

**Book 2**

**Year 10**



**Food  
and Textiles  
Technology**

**Meeting the Needs of the Family**

# Food & Textiles Technology

Year 10 Book Two

Meeting The Needs  
Of The Family



GOVERNMENT OF SĀMOA  
MINISTRY OF EDUCATION, SPORTS AND CULTURE

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# INTRODUCTION

## **Talofa,**

If you are a Secondary School student studying Food and Textile Technology in Year 10, this book has been written for you.

It has been designed to give you information and an understanding of different topics that relate to Caring for the Family and Consumer Responsibilities.

In Unit 1 we will build on what you learnt about families and caring for the family in Year 9. We will explore the factors that determine the nature of families and how the lifestyle and food habits of the family can affect the soifua mālōlōina of its members. We will also look at the responsibilities associated with caring for the soifua mālōlōina of the individuals within the family.

In Unit 2 we will be exploring the services provided, and ways of managing resources, for the family.

Each unit has been broken into topics. Each topic has activities that you can do individually or in a group. You can ask your teacher or another experienced adult to help you with the group activities given.

All the words that may be new to you have been placed in a box on the left-hand side of the relevant page. The meanings of these words are given to you in the glossary at the back of the book so you can look them up if you need to.

We hope you will experience new and exciting things as you journey through this book



# Unit 1: CARING FOR THE FAMILY

## **Factors that make families different**

In Year 9 you learnt what a family is and discussed what the different types of families were. You also looked at the relationships amongst family members and the various roles of family members in making sure people in a family meet their basic needs like love, shelter, food and water, clothing, and education. You also explored the different roles of the family and how they developed the physical, emotional, social and spiritual aspects of their health and well-being or soifua mālolōina. You looked at various tasks and aspects of life in the home and how these helped to protect the health and safety of family members. Different ways of doing things in the past and in the present were compared.

This year we will look at the factors that make each of our families different and special. We will discover how our lifestyle affects our soifua mālolōina. We will look at how the family has responsibility to care for all the different needs of family members throughout the life cycle.

## **What is soifua mālolōina?**

Soifua mālolōina is the Sāmoan term that can be used to describe the health and well-being of an individual, a family, the community or the country as a whole. It is the term that is used to describe health and well-being. It means more than just the absence of disease or sickness. It covers all the aspects that make people feel healthy, well and good about themselves. When we talk about having good soifua mālolōina we mean more than just being physically healthy: *e.g. Having some exercise each day, getting sufficient sleep, eating enough of the right type of food.* When we talk about a person's state of wellness we ask are they emotionally, socially, spiritually and physically healthy?



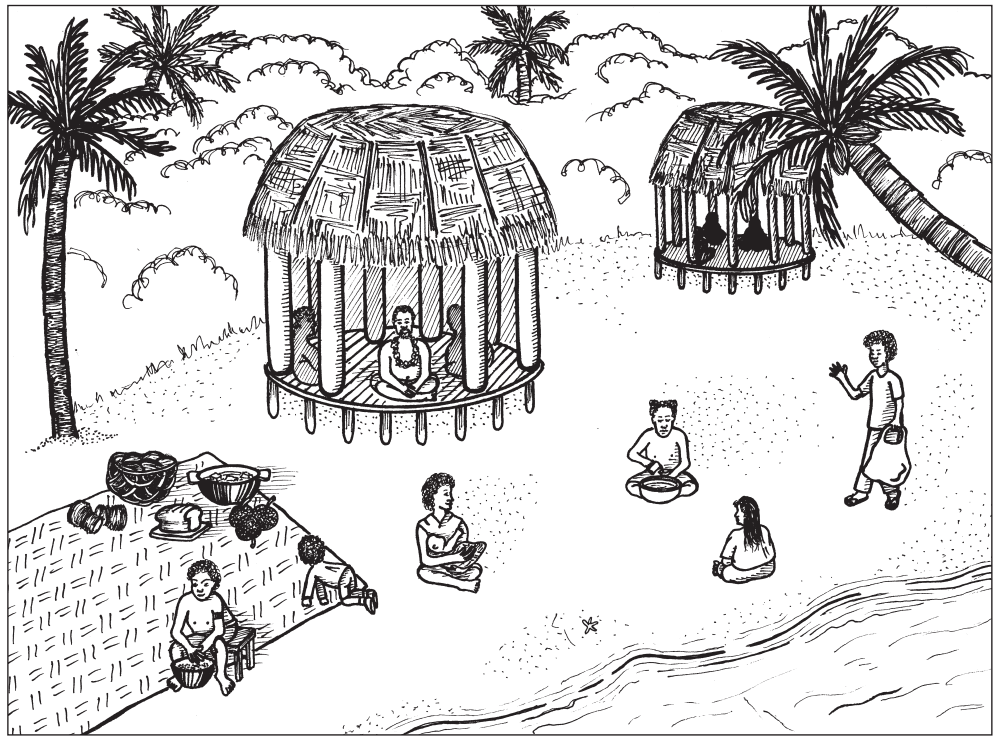


Figure 1.1  
*The whole family is happy when they have good soifua mālōlōina.*

**Topic 1** **Factors That Affect The Nature Of Families**

**Words to learn:**  
**Value.**  
**Attitudes.**  
**Practices.**

How do our traditional values and attitudes affect the practices of different family members?

Families are central to our Sāmoan culture and way of life. No matter who we are or which part of the country we are from, we all belong to a family. Sometimes the family we belong to is our birth family, and sometimes it is a family that has chosen to adopt us. Being adopted into a family can make a person feel very special because they have been specially chosen and are really wanted. Sāmoans say that a person has more roots than a tree (*E tele atu aa o le tagata nai lo le laau*). This usually refers to all the families that a person is connected to or is a part of.



Figure 1.2  
*A person has more roots than a tree.*

**Activity 1****A Family Tree**

Draw a family tree for the family you form a part of. Draw it the Sāmoan way; the trunk is where your immediate family joins through your father and your mother and the branches represent all the children and the grandchildren. In the roots section write in all the aiga (pui aiga eseese) you are connected to, through your grandparents on both your mother and your father's side. Use the diagram below as a guideline for drawing your family tree.

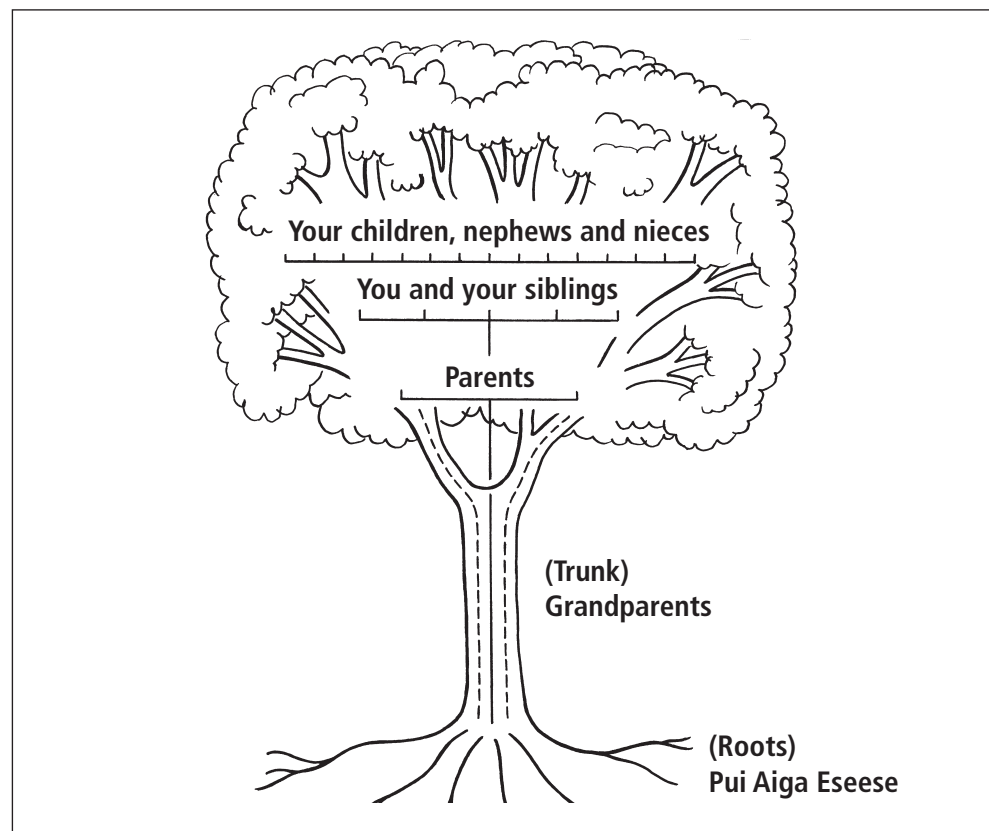


Figure 1.3  
Sample drawing of a Sāmoan family tree.

**Food for thought**

What are the purposes of the roots for the life of a plant or a tree? The roots suck up or draw from the earth the nutrients that a plant needs to survive on. The roots take in water, minerals and vitamins and other important substances that the plant needs for good health and growth.

Using the picture of our Sāmoan family tree, we can imagine ourselves being fed and given wisdom and knowledge for our daily growth and development by our aiga and all the family members that have gone before us. Much of what we value in our lives, our attitudes and ways of doing things are learnt during our childhood in our family setting as we grow up.

As you look at your own family tree, think about how your family influences your beliefs, your attitudes and your way of doing things. Consider what your parents, your grandparents and other relatives have taught you. What makes you different from other children around you? It is not just your looks that are different. Your attitude towards other people and the standards that you set for yourself can also make you different.

In the teenage years, young people often worry that they do not fit in with their friends. They may feel different in some ways. It is important to remember that this is normal. We are all different and unique human beings, even though we often have some characteristics, values and attitudes that are similar to those of other family members and friends.





It is easier to grow up being a loving and caring adult if you have felt loved and cared for as a child. As we grow up and experience life outside the family, our circle of life experiences becomes greater. Our ways of thinking are further developed. What we learn can be given back to our families to strengthen and further develop them. Knowledge helps people to move on and further develop their attitudes and values.

## Activity 2

## Exploring Values

**Words to learn:**  
**Influence.**  
**Standards.**

What do we mean by a person having values? The UNICEF International Living Values Education Programme is built on twelve universal values. They are:

	peace	happiness	tolerance	
	simplicity	respect	freedom	
	co-operation	unity	love	
	honesty	responsibility	trust	

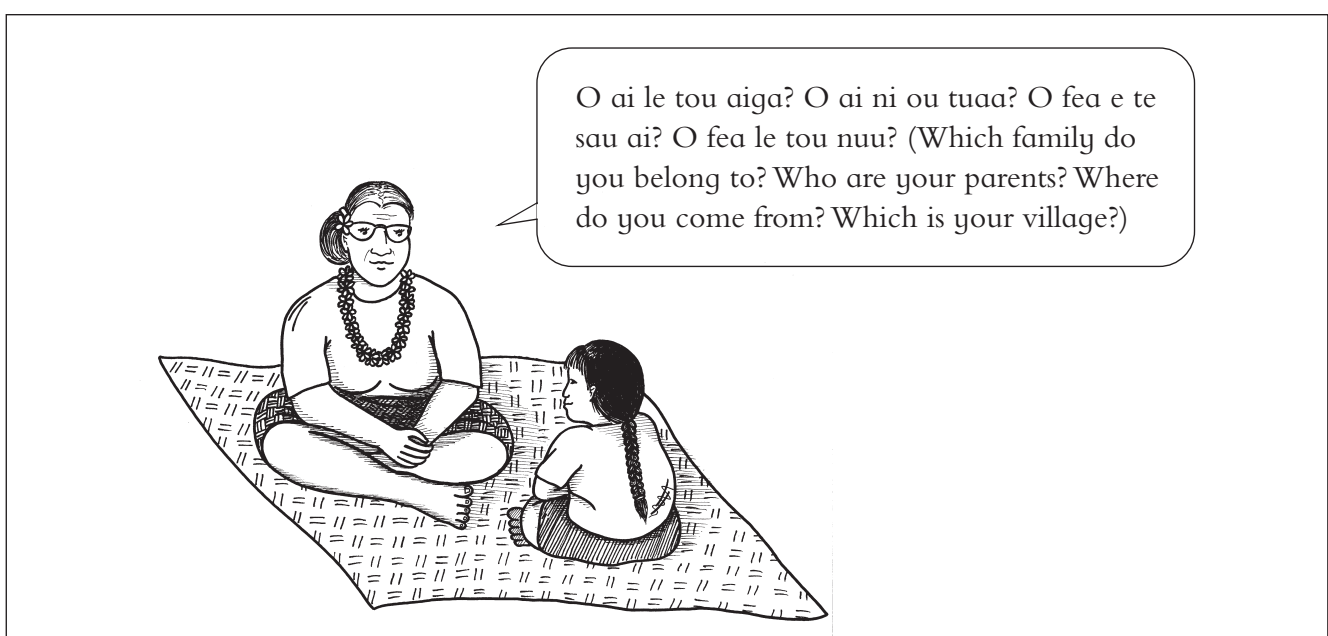
1. Your teacher will put you into small groups and give you one of the values listed above to explore fully. Do not tell the others in your class which value you have been given. In your group, find the meaning of the word you have been given and prepare a mime to show the rest of your class. They will then have to guess which word you were given.
2. Select the six values that are the most important to you and explain how the family can help foster each value you have selected. Write your answers in your exercise book.

## Responsibility Of Being A Family Member

Wherever we go in Sāmoa and whatever we do, we never do it alone. A Sāmoan boy or girl is always aware that he or she is part of an extended family. Whatever the situation may be and whatever we may be doing, we are always aware that we are part of a family, a village and a church family. As children, we are taught the protocol of how to sit, where to sit, what to do, how to talk — especially when elders are around. Knowing what is expected of us helps us to know how to behave. There is a Sāmoan saying that children are known by their actions (*E iloa le tama i ona amio ma ona aga*).



You can tell how well brought-up children are, by their mannerisms and actions. The way people act and do things can reflect positively or negatively on their family. It is very common for an older man or a woman to ask outright:



When a person visiting another village does something that pleases the people of the village it usually brings honour to his or her family and village. On the other hand, if a person is rude and disruptive and does something that annoys others, he or she will bring dishonour on the family and the village. One of the main thoughts on the upbringing of Sāmoan children is in a traditional saying that goes:

**Did you know?**

*O le tama a le manu e fafaga I fuga o laau, ao le tama a le tagata e fafaga I upu ma tala tuu.*

There is a saying that the young birds or animals are fed on the fruits of trees, but the child is fed on words and traditions.

Parents have the very important job of talking with their children, explaining and showing them what they are expected to know about the Sāmoan way of life.

Our traditional values and attitudes affect the practices that are carried out by our family as a whole, or by the different family members. We find that people living in the villages, in a more traditional setting, have values and attitudes that are more traditional than their relatives living in Apia or other urban centres. The children in the villages tend to be more obedient. They are less likely to answer back to adults.



The respect the Sāmoans have for the elderly or for those who are older is seen in all areas of Sāmoan life. They are respected for their age and wisdom. It is customary for older people to be invited to address a social gathering, or be the first to speak. They may also be called upon to say the opening or closing prayer if there is no pastor or priest present.

There is also a general respect for girls, which is a reflection of the brother–sister relationship (feagaiga) which is an important part of the Sāmoan way of life. For example, when an older person gets on a bus, the younger boys will usually get up and give their seat to the older person and they will go to the back of the bus. Boys will also do this for women and girls out of respect for their sisters.

There are certain practices that we carry out because they are part of the system that we live in. For example, in a village setting the Council of Chiefs carries out the rules about what should go on in a village. Most villages have specific rules and regulations on a variety of issues. Not all villages have the same rules but many are similar. When these rules are broken the village council decides what should be done. The authority of the village council is upheld by the law. These rules may include things like: boys cannot have long hair, girls cannot wear mini skirts or pants/trousers in the village, swimming in the sea is not allowed on Sunday. People are not allowed to get drunk and disorderly and cause trouble in the village. When there is a curfew for prayer time, around 6:30 or 7:00 in the evening, people are not allowed to walk through the village and cars cannot turn into a village until the curfew is over. These rules and regulations do not extend outside the village so we see people dressing differently and often acting differently when they come to Apia.

### Activity 3

### Values And Attitudes

Complete the following work and write your answers out in your exercise book.

1. As a class, discuss the rules that exist in your village or family. Make a list of the most common rules used. For each rule try to work out the purpose for having it.
2. Why do you think some young people living away from the traditional village way of life become less respectful of their elders?

## Topic 2

## What Is Technology?

**Words to learn:****Technology.****Economy-driven.****Stress.****Herbaceous.****Solutions.****Availability.****Hydro-electricity.**

The dictionary tells us that technology is a branch of knowledge that deals with science and engineering or its practice, as applied to industry. It is an applied science. This is why whenever we talk about technology, people think we are talking about computers and machinery. Computers and machinery are examples of technological tools that help us to save time when carrying out a practical task. Technology is our ability to apply our knowledge, our skills and understanding, to design, make and improve aspects of everyday living.

People in the past used technology to improve their lives and meet their needs just as we do today. In Year 9 we looked at how the salu tuaniu is still used in many homes instead of a vaccum cleaner. This technological tool that our ancestors designed to make cleaning the house easier, continues to carry on its task. Just as the plaiting of coconut fibres together makes sinnet which becomes a strong rope that can be used for binding together the poles and rafters of a fale. Using fibre from a herbaceous plant to make tauaga for squeezing coconut milk and as a cleaning sponge or scourer are all part of local technological solutions.

Technology is all about being able to use and control the things around us to meet our needs or the needs of others. Sāmoans always used what was available in their environment to design and make their technological tools. Some of these technological tools are still in use today.



Figure 1.4

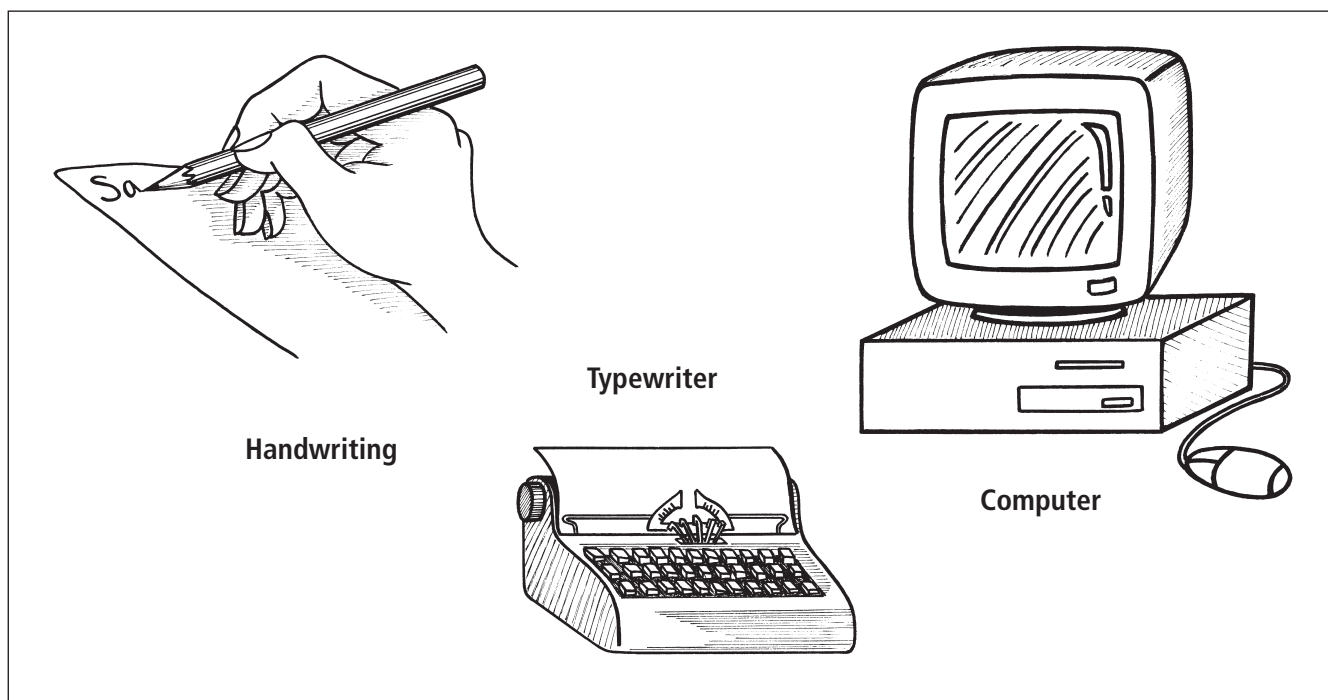
*Tauaga is an old technology that is still in use today.*



People in other countries develop different forms of technological tools best suited to their environment and their needs. This does not mean one society is better than another. It just means that people are using the materials and skills they have, to control the things around them to improve their lifestyles and help meet their needs and the needs of their families.

Today in Sāmoa, with advanced forms of communications and trade between countries, people have access to a much wider range of equipment from overseas. This has helped improve our lifestyle and the way we do things.

Electricity to all parts of Sāmoa in the last five years has had a major impact on the lifestyle of everyone. The government made a decision to build a dam at Afulilo so we can have more hydro-electricity. This is an example of a technological solution that the government made to meet the needs of the Sāmoan people. Many people now have TV and other appliances, that work by electricity, in their homes. Some very common appliances that most families now have include an electric iron and an electric jug or kettle. Having an electric kettle makes it easier to boil water for kofe or tea in the mornings.





The developments in technology have also changed the places where people work. Having access to electricity and modern technological tools has changed the way we do certain tasks. Half a century ago the typewriter took the place of hand-writing as the form of written communication. Now the computer is replacing the typewriter. When people work outside the home or away from the village they enter another way of life. Technology can save us time and energy, and increase our productivity. Sāmoans have accepted lifestyle changes as we have become more Westernised, like the countries of New Zealand, Australia and the USA.

The question we need to ask ourselves is whether all technological changes are good and beneficial to our health or are there things we need to be careful about.

Good examples of changes in our lifestyle, which are due to technology, that help save time include:

- Riding in a bus or going to school by car instead of walking.
- Using a kerosene, gas or electric oven instead of an outdoor fire.
- Using convenience or pre-prepared foods instead of making meals using natural ingredients: *e.g. Using packaged noodles and rice instead of taro or bananas.*

**Do you think. . .**

. . . it matters that most Sāmoans now travel by car or bus to get to different places rather than by walking?

**Activity 4****Technology: Advantages And Disadvantages**

Make a list of all the advantages and disadvantages of the following technological changes that have occurred over the last 50 years. Write up the following table in your exercise book and complete it. The first one has been done for you.

<b>Technological change</b>	<b>Advantages</b>	<b>Disadvantages</b>
Riding the bus to school instead of walking.	Arrive at school fresh, not sweaty, dusty or tired. Don't wear out jandals too fast. Saves time and energy, which could be used for study. Makes it possible to go to a school that is a long way from home.	Sleep in and become lazy. Possibility of a road accident. Traffic jams at peak hours in some areas. Extra cost, and more pressure on parents to earn more money. Less energy used up, so a person could easily put on weight. Uncomfortable if bus gets very full.
Using a washing machine instead of washing by hand in a river.		
Cutting the grass with a weed-eater or lawn mower, instead of by hand using a bush knife.		

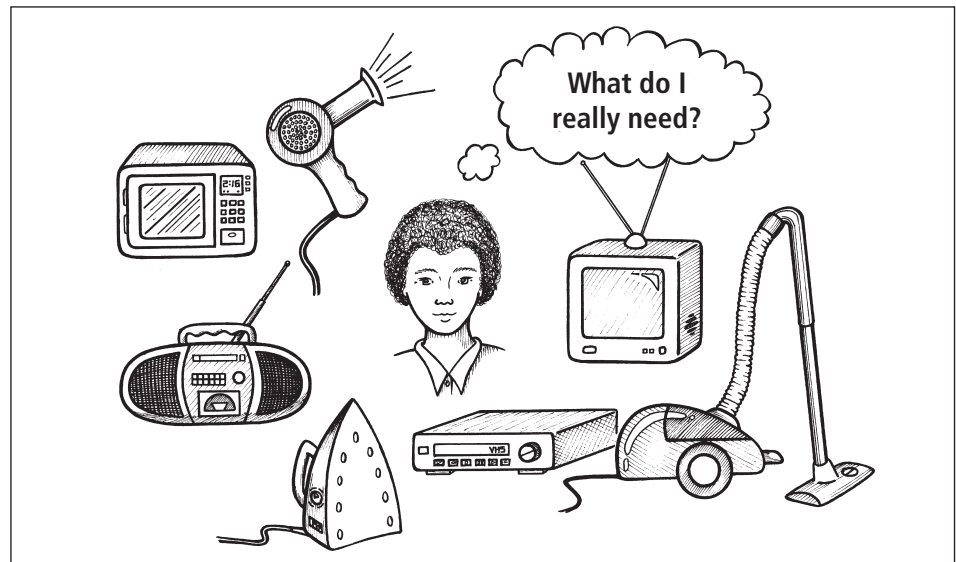
When you finish the activity, take a good look at the main disadvantages of using modern technology. You will have noticed that the technological equipment saves work. However, it also takes away the benefit of the exercise a person would normally get while doing the same task manually. Another common disadvantage can be the pressure on the parents or families to have more money to buy expensive equipment and maintain it. This can add a lot of extra stress on the people of Sāmoa.

In many families today in Apia, both the father and mother have to work to buy the food and other needs and wants of their families. This also includes new technological appliances and goods that are slowly being seen as necessities in modern life in Sāmoa.

**Activity 5****The Effect Of Technology On Soifua mālōlōina****Words to learn:****Stress.****Nutritious.****Nutrients.****Convenience foods.****Non-communicable disease.**

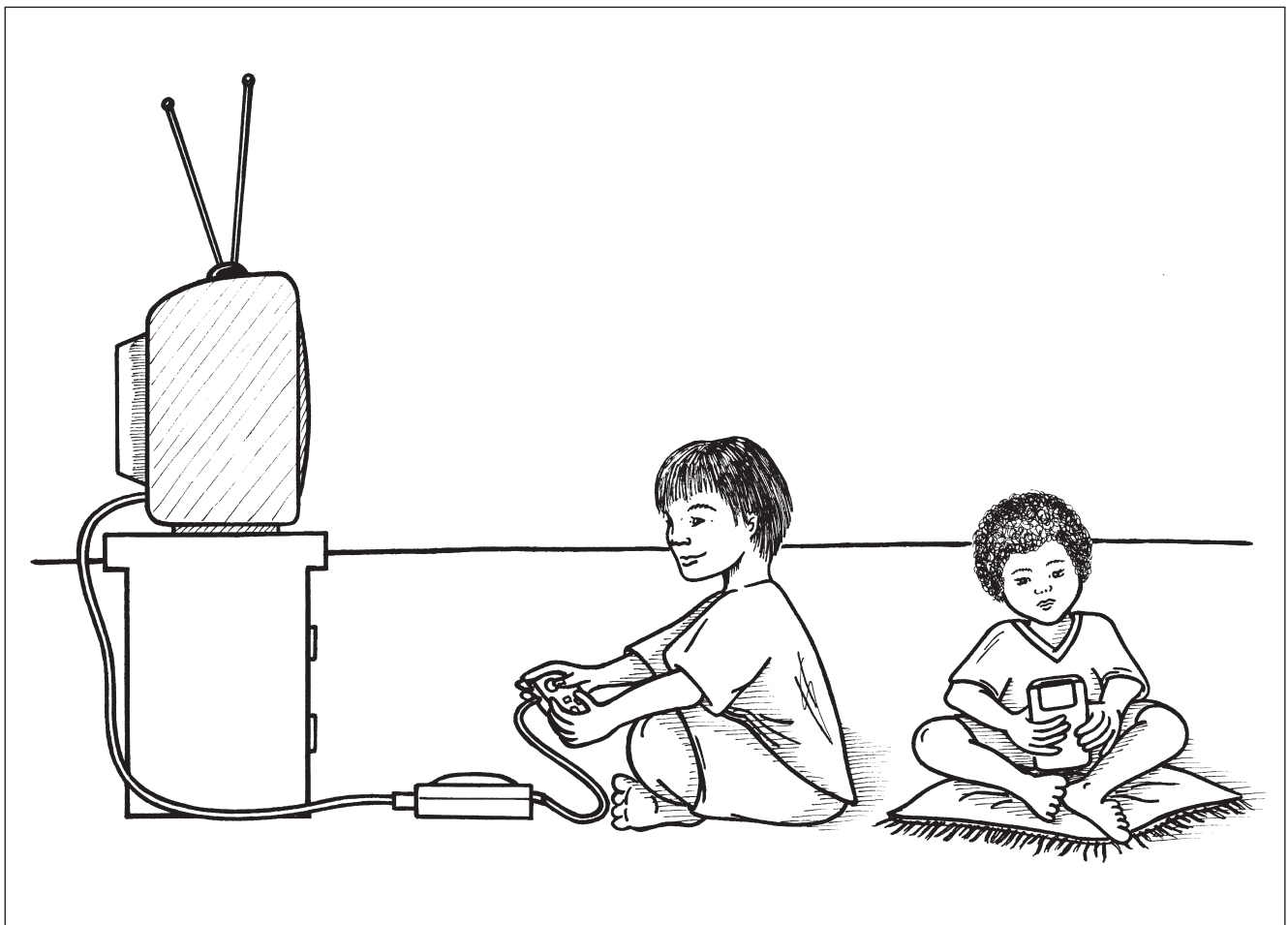
How can technology affect the overall health of a family? Here are some possibilities.

- Technology adds more stress on the family's finances. Many young working mothers go back to work after only six weeks because that is all the paid leave they get. The baby is bottle fed, which not only adds expense but places the child at risk of diarrhoea and vomiting from bottles and teats and milk formula that has not been prepared properly.
- Parents are stressed and worried about finding enough money to buy food and clothing for their children and pay the household bills. Stress is a risk factor for the non-communicable diseases like hypertension or high blood pressure and heart problems.



- Children left on their own when both parents work tend to eat more instant and convenience foods instead of nutritious, home-cooked meals. This means they may not get all the nutrients needed for good health, so they may get sick easily.
- Busy working parents often give school children money to buy food from tuck shops. This gives children the opportunity to buy food that is high in fat, salt and sugar. They can develop poor eating habits and become overweight, and are more likely to get sick due to inadequate nutrition.
- Parents do not have much time to spend with their children when they work outside the home. As the children get older, there is likely to be a gap in communication between them and their parents. In extreme cases, when children can no longer talk to their parents, problems can arise which may end in parents using physical punishment. This makes the situation even worse. Working parents have to try to make the time to talk to their children every day. This can be very hard.

- The new technological video games, play station and the internet, have become very popular with young people and can keep them indoors so that they have no other activities or interests. Children need to take part in physical activity for the proper growth and development of their bodies and motor skills. They need to get some sunshine and fresh air every day for healthy skin. Physical exercise helps develop and strengthen their bones. Children also need to mix and play with others in order to learn to get on with other people and form good relationships. It is not good for the soifua mālōlōina of children to spend too much time alone.
- Buying new machinery and technological tools, for example for cooking, also means one must learn new skills and ways of food preparation and new eating habits.
- At one time, cooking the family meal depended on collecting wood and preparing the fire. There was much physical energy used to prepare the family meal. With kerosene, gas and electricity now a more common method of cooking, we only need to turn on a switch.



**Activity 6**

**Discussion**

In small groups, discuss the possible effects of technology on the family’s soifua mālōlōina. Brainstorm as a class all the disadvantages that technological developments can bring about for the family. What are some solutions to these problems? How can these families maintain their soifua mālōlōina? Copy the chart below into your exercise book and complete it.

Disadvantages of technology	Ways to prevent these disadvantages affecting the family

**Did you know?**

Every disadvantage can be turned into an opportunity: *e.g. Spending less time preparing dinner using convenience foods can give a mother more time to talk to her children.*

**The Effects Of Technology On Lifestyle**

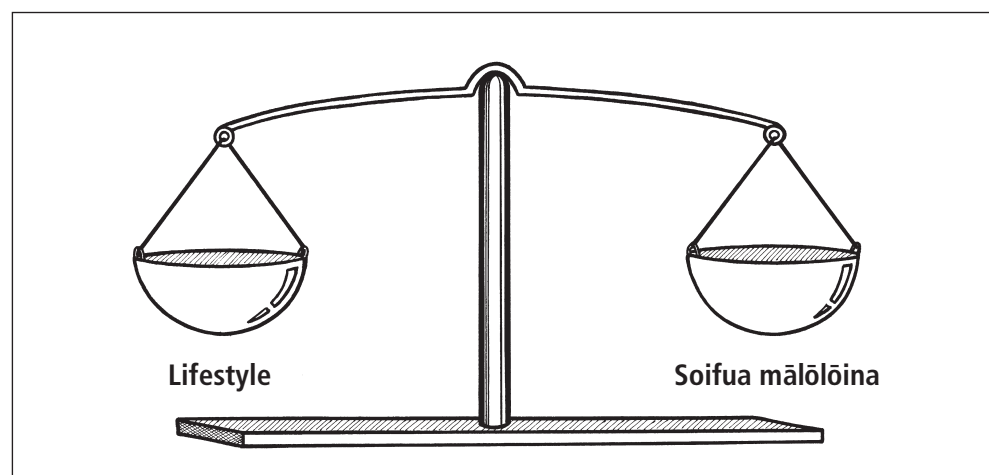
What are some of the changes that we see in the daily activities and eating patterns of families in the past and the present?

It is easy for adults as they grow older to get used to a certain way of doing things. They tend to think that there is only one way to do something. When we visit other people’s homes or go overseas we realise that there are many ways to carry out different tasks. In Sāmoa we traditionally use young taro leaves for making palusami. When the taro leaf blight (lega) hit the taro plants in 1992 there were no taro leaves to make palusami. Many people started using pele leaves or lau pele to make their palusami — apart from it tasting a little different, it worked well. Now, when Sāmoans live

overseas, they will make palusami out of spinach leaves baked in the oven wrapped in tin foil. Remember, when we use the resources available to us to overcome a problem and find a better way of doing something, we are using 'technological practice'.

The way we do things is the result of our own family likes and dislikes. The things our parents learnt from their parents are taught to us. The things we practise in our daily lives are based on our attitudes and values that we learn from our early family life. We develop a way of living which is known as our lifestyle. For example, if your parents enjoy sport, you are more likely to have a way of life that includes sports. Your Saturdays may be spent on a sports field and on Sundays you might watch sports on television. Other people may have a lifestyle based around their belief in God. They will spend a lot of their time and energy doing activities at their church and with other church members. There are also some things that we do in a certain way just because we are Sāmoans or just because we live in a certain district. For example, the people in Falealupo are known for eating a variety of yam (ufi lei) which is round in shape and grows wild in that area and is sweeter than the other yams eaten in Sāmoa.

We have already seen how we are all different and how we have different lifestyles. For this reason we should not judge someone else's lifestyle, but check that the lifestyle we follow helps us to have good soifua mālōlōina. Keeping balance in life helps make sure that our soifua mālōlōina is maintained.

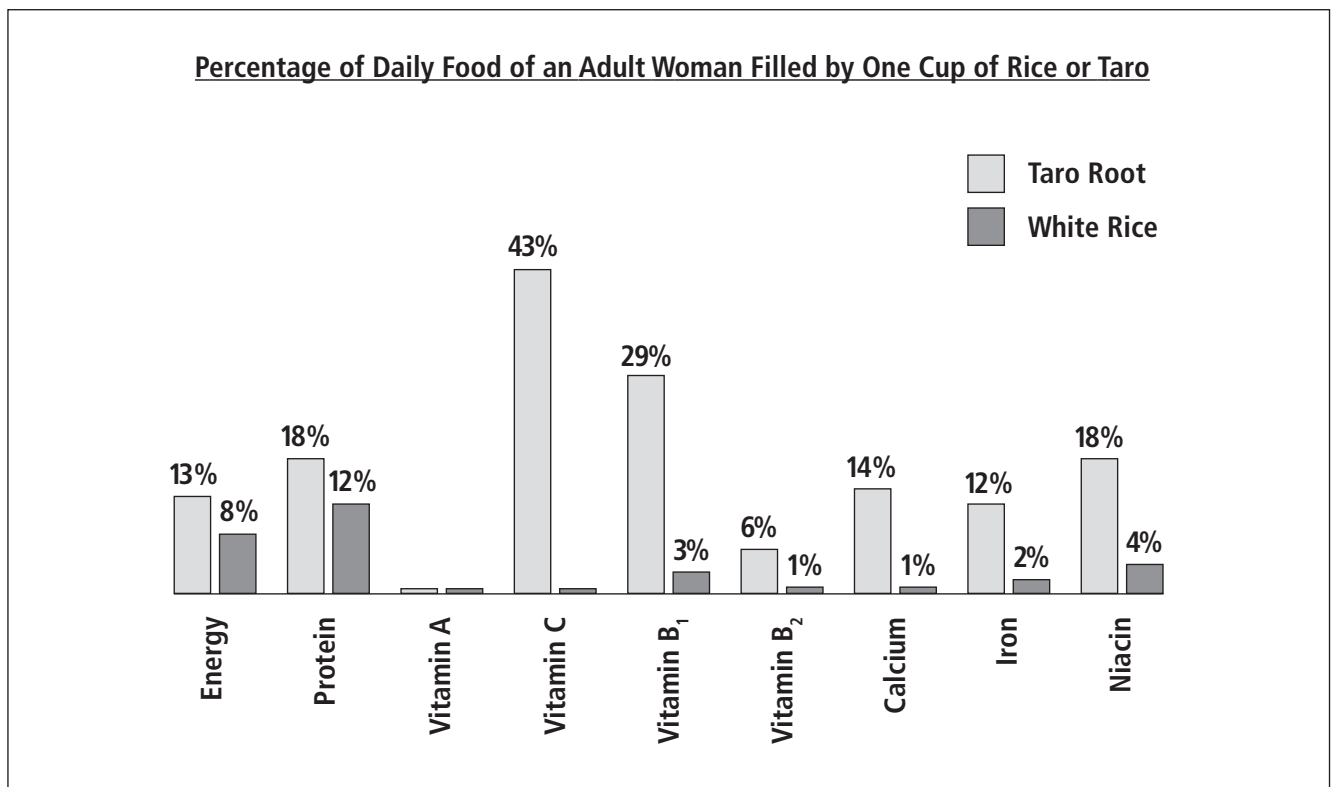


We must be careful that we do not throw away all the things our ancestors did in the past just because they are old fashioned. Using modern ways of doing things just because they are new is not wise. Whenever we make a change in our lifestyle we should make sure it is a change for the better, that there are benefits in the change not only for us, but also for everyone in our families. Technological practice involves evaluating the effects that changes bring. We need to evaluate the effects of a change on ourselves and others. For example, using more packaged and prepared foods may give us more time to do other things with the family, but we are also adding to the problem of disposing of more waste packets, tins, bottles and so on.

There are many changes in Sāmoa today in the way we do things compared with the past. Often the changes come about because they are necessary. For example, in the past families used to make an umu every day or at least three or four times a week, including Sunday. Now umus are only made on Sundays or when there are special occasions in the villages. In Apia there are families who do not make an umu at all because they have no young men in the family to make them, or because it is too expensive to make an umu in town because you need to buy everything, from the firewood to the root crops.

The people in Apia who have no-one to make the umu, can now buy food baked in the umu from the market or from some of the shops in town. So, if you have money you can still eat umu-baked food on Sunday and any other day of the week, because there are people who have businesses making and selling Sāmoan food at the market and elsewhere.

In the past, all families had toanai, which was a special Sunday lunch after going to the church service on Sunday morning. People always had umu food for this lunch meal. If, for some reason, they couldn't have an umu they would always have meai aano (root crops or bananas and breadfruit) for this meal. It was considered the most important meal of the week and people had Sāmoan or traditional food on this day. Today, many families shop at bakeries on Sundays, choosing rice or bread for Sunday lunch. We have changed some aspects of our lifestyle to the Palagi way of doing things.



**Activity 7****Survey Of Eating Habits**

Do a quick survey of all the students in your class. Find out if they make an umu on Sunday or not.

- If they don't have an umu what do they eat instead for their meaaiaano — rice or bread or other?
- When they make the umu do they cook all the food (meaaiaano and meaailelei) in the umu or do they cook the body-building foods separately.
- How do they usually cook the meaailelei — fried, soup, stew or with gravy?

Prepare a series of bar graphs to show your results. An example of a bar graph is shown on the opposite page. Your teacher will show you how to prepare bar graphs to display your findings. Discuss the results of your survey:

- What are the main differences and similarities?
- What can happen to our bodies if we eat a lot of fried food or food with lots of gravy?
- What can happen to our bodies if we eat more white bread and white rice than taro, bananas or breadfruit?

**Food for thought**

You might be asking yourself, so what? Is there a problem with not eating taro on Sunday and having white bread instead? If you answer not really, both taro and white bread provide us with energy, you would be correct in terms of the short term effects on a person's soifua mālōlōina. On the other hand if you were to look at the issue as a new trend in the lifestyle and food habits of Sāmoans in general, then there is a problem. There is far less fibre in rice and white bread. Fibre is important in keeping our bowels working regularly and maintaining a healthy body.



## Technology And The Umu

### Words to learn:

**Staple foods.**

**Dietary fibre.**

**Carbohydrate.**

- In the past when families made an umu they cooked everything for the meal in the umu; the energy food, the body-building food and the food from the health and protective food group which was usually the palusami or poka. The body-building food like fish, chicken or pork, was usually just wrapped in leaves and baked without anything added, like oil. The leaves helped to bring out the natural flavour of the fresh fish or chicken as they cooked in their own natural juices. This was a healthy, well-balanced meal which was low in fat, sugar and salt.
- Today when people make an umu it is often only the energy food or meaa i aano that is baked in the umu with maybe some palusami. The meaa i lelei or body-building food tends to be cooked separately using an electric, gas or kerosene stove. The popular cooking methods now include frying, stewing or boiling. These new methods of cooking have added variety to the meal, but they also have added extra fat. Eating white rice, noodles and bread, when energy is already present in the taro, bananas and breadfruit, makes the meal unbalanced. We don't need the extra energy unless we are doing lots of hard physical work or exercise. Excess energy food is stored in the body, and slowly the person will put on weight.



Figure 1.5  
*Measure your weight on scales.*

**Food for thought**

Taro was the main staple food of the Sāmoans in the past. After the cyclones in 1991 and 1992 and the leaf blight disease, taro was almost wiped out in the country. People turned to giant taro (taamu), different varieties of bananas, breadfruit and yams as their staple food. During the period from 1991 to 1996 the traditional staples were scarce and very expensive so many people also turned to white rice or white flour products as their main staples. New varieties of taro were introduced in the year 2000 in Sāmoa and now we see more taro in the markets. It is, however, sad to see that there are children growing up in Sāmoa who do not like taro or other meaaia aano because they have not grown up eating these foods.

As mentioned earlier, root crops, green bananas, breadfruit and yams not only provide energy to our diets but also dietary fibre. They also provide some vitamins and minerals, including fluoride for healthy teeth. Many Sāmoans do not eat body-building food or fruits and vegetables every day. Some families may just have staple food cooked in coconut cream (faalifu) with koko as a meal during the week. When taro, bananas, yams or breadfruit are the staple eaten, you know the family is getting other nutrients apart from just carbohydrate. When the family's staple food is just boiled white rice or white bread or noodles, the only nutrient present in good amounts is carbohydrate. Young children need six nutrients every day for good healthy growth and development. When children live on a poor diet for a long period of time, they are at risk of getting malnourished. When older children and adults stay on a poor diet like this for a long time they can become overweight and are more likely to pick up infections like the flu or colds. The Health Department has special programmes and campaigns to encourage people to eat local vegetables like lau pele and fruits. By having a more balanced diet, people stay healthy.

**Did you know?**

Good physical soifua mālōlōina relies on eating a variety of foods each day — not just bread, noodles and rice.

### Activity 8

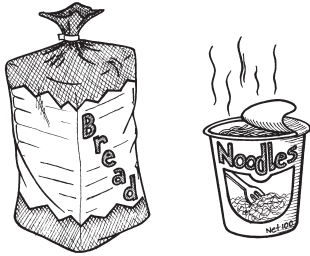
### What Sort Of Food Do You Prefer?

Ask yourself and nine of your friends this question:

Do you like taro and other meaa i aano or do you prefer white rice, noodles and white bread?

**Eat less bread and noodles.**

**Eat more taro and other meaa i aano.**



- Work out the percentage of those in your class who like taro and meaa i aano and those who prefer white rice, white bread or noodles. Present your findings on a pie chart.
- If the percentage of those who prefer white rice and bread is more than 50% do you think this is something we should be concerned about?
- Brainstorm ways to encourage young people to eat more 'high fibre' carbohydrate and less white rice, white bread or noodles. Design a poster to show other young people in your community the reasons for eating more taro and meaa i aano.

### The Benefits Of Exercise And A Balanced Diet

**Words to learn:**

**Fuel.**

**Equation.**

**Reserves.**

**Physically fit.**

**Estimate.**

**Transportation.**

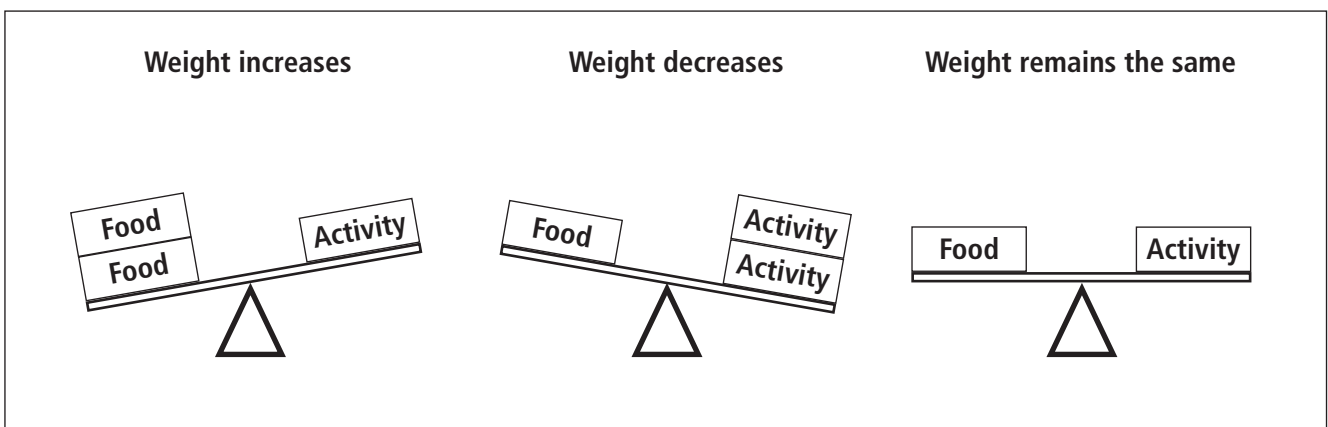
In *Food and Nutrition* you learnt all about food, why we need food and how the food we eat relates to the maintenance of a healthy body. Remember, the food we eat is like the fuel for our bodies that enables us to do all the activities we do every day.

A simple way to look at this is in terms of an equation:

$$\text{Food} = \text{Exercise or physical activity.}$$

$$\text{or Energy input} = \text{Energy output (or energy used up).}$$

When we eat more food than we need in a day the equation becomes unbalanced. Likewise, when we do more exercise and physical activities than the energy we took in that day we have an unbalanced equation.



### How does this relate to our bodies?

When we eat more food than we need for that day our body takes the excess or extra energy, turns it into fat and saves it for when we don't have enough. When we overeat each day our body keeps storing the excess and slowly we start putting on weight. Often we don't realise we are putting on weight as it is a gradual process. We may find after a month of overeating, even just a little bit, that our clothes are getting tighter. We may find we get out of breath when we run, or walk up a hill. These are signs that our bodies are not as physically fit as they should be.

It is important to take action and change our lifestyle if we are starting to gain weight. By increasing the amount of exercise we do and reducing the amount of food we eat, the body will start to use up some of the fat that has been stored in the body and use it for energy. It is possible to increase the amount of exercise done each day by just making simple changes in lifestyle: *e.g. Instead of taking the bus to work, make your legs do the work!* Walking is a very good form of transportation, and all aspects of a person's soifua mālōlōina are improved at the same time.



Figure 1.6

*Never underestimate the importance of exercise for well-being.*

**Physical fitness**

For a person to experience good soifua mālōlōina, the physical aspect of their health and well-being has to be good. A physically fit person:

- Is alert.
- Does not get tired easily.
- Has lots of energy to enjoy their families, sports and hobbies.
- Can respond quickly to help people in emergencies — like helping to save someone's life.
- Is able to learn more in school, because they are alert.
- Can cope with stress better.
- Can deal with many things all at once.

Sometimes we get busy doing something over a long period of time and we stop doing our regular work routine. We can quickly get out of shape because exercise seems less important. This happens a lot with adults in Sāmoa, especially when a family faalavelave happens and a person's whole life routine changes for a month or so. For example someone gets sick in hospital for a few weeks and you have to care for them (tausi mai), or there is a funeral in your family and you have to look after the guests and activities that occur over a period of time. The new pattern of activity keeps you busy but you do not have much time to do exercise. You also get tired and cannot be bothered to do any extra physical activity. When the faalavelave is over it takes a long time to get back to a normal routine. This is because it is not just the physical aspect of soifua mālōlōina that has been affected by the family faalavelave, but the emotional, social and spiritual aspects as well.

In general, when the physical aspect of our soifua mālōlōina is not good we become tired easily and do not have the energy to have fun, play sports and do our work. We may find ourselves spending the day sitting around sleeping or feeling sad. People who are not fit get tired easily when playing sports, walking or running. When they try to do heavy work, they are at risk of harming their bodies. Damage to the muscles or serious problems like stroke or heart attack can be the result.

## Activity 9

### Personal Fitness

1. Keep a personal record for one week of your daily activities and decide if you are physically fit or not.
2. Observe for a week the activities and eating habits of the members of your family. Are the members of your family physically fit? How can you tell? How can you help those who are physically unfit to improve their soifua mālōlōina?
3. Describe how each aspect of soifua mālōlōina can be affected by a family faalavelave.

#### **Remember**

A person can be physically unfit from both eating too much or too little food. Being too thin is not a sign of good soifua mālōlōina. Likewise, having a big build does not necessarily mean being unfit.

**Topic 3****Caring For The Soifua Mālōlōina Of Family Members****Words to learn:****Responsibilities.****Aspects.****Designated.****Self satisfaction.****Physical, emotional and social needs of family members**

A Sāmoan family shares responsibility for all aspects of life and this includes the soifua mālōlōina of a family. From a newborn baby to the elderly, there are different ways the family makes sure that their physical, emotional, social and spiritual needs are met. Here is how some members of the family are cared for in special situations:

**Care For A Pregnant Woman**

Generally, in Sāmoa when a woman becomes pregnant it is a happy event and the whole family looks forward to the new baby. Other family members will start taking over any heavy work this woman was doing before, especially chores like washing the clothes if this was done by hand. They will not let her lift heavy loads or do any other heavy work. The family will start giving her the best food to eat, especially fruits. Sharing a stroll or walk in the evening with a pregnant woman means she gets some exercise each day, and being physically fit will help her with the birth.

During pregnancy a woman's emotional and spiritual aspects of soifua mālōlōina often become more apparent. The hormones in a woman's body undergo constant changes during a pregnancy, and after the baby's birth. It is natural for a woman to experience extreme 'highs' and 'lows', or mood swings. At this time a woman needs love and understanding and support from her partner, family and friends. Having someone to talk to who knows what she is experiencing is very important for a mother's soifua mālōlōina.

There are also some cultural practices that are associated with pregnancy that are quite interesting. Following is a story about a man making a special dish called *vaisalo* (a hot dish made from the flesh and juice of coconuts, with added starch or sago) for his wife to eat straight after she gives birth to their baby.

---

Ana had just given birth after ten long hours of labour. She was tired and worn out. The old lady who had helped with the delivery had just gone out of the house for a stretch. Ana's thoughts went to her husband.

Where was he? He had not come around during the whole labour except at the beginning when he had brought the midwife. Why wasn't he here when she needed him?

Suddenly the blinds parted to show the smiling face of her husband. He asked how she was as he walked towards her. In his hand he carried a half coconut shell filled with a hot *vaisalo*, a dish made from the flesh and juice of green coconuts.

While his wife was in labour he was busy preparing this dish to give her. As she sipped the steaming liquid all her doubts flew out of her mind. She felt her heart grow warm from a feeling of love and security as she watched her husband lift and hug his new daughter with pride. She finished the *vaisalo* and slipped into a peaceful sleep.

---

## Activity 10

## Cultural Practices

1. Ask your parents if they have heard about this cultural practice of giving *vaisalo* to mothers straight after they have given birth. What is the significance of this story?
2. Do they know any other cultural practices that are carried out for pregnant mothers? Write down your answers and be prepared to share them with the class if your teacher asks you to.



## Care For A Baby

Sāmoans love babies. This is the one time Sāmoans like showing their affection. You always see men, women and children picking up babies and hugging them or kissing them or playing with them. Having a new baby in the home is an honour. One of the first things that happens when the baby comes home from the hospital or after the midwife has left and the family settle down, is to prepare food and invite the pastor or priest to come over for evening prayers. He will bless the mother and the new baby. After prayers a meal is shared with the pastor and his wife and any other people who come to share the happy occasion. In the village, members of the women's committee or the women's group of the church the mother belongs to, will come for this fellowship and bring gifts for the new baby. Mostly they will bring toiletries like soap, washing powder, talcum powder, baby oil and other such items to help with looking after the child.



Figure 1.7  
*Babies are a blessing.*

Technology has brought about the development of milk formula for mothers who find it difficult to breastfeed, or need to go back to work and leave baby to be fed by someone else. Despite this, breast feeding is still the first choice for feeding babies in most Sāmoan homes. It is the best food a mother can give to her child. Breast milk contains all the nutrients a baby needs for the physical aspect of soifua mālōlōina. Being so close to the mother as the baby is breast fed helps to ensure the spiritual, social and emotional aspects are met. Most families will have a female relative or someone come to help the mother. They will do the washing for her and help with the baby and cook the meals for the family. This ensures that the

mother and baby bond is well developed and that breastfeeding becomes well established. The spiritual aspect of soifua mālōlōina is about people feeling connected. The bonding that happens between the mother and baby is the first step in establishing that spiritual well-being.

In a family where everyone sleeps on mats, a bed of some sort will be found for the baby to have something soft to sleep on. Another important item for new babies in Sāmoa is a new mosquito net. People are always willing to carry a baby around. Baby prams and strollers are rare in Sāmoa although there are being used more in Apia today. Babies are always carried around and there is a general belief that the early morning air is good for babies so you often see dads taking their babies for an early morning stroll. In general, babies (0–2 years old) grow up knowing they are loved and their families take special care of them.

## Activity 11

### Breast Milk

Write an essay or poem to explain what is meant by the following statement:

‘Breast milk is the best milk.’

### Care For The Elderly

#### Words to learn:

**Stooped.**

**Privilege.**

**Dentures.**

**Finicky.**

**Pummelling.**

**Yearn.**

Sāmoan families always take care of their own people, especially the elderly. Many families consider it a great privilege to have an elderly person to care for in their home. This could be their parents, or another relative. As people get older their bodies change, but their need to feel loved and important to others is just the same. Most people as they age will get weaker and thinner, they will feel the extremes of cold and heat more easily. They cannot move around as well as they used to and their bones can get brittle and break easily so we need to take care that they do not do work that will put them at risk of accidents. Many elderly people will have problems with their teeth, they may have to depend on false teeth or dentures. For this reason the food eaten needs to be softer, well-cooked food.

In families in which there are old people living, there is always someone to watch out for them. During the day, while the children are at school, an adult will watch out for their needs. After school the children — mostly children around eight to ten years old — will stay close to the older person to run errands and fetch them anything they need. Their chores will include fetching water, fanning their food while they eat, helping them to the toilet, helping them to bathe, massaging and *tuitui* (light pummelling with closed fists) on the elderly person’s legs and feet when they get numb. The elderly develop strong bonds with the children in the family and will always save a lolly or some other treat to give the children when they come home from school or when they visit.



Many old people lose their sense of taste and can only taste very strong flavours like acidic, salty and sweet foods. They sometimes lose their appetite. Many of them yearn for Sāmoan food, especially seafoods like certain fish and shellfish or traditional dishes. Vaisalo, which was mentioned earlier as a food given to pregnant women, is also one food that is traditionally given to the elderly and the sick. Families with elderly are always on the lookout for traditional foods to help encourage their loved ones to eat when they are not feeling well or lose their appetite.

Sāmoans believe it is important to always take care of their old people and many do not like the idea of placing old people in a rest home or a place for old people. However, there is now an old people's home at Mapuifagalele built by the Catholic Church and run by the Little Sisters of the Poor (a Catholic order of nuns). The home was first established when Cardinal Pio, the head of the Catholic Church in Sāmoa, came across many old people who were unable to cope with staying by themselves. Their families had migrated overseas and they did not want to leave Sāmoa, their country of birth. Other elderly people had families, but they all worked and the children went to school, so there was no one to look after the elderly at home. Mapuifagalele is a beautiful home overlooking the ocean. It is built in the shape of an octagon with a chapel in the middle. It is open to people of all church denominations. The people who stay there are taken good care of and they enjoy the company of other residents, so they do not get lonely and their families can visit any time they want. Many organisations donate money to maintain the home and it is not expensive to stay there.

**Activity 12****The Elderly**

1. In small groups do one of the following:
  - a. Make a list of the things that you have learnt from an older member of your family.
  - b. Write down the different chores (feau) that you have to do in your family that are related to caring for the elderly in your home or in the village.
  - c. Make a list of things that the elderly do in your village. Are there any particular jobs that seem to be especially assigned to older people?
  - d. Make a list of foods that older people like to eat. In what way are some of these foods different from what you like to eat?
2. Report back to your group what you have discovered. Your teacher will record your findings on the board.
3. If possible, ask your teacher to organise a class field trip to Mapuifagalele at Vailele to see the old people's home. You could make some items to entertain the old people or take them some gifts. You could make some special food in your Food Technology class to take with you.

**How are tasks shared between family members?**

The amount of time spent on a task and your responsibilities will vary depending on the age and status of the person and the type of task to be done. An interesting aspect of Sāmoan life is the way the responsibilities get higher as you get older.

For example, physical tasks like fetching and carrying are for the children. As they get older and stronger, the amount of work that they are expected to do also increases. The cleaning of the house, and surroundings, the preparation and cooking of the food and food service are also the responsibility of young men and women. Most work that requires physical exertion is the responsibility of young people. This is probably why, when you look at the children and young people in a village, they look slim and lean, because they are always busy running around doing chores. As people get older and marry and have their own children, they get more opportunity to relax. Their children will run around doing many of the household chores or feau for the parents.

Many of the tasks of preparing and cooking of food are shared, especially if they are preparing for guests or a faalavelave. Making of the umu is usually a shared task as it is labour intensive but in some families today it is made by only one person. If cooking is done in the house on a kerosene or other type of stove, it will be the girls who do this type of cooking while the boys do the umu or saka. Even though the young people do the jobs, their mother, father or another older relative or older sibling will be around to give instructions on how the task is to be done.

## Health Needs Of Other Family Members

**Words to learn:**  
**Labour intensive.**  
**Coronary.**

In the past, adults only started putting on weight as they got older and after they had children. Studies now show that obesity occurs in adults from the twenties upwards. This is becoming a major concern in Sāmoa because obesity can lead to other non-communicable diseases like diabetes, heart diseases, hypertension, and gout. Having a member of the family with diabetes or another non-communicable disease can put a strain on the family as this individual will need extra care. We also need to know the best way to care for family members who have any of the non-communicable diseases (NCDs).

The following case study, about Ioane's family, will help you understand some of the responsibilities involved in caring for a relative who becomes ill with heart disease or any other NCD.

## Ioane's Family Changes Their Lifestyle

Ioane's father, Toma, had a heart attack late last year. He is getting better now but still gets very tired. He had to give up work. His doctor has told him what he needs to do to get well. Ioane's mother asked the doctor to explain exactly what having a heart attack means.

### **A heart attack**

Coronary heart disease means that the coronary arteries which supply oxygen-carrying blood to the heart muscle become narrowed and even blocked. A heart attack or 'coronary' occurs if a coronary artery becomes completely blocked. The part of the heart muscle this artery supplies with blood (and oxygen) is damaged. If the area that is damaged is large, the person may die, but not all attacks are fatal. The recovery rate depends on how much and what part of the heart muscle is damaged. Although heart attack victims can recover it is better to try and prevent a person having a heart attack in the first place.

When Ioane's father first came home from the hospital he was still very weak. He had to rest after meals and had to have extra rests in the morning and afternoon. The doctor told the family that during his convalescence he had to take things easy at first. He was on a liquid diet. This meant that he had to have food that was easy to swallow and to digest and would still give him the best nutritive value (for example soup, juices, fruit salad, etc.) and he had to have plenty of fluids to prevent dehydration.



After he started to get better, the doctor said that he go on a soft diet — plenty of fluids and small meals of food he liked, especially soft well cooked foods that could be mashed, eggs, fish, tender meat like chicken soup, soft fruits, vegetables and some soft cereal foods. As Ioane's dad got stronger he moved on to a light diet. Now he could eat the same meals as the rest of the family, but only small helpings. He could not eat fried foods, or very seasoned foods like chillis or curry, or foods with a lot of salt or sugar. He gradually got his appetite back as he began the exercise programme the doctor gave him. The doctor suggested that he eat plenty of raw fruit and vegetables and some meaaai aano (staple food) to prevent constipation.

The doctor told Ioane's father that he had an excellent chance of recovery and might even get fitter than before, if he changed his lifestyle. This is what he had to do: stop smoking, change his diet, lose some weight, drink less alcohol, go walking or cycling every day, get plenty of sleep and do something relaxing every day.

**Activity 13**

**Planning Meals**

1. In a group of three, plan a day's meals (breakfast, lunch and dinner) for someone who is ill and on:
  - a. A liquid diet.
  - b. A soft diet.
  - c. A light diet.

Try to include a variety of suitable foods that would encourage a person to eat.
2. Make suggestions how you would do the following:
  - a. Make the food easy to eat.
  - b. Set a tray.
  - c. Garnish the food.
3. For one of the meals you planned for the soft diet or light diet, draw how you would put food and utensils on a tray. Label your drawing.
4. Discuss what types of soups are usually made in your family for people who are recovering from illnesses. Make a selection of these soups. Work in pairs, with each pair making a different soup. Then arrange a tasting session, so you can try all the different types.

**Preventing Heart Disease**

**Words to learn:**

**Risk factors.**

**Preventative.**

**Arteries.**

**Cholesterol.**

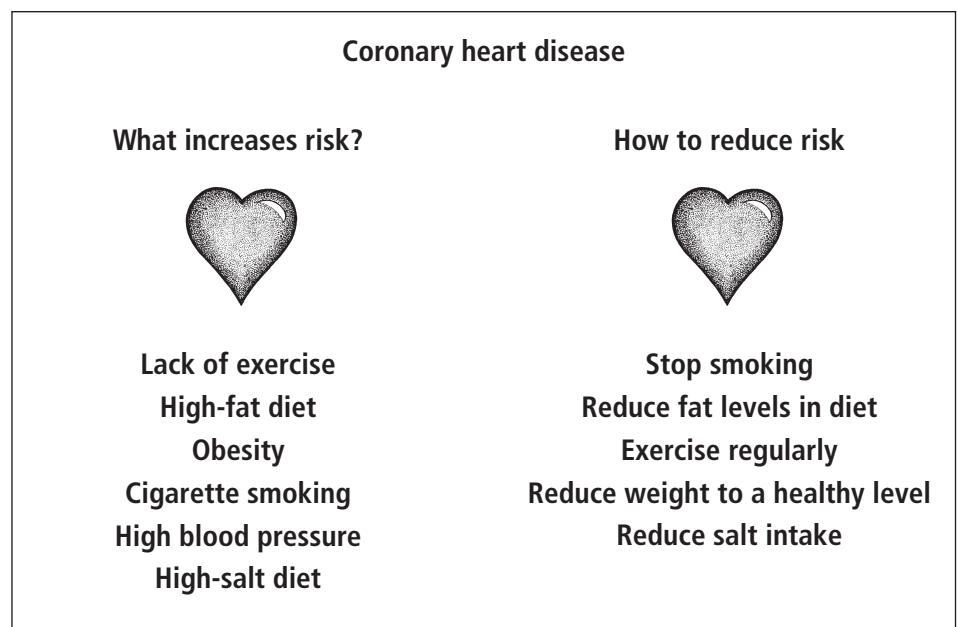
**Saturated fats.**

**Diabetes.**

**Heredity.**

**Risk factors.**

Here are some risk factors which are all associated with heart disease. There are several simple, safe and common sense preventative steps. The earlier people follow these steps, the greater the benefits and the greater the opportunity to decrease the risk of heart disease.





**Cigarette smoking**

The risk of a heart attack is doubled for heavy cigarette smokers. The risks for ex-smokers decreased to almost the same level as for people who have never smoked.

**High blood pressure**

Everyone has blood pressure. It is the force exerted by the heart to push the blood around the body. Pressure is highest when the heart contracts and lowest between heart beats when the heart is relaxed.

High blood pressure (or hypertension) means the pressure of the blood inside the arteries is higher than it should be. The higher the blood pressure the more work the heart has to do.

The cause of most high blood pressure is not known but lifestyle factors do play a part. People who have high blood pressure usually need to control it with medicine as well as change their lifestyle.

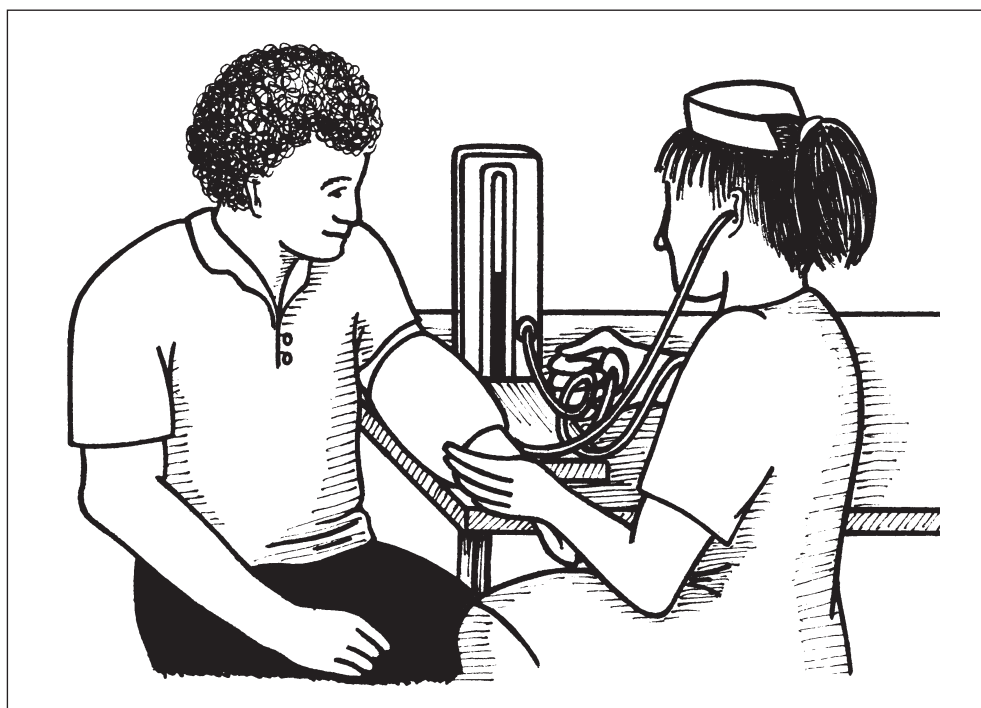


Figure 1.8  
*Blood pressure test.*

**High blood cholesterol levels**

Everyone has some cholesterol in their blood. Some cholesterol is made in the liver and some comes from foods. When there are high levels of cholesterol in the blood, it is deposited on the artery walls, which makes the arteries narrow. A diet high in fats, especially saturated fat, contributes to high cholesterol levels in the blood. Certain types of fibre found in foods like legumes, oats, fruits and vegetables can help to lower blood cholesterol levels.



**Obesity (overweight)**

Obesity can cause high blood pressure, high cholesterol levels and diabetes. These increase the risk of heart disease. People who are more than 20% overweight have a three times greater risk of developing heart disease than those who are slightly underweight.

**Inactive lifestyle**

Regular exercise strengthens the heart and improves the circulatory system. It helps to control other risk factors like high blood cholesterol levels, stress, high blood pressure and obesity.

**Diabetes**

Heart disease is more common in people with diabetes. Being overweight is one of the main causes of diabetes later in life.

**Stress**

Many heart attack victims are people who have had to cope with too much work, responsibility and worry. People who are forced to over-work become very stressed and worried.

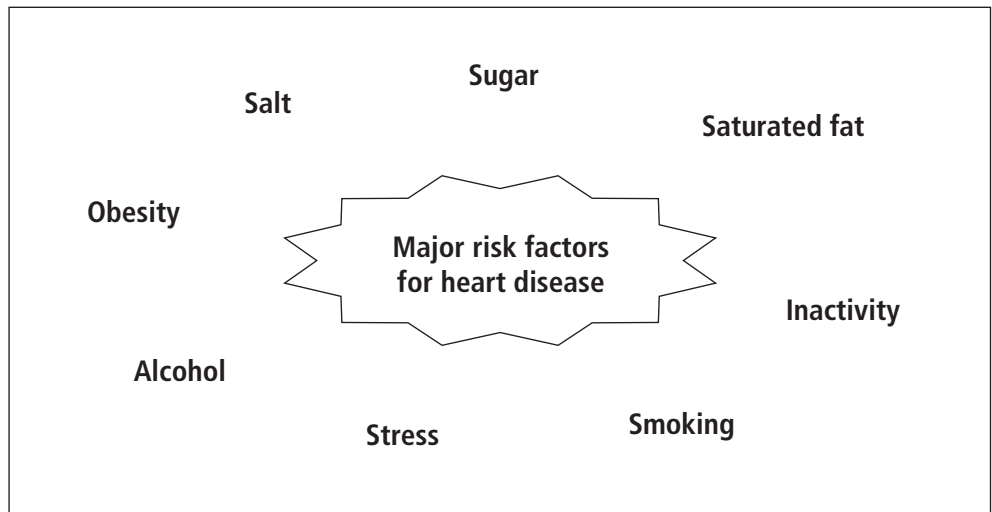
**Heredity, age and sex**

A family background of heart disease or high blood pressure may increase the risk of a person developing this illness. The chance of heart disease increases with age. The number of people having heart attacks in their 30s and 40s appears to be increasing. This is because of lifestyle factors.

**Multiple risk factors**

Having several risk factors multiplies the risk.

**Did you know?**  
A person with three major risk factors is about ten times more likely to suffer heart disease.



Ioane and his sister Mele talk about their father's illness. 'There's not much we can do about our family background,' says Mele. 'Or age or sex,' agrees Ioane, 'but we can make some other changes.'

## Activity 14

## Making Changes

### Words to learn:

**Spouse.**

**Moderation.**

**Sparingly.**

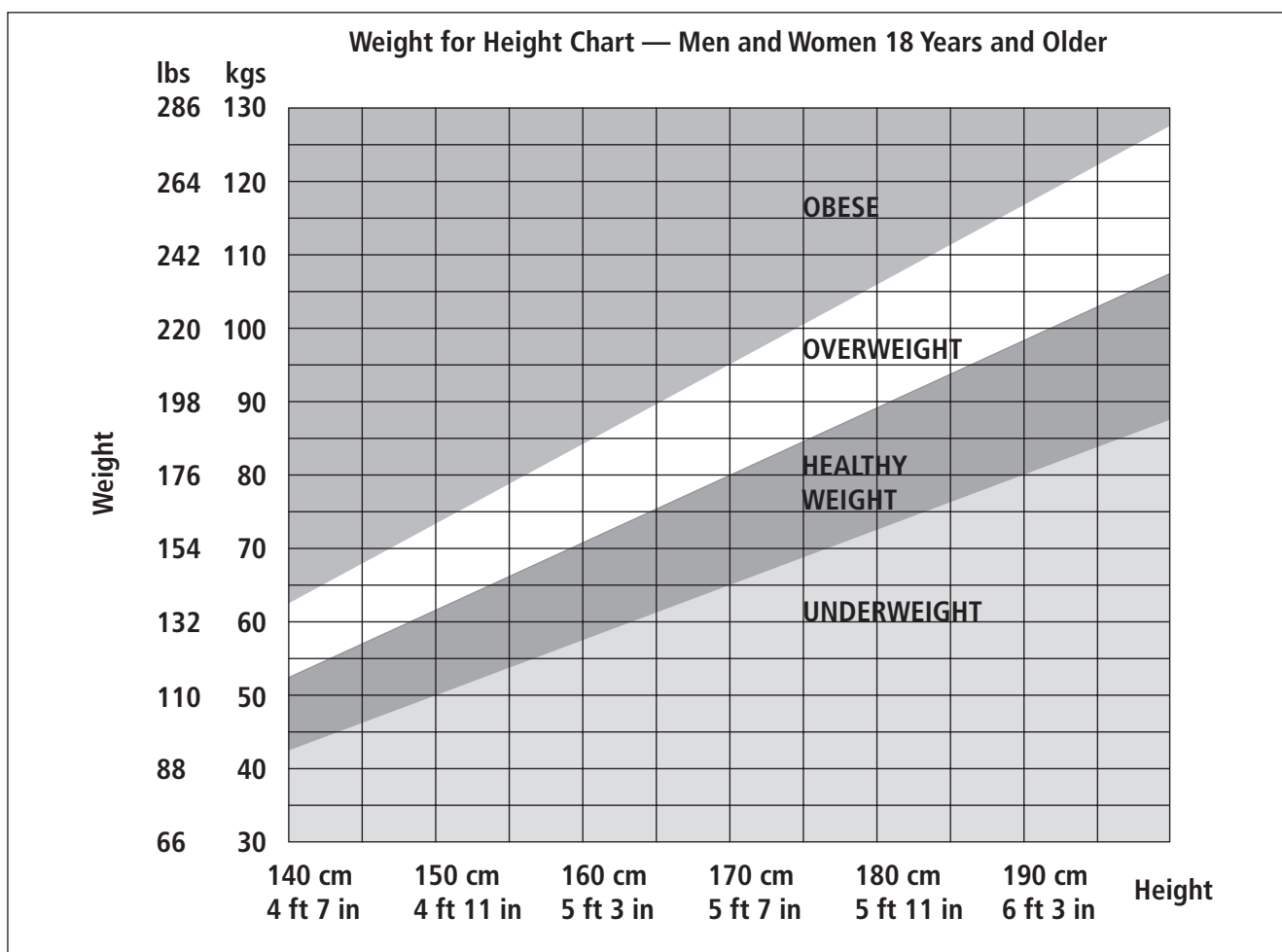
- Working in groups, decide what advice to give Ioane and Mele about the changes they could make regarding these factors:
  - Smoking.
  - Exercise.
  - Keeping a normal weight.
- Discuss why your advice is important to the soifua mālolōina of all young people.
- Put your advice and reasons in a chart like the one below. Copy it into your exercise book.

Advice about	Why is this advice important to soifua mālolōina?
Smoking	
Exercise	
Keeping a normal weight	

- Your 'normal' weight is in proportion to your height — neither too fat nor too skinny. Use the graph (on the next page) to find out if your weight is within a healthy range.
  - a. Take off shoes.
  - b. Get a helper to measure your height in metres standing up straight against a wall.
  - c. Find out your weight in kilograms. The teacher will have scales.
  - d. On the graph, take a line across from your weight and a line up from your height. Note where the two lines meet.

If you are overweight, aim to lose weight gradually — one half to one kilogram a week. You can do this by:

- Exercising regularly.
- Eating less fat, sugar and alcohol.
- Eating plenty of fruits, vegetables and cereals.
- Eating regular meals.



## Alcohol

Nowadays it seems that more people drink alcohol. It can help people to relax and socialise. Most experts think that a moderate amount of alcohol probably does not do any harm, but too much alcohol is bad for a person's health.

**Special factors**

People who are drinking a lot are harming themselves and the rest of us too. Drinking in moderation means drinking without causing problems for yourself or others. Such problems may include:

- Drinking too much and causing a road accident.
- Becoming aggressive and getting into fights.
- Family problems because cash is being spent on alcohol rather than essential household items.
- Getting sick or having a hangover.
- Putting on excessive weight because alcohol is high in carbohydrate.

Some people should not drink at all:

- Pregnant women (alcohol can damage the baby).
- Alcoholics (people who cannot control the amount they drink).
- People who are advised not to drink on medical grounds.

Some people need to be especially careful with alcohol because they run a higher risk of damaging their health:

- People taking medication.
- People with serious diseases.
- People with low body weight.
- Teenagers.
- People over the age of 70.
- People with a family history of alcoholism.
- People who get drunk easily.

**Did you know?**

The law says that if you are under 21 years old:

- You may not buy alcohol.
- You may not get someone else to buy alcohol for you.
- You may not be served alcohol by a bar attendant (unless you are with a parent or a spouse).

Sometimes it is better not to drink because you could put yourself or others with you at risk. Do not drink:

- Before or during activities like driving, swimming, diving or sailing.
- Before or during any active sport like netball or soccer.
- Before or during jobs that need concentration.

If you choose to drink:

1. Drink in moderation, drink slowly, eat something before and while you are drinking, limit the amount you drink and never lose control of your behaviour.
2. Obey the law.

**Remember**  
 Respect non-drinkers. Do not try to persuade someone to drink.

Copy the Decision-making Grid below into your exercises book. Use it to complete Activity 15 on page 46.

### Decision-making Grid

The problem	Options	Consequences
<p>Ioane tells Mele that Peti, his friend, wants him to go with him to the school dance. Peti says they are going to a pre-dance party after the school dance. Ioane enjoys doing things with his friend Peti, and all their friends at school are excited about the dance but Ioane is not sure he wants to go. The last time he went with Peti, Peti had several glasses of beer and got very loud and they almost had an accident when they were driving home.</p>	<p>Ioane could just go along with Peti.</p>	<p>Peti might get drunk and take off leaving Ioane to get home on his own.</p>
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## Being Assertive

### If you choose not to drink

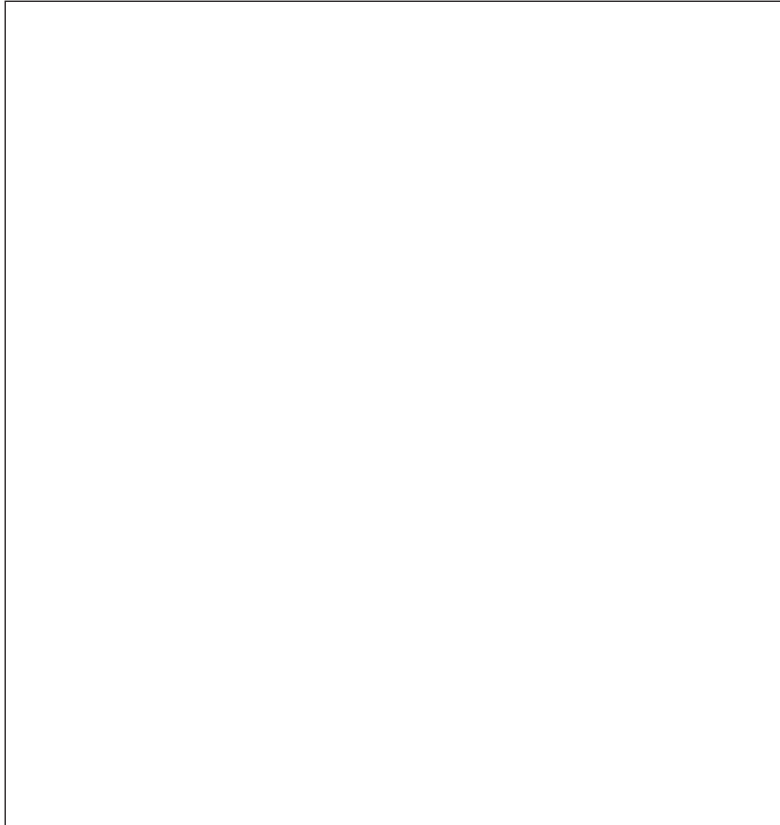
- Do not apologise for saying 'no thanks'. Make it clear that you chose not to drink alcohol. It is your choice what you do with your body.
- Don't allow others to persuade you to change your mind. It is your decision and it is the right decision for you.
- If you have to repeat your message 'no thanks' more than three times, then leave the scene. Remember this slogan:

### Three No's, then Go!

#### Feelings

Ioane will feel mad that his friend has left him to get home on his own.

#### Solution



A large empty rectangular box for writing a solution, with three arrows pointing from the 'Feelings' column to it.

## Steps In Decision-making

1. Take time to think about the problem fully.
2. Thinking about the following points will help you collect all the information you need to solve the problem:
  - a. Your feelings about the problem.
  - b. Your own values.
  - c. Other people's feelings and values.
3. List all the options you can think of.
4. List the possible outcomes of taking each of the options identified.
5. Identify your own feelings about each option.
6. Make a decision. Select the best option.
7. Did the solution you chose work? Why or why not?
8. If you are unhappy with the outcome, repeat steps 4–7.

### Activity 15

### Making A Decision

Working in groups of three or four, complete the following exercises and write your answers and conclusions out in your exercise book.

- Help Ioane make a decision. In your group, work out what Ioane's problem is, what are his choices, what could be the consequences of each choice and what he will do.
- Work in pairs. One person take on the role of Ioane, and the other person take on the role of Peti. Using a strip of paper, each person take it in turn to write a statement about their feelings on this issue until the problem is solved to both party's satisfaction. An example of your first statement is given below:

Peti: Hey, I'm really looking forward to hanging out with you on Saturday.

Ioane: I'm glad you mentioned Saturday, because I have been thinking about the whole evening.

Peti: What do you mean? . . .

## Caring For Sick Members Of The Family

**Words to learn:**  
**Infectious diseases.**  
**Vomiting.**  
**Diarrhoea.**

One of the biggest dangers to the physical aspect of a family's soifua mālōlōina is disease that is carried from one person to another. This is called infectious disease. There are a number of infectious diseases and you may already have had some of them — colds, influenza, measles, chicken pox, mumps and others.

How can you avoid catching and spreading infections?

- Keep your hands clean by washing often, especially after you have been to the toilet, and before handling food.
- Keep your fingers away from your eyes, nose and mouth.
- Keep your pencils, pens and other articles away from your mouth.
- Keep your home clean and free from anything that will attract flies and mice which carry disease.
- Keep away from people who have a fever or infectious disease, unless you are involved in their care.
- Keep things handled by a person with an infectious disease separate until they have been disinfected.

### What are the signs that someone is unwell?

The person's face often shows a strained or anxious expression. Other signs may include:

- A fever.
- Loss of appetite.
- Very sleepy or harder to wake than usual.
- Headache, sore throat.
- A rash or spots.
- Vomiting/Diarrhoea.

#### Remember

It is important to take any of these signs seriously. Meningitis, which is a very infectious disease, often starts with a temperature, headache and stiff neck and can lead to death within hours.

Other checkpoints include:

- Temperature.
- Pulse rate.
- Rate of breathing.



**How to care for the patient's room**

Keep it:       **F** (for Fresh)  
                  **A** (for Attractive)  
                  **C** (for Clean)  
                  **T** (for Tidy)

Yes it is a **FACT** that this is most important.

**Soifua mālōlōina**

Keeping the environment in a patient's room clean and attractive, and providing the correct type of food, helps ensure that the physical aspects of a person's soifua mālōlōina are met. If the patient feels well cared for and loved, the emotional aspect of soifua mālōlōina will be addressed. Having visitors call for a short time helps to maintain the social aspect of soifua mālōlōina, and feeling connected to the family helps meet the spiritual aspects.

**Furniture**

Is it as convenient as possible for the patient and the person looking after him or her?

**Cleaning**

Has the patient been disturbed as little as possible? Have you taken care not to stir up too much dust?

**Sunshine**

Is the bed placed where the sun does not shine directly on the patient? Are there blinds that can be drawn or raised easily when the room needs fresh air or made darker?

**Electric light**

Can the patient see easily without glare? Can the switch be reached easily?

**Bed**

Complete rest in a comfortable bed is often part of the treatment for many kinds of sickness. Are the sheets and pillowcases fresh and clean? Are there enough pillows in the right places to support the patient? Is any extra protection needed? What food is suitable for sick people?

## Food For A Sick Person

Food for a sick person should be

- Well chosen.
- Carefully prepared.
- Attractively served.

Most sick people are put on one of the three kinds of diets:

1. **A liquid diet:** Fruit juices, soups, meat broths, milk beverages.
2. **A soft diet:** Soups, jellies, ice-cream, soft fruits or traditional fruit dishes like supo esi, vaisalo, sua fai, strained vegetables, soft-boiled or poached eggs.
3. **A light diet:** Includes most foods except those that are irritating or hard to digest. Avoid fatty and fried foods and those that are highly seasoned like curries.

Plan nutritious, attractive, and tasty surprises especially for children and for convalescent or elderly people.

## Unit 2: CONSUMER RESPONSIBILITIES

In Year 9 we looked at the resources that are available to us when we are trying to meet our own needs and the needs of the people in our family.

### Activity 1

### Sorting Out Resources

1. Match the words in List A (below) with their meanings in List B. Write out your answers in your exercise book.

#### List A

1. Knowledge.
2. Interests.
3. Time.
4. Energy.
5. Skills.
6. Money.

#### List B

- a. Things people enjoy doing such as music, sports, arts and gardening.
- b. The capacity to do certain types of work.
- c. Information collected by a person.
- d. The minutes, hours, or days a person has available.
- e. Wages or the income that people get from different sources.
- f. The abilities of a person.

2. Make a list of all the resources you have: *e.g. Two hours of free time after school, interests in fishing and diving, knowledge and skill in catching and cooking fish, plenty of energy and 10 tala saved up at home.*
3. Explain how you could use your resources (listed in question two) to help yourself and others. For example, if you had a knowledge of and an interest in fishing, you could catch fish to sell to others.

## The Advantages Of Saving

### Words to learn:

**Consuming.**

**Budget.**

**Security.**

**Interest.**

### What does saving mean?

Saving is income not spent. This income will usually come from using one's skills, interest, energy and time. Someone who uses more energy and time to work longer is more likely to create more income for themselves and others.

Consumers have the choice of either consuming (spending) or saving their income. If you choose to save more, then you have less to spend. If you spend more, then you have less to save.

Saving means giving up something you are doing today (current consumption) so as to have more money in the future for buying something you may need or want. It is very important for families to have a saving plan so they can cope with unexpected events that require extra funds.

### Benefits of saving

Saving is an important part of learning to budget. There are five main benefits or reasons to save:

1. **Future needs and wants:** Saving now increases your ability to spend money on needs and wants in the future.
2. **Safety:** Money in the bank account cannot be lost or stolen. Sometimes banks are robbed, but the money deposited is usually safe. The bank is often insured against robbery or can make up for the stolen money from its profits.
3. **Security:** Saving gives people a feeling of security. If you have saved and suddenly become ill, unemployed, or suffer some other misfortune, then you have money in the bank to help. You have the security of knowing that should something go wrong there is money set aside.
4. **Special purposes:** The most obvious reason why people save is for special purposes: *e.g. Saving to buy a car, a house, pay for a wedding, for retirement, for education or travel.* There are many things that cannot be bought out of present income because they are too expensive. In Sāmoa most people cannot always save money for their own needs and wants. Saving money for cultural and church activities is seen as important. The cost of living is not high in Sāmoa but the incomes of the wage earners are low, which makes saving very difficult.
5. **To earn interest:** People save so that they can earn an income. Money saved in a bank earns interest. Interest is a reward for saving. The bank pays the customer at a specified rate for using their money. For example, if you are given 1000 Tala but you don't want to spend it all straight away, you can deposit it in the bank and it will earn interest for you.

**Activity 2****Finding Funds**

1. You have saved \$1000 at the ANZ Bank at an interest rate of 7% p.a. (per year). The bank loaned the \$1000 out to another customer and charged 9% interest p.a. over the year. How much money did the bank make on these transactions?
2. If you saved \$1.00 a week, how much would you save in 10 weeks? In 20 weeks? In 35 weeks? How would you spend this 35-week savings?
3. The Lalomanu Youth Group has planned to raise funds in order to save money for their Piggery Project.
  - a. List three common activities that are now used to raise funds.
  - b. Which one is the quickest way to get money?
  - c. Why is the quickest way not necessarily a good way to raise funds?
  - d. How could fund-raising activities be improved?

**Time As A Resource**

Time, like other resources, is used to obtain the things we need and want. The way we use time is determined by the goals we set and the values that we hold. Study these time categories (and examples):

- Goal related time — time spent working towards a specific goal, such as training for a sports team.
- Fixed activity time — time put aside for a specific purpose, such as an appointment.
- Leisure time — time spent on activities that you enjoy doing.

**Remember**

Time is often wasted because we do not think about the job we are about to do. Many tasks we carry out take far longer than necessary and we waste time and energy that could have been saved.

**Activity 3****Using Time Wisely**

1. Select one school day and record your daily activities. Use a time sheet such as the one on the next page. Copy it out into your exercise book and fill it out throughout the day. Discuss your findings as a class. Record your answers to these questions in your exercise book.
  - a. How much time do you spend on learning activities?
  - b. Which area of your activity took the longest time?
  - c. What values can you identify from the way you used your time?
  - d. How could you improve your time management?

Time	Activity
8.00 am	
9.00 am	
10.00 am	
11.00 am	
12.00 pm	
1.00 pm	
2.00 pm	

- Can you think of some ways that you waste your time? List these down and discuss as a class. What recommendations can you make to improve your time management.

#### Activity 4 Money As A Resource

Money is an essential part of our society. It is a useful resource which enables us to achieve our goals and to satisfy our needs and wants.

Read this case study and answer the questions that follow:

---

Ioane wants to buy a new radio. He has \$50 available to spend. He goes from shop to shop to look for a good quality radio.

Then he finds a radio in one of the shops with a reasonable price. He buys it because he is influenced to buy the item by the price.

Unfortunately, Ioane finds out in a week's time that the radio's aerial has broken and the reception is poor.

---

- What was Ioane's problem?
- Who could be the first person to ask for assistance?
- What influenced Ioane to buy this radio?
- What improvements could Ioane make to his shopping skills?

### Decision making

We all make decisions every day. A decision is a choice that you make between two or more ideas about something you want to have. In Unit 1 (pages 44–45) we looked at a decision model that could help us decide the best way to handle a problem related to alcohol. We can use the same model when deciding what to buy in a shop.

Below is a list of steps to help us in the decision-making process. You may like to use this next time you see something you really want to buy at the shop. Often, when we get them home, we cannot understand why we wanted to buy things so much.

### The decision making process

The steps in making a choice are more or less the same whether the decision is a big one or a small one. Buying a notebook will involve basically the same steps as buying a car. These are the steps to follow:

1. Identify the goal (problem) or a need.
2. Identify the possible solutions.
3. Gather information on previous ideas, resources needed, resources that need to be developed, etc.
4. Make a plan of what to do.
5. Put the plan into action.
6. Evaluate the activity done.
7. Suggest changes and follow up work.



## Correct Transactions For Shopping

### Words to learn:

**Transaction.**

**Replace.**

**Refund.**

**Consumer rights.**

### What is a transaction?

A transaction carries out a specific process like a business deal, and can involve negotiation. It usually involves two or more people. A transaction for shopping is when something is bought or sold: the movement of money, goods or services between two or more persons. When a child is asked to go to the shop in the morning to buy a loaf of bread, they are being asked to carry out a transaction. This is often a demanding task for a child. Do they have the necessary skills to check that the change they are given is correct.

## Exploring Consumer Rights And Responsibilities

If a customer is unhappy with something they have bought, either a product or a service, they have a right to return it to the place that they bought it from.

A customer can return goods for a refund when:

- The item has a fault that wouldn't normally be seen at the time of purchase.
- The item is not the same as described by the salesperson or on a label or sign or in an advertisement, or does not match the sample shown.
- The item is not suitable for the customer's intended use as described to the salesperson before the purchase.

### Repair, replace or refund?

- If the goods are unsuitable for any of these reasons, the customer has the right to a refund.
- It is up to the customer to choose whether to accept the trader's offer to repair or replace the goods.
- However, if the fault is minor and the repair can be completed quickly it may be reasonable to have the goods repaired. All the costs to replace, buy equivalent goods, or have them repaired are the responsibility of the person selling the goods.
- Statements like 'no refunds' or 'no refunds on sale items' are misleading or illegal.

### Customers are not always right

Customers don't have a legal right to a refund if:

- The item is the wrong size or was an unwanted gift or the customer simply changes his or her mind as to whether or not they want the item.
- When customers are returning faulty goods they may also lose their right to a refund if the goods have not been used according to the instructions, or have been damaged.



### Returning goods

When returning goods, the customer should:

- Act promptly. Don't wait too long before making a complaint.
- Take along all the relevant materials. This not only includes the goods you wish to return but also the receipt as proof of your purchase.
- Understand clearly what you are complaining about. It is a good idea to write down your problem.
- Be honest, polite and reasonable.
- Make sure that you are satisfied with the result. You should always start with the shopkeeper in the store. If he/she is unable to help you then you should ask to speak with someone in charge. If you are still not satisfied with the result then write to the general manager of the organisation.

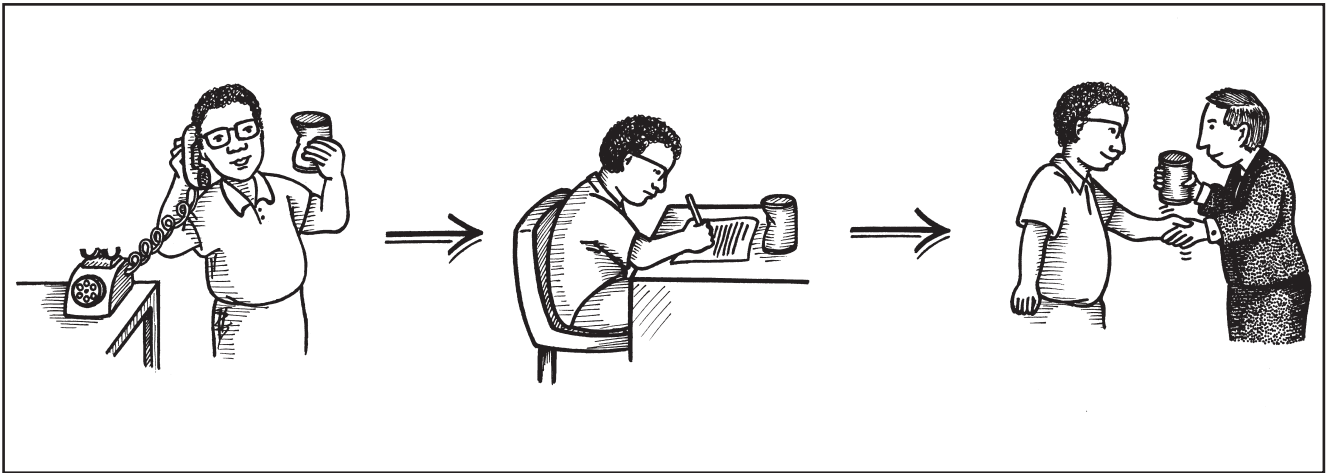


Diagram 2.1

*Taking something back to the shop for a refund.*

## Shopping Today

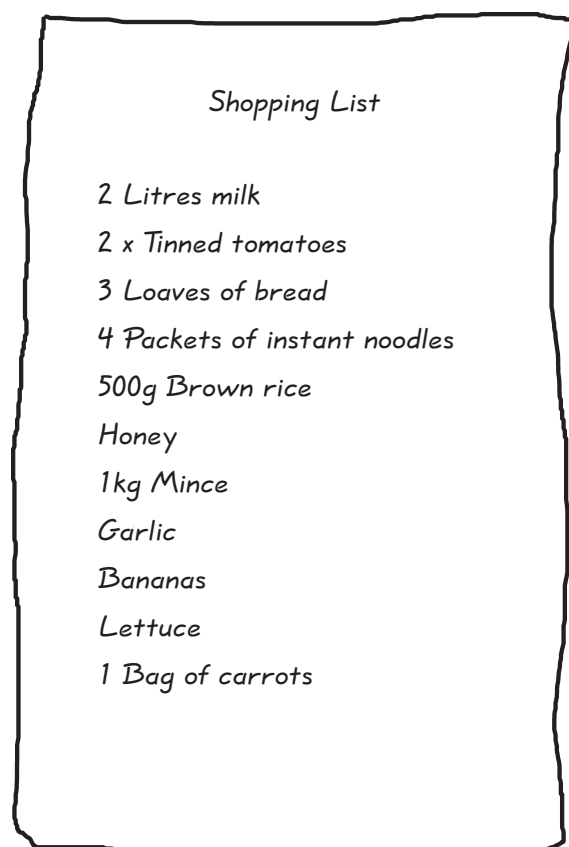
Technology is rapidly changing the way we do our shopping. Computers play an important role in today's shopping. They can:

- Control and keep records of the amount of goods in a shop.
- Read barcodes at the cash register.
- Order more goods for the shop when stock is low.
- Keep a record of what is sold and when it is sold.

### Shopping for safety

The market place in Sāmoa is a fruitful place of learning. Here are some tips to follow to help you make wise shopping decisions.

- Always make a list of whatever you need before you go shopping.
- Never shop for food when you are hungry or you will tend to buy 'extras' to eat there and then that add more cost to your shopping bill.
- Shopping around in a thoughtful way helps us to become aware of the quality and price of food and to get value for money.
- It is good to be critical and not just buy without thinking.
- There is a greater choice of foodstuffs in town than at the village stores so you will have more decisions to make.
- Cooked food from restaurants and takeaway shops is more expensive than raw and unprocessed foodstuffs purchased at the local markets. You are paying for someone to prepare the food and clean dishes.



**Activity 5****Shopping Research**

1. Do you have any problems when you go to a market or to a store to do your shopping? Describe any problems you might face.
2. Think about where the money to buy goods and services for your family comes from? You do not need to share your answer with anyone.
3. If you buy something that is no good, can you take it back? When would the trader be willing to replace it?
4. Choose a shop in your area. Observe how the shopkeeper orders, collects, weighs and prices the food.
5. What are some problems with selling food from sacks?
6. What would you do if you found weevils in the flour you had purchased from the shop?
7. Plan a field trip to a store in another village. If you can, plan another trip to a shop in Apia or another large town on your island. Compare your findings for the two stores and find the answers to the following questions:
  - a. How are the food items like canned foods, bottles and tins stored in the shop?
  - b. Where do they store bread, buns, biscuits, doughnuts and pies. If they are stored in closed cupboards, are the shelves covered with clean paper?
  - c. How do they store sugar, salt, rice and flour?
  - d. Describe the cleanliness of the shop.
  - e. Where are fruits and vegetables displayed? What is the quality of these foods like?
  - f. What conclusions can you draw from the way food is stored in different shops? Do the shops take care to keep food safely, or are they more interested in displaying the food for customers to see?

## Methods Of Managing Resources Available

### What is resource management?

Careful planning is needed to make sure resources are used carefully and efficiently to provide for the needs and wants of family members. This planning is management. Management involves using what you have (resources) to get what you want.

### Managing food

Food resources:

- The actual food available.
- Sales outlets for food: supermarkets, markets, corner shops, roadside food stalls, takeaways and fast food outlets, restaurants.
- Facilities for preparing foods: kitchens, stoves, cook houses, cooking appliances, knives and other utensils.
- Facilities for storing food: freezers, refrigerators and cupboards.

### Food management includes

- Storing food for later use and retaining as much nutritive value as possible.
- Preparing nutritious dishes and meals for people in different age groups and with different needs.
- Serving food in an attractive and appealing way.
- Using food resources efficiently — time, cost and energy.
- Buying food.

## Activity 6

## Resource Management

### Part A

Write the answers to the following questions out in your exercise book:

1. What new skills would you like to develop in the future.
2. Explore how you might use your time more efficiently.

### Part B

Survey and research. Go out to a shop or restaurant and list all the equipment used for serving customers.

1. How do the restaurant workers serve their food attractively?
2. How do they store food for later use?
3. List the resources in your home used for food preparation. Compare and contrast the resources in your home with the ones from your research.

## YEAR 10 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Abused</b>	Ill-treated or spoken to badly.
<b>Access to</b>	People in Sāmoa, especially in Apia, now have access to computers.
<b>Achieve</b>	To reach a goal or get to where you want to be.
<b>Acknowledged</b>	Recognised or approved.
<b>Administers</b>	Manages, runs, controls, organises.
<b>Aggressive</b>	Hostile, angry, destructive.
<b>Alcohol</b>	Beer, wine and whisky are kinds of alcoholic drinks.
<b>Anxious</b>	Worried, concerned, fearful, nervous.
<b>Arteries</b>	If arteries become blocked, they cannot take blood from the heart to the rest of the body efficiently.
<b>Aspects</b>	Features or positions.
<b>At risk</b>	Your health is at risk, if you do not have a balanced diet and you do not do any exercise.
<b>Attitude</b>	Feelings, thoughts, approach.
<b>Authority</b>	Power or influence. An expert.
<b>Availability</b>	Being able to be used or reached.
<b>Balance</b>	Steadiness, stability, harmony.
<b>Budget</b>	When you make a budget you plan what you will do with your money.
<b>Carbohydrate</b>	Breadfruit, taro, yams, bread and rice are all carbohydrates. They are important in our diet as they give us energy slowly over the day.
<b>Cholesterol</b>	A fat-like substance found in all animal tissues. It can build up in the body and cause heart disease.
<b>Circulatory</b>	To do with the flow or movement of blood through the body.
<b>Competitive</b>	Wanting to win or to succeed. Cheap or at a good rate.
<b>Connected</b>	Linked, joined, associated, related.
<b>Constipation</b>	Difficulty in emptying one's bowels.
<b>Consumer rights</b>	Consumers have the right to return goods. These rights are laws.
<b>Consuming</b>	We must not consume all we earn. It is import to save money in case we need to pay for something unexpectedly.
<b>Consumption</b>	Using up something, such as food or other resources.
<b>Convalescence</b>	Recovery after an illness.
<b>Convenience foods</b>	Packaged food that is prepared to save time in preparation.
<b>Coronary</b>	A coronary or a heart attack happens because an artery taking blood to the heart is blocked.

## YEAR 10 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Curfew</b>	A time after which a person is not allowed to be out at night.
<b>Customary</b>	Usual or regular or traditional.
<b>Dehydration</b>	Drying out, taking water from something, being dried out.
<b>Dentures</b>	False teeth.
<b>Designated</b>	Decided, chosen, selected.
<b>Diabetes</b>	Disease caused when sugar and starch are not properly used by the body.
<b>Diarrhoea</b>	An illness causing frequent bowel movements.
<b>Dietary fibre</b>	Food such as taro and breadfruit contain dietary fibre and so they are important for digestion.
<b>Differences</b>	Variations, diversities.
<b>Dishonour</b>	Shame, disgrace, discredit.
<b>Disruptive</b>	Having a bad effect by disturbing or interrupting.
<b>Domestic</b>	To do with looking after the household or family.
<b>Eating habits</b>	The usual foods a person eats or eating behaviours.
<b>Economy-driven</b>	Having money as the main reason for an action.
<b>Enhance</b>	To improve; boost; increase.
<b>Equation</b>	Balance, equality.
<b>Equivalent</b>	The same as.
<b>Estimate</b>	To guess or calculate.
<b>Evaluating</b>	When you evaluate something, you think about whether it is good or not.
<b>Family tree</b>	A chart showing how members of a family are related.
<b>Fatal</b>	Causing death.
<b>Finances</b>	Money, cash, savings, investments.
<b>Flushed</b>	Red in the face.
<b>Fuel</b>	Any kind of energy source, for example food for the body, wood for the fire.
<b>Herbaceous</b>	Plants that die down to ground level after flowering.
<b>Heredity</b>	Heredity is the reason why you may look like your mother or father.
<b>Hinder</b>	To hold back, delay, obstruct, get in the way of something happening.
<b>Honour</b>	To respect highly.
<b>Hydro-electricity</b>	Electric power generated by water.
<b>Hypertension</b>	A medical condition of abnormally high blood pressure.

## YEAR 10 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Illegal</b>	Against the law, not lawful.
<b>Immediate</b>	Straight away; nearest, such as immediate family members.
<b>Inadequate</b>	Not good enough for the purpose; not enough; not able to do the job.
<b>Income</b>	If a person gets money from selling things at the market, the money is their income
<b>Infectious</b>	A disease that can be passed from one person to another through the air or the water; something that is catching.
<b>Infectious diseases</b>	Colds, measles and mumps are infectious diseases that you can catch from another person.
<b>Influences</b>	When something or someone influences you, they make you act or think in a certain way.
<b>Inherent</b>	Inborn; natural; in-built.
<b>Interest</b>	If you have extra money you can put it in the bank to get interest.
<b>Labour intensive</b>	A job is labour intensive if a lot of people need to work on it.
<b>Legumes</b>	A vegetable that grows in a pod: e.g. Beans and peas.
<b>Leisure time</b>	We look forward to leisure time when we can do what we like doing.
<b>Life-cycle</b>	The different stages a person goes through from birth to death.
<b>Lifestyle</b>	A person's way of living.
<b>Maintained</b>	Kept up; held on to; retained, upheld.
<b>Mannerisms</b>	A person's individual way of behaving or speaking.
<b>Manually</b>	If you do a job or a task manually you do it without the help of a machine. You do it with your hands.
<b>Milk formula</b>	Milk formula is useful for feeding babies but it is not as healthy as breast milk.
<b>Misleading</b>	Giving the wrong idea about something.
<b>Moderation</b>	Without going to extremes; not overdoing something.
<b>Nature</b>	A person's character or personality; the environment or scenery; type or sort of something.
<b>Necessity</b>	Something that is essential.
<b>Negatively</b>	Harmfully; not helpfully.
<b>Non-communicable</b>	(A disease that) cannot be passed on from one person to another.
<b>Nutrients</b>	Both plants and people need nutrients such as water and minerals to grow.
<b>Nutritious</b>	Nutritious foods are foods with lots of nutrients such as vitamins and minerals.

## YEAR 10 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Obesity</b>	The medical condition of being very overweight.
<b>Opportunity</b>	She had the chance or opportunity to go to Apia with her aunt.
<b>Parameters</b>	Limits or boundaries.
<b>Penalise</b>	To punish or discipline.
<b>Personal</b>	Individual, private, special, belonging only to that person.
<b>Physically fit</b>	Being in good shape; having the strength to be physically active.
<b>Positively</b>	Certainly or definitely; confidently or encouragingly.
<b>Practices</b>	The practices of each family and each culture are different. They do things differently.
<b>Pregnancy</b>	When a woman is pregnant, she needs to make sure she eats a balanced diet and keeps fit.
<b>Preventative</b>	Protective or precautionary.
<b>Privilege</b>	A benefit or favour; honour or joy; freedom to do something.
<b>Productivity</b>	Productivity can improve if people work harder or if they have new technological tools.
<b>Protocol</b>	A set of rules; a code of behaviour.
<b>Pummelling</b>	Hitting strongly; pounding.
<b>Reflect</b>	To think or wonder about; to show or display; to mirror
<b>Refund</b>	You can return food to a shop and get a refund if it was bad when you bought it.
<b>Regulations</b>	Rules.
<b>Relationships</b>	The connections or links between people, things or ideas.
<b>Replace</b>	Sometimes it is easier for a shopkeeper to replace an item than to give you your money back.
<b>Representatives</b>	People who act on behalf of others; delegates.
<b>Reserves</b>	Extra amounts that can be used if needed.
<b>Resource management</b>	When you plan how to use your resources carefully you are doing resource management.
<b>Resources</b>	Money is not the only resource to satisfy our needs and wants. We also have our knowledge and skills, our time and our energy.
<b>Respect</b>	Young children should have respect for old people. They should be polite and obedient.
<b>Respectful</b>	Polite.
<b>Responsibilities</b>	Tasks that have to be done.
<b>Responsibility</b>	A task that has to be done.



## YEAR 10 GLOSSARY

<b>Word/phrase</b>	<b>Meaning</b>
<b>Retirement</b>	The end of a person's working life.
<b>Revered</b>	Sacred; highly honoured.
<b>Risk factors</b>	Some risk factors for heart disease are smoking, eating fatty foods and doing no exercise.
<b>Saturated fat</b>	An animal fat that can increase the cholesterol level in the body.
<b>Security</b>	Confidence; safety.
<b>Self-satisfaction</b>	Feeling good about yourself or what you have achieved.
<b>Similarities</b>	Things that are alike or connected.
<b>Simplicity</b>	Ease, straightforwardness.
<b>Solutions</b>	Answers or results.
<b>Sparingly</b>	Not using too much.
<b>Spouse</b>	Wife, husband, partner.
<b>Standards</b>	Values or principles.
<b>Staple food</b>	Taro, bananas, breadfruit and yams are staple foods in Sāmoa.
<b>Stooped</b>	Bent; hunched.
<b>Strained</b>	Having liquid drained out.
<b>Stress</b>	Pressure; tension; strain, constant worry.
<b>Substances</b>	Materials.
<b>Technological practice</b>	When we use objects to help us do things in a better or more efficient way, we are using technological practice.
<b>Technological tools</b>	Brooms or vacuum cleaners are examples of technological tools. People make them to make our life easier.
<b>Technology</b>	Use of equipment and machinery to benefit society.
<b>Tolerance</b>	Acceptance of differences; being open-minded.
<b>Traditional</b>	Our grandparents are usually the ones in the family who teach us about traditional things.
<b>Transaction</b>	A business deal such as buying and selling.
<b>Transportation</b>	The means of carrying or moving goods.
<b>Unity</b>	Able to agree and work with others.
<b>Values</b>	Morals or principles.
<b>Vomiting</b>	Sometimes even when you have no food in your stomach, you still vomit liquid.
<b>Yearn</b>	To long for; to want very much.

