

Book 2

Year 9



**Food
and Textiles
Technology**

Meeting the Needs of the Family

Food & Textiles Technology

Year 9 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 at Year 9, 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**.

Before using this book in class your teacher will ask the class to decide on guidelines or **ground rules** that you and your classmates will follow. These guidelines will enable you to work comfortably in a classroom that feels safe and inclusive. You will be working on topics that are important to your personal life. No-one should feel put-down or ashamed because of their beliefs or values.

In Unit One of this book we investigate the role of the family, the relationships within the family and how the family can influence the 'soifua mālōlōina' of its members. We will explore the importance of the family in meeting all the needs of the individuals within their family.

In Unit Two of this book we explore ways of making the most of the resources we have. We will look at how to make wise choices when buying goods.

Each Unit of the book has been broken into sections. Each section consists of topics related to the main subject covered in that unit. There are activities throughout the book that you can do individually or in a group. You can ask your teacher or another adult to help you with the group activities.

Words that may be new to you have been placed in a box on the left hand side of the 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

What makes a family?

From earliest civilisation, families have always been important to human beings. Everyone has an answer to the question: ‘What is a family?’ Here are some responses that Year 9 students made to this question:



Diagram 1.1
Year 9 students talk about what a family is.

New families are being created all the time. When two people (a couple) from different families love and care for each other they may make the decision to spend the rest of their lives together. When this happens a new family is formed.

Many couples decide to make a covenant with each other (*osi se feagaiga*) before God. When two people get married they make a pledge to live together and take care of each other. They also promise to take responsibility for, and care for any children. This pledge or decision is made in front of many witnesses and the couple promise to stay married for their whole lives or until ‘death do us part’.



Diagram 1.2
A modern Sāmoan wedding.

Activity 1

A Wedding

Write a story about a wedding you have been to that has special memories for you. To help you write your story, try to include answers to the questions that follow:

- Who was making the important decision to get married?
- Describe the part you had to play.
- Usually at a wedding the Minister asks the people at the service to support the newly-weds in their important decision to live together for the rest of their lives. Do you remember this happening? Why do you think friends and family members are asked to support the couple?
- Describe the feelings you had at the wedding and describe why it has special memories for you.

Activity 2**Sharing Your Story****Materials needed:**

Ground rules that have been written by everyone in the class and placed on the classroom wall — to be followed every lesson.

Words to learn:

Customary.

Family ties.

Extended family.

Technology.

When your teacher has established ground rules, you should feel safer sharing your stories and experiences with other people in your class.

For this activity your teacher will ask you to read your story to your classmates. In this way you will be able to share what you have learnt about how and why a marriage ceremony is so important.

Extending the family

Couples usually want to have children and extend their family of two. A newly married couple may make plans to ‘start a family’. This new family will be in addition to the wife’s family and the family of the husband. All of those people can be referred to as the couple’s ‘extended family’.

In Sāmoa our family ties are very strong because of our *fa’aSāmoa* or the Sāmoan way of life, which is based on family connections and our Matai system. *Faia* or relationships affect all the people we live with and come into contact with every day.

Influences on the family

Due to the ever-increasing travel of family members to other parts of the world, Sāmoans have become more aware of the new technology that exists in other countries. This has resulted in the arrival of television, internet and numerous other technological appliances in Sāmoa that have changed our way of life. These changes are slowly affecting the structure of the family and the way people live.

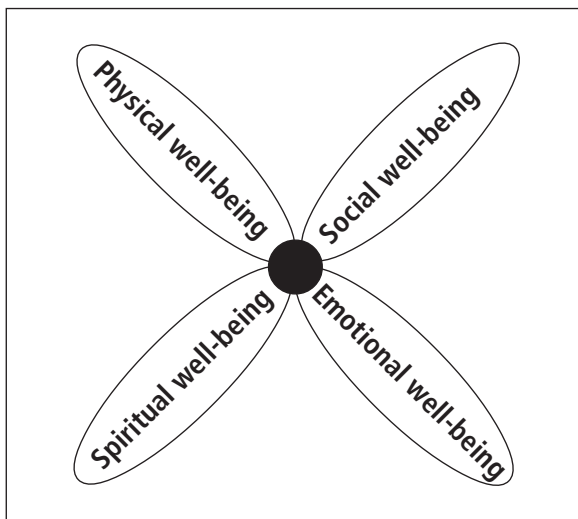


Diagram 1.3
Watching television.

We see many changes today in the way people within families relate to each other as well as towards others in the wider community. This can be seen in the relationship between children and their parents in families living in Apia compared to those living in more traditional villages.

Many Sāmoans will travel to live away from Sāmoa in countries like the United States of America, Australia and New Zealand. When this happens, the family ties still remain strong and people still refer to Sāmoa as being 'home'. There is an expectation that family members who move away from their village will still support the social, emotional and physical aspects of their family's *Soifua mālōlōina* (health and well-being). The needs of the family are seen as being very important in Sāmoan culture. This is because we know that the family is responsible for the 'Soifua mālōlōina' of its members. So the next question is:

What Is Soifua Mālōlōina?



Soifua mālōlōina 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 means more than just not being sick. It covers all the aspects that make people feel healthy, well and good about themselves. When we talk about having good Soifua mālōlōina 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 mean they are physically, emotionally, socially and spiritually healthy.

Physical aspect of Soifua mālōlōina

The family is the main provider of the basic physical needs of its members. It is usually the mother who feeds and clothes the newborn baby. The father supports her in caring for and feeding the other family members until they become independent. In Sāmoan culture family members have traditionally shared and co-operated in family activities. The type of food, clothing and shelter provided by the family group may vary from culture to culture, but it has to satisfy the basic physical needs of Soifua mālōlōina.

If we move from village to town, or from Sāmoa to live overseas, the kind of food we eat, the type of clothing we wear and the place we shelter in may change but our basic physical needs of Soifua mālōlōina remain the same.

- Can you describe how a baby's Soifua mālolōina is being cared for when a baby is breastfed?



Diagram 1.4
A mother breastfeeding her baby.

Emotional aspect of Soifua mālolōina

This aspect of our health and well-being determines how we feel about ourselves. The emotions link our body and soul to our thoughts and feelings. To be able to experience good Soifua mālolōina, it is important that a person learns how to express feelings in a way that is acceptable to other people. If the family provides security, love and protection for its members they are far more likely to feel they can talk to others about how they feel. When children enjoy a warm, loving relationship with their family they are more likely to grow up being emotionally and mentally well balanced. They need the love, attention and feeling of safety that should come from being family members. The happiest families are those where each member is loved and cared for and accepted for who he or she is. The feeling of belonging or being connected to the family is essential to the Soifua mālolōina.

Did you know?

There is a saying: *No man or woman is an island.* Discuss as a class what you think this means.

Words to learn:**Socialisation.****Nutritious.****Personality.****Attitude.****Social aspect of Soifua mālōlōina**

The family plays a vital role in this social aspect of Soifua mālōlōina. A family that works and lives together happily provides the ideal social unit for bringing children into the world. With members of the family all at different stages in life, the child is able to see what is expected at different stages of life. By the time children reach the teenage years, they have already undergone a long process of socialisation. They have learnt basic social habits related to eating nutritious foods, wearing neat clothes to different activities, living in a hygienic environment, getting along with others and behaving politely in different situations. As children mix socially with family and friends they are developing their:

- Personality.
- Self-image (the way they see and think about themselves).
- Attitudes to others.
- Ability to get on with others.

During the teenage years young people progress from being dependent on parents for most of their needs to reaching the independence that adulthood brings. In the teenage years people learn how to behave in a way that is acceptable to other people. They should also be learning how they can say no to things that may be harmful to them. By choosing and adapting to what teenagers see their parents doing, they gradually develop a lifestyle that is acceptable and satisfactory for them and others, a way of life that will enhance their Soifua mālōlōina and the Soifua mālōlōina of those they live, work and spend their leisure time with.

Activity 3**Affecting Soifua Mālōlōina**

1. Can you name an activity that teenagers could become involved in that could harm their Soifua mālōlōina and the well-being of others?
2. What are some of the changes that people go through in their lifetime?



If people do not feel accepted by their group, whether it is their family, friends or the community, it can have a negative affect on their Soifua mālōlōina (health and well-being).

Spiritual aspect of Soifua mālōlōina

Our spiritual health and well-being is also developed from a very young age. The values and beliefs that guide the way we behave and lead our lives are based on our experiences as a child. From about the age of three years, children not only begin to develop an awareness of what is wrong and right, they also start to search for meaning and purpose in life. People's spiritual health and well-being is fostered if they feel they have a special place in this world and a role to play.

One of the ways people make sense of who they are is by looking at their family and finding out about their ancestors – who they were, what they were like and what things they valued.

For many people spiritual health and well-being is linked to religion. In Sāmoa the Church community plays a most important part in the spiritual health and well-being of people. Much of what we believe is right and wrong is based on biblical teachings. These teachings help to give us a purpose in life. It is people who have nothing to identify with who can feel lost and can experience poor health and well-being.

Children often learn spiritual beliefs from parents. As children grow they learn to apply their spiritual beliefs to their own life. This will influence their thoughts and actions and their attitude towards right and wrong.



Diagram 1.5
Sāmoan families leaving after a church service.

- Have you ever thought about this: *E fanau mai le tama poo le teine Sāmoa o ia o le Suli. E iai lona faasinomaga?* When a Sāmoan child is born, they are an heir; they have an identity.

Activity 4

Soifua Mālōlōina

This activity will help you to focus on the four different aspects of Soifua mālolōina. Your teacher may divide your class into groups of 3–4 people and ask you to draw on a large piece of newsprint, a typical Sāmoan teenager who is enjoying good health and well-being. Then label your drawing to explain why the person in the picture has good health. Remember that Soifua mālolōina includes the physical, emotional, social and spiritual aspects of health and well-being. You could use thought bubbles to explain what your teenager is thinking or feeling.

Activity 5

Your Aiga

The Sāmoan word for family is *aiga*. Other words used in relation to family are: *Aiga potopoto, Aiga lautele, Aiga sa le. . . (igoa Matai)*. When you think of family or *aiga* in the Sāmoan context what does that mean? In your exercise book explain who your family or *aiga* is. Identify the people who make up your *aiga*.

- Your teacher will show you how to construct a simple family tree.

Different types of families

Each of you belongs to a family of some kind. You may have been born into the family where you live, or adopted or fostered into that family. You may be living with your grandparents. You may be living in a hostel with other teenagers who don't live with their natural parents or you may be living with relatives in town where it is convenient for you to go to school. There are many possibilities.

Types Of Families

Nuclear family

The nuclear family consists of a father, mother and their children only. This type of family is more common in urban areas like Apia because both parents are usually working and there are no other older family members available to look after children in the holidays or after school.



Diagram 1.6
Nuclear family.

Extended family

An extended family usually consists of several generations living together, sharing food, shelter, culture, religion and so on. It usually includes a basic nuclear family together with grandparents or other relatives: i.e. uncles, aunts, cousins, nephews, nieces. This type of family is common in villages where the culture still strongly exists. People have to work together to maintain and develop the family and the village life for future generations. There are also extended families in urban areas when people migrate to urban areas looking for jobs or better education.



Diagram 1.7
An extended family, including cousins and grandparents.

Words to learn:**Nuclear family.****Extended family.****Migrate.****Urban areas.****Reformed family.****Single-parent family.****Reformed family**

The reformed family is a family where both parents already have children when they marry each other. Relationship between family members who are not related by blood are usually prefaced by the word 'step' e.g. step-mother, step-father, step-daughter, step-brother and so on.

Single-parent family

The single-parent family consists of one parent either mother or father and one or more children. The single parent is usually without a partner because of one of the following reasons:

- Death of the man or the woman.
- Marriage break-up.

Summary

Now that you have noted the differences in families in your class you will realise that there are many different types of families. Families differ in size and composition, in the types of relationships between family members. It would be impossible to find two families exactly the same.

Activity 6**Your Family****Part A**

Work in pairs. Ask these questions of each other and record the answers in your exercise book.

1. How many people are there in your family?
2. What is the approximate age of each member?
3. How many males and how many females are there?
4. What are the occupations of the adults?
5. List things that your family does together.
6. Describe one thing that would distinguish your family from others.

Part B

1. On a new page in your exercise book, paste a picture of a family from a newspaper or magazine. Write the differences you have listed from your discussions around the picture. Include other points you think of that did not come out in the class discussion.

Activity 7**Advantages And Disadvantages Of Family**

1. Copy and complete the following table in your book. Write two advantages and two disadvantages of each type of family.

Types of family	Advantages	Disadvantages
Nuclear family	1. 2.	1. 2.
Extended family	1. 2.	1. 2.

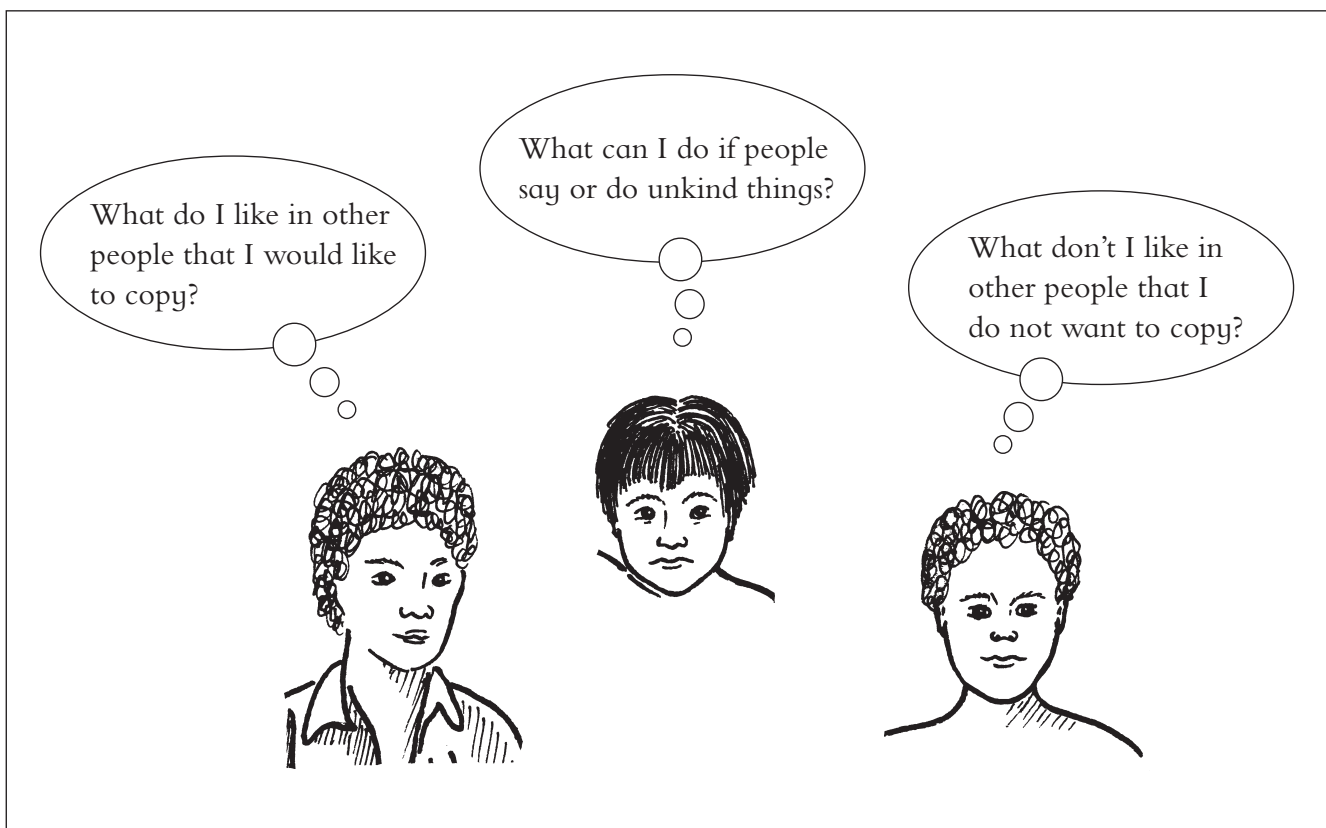
2. List some difficulties that a single parent could face in bringing up children alone.
3. What do you think could be some of the problems or difficulties in a reformed family?
4. What do you think could be some of the advantages of being part of a reformed family.

Family needs

Within a family unit, all children brought into the world need to be fed, clothed, educated, loved and protected until they can take care of themselves. It is also within the family unit that children are prepared for group living, such as coping with going to school, to church, to youth groups and community activities. They are taught manners, social behaviour and the morals (the rights and wrongs) that are important in their culture.

Activity 8**Developing Relationships**

1. How can you help to develop good relationships in the following situations?
 - a. In the family.
 - b. In your group at school.
 - c. With a special friend.



Food for thought

There are very important biblical principles on giving and receiving that have become an integral part of our Sāmoan way of life. The following scriptures are a part of our daily conversations. 'It is more blessed to give than to receive' (Acts 20:35) 'Give and it shall be given unto you' (Luke 6:38). These principles apply to all aspects of life and can apply to us giving love and showing our care for others in our family and in the community.

Did you know you can help people change their attitudes?

You start by showing love, kindness, and tenderness to adults who sometimes make you feel small, inadequate or embarrassed because they use hurtful words or actions.

Remember if you want someone to smile at you — **you** give them one of your smiles first and they may respond. If you want friends, **you** begin by being a friend first. If you want your parents to show you love and affection, **you** start by showing them and telling them that you love them. Give your parents a reason to be happy for you.

The need for love

People need to feel loved. Older people who feel unloved can lead very unhappy, empty lives. Children may also suffer from lack of love. They may even do unusual things in an effort to get someone to love them or at least pay attention to them.

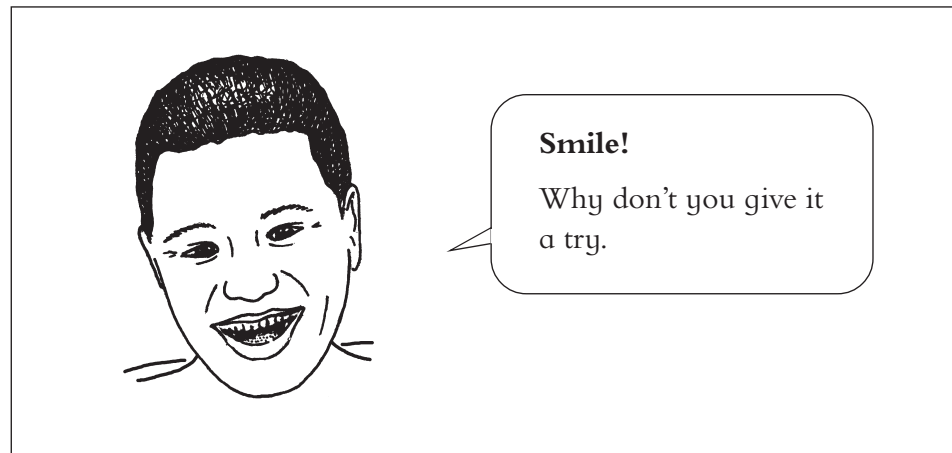
Did you know?

A child might play up in school in order to attract some attention. Remember, everyone needs plenty of **tender, loving care**.

When people experience love, they can give it to others. People need to be accepted as they are. They should not be compared to others because everyone has different appearances, skills and abilities. Love unites family members and helps them develop self-confidence. This in turn helps them to move on to satisfy other needs.

When a new baby arrives there is great love and tenderness shown by the family. But many Sāmoan parents think that when the child gets beyond the toddler stage, it is not a good thing to show their love with cuddles and kind words. Instead they think that by being strict and sometimes quite harsh the child will learn to be disciplined. Often the kind, loving words spoken to a baby are replaced with the language of instruction: *e.g. Don't touch that, or Go and sweep up out the front, or Go to the shop and get the bread*. In all things it is good to have a balance. Growing up can be a very sad experience for children who learn that they were only special when they were a baby.

Many of our parents are just following what their parents did before them. Remember our parents have a powerful role in shaping our behaviour. **You** can help start a new cycle of giving and showing love and affection within the family. Why don't **you** give it a try? What have you got to lose? And think of what you can gain!



The need for food

Food is one of our basic needs. Food plays an important role in the human life cycle. For instance, when a woman is pregnant she needs to eat a variety of nutritious or healthy foods in order to have a healthy baby. People of different ages must also eat a variety and the right quantity of nutritious food to stay fit and healthy at their particular stage of life.

Different foods may have a different effect on different people. The type of food and the quantity we eat may affect us in certain ways. Some people are allergic to certain foods. For example some people react to eating palolo and get all itchy or their whole face swells up. People have been known to have allergic reactions to octopus and mango.

Can you think of any other foods people can be allergic to?

When we do not get enough food our growth and development are slowed down. This is a serious problem that many young children face. Children who do not eat enough food to get their supply of nutrients may suffer from under-nutrition (malnutrition). People who do not drink enough water or eat enough fibrous food may become constipated.

Can you name the six groups of foods or nutrients we all need?

Likewise when we eat too much food we suffer from obesity and many of the non-communicable diseases that are now common in our country. These are diseases like diabetes, heart disease, gout and hypertension.

We need to remember that food affects more than the physical aspect of our Soifua mālolōina. When we share food with our family or friends we are enhancing the social and emotional aspects of our health and well-being. Food brings us together in a sharing experience.



Diagram 1.8
Sharing a meal together.

At an evening meal with the family we have the opportunity to talk together about the things that may have troubled us. It is also a time to share stories about the happenings of the day that have brought us pleasure and happiness.

And finally, our need for food is also for our spiritual aspect of Soifua mālolōina. Traditionally food is blessed before being eaten because we are giving thanks for what we have received. We are showing that we are not taking it for granted that food will always be on the table for us to eat. When we eat with others we are making connections with people. Feeling connected and accepted by others helps the spiritual aspect of our lives.

Summary

The foods we eat can affect the way we react to and interact with others. People of all ages and at different stages of the life cycle, whether a pregnant woman, toddler, primary school child, teenager, young adult, middle-aged dad or elderly granny, all need a daily supply of the six types of food to stay fit and healthy. But they also need the opportunity to enhance the other aspects of Soifua mālolōina, apart from the physical aspect that eating food provides.

Activity 9**Foods We Eat**

Your teacher will put you into groups and ask each group to answer one of the following questions. Write your ideas up on newsprint and then pass to the next group. When you eventually get your original question back you will have a lot more findings to share with the class.

1. What type of foods should we eat to keep the physical aspect of our Soifua mālolōina maintained?
2. Explain why people of different ages need different amounts of food.
3. Make a list of the effects that food can have on the social aspect of Soifua mālolōina.
4. Make a list of the effects that food can have on the emotional aspect of Soifua mālolōina.
5. Make a list of the effects that food can have on the spiritual aspect of Soifua mālolōina.

The need for clothes

We need to wear clothes to protect us from the extremes of temperature caused by different types of weather. Being able to wear neat and clean clothes every day helps maintain the hygiene of family members. Feeling clean and well presented helps all aspects of our Soifua mālolōina.

It is very important to wear clothes that suit the climate of Sāmoa. Lightweight cotton fabrics help to keep our bodies cool and comfortable because the cotton fibre absorbs perspiration and dries off quickly. To help protect us from different illnesses like skin diseases that can be passed from person to person, it is best not to share clothes.

Words to learn:**Peer group.****Hygiene.****Identity.****Dress code.****Acceptable.****Enhance.****Hinder.****Did you know?**

When you have the opportunity to wear your traditional costume, it is not just the physical need for clothing that is being met?

Clothing helps the social aspects of our Soifua mālolōina, because going naked is seen as unacceptable. The clothes we wear can send a message to others about the things we value. In that way they play a part in our spiritual aspect of Soifua mālolōina.

The clothing we wear gives us an identity. Teenagers tend to have their own dress code which makes them acceptable to everyone else in their peer group. Being able to identify with people who share the same interests, values and beliefs as yourself helps to maintain the emotional aspect of Soifua mālolōina.

The way we wear clothes is another very important aspect of our appearance. For example we can dress to emphasise our face, body shape, hair colour or skin tone. This is why clothing is an important part of the fashion world today. Being seen wearing the right type of clothing is very important to many people. Being accepted is part of the emotional aspect of our Soifua mālōlōina.

Activity 10

Clothing We Wear

- As a class, discuss which aspects of your Soifua mālōlōina are being looked after when you wear:
 - a. Your traditional clothing.
 - b. Your special clothing on White Sunday.
 - c. Your school uniform.
 - d. The uniform you may have to wear if you take part in team sporting activities.
- Make a collage for your classroom wall of all the clothing you and your classmates enjoy wearing when you spend time with your peers. Discuss how it feels to be able to wear ‘cool clothes’ that are popular with friends your age.

The need for shelter

The basic purpose of a house is to provide shelter, protection from the weather and to provide security and privacy. In Sāmoan society shelters can be very different. The traditional shelter (a fale) is round or oval shaped with many posts and has a roof covered with thatch. The shape and structure of the Sāmoan fale is ideal for the climate of Sāmoa. The fale is an excellent example of an early technological solution to providing shelter that has withstood the test of time. During the cyclones of 1991 and 1992 the Sāmoan fale were able to weather the storms better than the Palagi houses.



Diagram 1.9

A traditional fale and a modern European home.

Today Sāmoans live in a modern version of the Sāmoan fale which is oblong or square in shape with lots of posts and has iron roofing instead of thatch. There are also many Palagi or European style houses. Family members share shelter during the day and at night to sleep, play, relax, read, cook, eat and take part in many other family activities. These activities affect all four aspects of Soifua mālolōina.

Activity 11

How Shelter Affects Soifua Mālolōina

- Your teacher will divide your class into groups and give each group one of the following questions to answer. Brainstorm your ideas and pass onto the next group. When the question sheets have gone around all of the groups in your class, take it in turns to report back to everyone the ideas that have been recorded. Remember the shelter we have can enhance or hinder our Soifua mālolōina.
1. Describe how our shelter can affect the physical aspect of Soifua mālolōina.
 2. Describe how our shelter can affect the social aspect of Soifua mālolōina.
 3. Describe how our shelter can affect the emotional aspect of Soifua mālolōina.
 4. Describe how our shelter can affect the spiritual aspect of Soifua mālolōina.

Words to learn:
Dehydrated.
Symptoms.
Perspiration.

The need for water

Water is essential to everyone whatever their culture and wherever they live in the world. We cannot exist without water even for a short time. Water helps our bodies to work properly and it keeps them cool. It also helps to get rid of waste products in our bodies. A clean, fresh supply of drinking water is important for the good health of family members. When children do not get enough water they can get dehydrated very quickly. One of the first symptoms of not having enough water is a headache. Water is lost from our bodies through perspiration and urine. This water must be replaced. Water is the most essential of our basic needs.



Diagram 1.10
Children swimming in a pool.

Did you know?

When the young man described how he felt when he swam in the cave pool, he said that going into the sea reunited him with his ancestors.

Which aspect of his *Soifua mālolōina* do you think was being met?

The need for education

Why do we need education? Education is very important to all of us. Without education families, villages and nations would not develop. Education can be formal or informal. It can take place in homes, schools or communities — by watching others, by taking part in practical work and by following instruction. Young children are learning when they play. They are experiencing the world around them. They develop physical skills such as those required when handling a ball. They also learn social skills like how to act in a caring and sharing way towards others. Most of our Sāmoan culture is learnt informally by living and practising what is the *fa'aSāmoa* in our daily lives.

Intellectual and mental skills are developed by reading books and learning to problem-solve. This is how people develop different ideas to improve the well-being of their families, villages and country. The time spent in formal education in school is the main way children learn.

Going to church on Sunday, being a member of a youth group, attending Sunday school or choir, reading the Bible and worshipping God is the way most of us learn and develop spiritually in Sāmoa. Spirituality gives us a feeling of belonging and identity and a meaning for our lives.

Education also helps us develop better relationships with people from different countries. We can learn a different language to communicate with people from other countries. We can learn about their cultures and beliefs so we don't offend them or judge them because they are different from us.



Activity 12

Developing Relationships With Others

Good relationships within the family help to ensure that everyone’s individual needs for love, food, shelter, clothing, security, education and water are met. When relationships are well established within the family, it is easy for an individual to create good relationships with others outside the family circle.

A relationship happens when two or more people act or react with each other. A relationship happens when you get to know another person well: that means, not just who they are and where they live, but you actually talk to them and share some aspects of your life and personality with them. For example, when you have a relationship with someone, you know something about their character, their likes and dislikes, who their friends are, what they value, what you have in common with them. That is why the closest relationships usually exist between family members. As well as developing close relationships with other family members, it is also possible to develop close relationships with people outside the family circle. Some factors that make a relationship successful are:

- | | | |
|-------------------|------------------|---------------------|
| Sharing | Education | |
| Caring | Love | Trust |
| Discipline | Security | Shelter |
| | Loyalty | Kindness |
| | Respect | Co-operation |
| | | Affection |

- Describe how the factors shown in this group of words help to develop the relationship of an individual and family members. Discuss in pairs, and make notes for each one in your exercise book.

Inter-relationships between family and village

Families are part of a village community. Therefore family members should work together with village members in village activities. This leads to good relationships. In Sāmoa when you live in a village you get to know most of the people. Even if you do not know them personally you will know who they are or which family they belong to. This is because the village is like a large family.

Each family has a matai (chief or leader) who is the representative of the family on the village council. The matai title is connected to land ownership and *pule* (power and management structure of village affairs). For example, a *matai* might be your father at home but in the village he could be an orator (*tulafale*) or a high chief (*ali'i*). His role and responsibilities are determined by his title and status in the village and this affects how your family relates to other people in the village.

In Sāmoa every person has a place, a status or a role to play in the *fa'aSāmoa* depending on whether they are titled or not. This place or role is called their *saofaiga*. All Sāmoans know their place within the Sāmoan structure, especially in a village setting.

Words to learn:
Representative.
Responsibilities.



Diagram 1.11

Having good relationships with others helps us solve problems together.

Our relationships with other people in the village, and how our family interacts within the village setting, plays a major role in making sure that we meet our basic needs. An example is your primary school. The government provides the teachers, but each village must build and maintain its own school buildings and grounds.

When there are good, strong relationships between the matais and people in the village, everyone works together and supports village activities that help supply everyone's basic needs, such as water, food and a good formal education system.

Activity 13

Family And Village Inter-relationships

- Copy the following questions into your exercise book, and write out your answer to each one:
 1. Name a village activity that all your family members are required to take part in.
 2. What does each family member have to do in the activity named in question one?
 3. What resources are needed for the activity being discussed?
 4. How long does this activity take?
 5. What basic need is provided?

Family And Soifua Mālōlōina

Words to learn:
At risk.

When is a family member's Soifua mālōlōina at risk? All people care about their family members' health and safety. No-one wants a member of their family to be at risk of getting sick or hurt. Sometimes a person's Soifua mālōlōina can be at risk without us realising it. We will look at some examples that help us understand this better.

Part A

A young child going to the shop alone may be at risk in the following situations:

1. When walking or running and playing on the road, there is a risk of car accidents especially when the child does not walk facing the flow of traffic to see oncoming cars. This often happens in 'hit and run' accidents.
2. Giving large amounts of cash to a child is a risk as they may lose the money or the shopkeeper may not give the right change. This could lead to violence towards the child, or among the older members of the family and the shopkeeper.
3. Children walking alone are always at risk of being abducted, physically and/or sexually abused. This is now quite common in overseas countries and is also happening in Sāmoa. Therefore we must be aware of it and safe-guard our children.
4. A child who is often going out to buy a packet of cigarettes or a bottle of beer for a father, an uncle or other relative, may end up smoking and drinking at a young age. According to doctors, symptoms like wheezing and coughing have been found in children who smoke just one cigarette a week.



Part B

A child who is never shown love may be at risk:

1. Even before birth, while still in the womb of the mother, a baby responds to love. Some babies who cry and seem to reject their natural mothers, may do so because they felt their mother's rejection of them while they were in their mother's womb. A woman who did not want to get pregnant may transfer her negative feelings to the baby. This is why it is so important to keep pregnant women happy, healthy and fit so there is more chance they will have strong, happy babies.
2. Sometimes babies have difficulty feeding from their mother's breast because they may sense that this is something the mother does not want to do. It is important for pregnant women to be positive in their pregnancy. It helps if they feel confident about breastfeeding. Breast milk is one of the greatest gifts they can give their baby for a healthy start in life. It is also good for pregnant women to think and speak loving thoughts and words to their baby in the womb. This helps prepare them for 'bonding' with the child and for successful breast-feeding.
3. 'Failure to thrive' is a medical condition that describes when a baby or infant doesn't grow and develop normally even though it is kept clean and given food. The reason the child doesn't grow and develop is because it is not shown love. Sometimes when mothers are busy they will take care of the babies physical needs, such as changing their nappy when they are wet and giving them a bottle of milk. However they may feel they are too busy to pick up their baby for a cuddle and a kiss. Babies need to be hugged and cuddled often to show them we love them, otherwise their Soifua mālōlōina will be poor.

Did you know?

Another good reason breastfeeding is so great is that you can't feed the child without picking them up and having them close to you.

4. At all stages of life people need to know that someone loves them. In Sāmoa, babies are given a lot of attention, love and kisses. As they grow older this happens less often. Sometimes the naughty things a child does become more important than the good things. Often the things small children do that annoy adults are due to them exploring the world around them. It is important and necessary to show children that they are valued members of a family, that they are special and loved by everyone. Therefore parents need to always encourage children through praise so children know they are accepted and valued.

Children need to be disciplined and know the boundaries of their behaviour, but they also need to be praised and encouraged. There has to be a healthy balance. Children who are always told off and physically disciplined when they do wrong but never acknowledged when they do something good, may respond in the following ways:

1. They may start to feel worthless. Feeling they can't do anything right they give up trying to change. They continue to do negative things. They may even give up on themselves.
2. They may see 'doing wrong' as a means of getting attention. So they do bad things (disruptive behaviour) in the hope that people will listen and talk to them. Their concept of wrong and right is unbalanced.

A similar response can also be seen with 'spoilt' children. These are children whose parents do not discipline or teach them acceptable and unacceptable behaviour. These children can have an effect on the Soifua mālōlōina of others around them, as they can become disruptive in group situations. This can result in 'conflict' when children are playing.

Activity 14

Health And Safety Of Children

- As a class, make a list of all the things that you think are important to do to protect the health and safety of children in the family.
- Use the list you have made to give you ideas for a poster to promote the Soifua mālōlōina of young people in the family. Make your poster as interesting and relevant as possible. Your teacher may try to find a special place in the school, village or town to display your posters to help educate other people in your community.

What Is A Home?

A home is a place where people live or a place where they can rest and be safe. Even though our homes are not the same, they all serve the same purpose. A home is also a place where various activities are carried out by the family members. As we grow up in our homes there are many duties or chores that we do on a daily basis that keep us safe by helping to protect us from disease and sickness. We often do household chores because we are told to without considering their value to our health and well-being. Here are some examples of tasks that are very helpful in maintaining our Soifua mālōlōina:

Care of the home

Cleaning is essential for the removal of dust, dirt and rubbish. Dust and dirt may enter a house through doorways and windows. Daily home cleaning is necessary to avoid bacteria, disease and sickness.

Why do we clean our homes?

- To prevent disease. Bacteria breed in dirt and rubbish, and cause disease and sickness.
- To discourage insects and pests, such as cockroaches, rats and lice. These pests are attracted to food scraps, and make nests in places we do not clean.
- To make them look attractive and welcoming.
- To make them last longer. Dirt and dust scratch surfaces and make them wear out faster.

Why do we need cleaners or cleaning agents, water and cleaning equipment?

We maintain hygiene by using cleaners and cleaning equipment or tools, such as brooms and mops.

Modern cleaners and cleaning equipment help to get housework done more efficiently. Water is a powerful cleaning agent. It loosens, dissolves and carries away household dirt. Soap is a basic cleaner as it combines with grease and dirt, which can then be washed away with water to leave surfaces clean.

We use other cleaners like ammonia when the dirt is hard to remove. Floors in modern homes are cleaned with a floor mop. A toilet brush is a special brush for cleaning toilets.

Words to learn:

Bacteria.

Hygiene.

Maintain.

Efficiently.

Cleaning Agent.

Activity 15**Cleaning Our Home**

In the table below is a list of various cleaning materials, cleaning equipment and cleaning agents.

1. Identify the type of cleaning you would use each of these materials and equipment for.
2. Explain which cleaning agent you would use.
3. What area of the house or home would you clean using each of the materials listed in the table below?

Cleaning material	Cleaning equipment	Cleaning agent
Cloth	Brush	Ammonia
Sponge	Broom	Dishwashing liquid
Pulu tauaga	Mop	Detergent
	Vacuum cleaner	Bleach soap
	Washing machine	Washing powder
	Scrubbing brush	Sand soap

Words to learn:
Rubbish disposal.
Decompose.
Compost.
Spoilage.
Perishable.

Rubbish disposal

With the increase in technology there has been an increase in the amount and type of rubbish we produce in Sāmoa. We produce a lot of rubbish or waste in our daily lives from the things we use, and mostly from the food we eat. It is important to dispose of rubbish properly. Here are some ways to sort out and organise rubbish disposal in your homes:

- Keep a small container for fruit and vegetable peelings. This type of rubbish will decompose and can put goodness back into the soil. Food scraps can be placed on the compost or given to household animals such as pigs and hens.
- Keep a clean box or plastic bag for paper and rubbish that can be burnt or used to start a fire.
- Have a bucket or tin in the kitchen for rubbish that cannot be burnt or will not decompose, such as empty tins, glass bottles, plastic bags and containers. Wash out empty containers before placing them in rubbish, as traces of food will attract pests. These need to be buried or taken away by rubbish collectors.
- Whenever possible, try to reuse or recycle plastic and glass containers. Many man-made materials like plastics take hundreds of years to break down. Even when we bury them or put them in a rubbish dump they will be there for a long, long time so we have to reduce our use of these products.

Did you know?

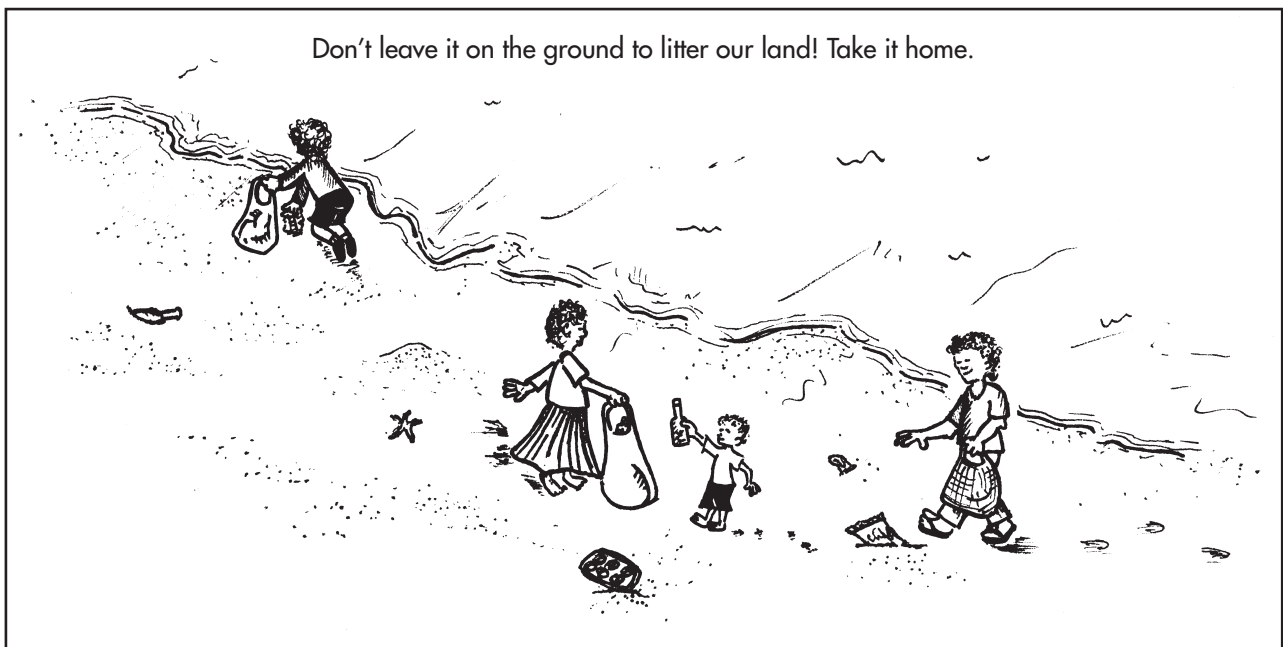
The only thing you should leave on the beach is your footprints in the sand.

Activity 16**Disposal Of Rubbish**

Words to learn:
Processed foods.
Convenience foods.

Complete the following questions, and note your answers and findings in your exercise book:

1. Technology has enabled us to store food for longer. Processed food comes to us packaged in material which normally ends up in our rubbish. Make a list of all the rubbish produced from convenience foods.
2. Find out how rubbish is disposed of in your village. Explain in a short essay how this helps to protect the health and safety of others in your family, your village and the country as a whole.
3. Collection of rubbish by rubbish trucks was, until recently, carried out only in Apia. In 2001 the Government introduced a system for rubbish collection in most of the villages in the country. Compare and contrast the rubbish collection system used in the past in your village and the new rubbish collection system.
4. What are the advantages and disadvantages of both the old and new methods?
5. Explain how you might recycle some of the rubbish you produce at home.



Storage of food

We need to store foodstuffs carefully so that insects and pests do not get into them and spoil them. If we eat spoiled food we can get sick. Canned or bottled food may be stored on shelves, in baskets, or in insect-proof cupboards. Dried foods like rice and flour and other cereals need to be kept in containers with tight fitting lids. Perishable foods which go off or spoil quickly must be stored in the refrigerator. The food should be clean and undamaged. The storage area needs to be cleaned regularly.

How to clean storage areas:

1. Remove all the food.
2. Dust.
3. Wipe over with a damp, soapy cloth.
4. Allow the area to dry completely.
5. Replace the good food neatly, with the food purchased most recently at the back of the shelves.

Family laundry

Reasons for washing clothes:

1. Remove dirt and germs.
2. Remove perspiration.
3. To restore the original look of the fabric.

Four stages in washing clothes:

1. Sorting of the clothes.
2. Washing.
3. Drying.
4. Ironing.

Activity 17**Jobs Around The House**

- Name all the jobs that need to be done in the home. Group the activities into daily, weekly and special cleaning jobs.
- Explain how these jobs can be shared out between family members.

Safety In The Home

Many accidents that happen in the home are caused by carelessness. These can be prevented by thought, care and common sense by adults and older children.

Young children need to be watched carefully to prevent unnecessary accidents from occurring. It is easier to prevent an accident than to cure the damage that may happen.

Activity 18

Safety Precautions

- Below is a muddled list of precautions or things we need to be careful with in the home. Write each precaution in your exercise book, then write beside it the most suitable reason for doing it.
- Explain how burns, scalds, falls and poisoning can occur in the home. Suggest how these accidents can be prevented.

Precautions	Reasons
Pick up small objects such as marbles and coins from floor.	Someone may trip over them.
Mend loose edges on mats.	A breeze blowing a curtain onto a candle flame may set the house on fire.
Keep the floor dry. Wipe up spills immediately.	Children may play with them and start a fire.
Keep dangerous substances such as kerosene and tablets in a safe place.	Children might swallow them.
Store matches carefully.	To prevent burns and scalds.
Handle and store sharp things such as knives, axes and scissors carefully.	To prevent children from falling.
Place a gate at top of steps.	Children may grab the handle and spill the hot food on themselves.
Have good lighting in the home.	Electric shock can cause death.
Turn handles of pots on stove inwards.	To prevent accidents such as drowning and falls.
Check cord on electric appliances. Do not use cords with bare wire.	Someone may slip on the wet floor.
Turn gas knobs off firmly after use.	People can see where they are going and what they are doing.
Keep children away from fire.	Children might think they are drinking soft drinks or eating lollies and swallow them.
Keep candles and lamps away from curtains.	To prevent unnecessary cuts and bleeding.
Pick up broken glass, tins, rusty nails and old sharp pieces of metal.	To prevent cuts and wounds.
Keep a watchful eye on children swimming or climbing trees.	Gas leakages can cause death.

Technological Practices

Words to learn:
Technological practices.
Effectively.
Affordable.

Design and technology is about being able to use and control the things around us to meet our needs. In the past, people had to learn how to build shelters, make clothes and prepare food to eat. All these were different ways of using things around them to meet their needs.

Some technological practices which were used by Sāmoans in the past are still in use now, e.g. using hand brooms made from the mid rib of coconut tree leaves. It was found these brooms cleaned the house floor effectively. Today they are still more common in Sāmoa than vacuum cleaners. Sāmoans living overseas take Sāmoan *salus* or brooms to their new homes and find them just as effective in New Zealand and other countries.

In the past Sāmoans had no saucepans, knives or spoons, scissors, needles and so on. Instead they had sticks, bones, leaves and skin from animals, sharp stone flints and special cutting tools.



Sāmoan houses in the past were made of strong posts from native trees and were thatched with the leaves of the wild sugar cane grass (*tolo vao*) and the leaves of the sago palm. The beams (*aso*) were tightly tied using sinnet made of coconut fibres plaited together to make a strong rope. These technological practices in the past were affordable and simple. Materials used were local products. These methods are still used today.

In the past, people mostly cooked using the open fire to grill food and the earth oven or *umu* to bake food. Cooking methods such as boiling and steaming were not widely used.

People collected food by hunting and gathering, fishing and planting. They bathed and washed their clothes in rivers and fresh water pools. They used certain plants instead of soap for washing.

Activity 19**Technological Practices Of The Past And Present**

Complete the following questions and write out in full your answers in your exercise book:

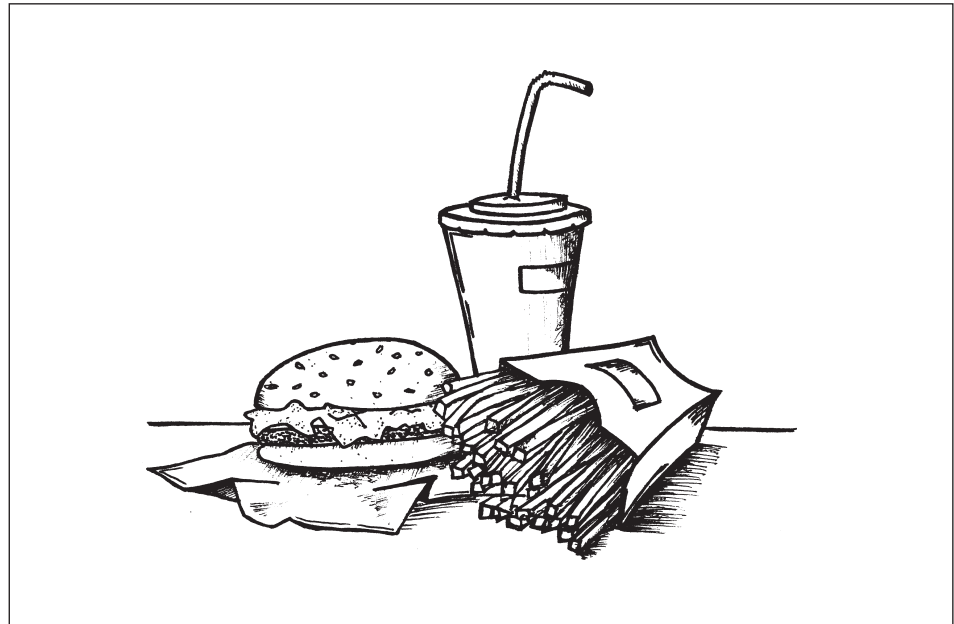
1. List down all of the technological practices mentioned that were used in the past.
2. Beside your first list make a second list of what is being done and used today.
3. Compare and contrast the technological practices that were used to carry out household chores in the past to what is being used today. Are there any practices that were carried out in the past that are still being used today?
5. If so, what do you think is the reason for this technology remaining in use for so long?
6. Compare using a vacuum cleaner and a hand broom: which would you prefer to use? Which do you think is the more efficient for the job you want done?

Technology and fast food

Fast food is not fast to invent. It takes years of research, new developments in technology and thorough testing before a new food is ready. An example of a fast food company in Sāmoa is McDonalds with their Big Mac Burgers, Fillet of Fish, Fries and more. More people are eating out in restaurants these days. Many women go out to work and are unable to be home at meal times.

Technology has improved the ways of making fast foods. Look at heating food on full power for one minute using a microwave oven. This is an excellent time-saving appliance to use in conjunction with the freezer. It also saves power so there is a double saving in the time taken and the electricity used. Meals do not have to be kept warm in the oven when some members of the family are late home. The food can be placed on a plate in the refrigerator and brought out and reheated in the microwave.

At present most Sāmoans in the villages still cook manually rather than use modern technology. They feel comfortable with their traditional methods and it is cheaper for them. Most Sāmoans who live in villages, cook in the cook house on the open fire, and do most of their work by hand: *e.g. Collecting firewood, fishing, building Sāmoan houses and working in their plantations*. Most of the technological changes we see are in Apia and the other urban areas of the country.

**Activity 20****Comparison Of Eating Out**

Copy and complete the following questions in your exercise book:

1. In two groups do a role play of the differences in eating out at McDonalds and eating out at the market place.
2. Discuss the cost of a combo meal from McDonalds compared to a meal cooked and served at the market of fresh fish, cabbage and taro or banana.
3. Which of the two meals mentioned above is the more expensive?
4. Which meal is more exciting to eat and why?
5. Which meal is providing the better nutrition and why?
6. How is technology changing the way people eat and the food people eat?

Unit 2: CONSUMER RESPONSIBILITIES

Needs And Wants

Words to learn:

Consumers.

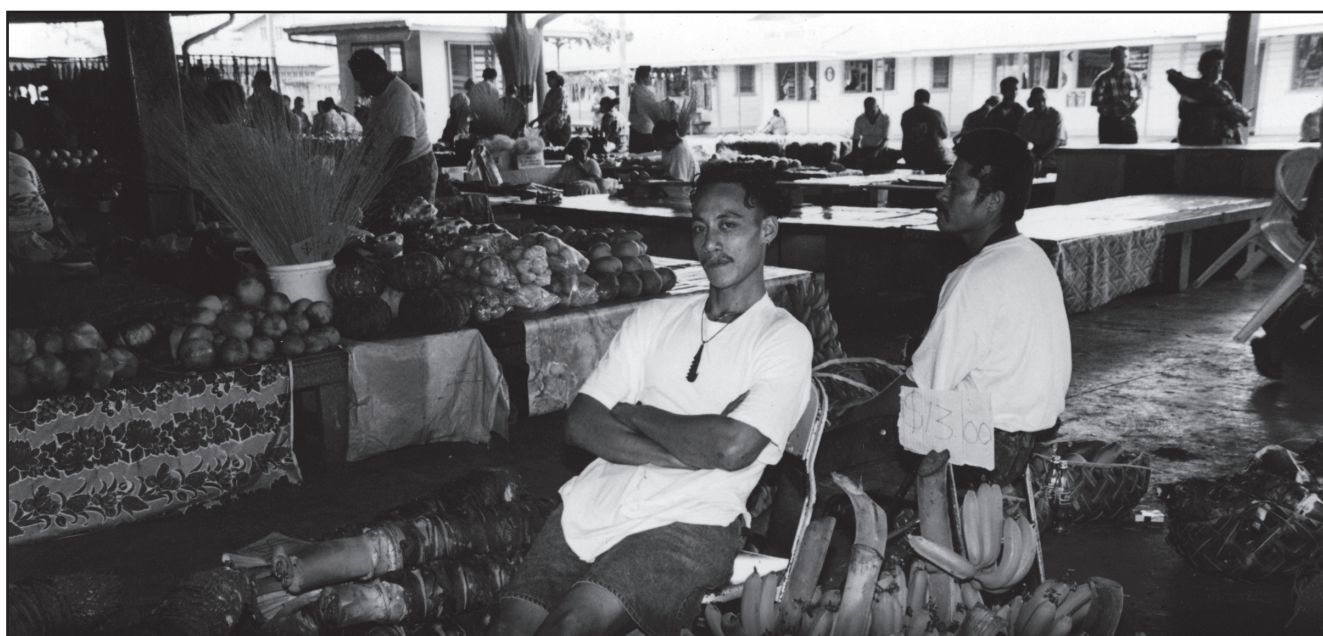
Goods and services.

Informed choices.

Who is a consumer?

No matter where we live, we all buy and use goods and services that are found in our communities. Therefore we are all consumers!

Today our local markets and shopping centres contain a wide variety of goods and services that are produced locally or made and imported from other parts of the world. It is important for us to understand the goods available so we can make informed choices. Although many of the new goods add variety, having too many soft drinks, which have a high sugar content, can lead to obesity and other health problems. Plastic bags and bottles add more rubbish to our beaches and surroundings when people carelessly throw away used containers. Fried foods, canned fish and meat do us more harm than good when eaten in large amounts. Milk formulas are sold widely, encouraging use of artificial milk in a bottle instead of breast feeding. A nursing mother who is a wise consumer will know that breast milk is the 'best milk' and costs nothing.



Many of us are not fully aware of the poor qualities of some food products. Therefore, as consumers we have the rights and responsibilities to know what we are buying and what we are using.

Consumers have the right to:

- Basic needs.
- Be informed.
- Choice.
- A healthy environment.
- Consumer education.
- Be heard if there is a problem.
- Safety.

Needs

Remember, we cannot live without food, water and shelter. These are the basic needs referred to in Unit 1 of this book. People in different parts of the world may live in different kinds of housing, but what they have in common is that they need some form of shelter. Basic needs are things we cannot live without. They are things that we need for survival wherever we live on this earth.

Activity 1 My Needs

- In your exercise book copy the table below and fill in the spaces with what you think your needs are now, tomorrow and in the future.

My needs today	My needs tomorrow	My needs in the future
Sleep	Bus fare	Good education

The right to satisfy basic needs

As consumers we have the right to basic goods and services in order to survive. These include good food, clean water supply, health care, education and so on. At different times of our lives we have needs that are different from other members of our family: *e.g. As babies we need breast milk, then soft mashed food.* These needs change as the baby grows. At each stage of development we need certain things to ensure we are healthy and survive well. As young children we need an adult to help us put on our clothes,

when we are adults we dress ourselves. People who are elderly may have difficulty chewing their food so it needs to be soft and easy to digest.

So our needs change according to our stage of growth and development. Everyone has similar needs, depending on their stage in life. Needs are things we all require to survive and live a normal life. Therefore the needs of a teenager in Sāmoa will be the same as the needs of a teenager in New Zealand, in Africa or in Papua New Guinea. The main differences will be in how the needs are met. Needs are needs no matter where you live and who you are.

Wants

Wants are things that are not really necessary but we would like to have. These include TV, video, expensive clothes, tape recorders, etc. Wants are the extra things people like to have to live comfortable and satisfactory lives. They can give us pleasure if we do not let them take over our lives: *e.g. Watching TV every night instead of talking to others.*

Activity 2 My Wants And Needs

- Copy the chart below into your exercise book. Look at the items or things we use everyday and list them under the most suitable headings. Give a brief explanation why you placed certain items in the **wants column** and not in the **needs column**.

Item	Needs	Wants	Explanation
TV			
Radio			
Camera			
Food			
Chairs			
Mats			
Bed			
Toaster			
Washing machine			
Microwave			
Toothbrush			
Clothes			
Broom			
Money			
Toilets			
Paper and pen			

■ Answer the following questions in your exercise book:

1. What does it mean to be a consumer?
2. What are some of the problems consumers face?
3. Name at least four consumer rights.
4. What are our consumer responsibilities?

■ As a class complete the following activities:

1. Translate the eight consumer rights and responsibilities into Sāmoan.
2. Make posters of the eight consumer rights and responsibilities and display them in the classroom.

Most people who live in the village produce their food from gardening, fishing and food gathering. In the past, people ate a variety of foods from the rivers, the sea, from capturing wild animals and a variety of fruits and vegetables. In rural Sāmoa people have always met their need for food by working on the land and the sea

People in the village also get television sets or radios, to add pleasure and enjoyment to their lives, from their relatives in places like New Zealand and Australia. They rarely buy these things in Sāmoa because they are expensive. Some people can only satisfy their needs but not their wants. Many people in the village struggle to meet their needs.

In the urban areas, many people work to make money. With this money, they can buy food, because too often there is not enough time to fish, hunt or farm food-crops and animals. They depend on the foods available at the shops or the supermarkets and their choices are determined by the costs of the foods available.

Technology can create problems as well as solutions in our everyday lives. Today there are a lot of people with non-communicable diseases like diabetes and heart problems. As a result of food technology people are now eating more imported foods, which can contribute to these health problems. There is a shift from a traditional fresh food diet, which is high in fibre and vitamins, and low in sugar, salt and animal fat, to a diet based on imported foods, which is often higher in animal fat, salt and refined sugars. Imported foods in themselves are not a bad thing as they add variety and provide foods that cannot be produced in our own country. However, as consumers we have to make wise choices, and use a mixture of local and imported foods. Then we are meeting our basic needs and wants and ensuring we have good Soifua mālolōina.

The services provided in the village are not the same as services provided in town. In a village there is only a health centre for a whole district. People visit the health clinic when they are sick or see a district nurse when they do their monthly visits to the villages. In town, there are some private clinics, the National Hospital, a new private hospital and some other resources like chemists.

Most children going to school in Apia need a bus fare every day, as they travel some distance to schools. In the villages most of the primary and intermediate school children walk to school because the school is not far away. However, in some villages, like Fagaloa, intermediate school level children walk a long way to school because there are no buses or transportation to take them to and from school. However, we need to remember that riding a bus to school costs a lot of money and does not provide us with any exercise.

Activity 3**Needs And Wants In Village And Town**

- Classify the following items as either needs or wants in the village and in town:

Item	Village		Town	
	Needs	Wants	Needs	Wants
Radio				
Coconut cream				
Toaster				
Silver cutlery				
Water				
Clothes				
Bread				
Shoes				
Taro				
Staple food				
Sewing machine				
A fishing net				
Table and chairs				
An airport				
Television set				
Pair of shoes				
Ie lavalava				
Pair of shorts				
Bicycle				
Bush knife				
Tanoa tui koko				

- Explain in your own words the main differences for the needs and wants of people living in a village and a town. Your teacher may decide to do this as a group activity.

Services available in the community

As consumers our needs are never fully satisfied if we do not get the services we need from other people. For example, for our families to receive the nutritious meals they need, the following services must be provided:

- Someone to grow root crops, vegetables and fruit.
- Someone to catch shellfish and fish.
- Growing food for the family is a service.
- Hunting and fishing are also services.

Activity 4**Sulia's Story**

Read the following short story, then answer the questions at the bottom of the page:

My name is Sulia and I live with my family in a village on the island of Savai'i. My father and eldest brother work hard in the plantation to grow all the types of food for our family. We have all the root crops, green vegetables and fruits we need each day. One of the boys goes hunting for wild pigs, wild chicken and pigeons.

My father goes fishing twice a week at night. Mother does the cooking preparing very nutritious meals. Sometimes she boils taro, makes luau tunu and a vaisü (grilled fish in boiled coconut cream and water) or boiled yams and wild fowl in green leafy vegetable soup with Sāmoan cocoa to follow. We, the youngsters, collect firewood for the fire, weed around the house, pick the rubbish up and wash the dishes.

My sister, who goes to high school, does the washing and ironing and tidies the house. We all go to the village school where the teachers teach us. When someone is sick, mother takes them to our district hospital or to a nurse who lives on the other side of the village. The police station is a few paces away from our home and is of great help when someone takes something away from our plantation.

When we need soap, sugar or salt, I run to the store to buy these things. The shopkeeper also keeps the telephone for the whole village.

Since there are no taxis in the village we travel by bus or get a lift on other villagers' cars to town when needed. Bread and other forms of baked products are all available at the bakery.

1. Read the story of Sulia's family. Make a list of all the services found in Sulia's village that support Sulia's family.
2. Make a list of the services that support your family.
3. Explain why you require different services to Sulia's family.

We need efficient services to help maintain the lifestyles we live. To work we need equipment and ways of getting it. Services refer to the actions that certain people carry out for others in exchange for money or goods.

Activity 5

Lita's Story

Words to learn:
Supplement.
Credit account.

Akata runs a shop in the village. Every day customers go there to buy bread, tinned fish and other food to supplement the bananas and taro from the plantation.



Diagram 2.1
The local shop.

Lita is responsible for the shopping for her family. When she goes to the village store she pays cash for the food or puts it on the credit account if she has no money that day.

■ Answer the following questions in your exercise book:

1. Is the shopkeeper providing a service or support for the people in the village? If you think so, explain how.
2. Is having a credit account a good way of getting goods from the shop? Explain your answer.

Comparing the services provided in urban and rural areas

Services are jobs or things done for you by other people or a group of people including our government. These people or groups are called service providers, and include teachers, shop-owners, doctors, policemen, Sāmoa Water Authority, EPC, banks, telecommunication companies, government and so on.

Service providers are responsible for giving the consumers the best services that are needed for survival. Whether we live in town or in a village, these services are there for us when they are needed.

There are differences in the services that are provided in the rural areas (villages) compared to those available in urban (town) areas.

There are different kinds of services. We have family services, village services, community services, government services, etc. Each of these services provides us with a product or something that satisfies our needs or wants. Services provided include the following:

Family — provides soap for you to bathe and food to eat.

The village — provides a Matai or Chief’s council for the administration of village affairs.

The community — builds schools for children in their area.

The government — different departments provide different services like roads to travel on, a national broadcasting station, etc.

Activity 6 Community Services

- Copy and complete the chart below into your exercise book. The first one has been done for you.

Village services	How do these services help?
Church	Provides a place for people to worship God.
Matai council	
Rugby team	
Women’s committee	
Fautasi	

- Explain how these community services support your family. Write your answers out in your exercise book.

1. Sunday School.
2. Aualuma.
3. Youth club.

Activity 7 Services Used At Home

- Copy the following chart into your exercise book. In the first column underline the services that are done by people outside your immediate family. List the reasons why you use each service and put a tick in the last columns to indicate whether or not your family pays for the service.
- Explain why we do not always have to pay for the services that others carry out.

Services Provided.	Why is this service used?	Do we pay for this service?	
		Yes	No
Lawn mowing			
Carpentry			
Cooking			
Bus driver			
Weaver			
Cutting hair			
Sewing clothes			
Teacher			
Housework/cleaner			
Doctor			

- List down the services provided for families under each of the following headings:

Services provided in rural areas	Services provided in urban areas
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Activity 8**Public Services**

Investigate two or three **services** available in an urban as well as in a rural community such as water supply, power supply, waste disposal or public works department. Your teacher may put you into groups and ask each group to investigate a different public service.

Find out how the safety and health of consumers are protected, by finding the answers to these questions. Prepare a brief report from the findings and present it to the class.

A. Water services

- Where does it come from, who controls the water supply?
- How is it stored and distributed?
- Is it safe, are there losses?
- How is water purity maintained and checked?
- Is the quality of the service provided good, and does it vary?
- What does the service cost? Is it fair?
- How has technology improved the provision of water to the home?

B. Power services (electrical)

- How is it generated and who controls it?
- Is it reliable and who does repairs?
- What is the cost? Is it fair?
- How has technology improved the provision of electricity to the home?

C. Waste (rubbish) disposal services

- What services are provided, and where are they provided?
- How is waste collected and disposed of?
- What happens to household waste?
- What happens to commercial and industrial waste?
- What effects are there on the environment?
- How is the health of consumers protected?
- What is the cost? Is it fair?
- How has technology improved the provision of waste disposal for your home?

Resources Available To Us

What are resources?

These are the things (food, goods, services, etc.) that we use to satisfy our needs/wants. These are necessary for achieving our goals.

People have to be very aware of the resources available to them and how these resources can be used to benefit them fully.

People worry about material resources, particularly money, in their lives. Nevertheless the most important resource that people have is themselves. Everyone has skills and knowledge and time, and these are resources we can use to improve our life and the lives of others. In today's world, money is seen as a major resource that everyone needs.

Money as a resource

We get money by using our resources of knowledge, skill and time.

- Wages earned from doing paid work for others.
- Income from farm cash crops, or other foods like fish.
- Income from backyard production such as garden, piggery, etc.
- Savings.
- Selling of handicrafts, carvings, etc.

The amount of money a person has to spend influences many of their choices in life. For example, when people are on a tight budget they may alter their diet. They may only buy food if it is on special. They may choose cheaper cuts of meat, rarely eat take-away food, or have restaurant meals or buy expensive convenience food.

Ways to improve money as an individual resource

In trying to improve money as a resource we need to know these two steps:

Step A: Saving

Saving a part of your income or allowance every week is the first step towards good money management. Saving is a good idea because it means that you have some money put away in case you suddenly need it or want to purchase an expensive item or visit a family member who is living overseas.

The thing to remember is that if you save a little every week you will eventually be able to buy some of the things you want most. If you have had to save hard for something, you are more likely to think carefully before you buy. You will ask the question: 'Do I really want this?'

Words to learn:**Budget.****Income.****Expenditure.**

Examples of saving:

1. If you saved 50 sene a week you may be able to have:
 - A tennis racquet in 13 weeks.
 - A watch in 20 weeks.
 - A radio in 26 weeks.
2. If you saved \$2 a week you may be able to have:
 - A pair of trousers in 8 weeks.
 - A bicycle in 36 weeks.
3. If you saved \$5 a week you may be able to have:
 - A typewriter in 26 weeks.
 - A kerosene stove in 42 weeks.

Step B: Planning your spending with a budget

Planning your spending will ensure that you obtain value for money spent, and that you only purchase goods which you really want and need. If you do not plan your spending you find that your money often 'slips through your fingers'. Preparing a budget for yourself is the first step in wise budgeting. The goods and services you do buy should be of good quality and value for money. It is always wise to 'shop around' before making a decision to buy something.

Budgeting

A budget is an organized plan for spending your money. If spending is not planned you are likely to only satisfy your present wants and ignore the future.

A budget must balance: i.e. You should not spend more than you earn. A budget can be worked out for a whole year, for a month, fortnightly or for a week.

How to prepare a budget

1. **Income:** list all sources of income.
2. **Expenditure:** list down all your essential expenses: *e.g. Rent, food, clothing and bills*. List down all your expenses that are not essential: *e.g. snacks, cassettes, going to town for a day out*.
3. **Saving:** list and include all your savings.
4. **The Bottom Line:** the difference between *income, expenses* and *savings* can be included in savings.

Activity 9 Planning A Budget

Plan a budget of your own. Pretend you have \$70 for the whole week in your savings. Write your budget up in your exercise book, and make sure you do not spend more than your \$70. You will need to pay for food, transport, any clothing you might need, as well as less essential items.

Compare your budget with that of a classmate and discuss why there are any differences in the things you have listed under expenditure.

Time

The minutes, hours, days or years in the lifetime of each individual can be used to one's advantage, or can be wasted.

Time can influence our choice and preparation of foods, selection of clothes and other individual activities. If you have a busy lifestyle, as many people do, you may not have enough time to spend on preparing meals, and making clothes. There may be little time left for leisure or sports activities.

In these cases you might make unwise decisions about convenience food and the clothes you buy. You may not get value for money and your needs or wants may not be satisfied properly.

Time management

1. Learn to put priorities on the tasks you have to carry out. Rank the things you need to do, from most important to least important.
2. Focus on the things that need attention **now**.
3. Do one thing at a time.
4. Divide large tasks into smaller parts and do these one at a time.
5. Use a diary, or a large calendar with plenty of space, for noting down specific tasks.
6. Review your important goals for each day and each week. Revise them if you need to.
7. Don't feel you have to get everything done today. Some people try to cut back on sleep to get more jobs done, but if you are exhausted you cannot achieve your potential. You need plenty of energy to work at your best.

Did you know?

It is better to focus on what you have achieved in your day than what you still have to do tomorrow.

The way we use time is influenced 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.

Activity 10

Recording Time Spent

Select one school day and record your daily activities. Find or design a time sheet. 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.

1. How much time do you spend on learning activities?
2. Which area took the longest time of your activity?
3. What values can you identify from the way you used your time?
4. How could you improve your time management?

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.

- 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 11**Skills And Abilities****Words to learn:****Equivalent.****Misleading.****Illegal.****Abused.****Responsibility.**

Everyone has different skills, talents and abilities. Some people are born with skills or they just find it easy to do things. There are also skills that we have to learn in schools, colleges and universities. Some people find their skills are in specific activities like gardening, cooking, sewing or craftmaking. Here is a list of skills we all need as consumers. Discuss your skill in the following consumer activities with others in your class:

- Shopping at a store.
- Using electrical equipment safely.
- Handling food hygienically.
- Checking for food safety and quality.
- Using first aid when accidents happen in the home.

Knowledge

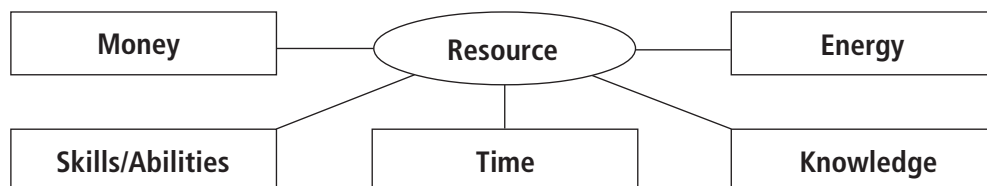
We are constantly learning new knowledge. If we have knowledge and experience of everyday activities like home management, human relationships and feeding the family, we will be more able to make good decisions about the important things in life. For example, if you understand the principles of nutrition you will be able to plan a balanced diet and choose food for yourself and others that will meet the needs of Soifua mālōlōina.

Energy

The capacity of a person to work at tasks like cleaning clothes, preparing food, gardening, sewing and taking care of children depends on how much energy they have.

Physical energy can play a part in our food choices. Certain food or dishes may seem too complicated, or involve too much manual work, to be included in everyday meals.

As an example, if you have heard that homemade vegetable soup takes a lot of preparation you may be unwilling to try it. However, if you can find the time and energy to make a big pot of soup, you will find you can feed several people and stretch out your limited resources.



All these resources are limited, so we need to sort out the best way to use them.

YEAR 9 GLOSSARY

Word/phrase	Meaning
Acceptable	You are acceptable to a group when you act in the way that everyone else acts.
Adopted	Made part of a family by law.
Affordable	If something is affordable, people have a way of paying for it. Many things in Apia are not affordable for all people.
Alcoholic	Addicted to alcohol — a person unable to stop drinking after one drink.
Allergic	Physically react to certain types of food, or pollen.
At risk	You are at risk when you are doing something or when you are in a place where you could get hurt.
Attitudes	Attitudes are what you think and feel about other people.
Available	Can be obtained or reached.
Bacteria	You cannot see bacteria, but it can make people very sick.
Basic	Simple.
Beverages	Any liquid for drinking.
Bond	Bringing people together/make closer.
Brainstorm	An intense period of creative thinking.
Breast feed	To feed a baby using breast milk.
Budget	When you make a budget you plan what you will do with your money.
Caring	Give special attention to another person.
Choice	Having more than one thing from which to choose.
Cholesterol	A fat-like substance found in all animal tissues. It can build up in the body and cause heart disease.
Cleaning agents	Soap and washing powder are cleaning agents or cleaners.
Cloth	A woven fabric of fibrous material such as cotton, wool or silk.
Communicate	To give information, exchange ideas, talk.
Community	All the people living in a particular village, district or city.
Compost	You can compost fruit and vegetable scraps by letting them rot or decompose. Compost is good for helping things grow.
Conscience	Having a knowledge or sense of right and wrong.
Consumer	Anyone who uses goods and services.
Container	Buckets, tins and boxes are all containers and they are useful for holding things.

YEAR 9 GLOSSARY

Word/phrase	Meaning
Contributes to	Food with lots of sugar contributes to obesity.
Convalescence	A gradual recovery of health after illness.
Convenience foods	Convenience foods or processed foods like cans of soup take less time to prepare.
Courtesy	Polite or considerate to others.
Credit account	People use a credit account when they want to pay later.
Decompose	When vegetable or fruit scraps decompose, they rot or break down.
Dehydrated	Your body is dehydrated if it does not have enough water.
Determined by	What people buy is determined by how much money they have.
Discipline	To act according to rules, self control, conforming to what is acceptable.
Distinguish	To show the difference between things.
Divorce	Ending a marriage by law.
Dress code	Many different groups have a dress code that is like a rule that tells them what they should wear.
Education	The methods of teaching and learning.
Effect	Power to produce results.
Effectively	An effective piece of equipment is one that does the job well.
Efficiently	When you do a job efficiently, you do it well and you do it fast.
Emotion	Being conscious of feelings such as joy, sorrow, fear and love.
Emotional	Easily able to show strong feelings.
Emotional needs	When our emotional needs are met, it means we feel safe and loved, and we feel that we belong in our family.
Entrance	The way to get into a place or situation.
Environment	Surroundings. All the conditions and influences affecting the development of an organism.
Essential	Absolutely necessary.
Establish	To find, develop, settle.
Evaluate	When you evaluate something you have done, you think about whether you did it well or not.
Expectation	Looking forward to future success.
Expenditure	Your expenditure must not be more than your income. If it is you need to spend less money.

YEAR 9 GLOSSARY

Word/phrase	Meaning
Extended family	An extended family is when several generations live together, for example grandparents, parents and their children, aunts and uncles and their children.
Failure to thrive	Sometimes a baby doesn't grow and develop even when he or she is fed well and cared for. This failure to thrive may be because the child is not given enough love and affection.
Family ties	Members of a family have family ties because they all feel a part of the family and they feel close to each other.
Finances	Money resources, income.
Fostered	Raised as part of a family.
Garnish	To decorate (food) with something that adds colour or flavour.
Generation	Each succeeding set of parents and children.
Goal	An end that one strives to attain.
Goods and services	Food and clothes are goods, but the post office and the hospital are services.
Herb	Any plant used as a medicine, seasoning or flavour.
Heredity	The transmission of characteristics from parents to offspring by means of genes.
Hygiene	Principle for preserving health and preventing diseases.
Identity	Teenagers often show their identity, i.e. who they are, by the clothes they wear.
Impatience	Annoyance because of delay.
Income	If a person gets money from selling things at the market, the money is their income.
Informed	Having knowledge.
Informed choices	People should make informed choices when they are buying things. For instance, a consumer should know that coconut milk is healthier and cheaper than soft drink.
Intellectual	Ability to use your mind cleverly.
Interact	Talking and sharing together.
Irritate	To make a part of the body inflamed or sore.
Laundry	When you do the laundry, you need to sort, wash, dry and iron the clothes.
Legumes	A vegetable that grows in a pod, such as peas and beans.
Lifestyle	Way of life chosen by a person or a group.

YEAR 9 GLOSSARY

Word/phrase	Meaning
Limit	The point or edge where something ends.
Loving	A deep affection for or attachment to someone or something.
Loyalty	Being faithful to family and friends.
Maintain	To hold onto, or keep in the same state.
Malnutrition	Inadequate nutrition, poor nourishment.
Migrate	When a family migrates they move from one area to another or from one country to another.
Moderate	Average or medium quantity. Not overdoing something.
Moral	Distinguishing between right and wrong.
Morals	Morals are beliefs about how you should act, and about what is right and wrong.
Motivation	Wanting to succeed.
Needs	Things that we must have. Things that are necessary.
Non-communicable	(Disease) that you cannot catch from another person.
Nuclear family	A mother, a father and their children make up a nuclear family.
Nutritious food	Nutritious food is food that is very good for your body.
Obesity	You are obese when you are too heavy or overweight.
Occupation	A person's work.
Peer group	People who are the same age as you belong to the same peer group.
Perishable foods	Perishable foods need to be in a cool place because they go bad quickly.
Perspiration	We lose water from our body through our skin when we perspire.
Physical nature	That which can be seen and felt.
Physical needs	When our physical needs are met, it means that we have food, clothing and somewhere to live.
Poach	To hunt or catch animals illegally.
Precautions	You take precautions so that accidents do not happen.
Prevent	To prevent disease, we wash our hands with soap.
Principle	A principle is like a rule. It should help you to act in a certain way.
Privacy	One's private life or personal affairs.
Promote	When you promote something you tell other people about it in a positive way.
Psychological	Feelings in the mind.

YEAR 9 GLOSSARY

Word/phrase	Meaning
Purchase	When you purchase something, you pay money for it.
Recycle	When we recycle glass we take it back to the shop, the shop returns it to the factory and the factory will clean it and use it again.
Reduce	We can reduce the amount of plastic we use by buying drinks in glass bottles or cans.
Reform	Correcting past mistakes, making things better.
Reformed family	A reformed family is when a single parent of one family comes together with a single parent of another. They bring their children together in a new family.
Refund	You can return food to a shop and get a refund if it was bad when you bought it.
Replace	Sometimes it is easier for a shopkeeper to replace an item by giving you another one. He or she may do this instead of giving you your money back.
Representative	Matais are representatives of their families because they speak for them on the village council.
Residence	The place where you live.
Resource	Something that is available to be used.
Resource management	When you plan how to use your resources carefully you are doing resource management.
Responsibilities	We all have responsibilities to look after and care for certain people and things.
Risk	The chance or likelihood of injury, damage or loss.
Rubbish disposal	We can dispose of paper rubbish by burning it.
Safety	Preventing accidents or injury.
Security	Feeling protected and free from fear and danger.
Self-confidence	Confidence in oneself and one's own abilities.
Separate	To keep apart. To set apart from others.
Shelter	Something that offers protection.
Single-parent family	Single parent families have only one parent to look after the children.
Social	Enjoying good relationships with others.
Social needs	When our social needs are met, it means we feel good about who we are, we like other people and we know how to get on well with other people.
Socialization	To help a person behave in a way that is acceptable to society.

YEAR 9 GLOSSARY

Word/phrase	Meaning
Sparingly	To use little of, only when necessary.
Spices	Any of several vegetable substances such as garlic and pepper.
Spiritual	A sacred, special or religious feeling or experience.
Spiritual well-being	Spiritual well-being can come from knowing where you belong in the world, for instance by knowing who your ancestors were. For many people, religion gives them spiritual well-being.
Spouse	A wife, husband or partner.
Stress	Being put under pressure.
Suffer	To undergo something painful or unpleasant.
Supplement	Tinned fish and bread adds to or supplements a diet of taro, banana and meat.
Survival	The act of surviving.
Symptoms	We know there is something wrong with our bodies because we have certain symptoms or signs such as a headache.
Technological practices	Using a broom or a vacuum cleaner to clean the floor are examples of technological practices.
Tender-loving	Gentle, loving. Sensitive to others.
Toddler	A toddler is a young child between the age of one and two and a half.
Trait	A distinguishing feature or characteristic of a person.
Transaction	Many transactions take place in a shop every day, as customers pay for things and take them home.
Trust	Feeling secure, feeling that something is right or honest.
Urban areas	Urban areas are places around towns and cities where lots of people live.
Value	What something is worth.

