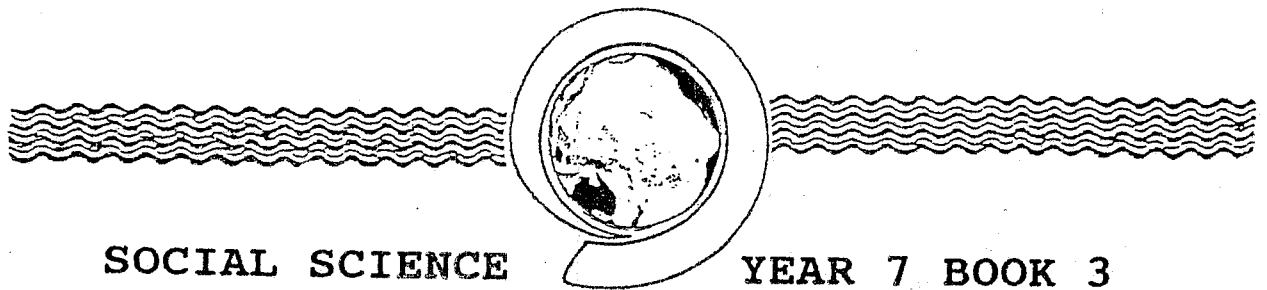


LIVING IN COMMUNITIES

TEACHER'S GUIDE



SOCIAL SCIENCE

YEAR 7 BOOK 3

Department of Education
Port Vila
Vanuatu



LIVING IN COMMUNITIES

**SOCIAL SCIENCE
TEACHER'S GUIDE
YEAR 7 BOOK 3**

**Department of Education
Port Vila
Vanuatu
1992**

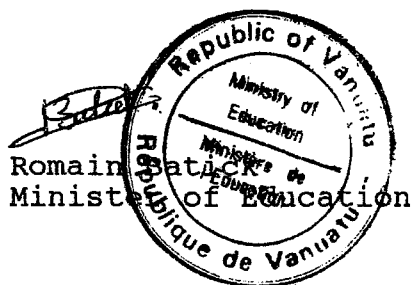
MINISTER'S MESSAGE

"Living in Communities" is the third book in Year 7 of the unified junior secondary Social Science programme.

The main purposes of this unit is to develop student's understanding of a number of questions and issues concerning community life and to develop their research, communication, mapwork and social skills.

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

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



CREDITS

Written by : Steve Passingham
Typing : Regina Wai and Sophie Willie
Printing : Curriculum Development Centre

CONTENTS

General Objectives	4
Preparation	5
Scheme of Work	7
Topic Plan Explanation	10
Topic Plans : Introduction/Living in Communities	12
Our School Community	17
A Village Community	22
A Village Survey	26
A Village in Indonesia	31
Finding out about other Countries	34
Our Communities and the World	38
Our World Community	42
Evaluation	45
Appendix 1 Checklist of Library Research Books	48

GENERAL OBJECTIVES

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

1. Understand the different ways in which "community" can be defined and appreciate that all communities have similarities and differences.
2. Appreciate that maps can be drawn at different scales and be competent in the use of maps and, in particular, the use of the key, simple grid references, compass and scale.
3. Select, comprehend and interpret information from a variety of sources including text, field sketches, maps, bar graphs, divided bars, pie charts and pictograms.
4. Work cooperatively to research and present a simple study of one aspect of community life in either
a) their school, or b) a local village.
5. Work cooperatively to plan, research in the library and plan, check and produce a detailed poster of life in a community outside of Vanuatu.
6. Describe, in simple terms, life in at least two communities outside of Vanuatu.
7. Appreciate Vanuatu's connections with other countries and recognise that we live in an interdependent world.
8. Appreciate that the world's people do not have equal access to the world's resources.

PREPARATION

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

Before beginning "Living in Communities" we need to:

1. Read the teacher's guide and the student book through, preferably two or three times.
2. Plan our lessons. Assistance is offered for this later in this guide.
3. Have wallmaps of Vanuatu, the Pacific and the World pinned up in the classroom. Each class should also have a globe and a set of atlases.
4. Ensure that students have pens, pencils, colouring pencils, a ruler and a rubber.
5. Talk with the chief of a local village to see if it is possible for students to do the research work in small groups on pages 30 to 39. In town, you will need to ask permission from the chief, chief representative or church leader of a suitable local community. If the above is not possible students should do the research work on their school. This is described on pages 18 to 23.
6. Have Lands Survey Department maps showing the area around the village concerned, and your school.
7. Have sufficient books available, in the school or department library, to do the research work on pages 48 to 52. Write a list of the countries it is possible to research using the books you have available.
8. Find one large piece of card per group for the poster activity on pages 48 to 52. If large card is not available the backs of advertising posters may be used.
9. Have enough product labels and "The World in a Store" maps for the activity on page 57. As this is pair work you should try to have at least five product labels in each envelope. Try to include one product label from Vanuatu. The other product labels should be from a variety of countries.

10. Have sufficient copies (all different) of the Vanuatu Weekly for students to use with the activity in Appendix 1. If only half the class do this activity (whilst the other half do "The World in our School") you will need at least twenty copies.
11. Have a bunch of bananas (or a packet of biscuits) ready for the activity on page 63. Whatever you use, there should be one per student, although they will not be shared out equally.
For this activity, students in a class of 34 should be divided and bananas (or biscuits) shared out in the proportion shown in the table below:

Area of the World	Number of Students	Bananas
Asia	20	8
Europe	4	12
North America	2	10
South America	3	2
Africa	4	1
Oceania	1	1

"Living in Communities" Equipment checklist

(based on a class of 35 students)

- 18 atlases, one globe, wallmaps of Vanuatu, the world
- 35 bananas (or biscuits)
- 35 "World in a Store" maps
- 20 Vanuatu Weeklies.
- 18 envelopes, each containing at least 5 product labels from a variety of countries.
- 9 pieces of large card, for the poster activity
- Sufficient library books to research life in other countries.

SCHEME OF WORK

"Living in Communities" is designed to be used over a seven week period i.e. twenty one hours plus preps.

There are two survey activities based on students, in small groups, finding out about an aspect of either
a) life in a local village community (pages 30 to 39)
or b) their school community (pages 18 to 23).

Students should be asked to do only one of these surveys. If it is possible, students should be asked to do the village survey. If this is not possible students should do the school survey. The possibility of doing the village survey needs to be checked by talking with the principal and the village chief before you start this unit. It is only by doing this first that this unit can be properly planned.

OPTION I

Introduction
Living in Communities

A Village Community

A Village Survey

A Village in Indonesia

Finding out about life
in other Countries

Our Communities
and the World

Our World
Community

OPTION 2

Introduction
Living in Communities

Our School Community

A Village Community

A Village in Indonesia

Finding out about life
in other Countries

Our Communities
and the World

Our World
Community

As a result of this "choice" two schemes of works are offered as suggested ways of teaching "Living in Communities." Other ways of planning the teaching of this unit are, of course, possible. In any plan, care should be taken to ensure that the general objectives of this unit are being achieved.

SCHEME OF WORK : OPTION 1

WEEK	ACTIVITIES/TOPICS	NUMBER OF LESSONS	PAGE NUMBER IN STUDENT BOOK
1	Introduction/Living in Communities	3	1, 2, 3, 4, 5, 6, 7 8, 9, 10, 11 12, 13
	Living in Communities	1	14, 15, 16, 17
2	A Village Community	2	24, 25 26, 27
3	A Village Community	1	28, 29
	A Village Survey	2	30 to 39 "
4	A Village Survey	2	"
	A Village in Indonesia	1	40, 41
5	A Village in Indonesia	1	42, 43, 44, 45, 46, 47 48, 49
	Finding Out about life in other Countries	2	50, 51, 52
6	Finding Out about life in other Countries	1	"
	Our Communities and the World	2	53, 54, 55 56, 57
7	Our Communities and the World + Appendices	1	64 - 65, 66 - 67
	Our World Community	2	58, 59, 60, 61, 62 63

SCHEME OF WORK : OPTION 2

WEEK	ACTIVITIES/TOPICS	NUMBER OF LESSONS	PAGE NUMBER IN STUDENT BOOK
1	Introduction/Living in Communities	3	1 to 7 8, 9, 10, 11 12, 13
2	Living in Communities	1	14, 15, 16, 17
	Our School Community	2	18 to 23 "
3	Our School Community	2	"
	A Village Community	1	24, 25 26, 27
4	A Village Community	2	28, 29
	A Village in Indonesia	1	40, 41
5	A Village in Indonesia	1	42, 43, 44, 45, 46
	Finding out about life in other Countries	2	47, 48, 49 50, 51, 52
6	Finding out about life in other Countries	1	"
	Other Communities and the World	2	53, 54, 55 56, 57
7	Our Communities and the World + Appendices	1	64 - 65, 66 - 67
	Our World Community	2	58 to 62 63

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

TOPIC PLAN EXPLANATION

TOPIC	The part of the unit being covered by this set of activities.
TIME	Suggested number of lessons to be taken on this topic. Preps are additional.
PAGES	The pages in the student's book to be used for this topic.
SPECIFIC OBJECTIVES	Students should be able to: <ul style="list-style-type: none">. Statements which explain what students should know and understand, what skills they will have learnt and/or practiced and what values and attitudes they will have explored after having been successful with the activities.
PREPARATION	<ul style="list-style-type: none">. Statement of what the teacher should prepare before the lessons/activities begin.

METHOD

Suggested procedure for the activities.

Time	Teacher activities	Student activities
This is approximate, in minutes	Explanation and sequence of what the teacher may do during the lesson(s).	Explanation and sequence of the learning experiences that are planned for the students.

COMMENT

. Any further points about the teaching of this topic.

TOPIC PLANS

TOPIC	Introduction and Living in Communities
TIME	4 lessons
PAGES	1 to 17
SPECIFIC OBJECTIVES	<p>Students should be able to:</p> <ul style="list-style-type: none">. appreciate the main purposes and content of "Living in Communities".. understand the use of symbols throughout the book.. locate Vanuatu on a globe and world map.. locate on a map the main places studied throughout the book.. extract information from a text and summarise it in a star diagram.. give a definition of "community".. appreciate that maps can be drawn at different scales.. use a map key, compass, scale and simple grid references.. appreciate some of the feelings associated with being a member of a community.
PREPARATION	<ul style="list-style-type: none">. have wall maps of a) Vanuatu and b) the World pinned up so that all can see.. have a globe in the classroom.. have at least one atlas for every two students.. have, if possible, a map of Tongoa pinned up so that all can see.

METHOD

Time	Teacher activities	Student activities
0	Read the "Minister's Message", "Contents" and "Using this book".	
10	Briefly look at maps on pages 4 and 5.	One student to read each of the quotes at the top of page 6.
10	Read through the star diagrams on page 6.	One student to read Dovia's quote on page 7.
15		
30	Circulate, assisting and encouraging where necessary.	Students to reread the quote and draw three star diagrams.
40		In small groups, discussion of the word "community".
50	Whole class discussion/ sharing of ideas about a definition of the word "community".	Contribute ideas.
60		Write own definition.

COMMENT

As this is the first lesson of the Term stress:

a) the need for care to be taken with the student book.

b) neat presentation of written work, including the date and a title.

METHOD

Time	Teacher activities	Student activities
0	Read quote on page 8.	Listen
5	Question class to find some of the similarities between the picture and the map on page 9.	Respond to questions.
10	Answer questions 1 and 2 on page 8 as a whole class.	In pairs, to discuss the questions on page 8 and write their responses.
30	Question the differences between the map on page 11 with that on page 9.	
35		In pairs, to use the map on page 11 to answer the six questions on page 10.
45	Checking of answers to the questions.	
60		

COMMENT

. Any questions not completed during the lesson can be given for prep.

METHOD

Time	Teacher activities	Student activities
0	Read first quote on page 12.	Everyone to find Napangasale on the map on page 13.
5		
20	Circulate, assisting where necessary.	In pairs, complete the six sentences on page 12.
30	Whole class check of the missing words.	
60	Circulate, assisting where necessary.	Write description of Amos's journey

COMMENT

If time allows students can be asked further questions using grid references.

METHOD

Time	Teacher activities	Student activities
0	Read the quote at the top of page 14.	In small groups, to write three sentences, using the table and pages 9, 11 and 13.
10 15	Whole class check on the three sentences.	
25	Whole class check on this matching activity.	In small groups, to discuss and match the words in 1 to 10 on page 14 with the pictures A to J on page 15.
30	Read the quote at the top of page 16.	Three students to read the poem one verse each. Students to write their responses to questions 1, 2 and 3.
35	Whole class discussion of questions 1 and 2.	
40		
60		

COMMENT

- . Maps of a) the Shepherds b) Vanuatu and c) the Pacific or the World can be pinned up to show different scales.
- . It may be necessary to do the first sentence from the table on page 14 as a whole class before students work sentences.
- . If there is insufficient time in class students can be asked to write their responses to the poem for prep. There should, however, be some discussion of questions 1 and 2 before, in class.

TOPIC

Our School Community

TIME

4 lessons

PAGES

17 to 23

**SPECIFIC
OBJECTIVES**

Students should be able to:

- . work cooperatively outside of the classroom over an extended period of time.
- . research one aspect of school life using some of the following: questionnaires, interviews, maps, plans, checklists.
- . present their research findings using some of the following: writing, bargraphs, star diagrams, time lines, sketch maps and talks.
- . Have a Lands Survey map of the area in which your school is available for the group studying the location of the school.
- . Discuss and secure the cooperation of other staff who may be involved in this activity i.e. Principal, other teachers, bursar etc etc.

PREPARATION

METHOD

Time	Teacher activities	Student activities
0 5	Read the first half of page 17	In pairs or individually to make five sentences using the table.
10 15	Whole class check of the five sentences. Read page 18 and divide the class into groups.	
20 30	Circulate, assisting where necessary	Each group to read the page detailing their task in researching the particular aspect of their school community.
60		Groups to begin planning how they will carry out their research.

COMMENT

- . As there are five topics to research it may be better to have two groups (or 3 or 4 students each) researching each aspect of their school, rather than one larger group of 6 or 7 students.
- . By the end of this lesson, all groups must be clear about what they will be doing in the next lesson.
e.g. who they will be interviewing.

METHOD

Time	Teacher activities	Student activities
0	Explain the need to think about two things. a) what information has been collected. b) how this information may be shared with others	
5	Organise brainstorm of ways in which the information can be communicated.	Brainstorm
15	Circulate, assisting where necessary	Groups to decide on appropriate ways of communicating the information they have collected.
60		Work on presenting the information

COMMENT

- . Preps can also be used to prepare for the presentation of the information each group has collected.
- . Ways of communicating the information can include talks, timelines, simple maps, simple diagrams, star diagrams etc.

METHOD

Time	Teacher activities	Student activities
0	Introduce the lesson i.e. Presentations by each group of what they have found out.	
3		In turns, each group presents what it has found out about one aspect about their school as a community.
60	Conclusion: - any questions or comments on the work done?	

COMMENT

If possible, it would be a good idea to invite people who have helped in this work (e.g. principal, bursar, other teachers) to this lesson.

TOPIC A Village Community
TIME 3 lessons
PAGES 24, 25, 26, 27, 28, 29

SPECIFIC OBJECTIVES

Students should be able to:

- . read simple pie charts
- . draw a simple divided bar graph
- . read distances on a map
- . relate features on a simple field sketch to those on a map.
- . extract information from a text, a pictogram and a horizontal bar graph.
- . summarise information in the form of a table.
- . identify differences in two communities from a text.

PREPARATIONS

- . Have a map of Vanuatu and/or a map of Efate and the Shepherds available for all to see.

METHOD

Time	Teacher activities	Student activities
0	Read quote at top of page 24	
10	Whole class questioning: - what do the pie charts show? - If there were 100 people in Vanuatu, how many would live in villages? etc etc.	Respond
25		Write out and complete the six sentences on page 25.
30	Whole class check on completed sentences	Rank ordering of the nine countries.
35		
40	Check rank order	Draw one divided bar
60	Circulate, assisting where necessary.	

COMMENT

- Students can be asked which method (pie chart or divided bar) they think is best for showing this information.

METHOD

Time	Teacher activities	Student activities
0	Use a wall map of Vanuatu to show the location of Mataso.	
5		Write answers to questions 1, 2 and 3 using the maps on page 27.
15		
20	Whole class check of responses.	
30		Write answers to questions 4, 5 and 6, using the map on page 27 and a ruler.
35	Whole class check of responses	
	Circulate, assisting where necessary	Draw and complete the table ie. question 7
50		Write response to question 8.
60	Whole class check of responses.	

COMMENT

A field sketch done on the blackboard of a view students know well (eg. the view from the window) may help to introduce the idea of labelled field sketches.

METHOD

Time	Teacher activities	Student activities
0 5	Introduce lesson and read the first paragraph of Agnes's quote.	In turns, to read one paragraph of Agnes's quote.
20		
30	Whole class check of answers.	Write responses to questions 1, 2 and 3 on page 29.
45		Write sentences on 1, 2, 3 and 4 on page 29.
50	Whole class check on work done.	Copy and complete the table on page 29.
60		

COMMENT

- . If time is insufficient in class, the table at the bottom of page 29 can be given for prep.
- . Stress that the table should be drawn larger than it is in the textbook.

TOPIC A Village Survey

TIME 4 lessons

PAGES 30 to 39

SPECIFIC OBJECTIVES Students should be able to:

- . work cooperatively outside of the classroom over an extended period of time.
- . research one aspect of village life (or a community in town) using some of the following: questionnaires, interviews, maps, plans, checklists.
- . present their research findings using some of the following: writing, bar graphs, star diagrams, time lines, sketch maps and talks.

PREPARATION

- . Have a Lands Survey map of the area in which the village community is available for the group studying the location of the community.
- . Discuss and secure the cooperation of the chief, chief representative and/or church leaders so that this activity can go ahead.

METHOD

Time	Teacher activities	Student activities
0	Read page 30 and divide the class into seven groups.	
5	Identify which group will be researching each aspect of life in the village.	
10		
15	Read page 31.	Each group to read the page detailing their task.
25		Groups plan how they will carry out their survey.
60	Circulate, assisting where necessary. Final check that all groups are ready for the survey.	

COMMENT

- . Group size should be between three and five students.
- . By the end of this lesson, all groups must be clear about what they will be doing in the next lesson e.g. who they will be interviewing.

METHOD

Time	Teacher activities	Student activities
0	Explain the need to think about two things: a) what information has been collected b) how this information may be shared with others.	
5		
15	Read page 39.	Groups to decide on appropriate ways of communicating the information they have collected.
25	Circulate, assisting where necessary.	
60		Work on presenting the information.

COMMENT

Preps can also be used to prepare for the presentation of the information each group has collected.

TOPIC A Village in Indonesia

TIME 3 lessons

PAGES 40 to 47

SPECIFIC OBJECTIVES Students should be able to:

- . locate Indonesia on a globe and map of the world
- . extract information from text, a map, pictures and photographs.
- . use a map key, compass, and scale.
- . summarise information in the form of a star diagram, a table and a piece of writing.

PREPARATION

- . Have a globe and a map of the world pinned up in the class.

METHOD

Time	Teacher activities	Student activities
0	Read first quote on page 40.	Answer, in pairs, questions 1, 2, 3 and 4, using a globe, or an atlas.
10	Whole class check of responses	
15	Read second quote on page 40.	
25	Whole class check of responses	In pairs, to discuss questions 1, 2 and 3 on page 41.
60		Write responses to questions 1, 2 and 3 at the bottom of page 41.

COMMENT

- . The written work on page 41 may be given as a prep.
- . Collect pictures of Indonesia from magazines, add captions and make a poster for the classroom walls.

METHOD

Time	Teacher activities	Student activities
0 2	Read instructions at the top of page 42.	
15		In turns, students to read paragraphs on pages 42, 43 44 and 45.
20		In small groups to list responses to 1 and 2 at the top of page 46.
25	Read two quotes on page 46	
40	Circulate, assisting where necessary	Copy and complete the star diagram on page 46. Write a paragraph to describe the food eaten by the Sutapa family.
50	Circulate, assisting where necessary	Copy and complete the star diagram on page 47 Write a paragraph to describe the Sutapa family's relations with other people in Aparadja.
60	Circulate, assisting where necessary.	Copy and complete the table on page 47. Write a paragraph or two to describe what the table shows.

COMMENT

- . The table and the written description can be given for prep.
- . To save time, half of the class can do the first star diagram whilst the other half do the second.

TOPIC Finding out about life in other Countries
TIME 3 lessons
PAGES 48, 49, 50, 51, 52

**SPECIFIC
OBJECTIVES**

Students should be able to:

- . work cooperatively over an extended period of time.
- . use the library to gather information (by making notes) about life in one chosen country.
- . identify the key pieces of information.
- . present information in a variety of ways on a poster.
- . plan draft, check and rewrite pieces of writing for a poster.
- . describe, in simple terms, life in the community they have chosen to research.

PREPARATIONS

- . Check the selection of books available. Include books which have chapters on a country as well as whole books on other countries.
- . Write a list of the countries that are possible to research, given the selection available. This list should be written on the blackboard.
- . Find one large piece of card for each group. This will be the base for their poster. Backs of advertising posters (eg Lee's Biscuits) may be used if card is not available.

METHOD

Time	Teacher activities	Student activities
0	Read the first two quotes on page 48.	
5	Use the list of countries already written on the board to decide which group is finding out about which country.	Join together in small groups.
10	Check each group has the equipment in the list on page 48 of the student book.	
20	Read the steps in library research on page 49.	Each group to do activity 1 and 2 on page 49.
40	Read page 50	
45	Circulate, offering assistance where necessary.	Everyone to the library to find books on "their" country. Begin to make notes
60		

COMMENT

- . Note making from books can continue during prep.
- . If there is a problem of books being lost from the library, a Social Science box of books can be kept in the classroom for use during this activity.
- . A list of books provided for this library research can be found on page 48 of this teachers guide.
- . Ensure that two groups are not finding out about the same country, unless there are sufficient books for this.

METHOD

Time	Teacher activities	Student activities
0	Read page 51 and 52.	To continue making notes, if necessary.
20		
30		
60	Circulate, assisting where necessary.	Groups to plan and prepare their posters, using the advice on pages 51 and 52.

COMMENT

Emphasise the following points:

1. The need to plan the poster before starting.
2. The need to share the work.
3. The need to draft, check, correct and rewrite pieces of writing for the poster.

METHOD

Time	Teacher activities	Student activities
0	Circulate, assisting where necessary.	Continue work on poster, as needed.
60	Pin posters up for a class display once they are finished.	

COMMENT

- . Posters may be displayed in the library so that the whole school can see this work.
- . Encourage students to read each others posters.
- . Posters should be kept for future years as examples of good practice.
- . All students work should be displayed to show that it is valued.

TOPIC Our Communities and the World

TIME 3 lessons

PAGES 53, 54, 55, 56, 57 and Appendices 1 and 2 on pages 64, 65, 66, 67.

SPECIFIC OBJECTIVES Students should be able to:

- . extract information from a text
- . identify and locate the main areas of the world
- . summarise information from a text in a table, with the aid of an atlas or globe.
- . name a selection of products that Vanuatu imports from other countries.
- . locate several sources of imports on a world map.
- . scan a newspaper for key pieces of information to be tallied and expressed as a graph
- . conduct a short interview
- . recognise that Vanuatu is part of an interdependent world

PREPARATIONS

- . Have a globe, a wall map of the world and sufficient atlases available.
- . Have at least five product labels from five different countries in each envelope. There should be one envelope per two students.
- . Have sufficient copies of the map sheet - "The World in a store."
- . Have a selection of Vanuatu Weeklies - at least 20 different copies.

METHOD

Time	Teacher activities	Student activities
0	Read introduction on page 53.	Four students, in turns, to read a paragraph each of H�el�ene's account.
10	Circulate, assisting where necessary.	In pairs, to list Helene's connections with other countries.
15		In fours, to compare lists.
20	Whole class check on responses.	
30	Read page 54 and top of page 55. Give out atlases.	Copy and complete the table on page 55, using the information on page 54 and a map of the world.
60		

COMMENT

- . Most of the work on pages 54 and 55 concerns things imported into Vanuatu. Copra and beef are the exceptions because they are exports. Students should be aware of this difference.
- . A suitable extension activity here, perhaps as a prep, could be to ask students to list five things that connect them with other countries.
- . It may be useful at the end of this lesson to ask students to complete the following sentence:

"From this work, I have learnt that"

METHOD

Time	Teacher activities	Student activities
<p>0 5 15 20 25 60</p>	<p>Read the top half of page 56.</p> <p>Give out a) 'The World in a Store' envelopes (one per pair of students) b) one 'The World in a Store' map per student. and c) one atlas per pair</p>	<p>Draw and complete the table on page 56. In fours, to compare their tables.</p> <p>To identify the country of origin of each of the product labels in the envelope, locate it on the map and label it as in the example on pages 57.</p>

COMMENT

- . Emphasise that the completion of the table on page 56 may well depend on guess work as well as prior knowledge.
- . Wall displays can be made where several product labels are linked to a wall map of the world.

METHOD

Time	Teacher activities	Student activities
0	Read the quote on page 57 and divide the class into small groups. Determine which appendix each group is working on.	
5		In groups, read Appendix 1 or 2 on pages 64-65 or 66-67.
15	Give out copies of 'Vanuatu Weekly' to those groups doing appendix 1.	
60	Circulate, assisting where necessary.	In groups, to complete work as described in the appendices.

COMMENT

- . The groups working on the second appendix will need to go outside of the class, to various locations. To save time, one group can concentrate on surveying the teachers, one group the library and one the school equipment.
- . On the tables on pages 64 and 66 emphasise that these need to be added to as other countries are "found".

TOPIC Our World Community

TIME 2 lessons

PAGES 58, 59, 60, 61, 62, 63

SPECIFIC OBJECTIVES Students should be able to:

- . appreciate that, despite the differences, we are all part of the world community
- . recognise that the world's resources are unequally distributed
- . extract information from pictograms, maps, tables and divided bars.
- . express their thoughts and feelings about the distribution of the world's resources.

PREPARATION

- . Have a wallmap of the world pinned up for all to see.
- . Have as many bananas (or biscuits) as there are students in the class. Students (in a class of 34) should be divided and bananas or biscuits shared out in the proportion shown in the table below.

Area of the World	Number of Students	Bananas
Asia	20	8
Europe	4	12
North America	2	2
South America	3	10
Africa	4	1
Oceania	1	1

METHOD

Time	Teacher activities	Student activities
0	Read first quote on page 58.	
15	Read the quote and the instructions at the top of page 59.	In turns, one to read each of the following paragraphs and quotes on page 58.
25	Question whole class briefly on each of the eight sources of information on pages 59, 60, 61 and 62 eg. "If there were 100 people in the world how many would be Chinese? "How many would speak Japanese?" etc etc.	Respond
40		In pairs, discuss the eight statements on page 62 and say whether each is true of false.
50		In fours, check each pairs work for agreement.
60	Whole class check on the true/false activity.	

COMMENT

A possible extension activity would be to ask students in what other ways information in each of the sources could be shown e.g. number 5 could be shown as a pie chart.

METHOD

Time	Teacher activities	Student activities
0	Read the first quote on page 63.	
5		Two students, in turns, to read the next two quotes.
15	Divide the class into groups to represent Oceania, Asia, Africa, Europe, North America and South America as described on page 42 of this teachers guide.	Divide into six groups of 20, 4, 2, 3, 4 and 1 students.
20	Give out bananas (or biscuits) to each group.	Share out and eat bananas (or biscuits)
40	Circulate and observe reactions and points made. Whole class summary of this activity. Ask the question "From this activity I have learnt	In groups, to discuss the questions 1 to 6 on page 63.
60		Write responses to this unfinished sentence.

COMMENT

- . This activity can be noisy! This is normal.
- . It is probably best to divide into groups and share out the bananas (or biscuits) outside of the classroom - and away from other classrooms because of the noise.
- . The class can be arranged in groups by each student pulling a small piece of paper out of a box - with the name of an area of the world written on it, in the same proportion as in the table on page 42 of this teacher's guide.

EVALUATION

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

Several forms of evaluation are desirable whilst teaching "Living in Communities". These are:

1. Teacher evaluation of the student

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

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

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

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

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

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

2. Teacher evaluation of the activities

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

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

3. Student evaluation of the activities

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

- a) Informally, ask questions in class about the activities and materials to gain an impression of student's thinking.

- b) More formally, students can be asked to complete a questionnaire. This questionnaire can include such questions as: Which activities did you like most? Why? Which activities did you like least? Why? What have you learnt by studying "Living in Communities"? What changes would you suggest if the activities were to be used with next year's Year 7? We can get a fuller picture of what our students think if we ask them to answer these and other questions in writing, rather than asking the class as a whole.

4. Student evaluation of themselves

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

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

APPENDIX I

A CHECKLIST OF BOOKS PROVIDE FOR THE LIBRARY RESEARCH ACTIVITIES

A Family in Japan	Village in Thailand
A Family in China	Jamaican Village
A Family in Mexico	World in View : South East Asia
A Family in Australia	South East Asia
A Family in Central America	Our Country - Australia
A Family in Holland	Kalahari Bushmen
A Family in The U.S.S.R.	Countries of the World-Australia
A Family in Greenland	Aborigines
A Family in Hong Kong	Indians of the Andes
A Family in West Africa	Indians of the Amazon
A Family in Swizerland	Salaama in Kenya
A Family in Ireland	Anu in Bangladesh
A Family on a Pacific Island	Sakina in India
A Family in The Persian Gulf	Eskimos - the Inuit of the Artic
A Family in India	Peoples of the World
A Family in Iceland	Australia
A Family in France	Australian Mining Family
A Family in Thailand	