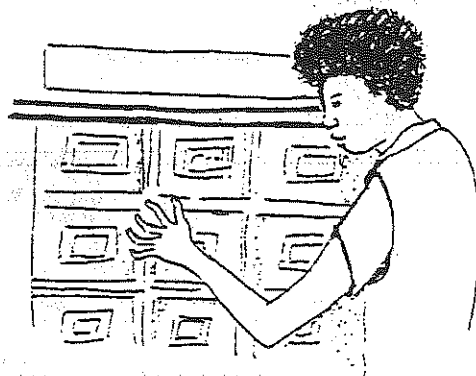


2. Share the work. Decide who is going to find out about each of the topics you have written in your list.



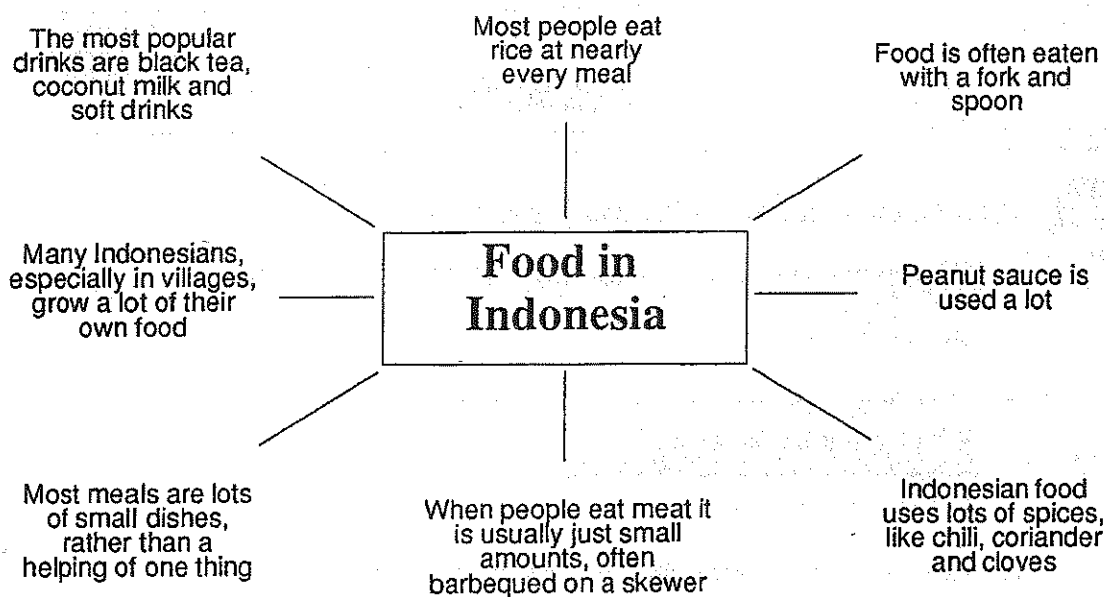
In the library:

1. As a group, find all the books that may be useful. Use encyclopaedias as well as other library books. Don't just look for books with the name of your country in the title. Other books may be useful too! Look in the contents page at the front of books is there a chapter on your country? Look in the index pages at the back of books, is there some information on your country in this book?



Use the subject catalogue to find books about the country you are researching

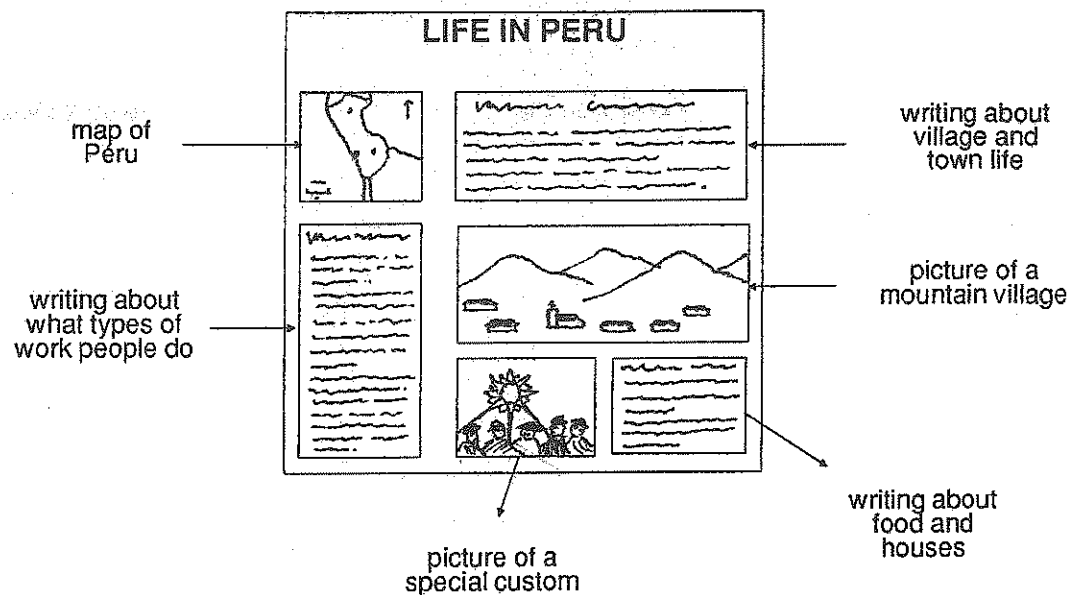
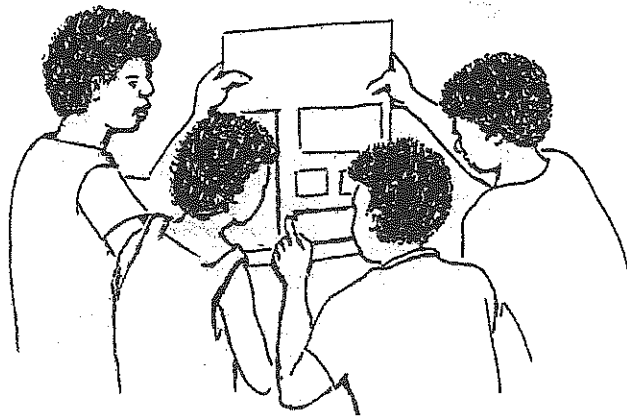
Don't just copy from library books anyone can do that! Read over the useful sections in each books and make notes. You can make notes as a list of things or as a star diagram. The star diagram below shows information about food in Indonesia.



In the classroom preparing your poster:



1. Plan the layout of your poster.



As a group, discuss the following questions:

- a) Where are you going to put the map of your country?
How big will it be?
Who will draw it?
- b) How many pieces of writing will you put on your poster?
What will they be about?
How much space will they take?
Who is going to write each one?
- c) How many pictures will there be on your poster?
What will they show?
How big will they be?
Who will draw them?



2. Prepare your work, ready to be stuck on the large paper or card.

- a) Your map should be drawn on plain paper. It should have a little, a frame, a compass showing direction and a key.
- b) Pictures should be drawn on plain paper. Each picture should have a caption a sentence describing what the picture shows.
- c) Your writing should be done in your exercise or rough book first. When you have finished, read it over. Is your spelling correct? Have you written in full sentences? Have you included everything you want to say? Will it fit in the space on the poster?

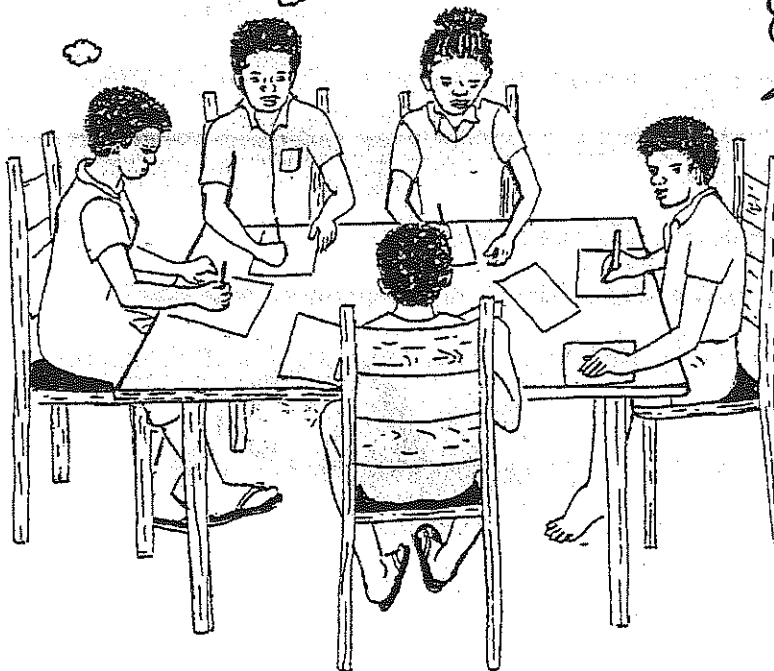
Ask someone else in your group to read what you have written to check your work. When you are both happy that you have written a good piece of writing, write it out neatly on paper so that it can be stuck on your poster.

I have a lot of notes on this family. I'll just have to write the most important and useful details.

I hope this map will fit in the space.

I must ask someone to check my work.

Will you check what I have written, please?



OUR COMMUNITIES AND THE WORLD

Families don't just have connections with other communities in the place that they live. They also have connections with communities in other places.



Read Helene's description of her life in Santo. As you read, think about what connections she has with other communities in other places.



"My name is Helene and I am twelve years old. I live in a village just north of Luganville. From my house I can see the plantation where my father works. Most of my friends live in my village or in villages nearby. I am in Year 7 at College de Santo. Because I live close to the school, I go home every evening.

On Saturdays we go to Luganville by truck. My mother sells vegetables in the market. Often, we go to the stores to buy rice, tinned fish and other things we need. On Sundays we go to church. When it is a public holiday we usually go to the beach.

The longest journey I have been on was when I flew to Vila. I stayed with my aunt. She works in a bank.

I like reading stories and listening to the radio. I like music, especially ni-Vanuatu string bands, reggae and zouk. Sometimes I go to a friend's house in Luganville to watch a video. I often go to church in the week, as well as on Sundays. At Christmas, my parents gave me a new dress and a new pair of sandals."



In pairs, think about Helene's connections with other countries.



Write a list of all the things in Helene's life that may connect her with places outside of Vanuatu.

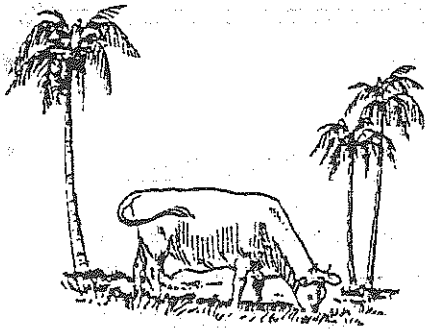


Join with another pair. Compare your lists.

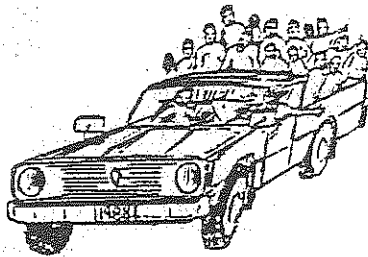
Are there any similarities or differences between your lists?

Report back to the class about Helene's possible connections with other places.

HELENE AND THE WORLD



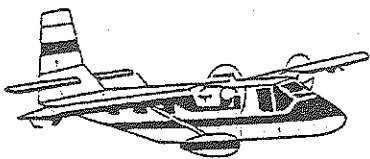
The plantation where her father works was started by people from France. The copra is sold to France and the beef is sold to the Solomon Islands.



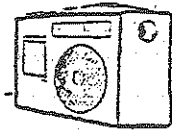
The truck she takes to town was made in Japan.



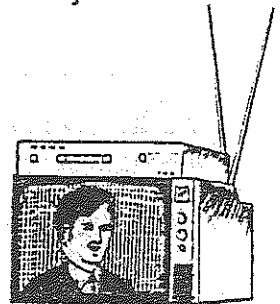
The petrol comes from Saudi Arabia.



The plane Helene flew to Vila in was made in Australia.



Hélène's radio was made in South Korea. The batteries come from Fiji.



The television was made in Japan. Many of the films she watches come from the United States.



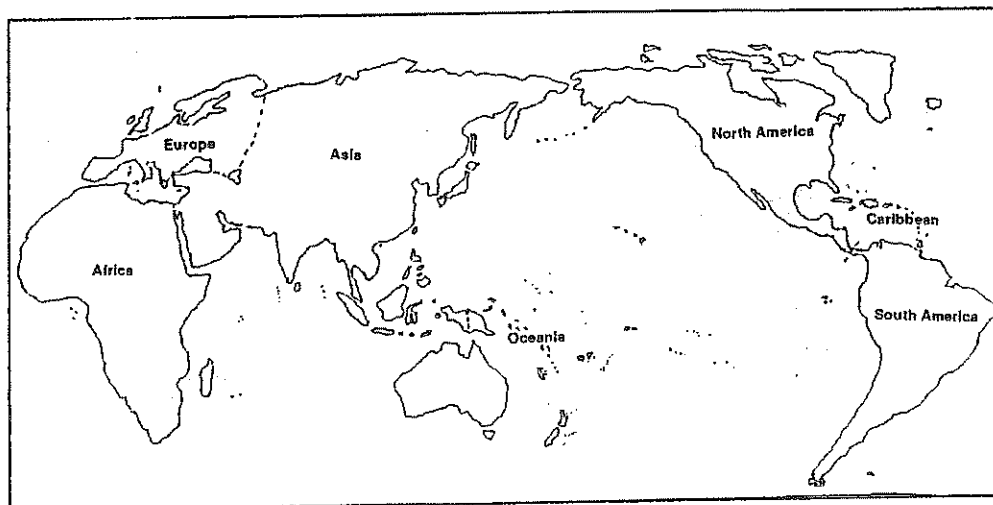
The dress she is wearing was made in Luganville. The cotton came from China. Her sandals were made in Taiwan.



Rice and tinned fish come from many different countries.



Look at the map of the world below. It shows the main areas of the world. These are Oceania, Asia, Europe, Africa, North America, the Caribbean and South America. Helene has connections with several countries in different parts of the world.



Use a globe and a map of the world to find where each of these countries are.



Write the title "Helene's connections with the world".

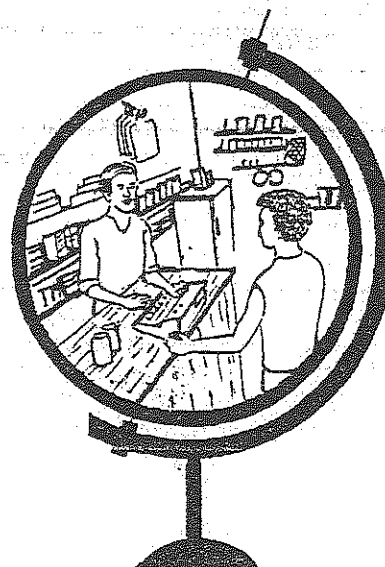
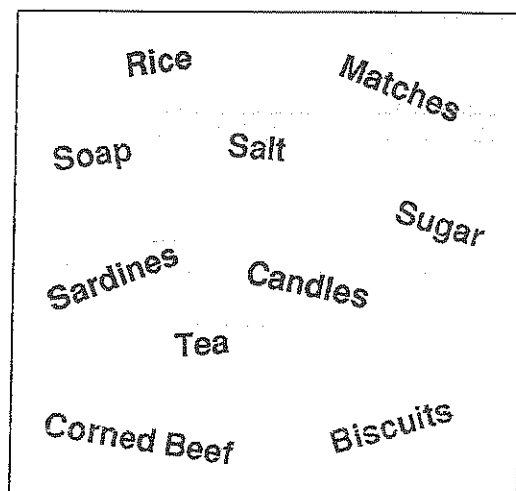
Copy out and complete the table below. Some have already been done for you.

	COUNTRY	AREA OF THE WORLD
Copra		
Beef		Oceania
The truck	Japan	
The petrol		Asia
The radio		
The batteries	Fiji	
'Reggae' music		Caribbean
The television		
The films		
Cotton material	China	
Sandals		Asia
The plane		

What are the connections between your community and the world? For example, where does the food in your local store come from?



Look at the box of words below. It contains several things that are found in most stores in Vanuatu.



In pairs, think about where these things come from.



Write the title "The World in a Store".

Write a list of the things in the box and say which country or countries you think they come from.

Things in a store	Country(ies)



Join together in small groups of 4 students.

Compare your answers. What similarities are there?
What differences are there?



Now, ask your teacher for the "The World in a Store" envelope and a blank map of the world.

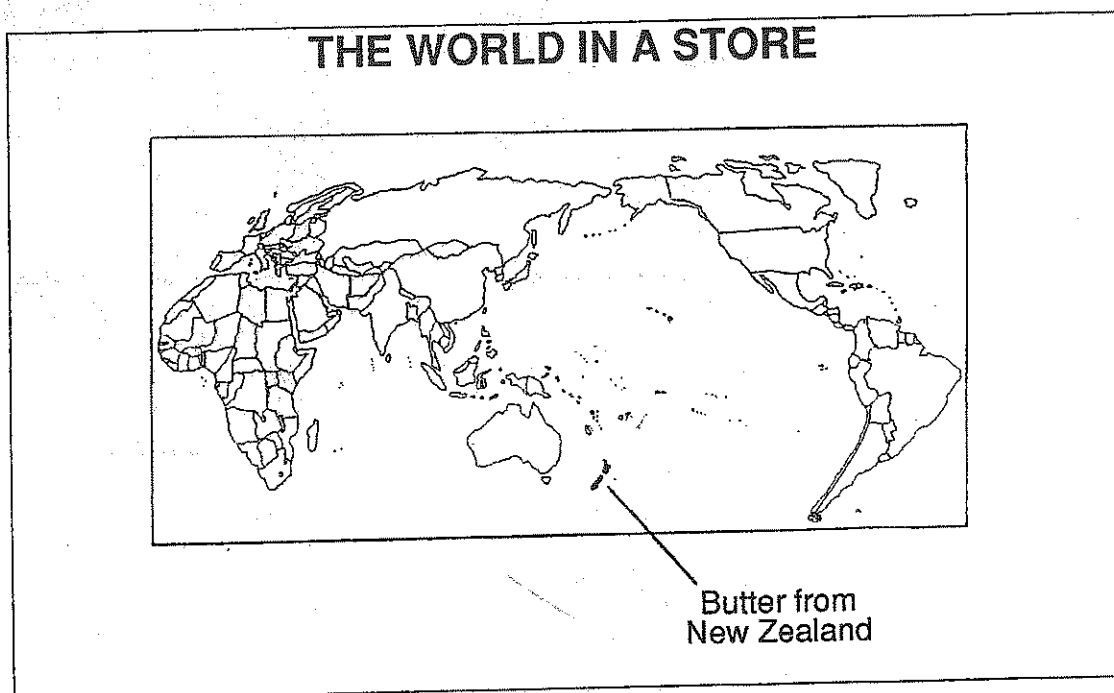
This envelope contains labels and packets of things that are found in stores in Vanuatu.

Look at each of these labels and packets and find out where it comes from. Usually it will say "Made in....." or "Product of".

Use a wall map of the world, a globe or an atlas to find out where each country is.



Shade in each country on the blank map of the world. Draw a line from the country to outside the box and write the name of the food and the country it comes from. An example is shown below:



There are many other ways of finding out how our communities are connected with the rest of the world.



In small groups, decide which of the following activities you wish to do.

1. The World in Vanuatu Weekly. (See Appendix I p. 64-65)
2. The World in our School. (See Appendix II p. 66-67)

OUR WORLD COMMUNITY



The biggest community we belong to is the family of humankind. This includes every man, woman and child in the world. There are over 5 thousand million (5,000,000,000) people in our world community.

People in different countries are different in many ways. They look different, speak different languages and have different customs, religions, and ways of life.

However, the differences are small compared with what we all have in common.

We must all eat and drink to stay alive. We can all sing, dance and cry. We all bleed when we are cut. We can all be happy or sad. These things make us all part of our world community.



We are different in many ways, but we all belong to the world community.



If there were only a 100 people in the world, how many people could you talk with? How many people would speak English? How many would speak French?

How many people would be Christians? How many would be Muslims? How many people would be African?Chinese? European? How many people would be children? How many people would not have enough to eat?



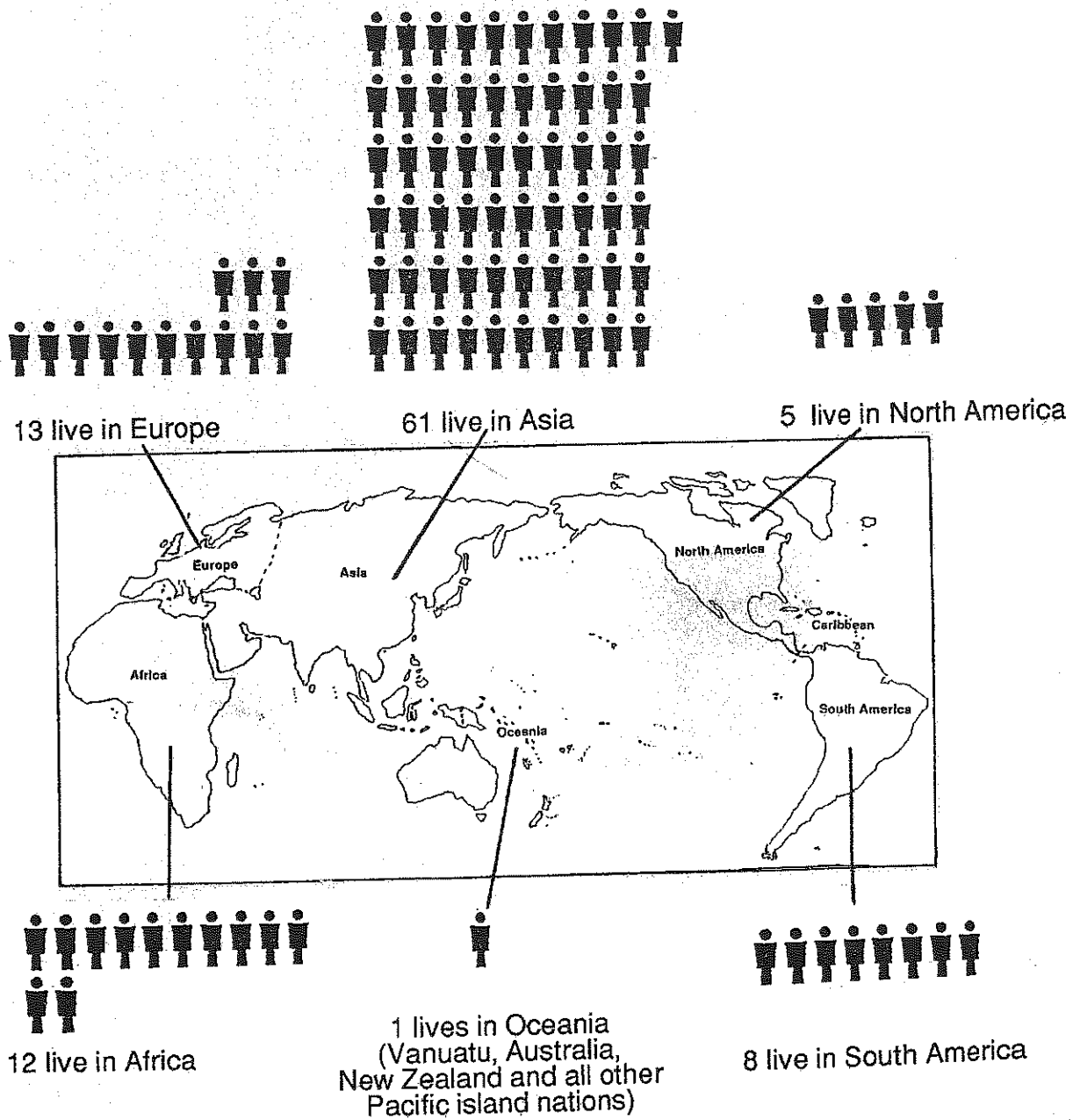
To find the answers to these questions, look at the diagrams below and on the next three pages.



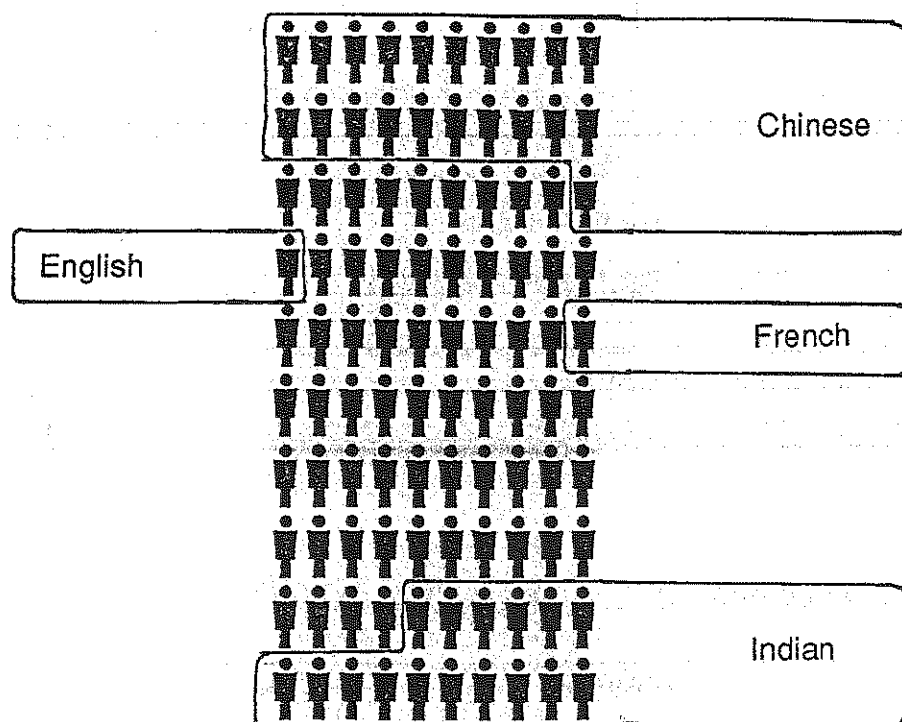
Discuss each diagram with a partner.

What does each diagram tell us?

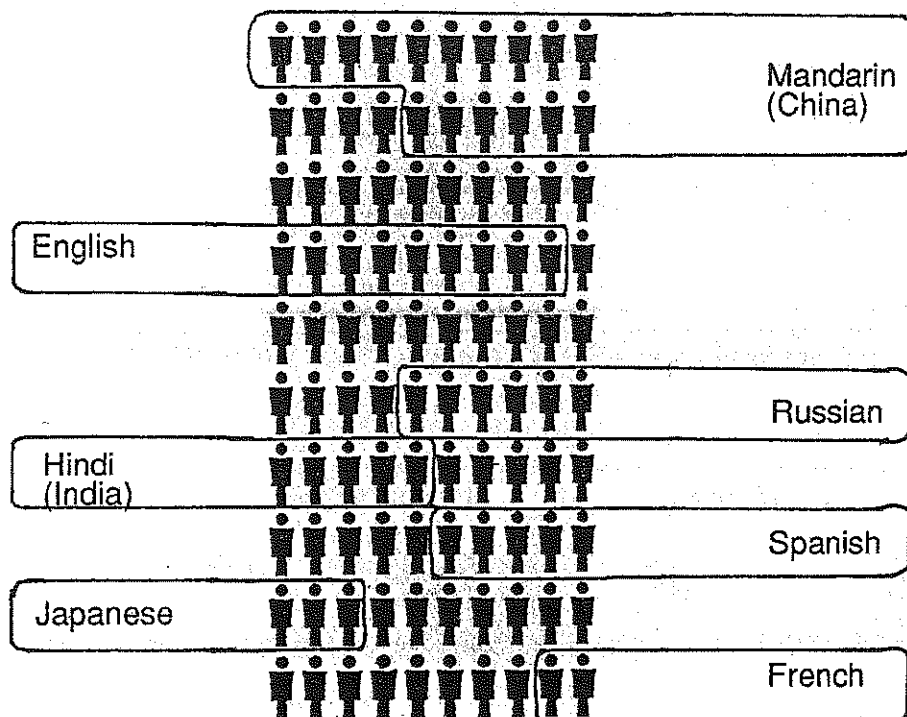
1. If there were only 100 people where would they live?



2. If there were only 100 people who would they be?



3. If there were only 100 people what languages would they speak?



4. If there were only 100 people and 100 vatu
where would the money be?

	PEOPLE	VATU
Africa	12	3
Europe	13	37
North America	5	28
South America	8	5
Asia	61	26
Oceania	1	1

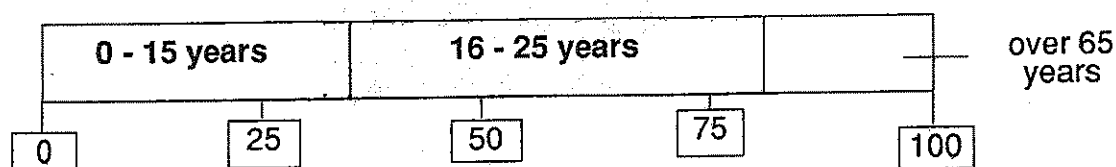
5. If there were only 100 people how many would live in towns?

TOWNS 46	VILLAGES 54
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6. If there were only 100 people what religions would they be?

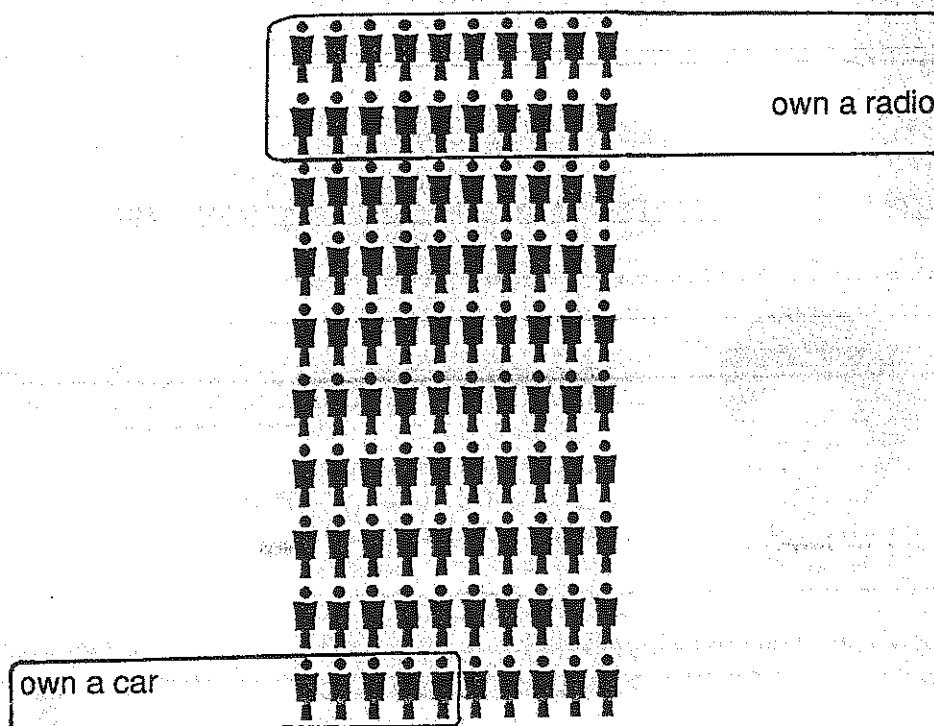
Christian	Muslim	Hindu	Others
22	19	12	47

7. If there were only 100 people what ages would they be?



8. If there were only 100 people how many would own a radio?

..... a car?



In pairs, discuss the following sentences.

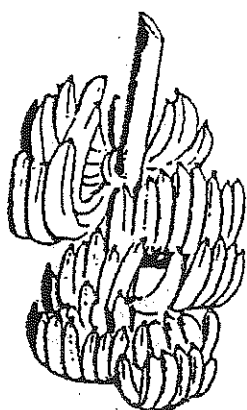
Which sentences do you think are true?

Which sentences do you think are false?

1. More than half the people in the world live in Asia.
2. North America is the area of the world with the smallest number of people.
3. For every 100 people in the world 15 are Chinese.
4. More people speak English than any other language.
5. Most people in the world live in towns.
6. Most of the world's money is controlled by Europeans and North Americans.
7. If there were only a 100 people in the world, approximately 35 would be less than 15 years old.
8. Most people in the world own a radio.



Join together with another pair. Do you all agree on which sentences are true?
If there are any differences try to all agree on an answer.



We all belong to the world community. However, the world's wealth is not shared out equally. Some people have a lot of wealth and others have little.



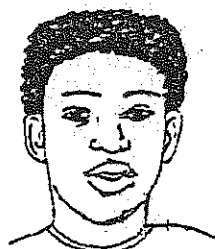
For example, if there were only 100 people and 100 vatu in the world the 13 Europeans would have 37 vatu. The 12 Africans would only have 3 vatu!



If the only people in the world were this class and the only food was a bunch of bananas how would they be shared out?

Your teacher will divide the class into 6 groups Oceania, Asia, North America, South America, Africa and Europe, according to the number of people in each area of the world.

He or she will then give out the bananas in the same way that food is shared in the world.



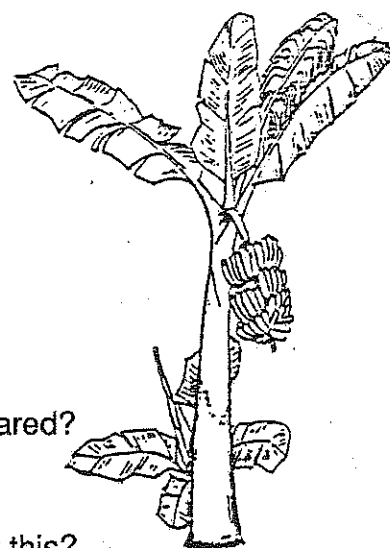
What do you think?

What do you feel?



In your groups discuss the following questions:

1. Which group were you in?
2. How many people were in this group?
3. How many bananas did your group get?
4. What do you feel about the way the bananas were shared?
5. How do you think the other groups felt?
6. Are there any other things you would like to say about this?



THE WORLD IN THE VANUATU WEEKLY



Join together in groups of five.

Ask your teacher to give you the envelope marked "Vanuatu Weekly".

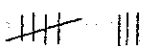
This envelope contains ten excerpts from the Vanuatu Weekly.



Write the title "The World in the Vanuatu Weekly".

Draw a table similar to the one below.

Leave enough space to add other countries if necessary.

COUNTRY	NUMBER OF TIMES MENTIONED
FIJI	 8
NEW CALEDONIA	
PAPUA NEW GUINEA	
AUSTRALIA	
VANUATU	



Share out the copies of the Vanuatu Weekly. Each member in your group should have two copies.

Look at the text in three languages and the advertisements in each.



Count how many times the same country is mentioned. Write it down on your table, as shown above in the example of Fiji.



Collect all the results of your group once you have finished.



For example, if the various members of your group have found that Fiji was mentioned 8, 3, 6, 11 and 4 times, then the total number of times Fiji was mentioned is 32.

Do the same for all countries mentioned in the newspaper.



On a blank map of the world, shade in each country you have found connections with. Use an atlas or a world map to help you.

Then answer the following questions :

1. How many countries have you found connections with ?
2. Which countries do we have the most connections with ?
3. Are there any countries or areas in the world where we have no connections ?



List all countries in order of importance, i.e. from the most frequently mentioned to the least mentioned.



Draw a diagram showing the information your group has collected.

In a few sentences (one paragraph) explain what your diagram means.



Then copy and complete the following sentence :

From this exercise I have learned that



THE WORLD IN OUR SCHOOL



Join together in small groups of two or three students. If there are three of you, you can share the three parts of this exercise.



Write the title "The World in Our School".

Draw a table similar to the one below.

Leave enough space to add other countries if necessary.

COUNTRY	NUMBER OF TIMES MENTIONED
FIJI	
NEW CALEDONIA	12
PAPUA NEW GUINEA	
AUSTRALIA	
NEW ZEALAND	

Count how many times the same country is mentioned. Write it down on your table, as shown above in the example of New Caledonia.



1. Teachers



a) Are there any teachers from other countries ? What are their names ? Which country do they come from ?

b) Are there any ni-Vanuatu teachers who have studied in other countries ? What are their names ? Where have they studied ?



2. Library books



There is no need to look at all the books in the library, choose a selection of 20, for example.

a) Where have these books been printed ?

b) Where do the authors come from ?



3. School equipment

- a) Make a list of the equipment in your school. Try and find at least ten items (for example, a telephone, a globe, posters, a video, printing machines, equipment for Science, Sports, Agriculture).
- b) Try and find out where these items were manufactured.



Once you have finished, collect all the results of your group. Add up the number of times each country is mentioned.

On a blank map of the world, shade in each country you have found connections with. Use an atlas or a world map to help you.

Then answer the following questions :

1. How many countries have you found connections with ?
2. Which countries do we have the most connections with ?
3. Are there any countries or areas in the world where we have no connections ?

List all countries in order of importance, i.e. from the most frequently mentioned to the least mentioned.

Draw a diagram showing the information your group has collected.

In a few sentences (one paragraph) explain what your diagram means.

Then copy and complete the following sentence :

From this exercise I have learned that
.....

GLOSSARY

Aid post	A place where villagers can get treatment for simple injuries or illnesses and advice about keeping healthy.
Authority	People with power. A person whose opinion is very important.
Boundaries	The edge or border of a village's custom land.
Caption	A few words used to describe a picture or photograph.
Census	The counting of the people in a country.
Communication	A message or a way of passing from one place to another place. e.g. telephone, boat, radio etc.
Community	A group of people who have something in common e.g. they live in the same village or island, they speak the same language, they work together, go to the same church, or have something else that they share.
Compass	Something used to show direction e.g. north, south west etc.
Draft	A rough plan. The first copy of something you write before correcting and improving it. All good writers draft their work first!
Divided bar	A way of showing information as a percentage i.e. out of 100
Facilities	Equipment, services or other things that make life easier or more pleasant.
Field Sketch	A simple drawing to show the main things in an area.
Frame	A box around a map.
Grid references	Also called coordinates. A way of using letters and/or numbers to show the exact location of something on a map.
Hadji	A Muslim priest. Someone who has visited Mecca, the Muslim holy city.
History	The story of things that happened in the past.
Humankind	Everyone in the world, every man, woman and child.
Index	An alphabetical list in the back of a book. It shows the things that are written about in the book.
Key	This tells us what the symbols on a map mean. Every map should have one.

Lands Survey Department	The government office that makes maps of the islands of Vanuatu.
Layout	The way pictures and writing are arranged or planned to fit onto a page or poster.
Location	The place where something is and the places it is near e.g. Makira Island is in the Shepherds, to the north of Mataso and to the south east of Emae.
Mecca	The holy city for all Muslims. It is located in Saudi Arabia.
Mosque	A Muslim church.
Muslim	Someone who believes in the Islam religion and follows the Koran, the holy book of Islam.
Observation	Looking and noticing things.
Organisation	How something is arranged, e.g. school is organised by the principal and the school board, helped by the teachers and the other staff.
Padi fields	see rice padi
Paragraph	A group of sentences about one thing. A way of dividing a piece of writing.
Percentage	Something out of a 100. If 20 out of every 100 students at your school come from Tafea we can say that the percentage of students from Tafea is 20 percent or 20%.
Pie Charts	A circle divided into sections to show the percentage of different things.
Pit latrines	A cheap but healthy toilet, using a hole in the ground.
Plan	A way of organising what you are going to do.
Population	The total number of people in a school, village, island, town or country. In 1989 the population of Vanuatu was 142,944.
Prevailing winds	The direction the wind usually comes from.
Relief	The shape of the land eg. whether the land is flat, sloping or has steep hills.
Research	Finding out information. This is usually done by reading books or by doing a survey.
Rice padi	The fields in which rice is grown. They contain water during part of the growing time.
Scale	Something on a map that tells us the size of something or the distance from one place to another. Scale is used to reduce the size or distances on the ground so that they can be drawn on a piece of paper.

Site	The area of ground where a building or village has been built.
Sketch map	A simple map to show the main things in an area.
Survey	A way of working, usually by observation and/or asking questions, to find out some information.
Symbols	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 mean by looking in the key.
Vegetation	The plants in an area.

