



Government of Vanuatu

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Central School






Home School Package

Year :11



Ministry of Education and Training / Ministère de l'Éducation et de la Formation
Republic of Vanuatu / République du Vanuatu

LESSON Plan

 Teacher	Name :Philip T Subject :Development Studies
 Week	1/2
	Topic : Strand 2 : Economic Development. Sub Strand 2.1- 2.2-2.3- 2.4 Lesson number :1-10
 Learning outcomes	* Students are able to demonstrate understanding of economic development, globalization, international communications and global finances and their impacts on the quality of life of individuals and societies * Students are able to demonstrate understanding of the term “economic development”, and the different economic systems in Vanuatu including the four sectors of economic.& their importance.
 Introduction	* What is economic ? * What are the economic system used in Vanuatu *



Catch phrase for the lesson



Learners notes

Summary

* **Economic development** is the process by which emerging **economies** become advanced **economies**. ... Put simply; **economic development** is all about improving living standards. 'Improved living standards' refers to higher levels of education and literacy, workers' income, health, and lifespans.

* In **subsistence agriculture**, **farm** output is targeted to survival and is mostly for local requirements with little or no surplus. Planting decisions are made principally with an eye toward what the family will need during the coming year, and secondarily toward market prices.

* **Commercial farming** is a type of **farming** in which crops are grown for **commercial** use only, i.e. for selling purpose only. A large capital, land and large amount of labour is required. Machines are used at a large scale. **Mixed Farming** - Land is used for Both, growing crops and rearing livestock.

* The rapid **development** of capital goods **industries** promote the growth of agriculture, transport and communication. It also enables the **country** to produce a variety of consumer goods in large quantities and at low costs. ... Dependence on foreign **countries** for defense goods is always risky affair.

- * Countries that produce food on world market
- banana. India, China, Philippines, Ecuador
- rice. mostly south and south east Asian countries
- maize. USA, China, Brazil, Argentina Ukraine
- wheat. [India and China](#)



* **Employment structure** means how the workforce is divided up between the three main **employment** sectors - primary, secondary and tertiary. **Employment structures** change over time. Countries in the early stage of development usually have a high percentage of the population in primary **employment**.

*The **4 Types of Economies**. The way scarce resources get distributed within an **economy** determines the **type of economic system**. There are **four different types of economies**; a traditional **economy**, a market **economy**, command **economy**, and a mixed **economy**




*The primary **sector** of the **economy** includes any industry involved in the extraction and production of raw materials, such as farming, forestry, fishing and mining. The primary **sector** tends to **make** up a larger portion of the **economy** in **developing countries** than it does ... to **have** a smaller percentage of their workforce involved in primary **activities**,

...

*Secondary Sector is the most important sector of an economy.

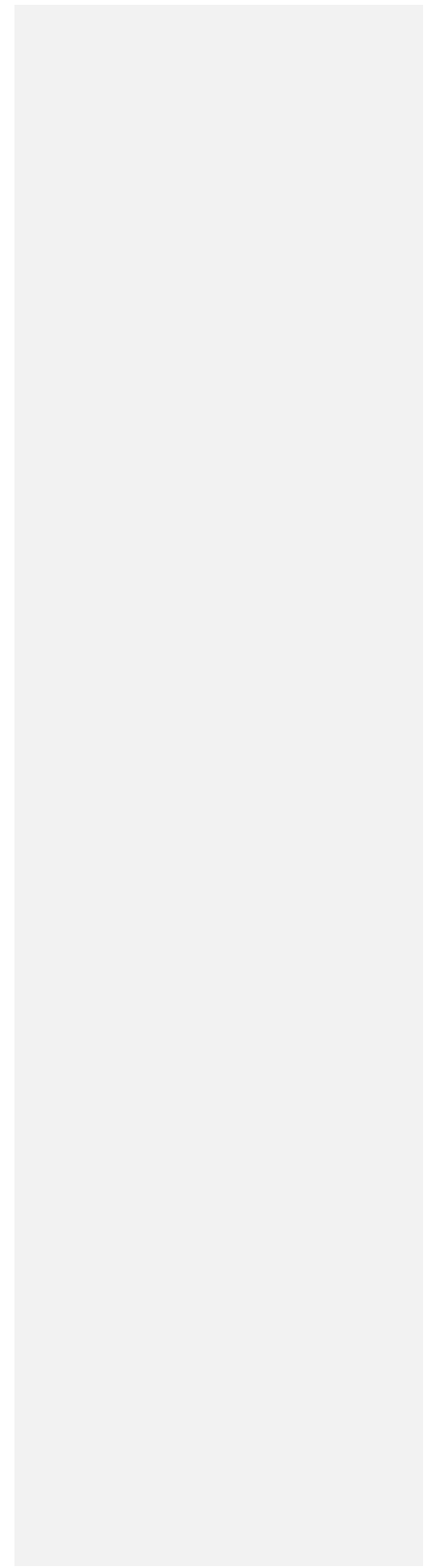
	<p>According to economic theory, countries dependent on agriculture and allied activities ie primary sector, grow slowly and remain under-developed or developing economies. The export the raw material to the rest of the world. The secondary sector is dependent on primary sector but after processing of goods in industries its value addition is more which leads to more profitability. It generates more employment in the economy and helps in improving the standard of living and per capita income of the people rapidly. Similarly the service sector also flourishes with the improvement in industries. So Secondary sector is most important for the growth of and economy.</p> <p>*Enough jobs were not created in secondary and tertiary sectors, even though industrial output or the production of goods went up by eight times during the period, employment in the industry went up by only 2.5 times. The same applies to tertiary sector as well. While production in the service sector rose by 11 times, employment in the service sector rose less than three times. As a result, more than half of the workers in the country are working in the primary sectors, mainly in agriculture, producing only a quarter of the GDP. In contrast to this, the secondary and tertiary sector produce three-fourth of the produce whereas they employ less than half the people.</p>
 Visual aids	
 Exercises	<ul style="list-style-type: none"> * Define “economic development” and “economic systems”. * Describe the usefulness of subsistence and commercial economic system for Vanuatu * List the advantages and disadvantages of economic development * Differentiate between different economic systems. * * Name the four sectors of economic development. * Describe examples of activities in each sector of economic development * Explain why it is important for Vanuatu to have economic activities in all four sectors * Give examples of commercial plantations in tropical areas. * Identify the world’s major food and plantation crops * Differentiate between the following types of farming: subsistence and commercial; sedentary and shifting; arable and pastoral; and intensive and extensive







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	<ul style="list-style-type: none"> * Draw a flow chart of an agricultural system, with inputs, processes outputs, markets, and feedbacks. * Summarize the advantages and disadvantages of plantation agriculture * Explain why traditional agricultural practices should be maintained in Vanuatu. * Define “extractive primary industry” & give example for each of these. * Describe the features of one extractive primary industry in Vanuatu * Describe the methods of extraction or removal of a chosen resource in one Pacific country * Summarize the negative effects of extractive primary industries on the environment using specific examples * Discuss ways to minimize the negative impacts of extractive primary industries on the environment. * Define “employment” and “employment structure”. * Describe the features of the employment structure in Vanuatu. * Differentiate between employment structures in industrialized and developing countries. * Explain the importance of each sector of employment in Vanuatu. * Explain why most people in Vanuatu work in the primary sector and are self-employed subsistence farmers. <p># Search on the net for more information</p>
 <p>Assignment</p>	<p>Research Project. Seminar presentation Topic to be approved by teacher.</p>
 <p>Assessment</p>	<p style="text-align: center;">Revision Test Strand 2</p>
 <p>References</p>	<ul style="list-style-type: none"> * Flint D., Progress and Change in Developing Countries Basil Blackwell, 1991 * Morrish M., Development in the Third World, OUP, 1991 * http://blds.ids.ac.uk/blds/guides/index.html British Library for Development Studies, Institute of Development Studies, Brighton, UK (guide to information on all aspects of development) <p>* There is no single textbook that contains all the knowledge, skills and attitudes required for the development studies course. Therefore one will have to use his or her own initiative to obtain relevant information from existing text, magazines, newspaper articles, web-sites</p> <p style="text-align: right;">Development Studies is a rapidly-changing field, so teachers and</p>






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	<p style="text-align: center;">students must ensure that</p> <p>they are using resources that are not outdated.</p> <p>Main texts and materials that can be useful for different sections of the course:</p> <ul style="list-style-type: none"> y S,T - Students text y T - Teachers text y S,T Waugh D., The Wider World, (latest edition), Thomas Nelson, (most recent date) ISBN 0-17-434309-4 y S,T Flint D., Progress and Change in Developing Countries, Basil Blackwell, 1991 y S,T Morrish M., Development in the Third World, OUP, 1991 y S,T Population Reference Bureau, World Population Data Sheet (annual publication) y S,T SPC/GIZ, Coping with Climate Change (first draft), NCCAS, May 2011 y T Development Education Project, Teaching Development Issues (7 booklets), Manchester, UK, 1986 y T Nielsen R., The Little Green Handbook, Scribe Publications, Melbourne, 2005, ISBN 1-920769-30-7 y T World watch Institute, State of the World, Norton, New York (annual publication) y T World watch Institute, Vital Signs, Norton, New York (annual publication) y T McNaught A. et al, Global Challenge, Pearson Education, UK, y ISBN 0582-42980-3 y T Potter, R. et al, Geographies of Development, Pearson/Prentice Hall, UK, y ISBN 0-130-60569-7, 2004 y T Lomborg, B., Solutions for the World's Biggest Problems, Cambridge University Press, ISBN 978-0-521-88772-4, 2007 y T Baha'i International Community, Valuing Spirituality
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 Week	3/4
	<p>Topic : Strand 3 : Promoting Development Sub strand 3.1- 3.2- 3.3 Lesson number : 1-10</p>
 Learning outcomes	Students are able to demonstrate understanding of the factors that contribute to promoting or hindering the development process, with special reference to rural areas.
 Introduction	<ul style="list-style-type: none"> *What is aids ? What is aid ? *Why give aid ? *Identify the forms of aid that your country receives from other countries. *
	
 Learners notes	<p>Summary Some proposed strategies</p> <ul style="list-style-type: none"> * Official development assistance (ODA) is defined as government aid designed to promote the economic development and welfare of developing countries. ... Aid may be provided bilaterally, from donor to recipient, or channelled through a multilateral development agency such as the United Nations or the World Bank. *Development aid is financial aid given by governments and other agencies to support the economic, environmental, social and political development of developing countries. It is distinguished from humanitarian aid by focusing on alleviating poverty in the long term, rather than a short term response. * Aid may serve one or more functions: it may be given as a signal of diplomatic approval, or to strengthen a military ally, to reward a government for behavior desired by the donor, to extend the donor's cultural influence, to provide infrastructure needed by the donor for resource extraction from the recipient country, <p>Advantages and disadvantages of aid</p> <p>Sometimes, aid can bring long-term problems as well as advantages to the recipient country. The table gives some of the arguments for and against the provision of aid to LEDCs.</p>

	For	Against
	Emergency aid in times of disaster saves lives .	Aid can increase the dependency of LEDCs on donor countries. Sometimes aid is not a gift, but a loan, and poor countries may struggle to repay.
	Aid helps rebuild livelihoods and housing after a disaster.	Aid may not reach the people who need it most. Corruption may lead to local politicians using aid for their own means or for political gain.
	Provision of medical training, medicines and equipment can improve health and standards of living.	Aid can be used to put political or economic pressure on the receiving country. The country may end up owing a donor country or organisation a favour.
	Aid for agriculture can help increase food production and so improve the quality and quantity of food available.	Sometimes projects do not benefit smaller farmers and projects are often large scale.
	Encouraging aid industrial development can create jobs and improve transport infrastructure.	Infrastructure projects may end up benefiting employers more than employees.
	Aid can support countries in developing their natural resources and power supplies.	It may be a condition of the investment that the projects are run by foreign companies or that a proportion of the resources or profits will be sent abroad.
	Projects that develop clean water and sanitation can lead to improved health and living standards.	Some development projects may lead to food and water costing more .
	<p>*Digital divide is a term that refers to the gap between demographics and regions that have access to modern information and communications technology, and those that don't or have restricted access. This technology can include the telephone, television, personal computers and the Internet.</p> <p>. *Major technological changes e.g. means of communication, transport system, agriculture system, food, infrastructure, preferences etc</p> <p>* Examples of work done by NGOs in Vanuatu..Wansmol bag doing awareness program such as the use of Mosquitoe net,</p> <p>*Most work done at grassroot level by NGOs was done in accordance to wish or choice of the people at Community, not what government wants,no string attach,-no repayment of the cost of the project Community manage and responsible for the project. NGOs deals mostly with small village project.</p> <p>*State what are the good work or projects being done by the NGOs to benefits grassroots people and why these projects are not benefits the people conceror no longer functioning ?</p> <p>*</p>	

 Visual aids	
 Exercises	<ul style="list-style-type: none"> *Define international aid. * Define official development aid (ODA) * Define aid donor & aid recipient * Describe the different forms of aid e.g. grants, loans, human resources, equipment, etc. * List some examples of the different forms of aid to Vanuatu * Explain why aid is given. * Discuss the advantages and disadvantages of receiving foreign aid for countries like Vanuatu * Describe the impacts of technological changes on today's society * Explain the inequalities caused by changes brought about by technology to society using specific examples to support arguments *. Identify major technological changes in today's society. *. Discuss the usefulness of selected examples of technological change, e.g. The industrial revolution, the green revolution, and the digital revolution * Define "non-government organization * List examples of the work done by non- government organizations in Vanuatu and other countries * Describe the importance of NGOs in the development of local communities * Explain how non-government organizations operate at the grassroots level with no strings attached * Evaluate the work of one non-government organization operating in Vanuatu.
 Assignment	
 Assessment	<ul style="list-style-type: none"> * Strsnd 3 Revision test
 References	<ul style="list-style-type: none"> *T Pretty J., The Earthscan Reader in Sustainable Agriculture, Stylus, 2005,ISBN 1-84407-236-3 * T Barrientos S., Ethical Sourcing in the Global Food System, Stylus,2006, ISBN 1-84407-199-5 * T Purvis M., Exploring Sustainable Development, Stylus, 2004, ISBN 1-85383-472-6 * There is no single textbook that contain all the knowledge, skills and attitudes required for the development studies course. Therefore one will have to use his or her own initiative to obtain relevant information from existing text, magazines, newspaper

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articles, web-sites


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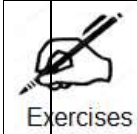
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- y ISBN 0-130-60569-7, 2004
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- y T Baha'i International Community, Valuing Spirituality



WEEK	
	<p>Strand 4 : Topic –Development and Environment Lesson number : 1-10</p>
 <p>Learning outcomes</p>	<p>* Students are able to demonstrate understanding of the key aspects of the natural environment, the harmful effects of development on the environment, and how environmental security can be attained in the face of current human activities</p>
 <p>Intr odu ctio n</p>	<p>How much do you do know about planet earth ? State some thing that shows earth is different from other planet The erarth has some imaginary lines</p>
	<p>Catch phrase for the lesson Name the planets in our solar system in their order of location</p>
 <p>Learners notes</p>	<p>* Planets and the solar system –(google this for more explanation) *The rotate on its axis around the sun and til away or toward the sun which gives the its season (go to internet for more information) *Maps and globes usually have lines on them to help locate places on Earth. These lines are called latitude and longitude lines. These lines are not actually on the planet, but are imaginary lines used to help us find our way around the curved surface of Earth. The term map projection can be thought of literally as a projection. If we were to place a light bulb inside a translucent globe and project the image onto a wall—we'd have a map projection. However, instead of projecting a light, cartographers use mathematical formulas to create projection * The Peters projection is unique among world maps because the area ratios of all the continents are the same as they are in reality. ... The Mercator projection, by comparison, grossly distorts the sizes of the continents – causing the Greenland-is-larger-than-Africa effect – but stays true to their shapes. *Earth's atmosphere is divided into five main layers: the exosphere, the thermosphere, the mesosphere, the stratosphere and the troposphere.</p>

	<p>* The Characteristics of a Humid, Tropical Climate</p> <p>Temperature. Rainforests are warm with temperatures staying around 80 degrees Fahrenheit year-round and fluctuating little during any given month or year. ...</p> <p>Precipitation. The high year-round temperatures cause intense heating of the surface of the earth. ...</p> <p>Location. ...</p> <p>Plants. ...</p> <p>Animals.</p> <p>*</p> <p>*It generally having has four different seasons such as spring, summer, autumn, and winter. The most popular climate to live in as it does not experience the wide variations of some of the more extreme climates. The ability to grow a large variety of crops and fruit is a major source of income in these regions</p> <p>*Conditions typical of Arctic lands are extreme fluctuations between summer and winter temperatures; permanent snow and ice in the high country and grasses, sedges, and low shrubs in the lowlands; and permanently frozen ground (permafrost), the surface layer of which is subject to summer thawing.</p> <p>* Greenhouse effect, a warming of Earth's surface and troposphere (the lowest layer of the atmosphere) caused by the presence of water vapour, carbon dioxide, methane, and certain other gases in the air. Of those gases, known as greenhouse gases, water vapour has the largest effect.</p> <p>* The atmosphere prevents the sudden increase in temperature during the daylight hours. And during the night, it slows down the escape of heat into outer space The atmosphere keeps the average temperature of the Earth fairly steady during the day and even during the course of the whole year.</p> <p>* A number of natural and man-made mechanisms can affect the global energy balance and force changes in Earth's climate. Greenhouse gases are one such mechanism. Greenhouse gases absorb and emit some of the outgoing energy radiated from Earth's surface, causing that heat to be retained in the lower atmosphere.</p> <p>* Continued overexploitation can lead to the destruction of the resource. The term applies to natural resources such as: wild medicinal plants, grazing pastures, game animals, fish stocks, forests, and water aquifers.</p> <p>... Overexploitation can lead to resource destruction, including extinctions.</p> <p>Some examples of exploitation of resources are logging without replanting of tress, over minning of sand, over fishing etc.</p> <p>*</p>
 <p>Visual aids</p>	



Exercises

- * **Name** the planets in our solar system
- * **Draw** a diagram of the earth and its location and relative size in relation to the sun and other planets.
- * **Label** the North and south Pole, and the Prime meridian and equator
- * **Explain** the unique features of planet earth – water in 3 states, life, etc.
- * **Show** how the earth revolves and rotates.
- * **Compare** the characteristics of planet earth to other planets
- * **Name** important lines of latitude and longitude on a world map.
- * **State** the longitudinal coordinate of places and countries
- * **Describe** the importance of map projections in education and navigation.
- * **Discuss** the differences between the Mercator and Peters projections
- * **Explain** why the Mercator projection gives a distorted view of the world, with Europe and north America too large and tropical areas too small
- * **Identify** relief features of continents (fold mountains, plateaux, plains) and oceans (shelves, trenches, ridges and plains).
- * **Describe** the features of the earth’s atmosphere, tropical, sub-tropical, temperate, and arctic climates.
- * **Describe** the causes of the “greenhouse gas” and the “greenhouse effect”.
- * **Discuss** the role of the atmosphere in controlling our weather and climate (water cycle, greenhouse gases, ozone layer, etc.).
- * **Explain** how increasing levels of greenhouse gases can lead to global warming.
- * **Draw** the link between natural vegetation and climate.
- * **Evaluate** the factors that influence Vegetative productivity using specific examples
- * **Define** the term “Natural resources”.
- * **Identify** energy resources available to people in Vanuatu
- * **Classify** natural resources under non-renewable (stock), renewable(flow) and renewable (continuous) resources.
- * **Discuss** how natural resources are being used sustainably and unsustainably in Vanuatu using specific examples
- * **Analyze** the impact of over-exploitation of resources in Vanuatu
- * **Discuss** why traditional conservation measures are environmentally friendly.
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Assignment

Revision Test



Assessment

* student to do presentation in class

*Development Education Project, Teaching Development Issues (7 booklets),





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Manchester, UK, 1986

* Daniels P. et al, Human Geography, Pearson Education, UK,
ISBN 0-582-36799-9

* [http://devnet.anu.edu.au/Development Studies Network](http://devnet.anu.edu.au/Development%20Studies%20Network) at the Australian
National University (encourages discussion and exchange of information on
global development issues, including official development

* <http://blds.ids.ac.uk/blds/guides/index.html> British Library for Development
Studies, Institute of Development Studies, Brighton, UK (guide to information
on all aspects of development)

 week	7/8
	<p>Topic : Strand 5 : Social, Cultural,Spiritual and Political Development</p> <p>Lesson number : 1- 10</p>
 Learning outcomes	<p>* Students are able to demonstrate understanding of the principal features of human social life, and how “development” and “development planning” should enable everyone to have full access to health and educational facilities, employment opportunities, security and other basic human rights.</p>
 Introduction	<p>What kind of society we have in Vanuatu before European contact ? In terms of village setting,land tenure, family, subsistence.</p>
	<p>Catch phrase for the lesson</p> <p>Every societies in the world today have gone through Changes that shape them to what they are today.</p>
 Learners notes	<p>* A hunter-gatherer is a <u>human</u> living in a <u>society</u> in which most or all <u>food</u> is obtained by <u>foraging</u> (collecting wild plants and pursuing wild animals). Hunter-gatherer societies stand in contrast to <u>agricultural</u> societies, which rely mainly on <u>domesticated species</u>.</p> <p><u>Hunting</u> and gathering was humanity's first and most successful <u>adaptation</u>, occupying at least 90 percent of human <u>history</u>.^[1] Following the <u>invention of agriculture</u>, hunter-gatherers who did not change have been displaced or conquered by farming or <u>pastoralist</u> groups in most parts of the <u>world</u>.^[2]</p> <p>A hunter-gatherer is a human living in a society in which most or all food is obtained by ... Some hunter-gatherer cultures, such as the indigenous peoples of the Pacific ... Hunter-gatherers tend to have an egalitarian social ethos, although settled hunter-</p>

gatherers (for **example**, those inhabiting the **Northwest Coast** of North ...

* In general, pre-industrial societies share certain social **attributes** and forms of political and cultural **organization**, including limited production, a predominantly agricultural economy, limited division of labor, limited variation of social class, and parochialism (narrow in out look) at large.

* In sociology, **industrial society** is a **society** driven by the use of technology to enable mass production, supporting a large population with a high capacity for division of labour. ... They are often contrasted with traditional **societies**.

* the **post-industrial society** is the stage of **society's** development when the service sector generates more wealth than the manufacturing sector of the economy. ... The economy undergoes a transition from the production of goods to the provision of services.

* **Migrations of the Romani people since the 1400s.**

Migration of African Americans after World War II (the Second Great Migration)

Migration of Jews to Palestine in the 20th Century.

Migration of the "boat people" out of Vietnam after the end of the Vietnam War in 1975.

In the present day ,human migrated for several reasons such as RSE scheme Work in horticulture in Australia & New Zealand, Education, Health reasons,

Most **people migrate** for economic reasons. **People** think about emigrating from places that have few job opportunities, and they **immigrate** to places where jobs seem to be available. Because of economic restructuring, job prospects often vary from **one** country to another and within regions of the same country.

* **Saving indigenous languages** among other things, the survival of a language depends on the prosperity and political influence of the community which speaks it.

Saving indigenous languages ... Language is about who we are. Losing our language means losing our culture, how **we** see our place in the world and ... their livelihoods in their own communities without having to **give** up their language and

* East Asia, South Asia, Europe and Eastern North America contain the four **major** concentrations of **population**. If we look closer at these four areas of concentrations, we can identify "**clusters**" of dense **population**.

* Nearly all of this future **growth** will occur in the 'South'—i.e. Africa, Asia (excluding Japan, Australia and New Zealand), and Latin America—where **population** size is projected to **increase** from 5.3 to 7.9 billion between 2005 and 2050

* A **stereotype** is a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. **Stereotyping** people is a type of prejudice because what

