



Social Citizenship Teacher's Guide Years 1–6

**Prepared by the Curriculum Development Unit,
Ministry of Education and Training, Government of Vanuatu,
and the Regional Rights Resource Team, the Pacific Community**

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Pacific
Community
Communauté
du Pacifique

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Original text: English

Pacific Community Cataloguing-in-publication data

Social Citizenship Teacher's Guide: years 1–6 / prepared by the Curriculum Development Unit, Ministry of Education and Training, Government of Vanuatu, and the Regional Rights Resource Team, the Pacific Community

1. Citizenship – Vanuatu – Handbooks, manuals, etc.
2. Human rights – Vanuatu – Handbooks, manuals, etc.
3. Social rights – Vanuatu – Handbooks, manuals, etc.
4. Social policy — Study and teaching —Vanuatu.
5. Civil rights — Study and teaching —Vanuatu.

I. Title II. Vanuatu. Ministry of Education and Youth Development and Training III. Pacific Community

353.48099595

ACCR2

ISBN: 978-982-00-1110-6

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Graphic design: The Little Design Company, Wellington, New Zealand

Images: Angelinah Eldads Vira, Curriculum Development Unit, Ministry of Education and Training, Government of Vanuatu

Acknowledgements

The development of this guide was supported by funds from the Australian Government and the Government of Sweden.

Disclaimer

The information in this guide is not designed to replace expert advice or legal opinion on any topic covered. While every care has been taken to ensure the information is accurate at the time of publication, the authors and RRRT take no responsibility for any errors or omissions.

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Vanuatu National Curriculum Statement 2010

Our vision is ...

... a national curriculum for all Ni-Vanuatu, designed to offer an effective and relevant education delivered by well-trained and qualified teachers in a supportive and caring teaching and learning environment.

Our mission is ...

... to provide a well-structured curriculum that produces students who:

- Ⓢ have faith in God and an understanding and tolerance of other beliefs;
- Ⓢ are self-reliant, multilingual citizens;
- Ⓢ cherish Vanuatu values and respect themselves and their families, communities and many cultures;
- Ⓢ strive to develop their potential in order to build and strengthen our nation;
- Ⓢ acquire appropriate skills, knowledge and attitudes and are critical thinkers;
- Ⓢ express themselves with confidence; and
- Ⓢ adapt to regional and global academic competition;

... and to achieve this we will:

- Ⓢ provide competent teachers with an understanding of and the ability to implement the national curriculum;
- Ⓢ enhance our institutional capacity and quality control to ensure improved curriculum effectiveness and efficiency; and
- Ⓢ provide and value relevant assessment and evaluation tools to meet national, regional and international standards.



Foreword

This guide is the first of two guides for teachers on teaching social citizenship values and practices. The Curriculum Development Unit of the Ministry of Education and Training has identified the important need for students to be well versed in the area of social citizenship, which will empower them to be citizens who are principled in terms of justice, fairness and respect for the dignity and rights of others.

The aim of these guides is to deliver key messages and inculcate key practices relating to social citizenship, as prioritised in the Vanuatu National Curriculum Statement 2010. Social citizenship is understood in terms of students being aware of their rights and responsibilities, social inclusion and respect for diversity, and becoming socially active and responsible citizens.

This guide, meant for Years 1–6, and the second guide, meant for Years 7–10, will supplement the social citizenship learning outcomes of several school subjects. The guides are contextualised and user-friendly for Vanuatu teachers.

The guides were developed by Carol Young, education specialist and consultant, with support and feedback from the Curriculum Development Unit, Ministry of Education and Training, Government of Vanuatu, in particular Leisel Masingiow, Angelinah Eldads Vira and James Melteres; and Dr Jayshree Mangubhai and Donna Marie Pune-Narai from the Pacific Community Regional Rights Resource Team.



Why teach social citizenship?

Citizenship and Governance: Citizenship and governance are about the civic responsibilities of all citizens. Teaching about citizenship and governance plays an important role in sustaining our democracy. Students need to be equipped to participate in the democratic life of our country. They need to be well informed about:

- Ⓞ their rights, responsibilities, duties and freedoms;
- Ⓞ our laws, justice and democracy, including our system of government, how to vote and what this means;
- Ⓞ our constitution, our legal systems and how they function at the village level and beyond;
- Ⓞ their responsibility, as Ni-Vanuatu, to care for their nation, their island, their village, and their land;
- Ⓞ how to work together to take responsible action about matters of concern in their communities, such as dealing with pollution and the proper disposal of rubbish, keeping the village and school safe and free from harassment, and making decisions for the betterment of all; and
- Ⓞ the knowledge and skills for effective conflict management and democratic participation. ’

Vanuatu National Curriculum Statement 2010

Social citizenship emphasises the social rights and obligations necessary to be part of, and enjoy, equal opportunities, benefits and status in a community. ‘Social citizens’ are active, informed and responsible citizens who know their rights and responsibilities. These citizens celebrate diversity and respect others, show empathy and concern about the welfare of others, and are willing to contribute to the development of the country.

Children can contribute to and influence society by cultivating strong social citizenship values, and actively participating in the life of their families and communities. Building a safe and strong country relies on good citizens with strong social citizenship values. These are values such as **respect, consideration** and **responsibility**. These values sit well with religious and cultural values, which encourage community members to be kind to others, help others when needed, and stand up for justice. A good citizen understands that all people deserve to be treated with dignity and respect, no matter their background, their sex, or their religion. A good social citizen actively participates in the community.

These capacities do not develop unaided. They have to be learned. Citizens with these skills, attitudes and knowledge will only happen when teachers make a conscious effort to give students the opportunity to learn about and practise being social citizens of Vanuatu. This approach should be inclusive of all children, regardless of their ability or background. It should be based on our Ni-Vanuatu values of respect for people and place, inclusivity and belonging, sharing and fairness, and the dignity and worth of every person. It should help our young people to develop self-confidence and successfully deal with significant life changes and challenges. And it should give them a voice: in the life of their schools, in their communities and in society at large.

Equipping students with the skills to be aware of their rights and responsibilities; to respect diversity and ensure social inclusion; to be able to make good, considered decisions; to be able and prepared to work collaboratively and peacefully; and to be capable of thinking critically and creatively will ensure the sustainable future of Vanuatu during this time of rapid change.

Pedagogy of social citizenship

Our national curriculum supports a child-centred constructivist approach to learning and teaching. Children see the world through their own eyes and what they see and understand is also shaped by others and their surroundings. Constructivist approaches to teaching recognise that individuals shape their own ideas and understandings. Child-centred constructivism has three essential ingredients.

- ① Learning is an active process and children interact with their teacher and others to make sense of experiences in the classroom, in the community and in their environment.
- ① Learning takes place in many different social settings that affect what children learn, how they learn, how well they learn and how they interpret what they learn.
- ① Children, students and adults share their learning and have knowledge and processes in common with each other. However, each individual creates and recreates their own knowledge using personal observations and experiences. ’

Vanuatu National Curriculum Statement 2010

The topics in this handbook are written within a constructivist framework. Students will have the opportunity to express their current understandings of themselves and their world, explore different ways of looking at their world, in and out of the classroom, and create new knowledge based on their experiences. They will learn to discuss a point of view and negotiate on behalf of others, as well as themselves, and speak out on issues of social concern.

Teaching some of these topics will involve discussion of controversial issues. An issue is controversial if people hold opposing views or different values and beliefs. Sometimes they feel very strongly about the issue. Dealing with controversial issues is nothing new for teachers, particularly teachers of adolescents, whose values are changing and developing. Discussion of controversial issues is a good way to help students develop critical thinking skills. At a time when the use of global media is expanding, it is vital that students are taught to distinguish between fact and fiction, and recognise bias and prejudice. That is why many of the activities in this guide are open-ended ‘thinking’ activities within a framework that **encourages students to ask ‘why’ and use facts and logic, rather than accept the opinions and beliefs of others.**



Ways of incorporating social citizenship into other subjects

Ideas for incorporating citizenship into science

- Ⓢ When studying how the environment is affected by natural disasters, it would be advantageous to also study how people are affected, and how they respond to disaster risk reduction, taking into account that disasters can affect different people (e.g. men, women, children, persons with disabilities) differently (e.g. disruption to children's education, or persons with physical disabilities not being able to access relief materials).
- Ⓢ When studying food types and healthy diet, discuss how fast foods affect the right to health of individuals and their community. What of the traders selling local foods who miss out on business? What happens to all the extra litter produced from packaged fast foods and how does this affect our right to a clean and healthy environment?
- Ⓢ When studying plants and how they grow, discuss community gardens. Who is responsible for plants in communal places? What rights do people have to the garden produce? What responsibilities do they have to the environment and to their community? How does sharing the produce with others make us responsible citizens? How are people with disabilities helped to tend their garden? Who brings them the produce?
- Ⓢ When studying the water cycle, bring up peoples' need for, and right to, water. Who does the water belong to? How can a community ensure that everyone gets sufficient clean water? What is the role of the government in ensuring the right of every citizen to adequate and clean water?
- Ⓢ When studying electricity, look at sustainable supplies from renewable sources. How can a community ensure that everyone gets sufficient electricity at a reasonable cost?
- Ⓢ When doing practical work, ensure that there are strategies for the inclusion of all students and that students put their gear away and clean up their work space. Good citizens work together and look after their environment.

Ideas for incorporating citizenship into sport and physical education

- Ⓢ Team games can be a good way to highlight gender issues – ensure that there is a gender balance and team members help each other as social citizens.
- Ⓢ Choosing captains or team leaders is a good opportunity to establish the criteria for good leadership, e.g. good leaders ensure everyone has an opportunity and they listen to suggestions. Ensure that boys and girls have equal opportunities to lead, as do students with disabilities.
- Ⓢ Ensure that teams are inclusive and students with disabilities are not left until last and reluctantly accepted into teams. Find ways to adapt games if necessary, so that students with disabilities can also play.
- Ⓢ Ensure that students accept the need to put all the sports gear away – either everyone doing it together or taking turns on a regular basis, as a way of promoting social responsibility.

Ideas for incorporating citizenship into language

- ① Students will need opportunities to read and write in many contexts. Include contexts on being responsible, compassionate, fair and contributing to one's community.
- ① Use strategies such as shared reading, and 'home and expert'/jigsaw. Then discuss with students how they can all help each other to learn better. (Home and expert is a strategy where students are first grouped into 'home' groups of four or five students. Within each group they then number themselves 1, 2, 3, 4 & 5. Then the 1s go to one corner of the room, the 2s to another, etc. Each group then reads one aspect of what they are studying and takes notes – could be five different species of fish or five other countries. They then go back to their 'home' groups and each group member has an opportunity to teach their group about their topic.¹)

Ideas for incorporating citizenship into religious education

- ① Human rights and the values that underpin these rights are linked to the values underpinning religious beliefs and practices, and can be related to rights and obligations under social citizenship. For example, respect for all, human dignity, fairness and social harmony underpin religious beliefs and practices and can be related to rights and obligations under social citizenship.

Ideas for incorporating citizenship into cultural heritage / social studies

- ① Democracy and systems of government form part of the social studies programme and include the need for rules and the qualities of social citizenship.
- ① Ensure that learning about rights is related to learning about responsibilities, i.e. that everyone has rights but also the responsibility to ensure that others also enjoy their rights.
- ① Use Picture 1 and Picture 16 from *Learning about climate change the Pacific way* to look at people's roles in a community. There are differences in occupation between the unsustainable (Picture 1) and the sustainable (Picture 16). Discuss the link between sustainable living and being a responsible citizen in the community.
- ① When studying community values and beliefs, discuss how these support the community and how strong moral and religious beliefs align with the values of social citizenship.

Ideas for incorporating citizenship into the arts

- ① Students can be asked to draw pictures of people and communities that are happy and those that are sad or afraid. Then go from this into discussion about what makes people happy and sad. How are the things that make people happy linked to enjoyment of their rights and fulfilment of their responsibilities?
- ① Sing songs about the students' village/community that reinforce the idea of people supporting each other, and reinforce how enjoying our rights enables us to celebrate life to its fullest.

¹ More instructions can be found on page 68 of *Learning about climate change the Pacific way*.

Using this guide

Each topic in this guide is linked to the paramount learning outcomes for Years 1 to 6 in the Vanuatu National Curriculum. The topics contain a suggested teaching sequence, in many cases with optional activities. The teacher can choose to use the whole lesson sequence or a selection of activities from each topic.

The topics cover two themes:

1. Basic moral values – roles and responsibilities
2. Rules, rights and responsibilities

Some topics start with a diagnostic or formative activity to establish students' current understanding. Some classes may jump ahead in the sequence if they are already aware of the content. Other classes may need some background teaching first. Teachers may prefer to use their own method of formative assessment.

The learning activities are designed in sequence so that students build on their knowledge. Most activities can be taught as part of other subjects, as already discussed, and there are many activities that involve students going out of the classroom and sometimes out of the school or having visitors to their classroom. This is an essential part of building social citizenship by being responsible and contributing citizens. Social action, responsibility and leadership develop through learning and practice of the basic skills. They cannot be learnt by merely reading and writing about them.

There is at least one activity in each topic designed to improve literacy skills. These strategies can be adapted for other topics so teachers should try to use them as often as possible. Research has shown that students will improve their literacy skills faster if learning strategies are used in several contexts.

The background knowledge is for teachers – it is not expected that students will need all of the information. In some cases there are links to other available sources of information.

It is important that the teacher sets the right tone in the classroom for these activities. One way is to discuss the ground rules first with the class.

- Ⓞ Discuss the word 'respect' – we listen to everyone's opinion even if we don't agree. We treat others as we would like to be treated.
- Ⓞ It is okay to challenge the idea – but not the person.
- Ⓞ Everyone must be prepared to give reasons why they hold an opinion.
- Ⓞ Be careful how you speak – there should be no racist or sexist or disparaging comments against others.

All teachers will have their own opinions, but they don't necessarily tell the class what they are. Sometimes it is appropriate to do this. Other times it is appropriate to play the part of an advocate or even a devil's advocate. It is valuable learning for the students to hear their teacher take on different roles. This helps them to question what they hear – because the teacher makes a statement, that doesn't mean that it is what the teacher believes. It also helps them to see other sides of an issue that, as children, they may not have considered. The most important emphasis here is that the teacher is consistent when in a role, and the stance is made clear to students by the end of the lesson, along with the reason for selecting that role.

Junior topics and learning outcomes from the Vanuatu National Curriculum

YEAR	TOPICS	LEARNING OUTCOMES
Year 1	J1. What is my role?	<ul style="list-style-type: none"> ☺ Recognise and talk about their roles in their family life ☺ Identify the roles and responsibilities they have in their family and community ☺ Identify their relationships with family and community members ☺ Develop a good understanding towards peers with a disability
Years 2 and 3	J2. Behaving responsibly	<ul style="list-style-type: none"> ☺ Describe how some community members contribute to school and community life ☺ Display socially responsible behaviour with peers, including peers with a disability ☺ Demonstrate skills and attitudes that enable them to be responsible members of the community
Years 5 and 6	J3. Why do we have rules?	<ul style="list-style-type: none"> ☺ Explain the importance of rules and how decisions are made in the family, at school and in the community ☺ Discuss rules, rights, freedoms, responsibilities, duties and decision-making in the community ☺ Discuss rules that are fair to everyone, including people with disability

The table above shows how these three topics on social citizenship are linked to learning outcomes from the Vanuatu National Curriculum.

In order to understand the requirements of being a good citizen, students have to first understand who they are, their values, and the number of different roles they will play, so this is the first learning topic. In Year 1 they look at themselves and their immediate family first, and then at their local community. They examine how they are the same or different from others, and look at how they want to be treated with dignity, and without discrimination.

The next step is to look more closely at a community – which may be the class, the school or village community. In Years 2 and 3 they will start to understand personal and social responsibility and what this looks like when you study or live communally.

Years 5 and 6 develop children’s understanding about the need for rules to ensure people can enjoy their rights and freedoms.

By the end of Year 6, students will be able to demonstrate and explain some of the concepts that underpin social citizenship.

This learning can be strengthened further in senior levels of schooling, using the guide for Years 7–10.



WHAT IS MY ROLE?

Vanuatu Curriculum Links Year 1

- ① Recognise and talk about their roles in their family life.
- ① Identify the roles and responsibilities they have in their family and community.
- ① Identify their relationships with family and community members.
- ① Develop a good understanding towards peers with a disability.

OVERVIEW

Students will learn about their different roles in their family, school and community and their responsibilities to themselves and to others. They will recognise that roles are shared in a family and that roles are not fixed; they change with changing circumstances, e.g. as people age, as social contexts change. This is particularly true for gender roles, which have changed and are changing over time. They will recognise that, while each of us is different and unique, everyone is a person first and disability is simply part of that person.

It is expected that teachers will use the names for parents, siblings and other family members that the students are accustomed to using, in their own first language.

This topic could take 4–5 lessons to cover.

LEARNING ACTIVITY 1

Who am I?

LEARNING OUTCOMES

- 🕒 Students can describe their place and role in their family.
- 🕒 Students can recognise different roles held by other students.
- 🕒 Students can identify different roles they hold in their classroom and community.
- 🕒 Students can recognise that their roles will change with time.

1. 'Helpers' mind map – Either make copies of the figure below or have students draw a body shape. Students can draw and colour in clothes on their body. Alternatively, students can draw clothes on a separate piece of paper and glue them onto their shape.
2. Students should write their name on their 'body'. They then place their 'body' on a larger piece of paper and write their mother's name over their right shoulder and father's name over their left shoulder. Brothers and sisters names could be written beneath the names of the parents – older siblings on the right side and younger siblings on the left side.
3. Cut out four to five buckets/baskets for each student. Write in the handles (in the appropriate language): I help Mum by..., I help Dad by..., I help my sister/brother by..., I help my teacher by..., I help my grandparents by..., I help my neighbours by..., I help my church by..., and any others that would fit your students.
4. Students can then fill in their jobs/roles by drawing in the basket/bucket and glueing the baskets to their hands (e.g. for washing up the dishes, they can draw a tap with water pouring over plates and cups).
5. Students could sit in a circle with their pictures and buckets in front of them. The teacher can lead the discussion. Ask questions like: What do you do to help your mother? What do you do to help your father? Are the jobs different for boys and girls? If yes, does this have to be so? It would be valuable to stress that jobs can be done by all students rather than accept traditional gender divisions of roles (e.g. both boys and girls can help clean up around the home, help their mothers with the cooking). If there are students with disabilities in the class, ensure that they can contribute.
6. Discuss with the students how long they have been doing their jobs. Did their roles change when they started school? What do their older siblings do? Encourage discussion about changing roles over time. What jobs do they think they want to be doing when they are in secondary school?
7. Put their figures on the wall and suggest students can add more baskets as they take on new roles. New baskets could be just for school and community roles – in a different colour paper to distinguish between the roles.
8. Alternatively, if you have sufficient paper, make another copy of the body, staple the two bodies together leaving a small gap on one side, Screw up scrap pieces of paper from cutting out the shapes and stuff them between the two sides. Staple up the gap and the 'doll' becomes three-dimensional. These dolls can then be hung from a string across the room rather than taking up wall space.

RESOURCES

- 🕒 Large sheets of paper
- 🕒 A4 paper, scraps of coloured paper
- 🕒 Scissors
- 🕒 Paint
- 🕒 Glue
- 🕒 Pens or pencils



LEARNING ACTIVITY 2

Who's who in my family?

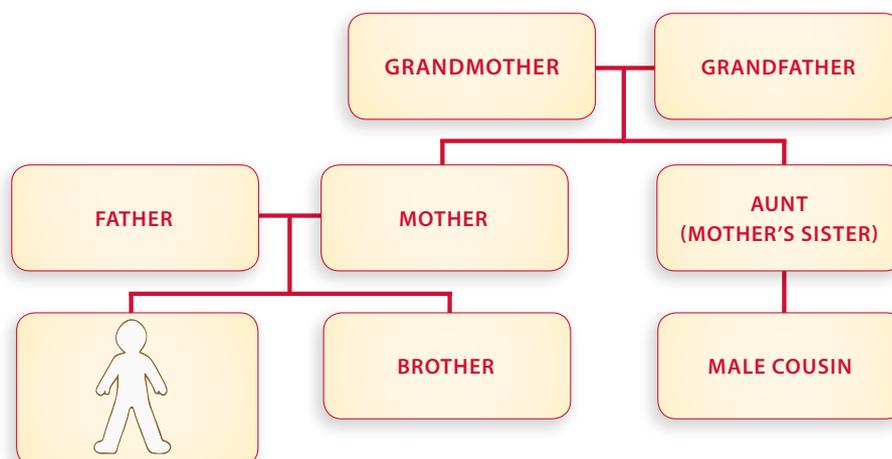
LEARNING OUTCOMES

- 🕒 Students can state names for family relationships – parents, grandparents, aunts, uncles and cousins (note that these will be in the children's first language, not necessarily English).
- 🕒 Students can name their relationship to six people in their wider family.

1. Draw a family tree
2. Put a large piece of paper on the floor or go outside and use an area of sand that can be drawn on.
3. Brainstorm with the class the titles of different relatives – aunty, grandfather, cousin, brother, etc.
4. Draw an outline of a child towards the bottom left, as shown in the family tree diagram below. Then slowly fill in the squares with different members of the family, getting suggestions from the students as to which level of relationship they are on and where the connecting lines should be.
5. Once the general family tree is complete, ask for volunteers to take turns coming up and attaching names to the relationship title in their family.
6. How many of your students help their family, neighbours or friends? Why do they do that? Bring out the community roles where possible – everyone working together to help their village/community. (You can suggest some examples of community roles, e.g. helping their parents with fishing or farming; cleaning up near the church, preparing for the church service).
7. Start a chart on a large sheet of paper with a list down the side – Helping Mum, Helping Dad, Helping sister/brother, Helping grandparents, Helping neighbours, Helping friends, Helping at church, etc. You could ask the class to choose certain colours for different jobs (e.g. green for helping in the garden, blue for helping in the kitchen), then each student paints a tick in the appropriate colour to show who they help (e.g. a green tick beside Dad, a blue tick beside Mum).
8. Ask the students to talk about how they behave to different people to show respect. For example, do they have a different way of speaking to their grandparents compared to how they speak to their siblings? What about their aunt or their elderly neighbour? Why and how do we show respect for older people?

RESOURCES

- 🕒 Large sheets of paper
- 🕒 pens
- 🕒 paintbrushes
- 🕒 coloured paints



LEARNING ACTIVITY 3

Who does what in my community?

LEARNING OUTCOMES

- ① Students can identify names for community roles.
- ② Students can describe decision-making roles in their community.

1. Use a piece of paper or an area of sandy ground as in the previous activity. Ask the students who is in charge in their community – who is the leader? This will probably be the chief. Draw a box in the centre with the title and name of that person. What does the chief do?
2. Then ask who has the next most important role – this could be another community leader or a priest or pastor – let the students decide. Where will that box go – it may be under or at the side. What does that person do?
3. Continue in this way, adding people who have important roles in the community – doctor, nurse, policeman, school principal, community leaders such as women and youth group leaders, and leaders of volunteer organisations. Ask the students to draw lines where there are links between different roles.
4. Then ask them where they and their families fit into the community – hopefully there will be a number of links for most students so they see their family having different roles in community activities.
5. Talk about roles in their family – is their family a small scale of the community? Do their roles correspond to community roles? Are their roles or community roles always fixed or can they change? Can both women and men do most community roles? Will it help them be responsible citizens if they are responsible family members?



LEARNING ACTIVITY 4

Same and different

LEARNING OUTCOMES

- 🕒 Students can recognise how labels can be used to group people.
 - 🕒 Students can appreciate that labelling students with disabilities does not reflect them as individuals first.
-

1. Talk to your students about how we are all alike in some ways and how we are all different in other ways. Sometimes labels get used for people but they usually only apply to one attribute. People can be grouped in many different ways.
2. Ask the children to form a line starting from tallest and going to shortest.
3. Then ask them to form into groups according to the month in which they were born. Are all groups the same size? Is there anything special about one group?
4. Then form groups according to how many siblings they have. You could also have groups on their favourite game, food or toy. Ensure that the groups you select do not disadvantage any student with a disability.
5. Then have a discussion with students :
 - 🕒 What did you learn from this activity?
 - 🕒 Did you stay with your friends in each group?
 - 🕒 Was any group better than another group?
 - 🕒 Ask several students, including the child with a disability, which group they liked belonging to best.
 - 🕒 Does it matter that different people have different preferences?
6. Bring out the idea that we all have similarities and differences, but we are all people. One group is not any better than the other. Ask several students if they think it is a good thing that we are all different? What is the benefit of being different?
7. Then ask children what the world would be like if we were all the same in most respects – what if we all liked the same food, toys and games? What if we all liked the same colours and dressed alike? Bring out the idea that the world would be quite boring and it is the differences that make life interesting. When your friend likes a new game and teaches you to play, then you learn something new. When some people like to sing, some like to play instruments and some like to dance, everyone can be happy at a party. If everyone wanted to dance and no one wanted to play – what would happen?
8. If name-calling of students with disabilities is a problem in your class then it could be addressed by attaching names to groups – how do students feel when being addressed as September or March? What about if they are addressed as number 2 or number 4 (from the number of their siblings)? What about when 'girl' is used as a term of disparagement? Would the world be better or worse without girls? Since no people would exist then girls are clearly very important. Are there things all boys can do better than all girls? – No. Are there things all girls can do better than all boys? – No (except have babies which is dependent on their sex). Therefore, thinking one sex is better than another is clearly wrong – both are essential and both are capable of doing anything they choose to do.
9. It is important that students are aware of the 'Person First Language.' This is addressing the Person before the Disability. For example, we talk about 'a person with a disability' NOT 'a disabled person' or 'a boy/girl with a disability'. One simple rule is to address the person with a disability by their given name, e.g. Toma or Maria. Suggest that we all like to be called by our given name, as any labelling refers to only one small part of who we are.
10. Is there any time when labelling a group of students is okay? For example, it may be necessary to separate boys and girls for some activities. If there are different ethnicities in the class then use the discussion to talk about when and how it is okay to use a label respectfully.

LEARNING ACTIVITY 5

Values and self-portraits

Students draw a self-portrait and write or draw what is important to them. In thinking about what is important to them, students consider their values. They start to explore why they have these values, what influences them and how their values may influence what they think and how they act. You, as teacher, should participate in this activity too. Students will be interested in what you find important.

LEARNING OUTCOMES

- 🕒 **Students can identify some personal moral values.**
 - 🕒 **Students can recognise some human rights values.**
-

1. Explain to the class that a self-portrait is when you draw a picture of yourself. Ask the students to draw a self-portrait. Tell the students they have no more than five minutes.
2. Ask the students to include on, in or around their self-portrait what is important to them. They can use both words and pictures. These can be people, ideas, objects, activities – anything the student believes is important.
3. After about five minutes, ask the students to find a partner and show each other their portraits. Read aloud the following questions, giving time for the pairs to discuss their responses with each other. Allow two minutes between each question. Remind the class that there are no right or wrong answers.
 - 🕒 What did you write or draw around your self-portrait? Why did you choose to include these?
 - 🕒 How do the things you included make you feel?
 - 🕒 Did you and your partner write or draw any of the same things? Why or why not?
4. Invite three (or more) students to share their self-portraits with the class.
5. Explain to the class that when we say something is important to us, we might say we 'value' it. Values shape why we like certain things, how we behave, and the decisions that we make. Our families, culture, faith and education all influence our values. As we grow up, some of our values may change. The following questions could be used for discussion.
 - 🕒 How do you feel about what you have included in your self-portrait?
 - 🕒 What influences your values?
 - 🕒 Is it okay that people have different values? Why or why not?
 - 🕒 How can we live together if we have different values?
 - 🕒 How do our values influence how we perform our roles and responsibilities in our families and communities?
6. Can the class agree on five values that everyone supports?
7. Ask students to interview a family member about what is important to them. The students can see if they share the same values as their family members. Explain that it is okay if they have different values to their family members – what is important is that everyone is treated with respect and dignity, no matter what their values are.

LEARNING ACTIVITY 6

Playing nicely²

LEARNING OUTCOMES

- ① Students can recognise a behaviour pattern as being wrong.
- ① Students can identify positive solutions to address discrimination.

1. Read the following scenario to the class, then ask the questions below.

‘School today was horrible. It has been the worst day since I arrived here. I was sitting by myself having lunch. A group of boys and girls passed by me and whispered ‘you are dumb’ and ‘your clothes are old and torn’. A girl pushed me and my food fell on the floor. Suddenly all the people near me started staring at me and burst into laughter. I run to the toilet and locked myself in.’

- ① How did the child feel? How would you feel if that happened to you?
 - ① Can you think why the child was discriminated against?
 - ① Why do you think that group picked on that child?
 - ① In what other way could the child have reacted?
 - ① What would you do if that happened to you?
 - ① How should the group have behaved towards someone who felt new and alone in a new place?
 - ① Have you ever seen behaviour like that in the community?
2. Ask each group to work out a positive ending to the story, where something is done to avoid or prevent such discrimination.



² From *Teaching respect for all: Implementation guide*. UNESCO 2014. Page 280

LEARNING ACTIVITY 7

Cooperative musical chairs³

LEARNING OUTCOMES

- 🕒 **Students practice cooperation skills.**
- 🕒 **Students can describe the importance of cooperation.**
- 🕒 **Students can explain the benefits of some cooperative activities in their community (class) and in their home.**

1. You and your students will probably be familiar with the musical chairs game. This is a way to play the same game but with the intention of building cooperation.
2. The game can be played inside or outside. Place sufficient chairs (or pieces of paper as seats) in a circle so there is one per child.
3. Play as you would play musical chairs, telling the students to keep dancing around the chairs while the music is playing. Remove one seat as they are dancing. Once the music stops they have to sit down on a seat.
4. Play a couple of rounds with the students who have no seat coming out of the game.
5. On the next round, put those students back into the circle. Explain to the students that next time, another seat will be removed but they must find a way to keep all students in the game. Don't offer any suggestions; let them work out that they may need to have some students sitting on laps or some other strategy.
6. Continue playing the game, taking away one seat each time. Make sure you congratulate the students when they manage to find ways of keeping everybody in the circle.
7. The game will end when they are unable to find a way of keeping everybody in – this might depend on the size of your class.
8. Ask the following questions to the class:
 - 🕒 How did you like that game?
 - 🕒 How did you feel when you didn't have a seat?
 - 🕒 Did someone make room for you or offer you their lap? How did that make you feel?
 - 🕒 Did you try to help others during the game? How did that make you feel?
 - 🕒 Why did you try to help others during the game?
 - 🕒 Which made you feel better – helping others or being helped?
 - 🕒 Who was the winner of this game?
 - 🕒 What was the difference between the two parts of the game? (Competition with losers versus cooperation so all win?)
 - 🕒 How could you do things like this at other times in everyday activities? (Group activities in class, cleaning up to go to play time, making models, buying sweets?)

RESOURCES

- 🕒 Chairs or pieces of scrap paper big enough for children to sit on
- 🕒 Source of music that can be turned off and on.

The aim is to get students to understand that cooperation helps everyone and that helping others can be more fun than always trying to get ahead themselves.

This can then be likened to a family – everyone helps everyone else/ supports everyone else. The roles of individuals are different but all important parts of the whole.

³ Adapted from *Play it Fair – Equitas*

LEARNING ACTIVITY 8

Family roles role play

LEARNING OUTCOMES

- 🕒 **Students can discuss different roles in successful family life.**
 - 🕒 **Students can describe different roles played by different people within families.**
-

1. Explain to your students that they are going to pretend to be families and act out some different situations. They will have to make up the words and actions themselves. Put them in groups of five or six. Each group is a 'family' (see 2 below). Explain that each 'family' will act out what happens at home from the time the children come home from school until they go to bed. Talk about the types of activities happening in the home – gathering and preparing food, cooking, shopping, gardening, serving food, washing dishes, checking homework, tidying the house, washing, babysitting younger siblings, etc.
2. Give each group a different family. For example:
 - 🕒 Father goes to work, mother looks after home, older brother, sister, baby, grandmother
 - 🕒 Father fishes and gardens, mother has a sewing business, grandfather, two sisters and younger brother
 - 🕒 Family where there is no father, mother catches fish, gardens, and looks after house, older girl cousin lives there and goes to college, older sister, younger brother, baby
 - 🕒 Father stays home and looks after the house, mother goes to work, aunt and cousin live with them, two brothers
 - 🕒 Family where there is no mother, father cooks, washes the clothes and cleans the house, boy and girl at college, boy and girl at primary school.
3. Give each group about ten minutes to practise. Then each group acts out their role play for five minutes.
4. Open a discussion about how different groups of people can take on different roles – in a successful family, members can negotiate their roles and change when circumstances change. Note that some 'families' have the mother as the breadwinner.
 - 🕒 Can men cook and look after a house? Can women garden, catch fish, go out to a job, own a business?
 - 🕒 Do gender roles (i.e. the roles our society decides men have and women have) have to be fixed?
 - 🕒 Can they change over time or if circumstances change?

Try to establish that men and women can take on different roles very successfully and that this is very positive for families and communities.





BEHAVING RESPONSIBLY

Vanuatu Curriculum Links Years 2 and 3

- ① Describe how some community members contribute to school and community life.
- ① Display socially responsible behaviour with peers.
- ① Display socially acceptable behaviour towards peers with a disability.
- ① Demonstrate skills and attitudes that enable them to be a responsible member of the community.

OVERVIEW

Students will learn about how and why they should keep their classroom/ school grounds clean and tidy. They will establish tasks, roles and ways of sharing these amongst the class.

Cooperative musical chairs from the previous topic would make a positive starter activity in this topic.

LEARNING ACTIVITY 1

Behaving responsibly

LEARNING OUTCOMES

- ① Students can explain how they behaved responsibly in contributing to keeping the classroom tidy.
- ① Students carry out their tasks to the teacher's satisfaction.
- ① Students choose to help other classmates to maintain a tidy classroom, particularly any classmates with a disability.

As a teacher, you will decide if the focus is to be waste/rubbish in the classroom, school grounds or community. Most classrooms are kept clean and tidy but it is often the teacher who does most of the work. Sometimes cleaning up rubbish is used as a punishment, particularly in school grounds, which is not a successful learning experience. Which will be the most effective for you:

- ① having the class decide on tasks/roles to reduce waste and keep their room tidy?
- ① having the class take responsibility for an area of the school grounds to keep clean and tidy and decide on roles and procedures for this?
- ① having the class take on an area in their community to keep clean and tidy – e.g. outside a public building, on the beach, around a bus stop, and decide on roles and procedures for this?

The process described here is for keeping the classroom clean and tidy. The process can be adapted for other venues.

1. Brainstorm with students on the word 'rubbish' in the classroom. Once they have put a number of words on the board, suggest that some of these words denote 'waste' – something that cannot be used again (although may be recycled) and others are 'mess' – something that needs to be put in the correct place.
2. Write the two words on either side of the blackboard, or on two large pieces of paper. Students come up one at a time, take a word from the brainstorm, and put it under the correct heading. Tell the class that it is possible to question another student's decision but by putting up their hand and asking in a polite way why the student thinks the object is waste or mess.

OR

1. Choose a time when you know the classroom will be messy – this could be after artwork or a similar practical activity. Ask students to stop and look at the room – what needs to be done to make it tidy? Whose job is it to do that? Bring the discussion to the answer that it is everyone's job – those who create the mess should put things away. Ask them what usually happens.
 - ① Do two or three people usually do most of the work?
 - ① Does the teacher do the work?
 - ① Is it fair if some people don't do their share of the work?
 - ① How could we work out a fair system for the class? Discuss what a roster system with set tasks might look like.

RESOURCES

- ① Large sheets of paper
- ① Pens

2. Put your students in groups to design a set of class rules – explain that they need to make it fair to everyone and include a range of tasks – you will need to decide these in advance, along with when they need to be done. This could include group roles; that is, each person in a group has one day a week when they are responsible for putting away group equipment. Some tidying will be individual responsibilities – if they have their own books or pens. Others can be whole class rules, such as sorting out and tidying the teacher’s equipment, which gets done at certain times.
3. Put each set of rules in the centre and ask each group to explain how they came up with their plan. Ask if the rules are fair to everyone – if there is a student with a disability, how can they contribute to the task? What would happen if a deaf child or a child who cannot walk came into the class – are there tasks that they could do? Make it clear that all children are expected to help, but it is fair to have different tasks for different students that meet their capabilities.
4. Then ask your students to vote on which set they prefer – this could be by a show of hands. If this doesn’t work with a clear preference, suggest that the class can follow each set of rules for a week and then decide which works best.
5. Then ask your students how they are going to keep track of whether all students do their tasks. Explain that they are going to have to demonstrate that they are behaving in a responsible manner. This could be by a wall chart on which students tick a box when their task is complete; or a team leader ticks when all tasks are complete; or a second group is responsible for ticking when the tasks are complete. Discuss the options with your students and steer the conversation towards being responsible for their own behaviour.
6. At the completion of a set time working to the rules, ask your students what they have learnt from this process. Can they continue to do shared tasks to tidy up without a chart to monitor their actions? Can they compare it to other places where there are rules for tasks, such as at home?



LEARNING ACTIVITY 2

Waste timeline⁴

LEARNING OUTCOMES

- 🕒 Students can describe which items of waste take the longest time to decompose.
- 🕒 Students can share roles in a cooperative group task.
- 🕒 Students can identify an issue with waste in their community and suggest a solution.

Students will be surprised how long many items will last when 'thrown away'. This activity will make them more aware of why rubbish is a problem. It can also highlight the important role carried out by those in the community who collect and process waste – either as a job or as a community service.

Note: when plastics break down they do not 'disappear', they just break into tiny fragments or beads which mostly end up in the ocean. They are causing an international problem, as plankton and other very tiny animals eat them. The beads can kill these creatures by filling their stomach so they starve to death. These small organisms are eaten by small fish, which also store the plastic in their stomach, so they also starve or are eaten by larger fish. There have been tuna and whales found dying because their stomach cavity is filled with these small plastic beads. Reducing the use of plastics made from fossil fuels is essential.

Many plastics are now being made from plant material such as taro, bamboo and potato. These break down to minerals in the soil, which plants can use. The same applies to paper and cardboard, so long as it is not plastic-coated.

1. Put your students into groups – six to ten in a group. Give roles to students for this activity, and choose group leaders. Ensure there is one girl and one boy leader as often as possible and discuss the role of the leader? What will be the role of the rest of the group?
2. What are the ground rules – e.g. no arguing, no put downs or disparaging comments, leader's decision will be final. Discuss with the class why it is best to discuss ground rules before they start?
3. For each group, place a 10 m rope across the room or along one wall, or alternatively use chalk and draw a line along the concrete. These are the time lines.
4. On each time line, mark out every 100 years (1 metre = 100 years), using clothes pegs on the rope or chalk on the chalked line.
5. Label the beginning of the line **TODAY!**
6. Give each group a range of waste items (see list below) and a picture of a person, cut from a magazine.
7. Each group has to discuss and decide how long they think it will take the waste items to break down. For the person, it is how long they might live. Remind the class that decisions should be cooperative group decisions, so there is no arguing once the decision is made.
8. Place (or hang) their waste items on the time line, showing their estimated time to break down.
9. Once the objects have been put in place, ask each group why one specific item was placed in that particular position.

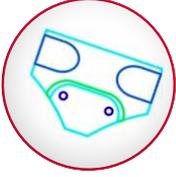
⁴ Refer to *Learning about climate change the Pacific way – Vanuatu Teacher's Guide*.

10. Give out several red and green stickers or pieces of string/ribbon to each group. Explain that green is for correctly placed items and red for items that have been shifted to the correct place.
11. Read out the real times for the items to break down (see below) and group members put green stickers or ribbons on items that are correctly placed, or very close. Incorrect ones get shifted to the correct place and a red sticker or ribbon placed on them. Then ask some reflective questions.
 - Ⓞ Were there any big surprises?
 - Ⓞ What did you learn?
 - Ⓞ How could you use this knowledge?
12. Explain the words 'reuse' and 'recycle'. Then ask the groups to remove any items that can be reused or recycled. Each group has to come up with a way to recycle or reuse the item.
13. Ask the students to suggest ways of disposing of the items left on their line after removing those that can be reused or recycled.
14. Ask each group to select one type of waste (e.g. plastic bottles, cans, polystyrene food containers, plastic bags) that is a common problem in their school or community and suggest a way of dealing with it. This may be a way to recycle or reuse large quantities of the item. E.g. wrapping food in leaves, rather than foil or paper; using reusable containers for takeaway food; using plastic water bottles to grow plants or make compost. There have even been boats and buildings constructed from empty water bottles.
15. Discuss the suggestions and give groups time to alter their solutions. Then ask them to design a poster to promote their solution to the school/community.

RESOURCES

- Ⓞ 10 m piece of rope or a chalk line on the floor
- Ⓞ Red and green stickers or pieces of red and green string/ribbon, enough for eight per group
- Ⓞ Metre ruler or tape measure
- Ⓞ Clothes pegs, if using a rope
- Ⓞ A variety of waste materials, or pictures of them (about eight per group). Make sure each group has two different plastic items, two food items and two paper items – they don't need to have all the same:
 - Ⓞ Plastic bottle
 - Ⓞ Orange peel
 - Ⓞ fishing line
 - Ⓞ cigarette stub or empty packet
 - Ⓞ disposable nappy
 - Ⓞ glass bottle or jar
 - Ⓞ cardboard box
 - Ⓞ plastic bag
 - Ⓞ aluminium can
 - Ⓞ banana
 - Ⓞ polystyrene container
 - Ⓞ etc.



ARTICLE		TIME TO BREAK DOWN	ARTICLE		TIME TO BREAK DOWN
APPLE CORE		2 months (in water)	ORANGE OR BANANA PEEL		up to 2 years
ALUMINIUM CANS		200–500 years	PLASTIC BAGS		20–1000 years
CARDBOARD BOX		2 months (in water)	PLASTIC BOTTLES		forever
CIGARETTE BUTTS		1–5 years	PLASTIC-COATED PAPER		5 years
DISPOSABLE NAPPY		450 years (in water)	PLASTIC FILM CONTAINERS		20–30 years
FISHING LINE		600 years (in water)	PLASTIC		100 years
GLASS BOTTLES		forever	STYROFOAM/ POLYSTYRENE		forever
LEATHER		up to 50 years	TIN CANS		50 years
NYLON FABRIC		30–40 years	CLOTHES		1–5 years

LEARNING ACTIVITY 3

Community roles – role play

LEARNING OUTCOMES

- 🎧 Students can describe different roles held by people in their community.
- 🎧 Students can demonstrate socially acceptable behaviour.

1. Explain to your students that they will be performing a small role play in their groups (six to ten in a group). Each group will have a different community, school or village function to role play. The group will decide on the different people responsible for helping to make the function work well. Each student in the group will need to have a specific role. You, the teacher, will decide what are the best functions or events for your students. These could be a Children's Day with parents running the activities, or a community birthday party/meeting/clean-up activity, or a family/national celebration.
2. It would be valuable to discuss with your students how the roles could be assigned with no reference to gender. Are there some roles that are seen as the most important? If so, can they be shared by girls and boys? Do those roles have to be done by a specific sex? Men and women are equally good at cooking, playing music, being MC and organising the set-up and clean-up. You could ask students to reverse the usual/'traditional' roles of men and women or make sure there is an equal number of important roles being performed by men and women.
3. Give each group of students a specific function and give them time to decide on the roles and how they are going to do their role play. Give them a time limit for their role play, say, between five and ten minutes.
4. After each performance ask the class if the community roles were effective. Were there some people/roles missed out? Who were they and why were they left out? Is it fair that they were left out?
5. After the last performance ask the students what they learnt about community responsibility. Does everyone have a role to play? What would happen if people didn't want to help? What happens if most of the 'important' roles in the function are for men but most of the men are away working? The women can take over – couldn't they do these roles more often?
6. What do they know of people who have been left out in their community? Can they recall times when people with disabilities, the elderly, people of different cultures have been left out of activities or public services? Have people missed out because they didn't have enough money? What could be done in your community to include these people?
7. Ask students to work in groups to do a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on the way their community includes people in activities. Half the class could do this on the present situation and half could do it on a fully inclusive situation. Each group can then present their findings to the class. Can they see any opportunities for change that they could support or promote?

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

LEARNING ACTIVITY 4

Silent signals

LEARNING OUTCOMES

- 🕒 **Students participate in a classroom experiment about peer pressure.**
 - 🕒 **Students can discuss how peer pressure can be non-verbal.**
-

1. To begin, send two students (helpers) out of the room on a quick errand. Note: Be sure to choose less sensitive students who won't mind being singled out later. Send them on a realistic mission, such as collecting four paper towels from the bathroom or taking the roll or an important document to the principal.
2. While they are out, tell the rest of the students that they're going to participate in an experiment about peer pressure. Have the students clear their desks, then sit on top of their desks or put their left hand on top of their head.
3. Tell the class they are not to talk to the returning students, even if they ask what's going on. No shrugging of shoulders either, just ignore them. No giggling either! Then carry on with an activity – this could be taking the roll, asking for feedback on the previous day's lesson or something requiring little concentration or writing.
4. Now wait for the two helpers. What will they do when they return? Will they ask for an explanation? Will they ignore the other students' actions because they make no sense? Or will they sit on the desk or put their left hand on their head because everyone else has?
5. Questions to ask the helpers if they sat on their desk or put their left hand on their head:
 - 🕒 Why did you sit on your desk?/put your left hand on your head? (The usual answer is: Because everyone else was doing this.)
 - 🕒 Do you always do what everyone else does?
6. Questions to ask the helpers if they sat on their chair/ kept their arm down:
 - 🕒 Why did you sit on your chair (keep your arm down) when everyone else is sitting on their desk (putting their left hand on their head)?
 - 🕒 Why didn't you do what everyone else is doing?
7. Questions to ask the whole class:
 - 🕒 Raise your hand if you would have sat on the desk/put your left hand on your head? Why?
 - 🕒 Raise your hand if you would have sat on your chair? Why?

Congratulate the helpers if they sat on their chair, and let them know that they did not give in to peer pressure. At this time, let them know that they were the subject of the activity.
8. If the helpers had stood on their chair or put their left hand on their head, it would have shown that peer pressure can occur even when people don't say a word. Discuss this with your class and brainstorm ways that peer pressure can be communicated through actions, such as everybody doing, or wearing, or liking the same thing.
9. Discuss how body language can make someone feel like they are or are not part of a group. Some examples: hugging, huddling, sitting together at lunch, eye-rolling, staring, giggling, pointing)
10. Tell the whole class that when we think of peer pressure we often think about someone pressuring us to do something wrong or against our values. But peer pressure can also make us do things that are good and do not go against our values. Ask for some examples.
11. Brainstorm ways students can help make the classroom a place of positive influences.



WHY DO WE HAVE RULES?

Vanuatu Curriculum Links Years 5 and 6

- ① Explain the importance of rules and how decisions are made in the family, at school and in the community.
- ① Discuss rules, rights, freedoms, responsibilities, duties and decision making in the community.
- ① Discuss rules that are fair to everyone, including people with disabilities.

OVERVIEW

Students will learn about how and why rules are an advantage for everyone in a society.

These two activities will take three or four lessons each.

LEARNING ACTIVITY 1

My definition

LEARNING OUTCOMES

- ① Students can identify and define key words.
- ② Students can differentiate between their wants, needs and rights.

This topic will introduce a number of terms, some of which will be new or poorly understood by students. This activity is designed to build knowledge of vocabulary slowly, building on students' own experiences.

1. Have students draw up a table with three columns in the back of their workbooks headed Definitions. Leave plenty of room so they can keep adding to this in every topic.
2. Introduce two or three words on the first day – never any more than three. Explain that students are to copy the word in the first column then in the second column they are to write their own definition at the moment. It doesn't matter if this is later found to be incorrect or incomplete – this is part of the learning process. The teacher explains that these words are going to be used in different activities and students will learn more about their meaning. In a few days they will have the opportunity to go back and see if they wish to alter their first definition.
3. Start with the words **wants, needs** and **rights**.

WORD	MY DEFINITION	NEW DEFINITION*
Wants		
Needs		
Rights		

* Please refer to the glossary for definitions

LEARNING ACTIVITY 2

Classroom rights and responsibilities

LEARNING OUTCOMES

- 🕒 Students can differentiate between their wants, needs and rights.
- 🕒 Students can explain the link between rights and responsibilities.
- 🕒 Students can negotiate a set of classroom rules based on rights and responsibilities.

1. Discuss with the class what they would like the classroom to be like – what would be their ‘dream’ classroom? Brainstorm the whole class briefly, and then ask each student to make a list of what they WANT – this list could get quite long.
2. Then ask them to choose from this list the things that are really important and they can’t do without – what they NEED. This list is hopefully much shorter.
3. The next step is to write **Our classroom needs** on a large sheet of paper, and ask the students to tell you their needs. If any item is repeated by several students, put a tick for each time it is repeated, as this will help prioritise the needs.
4. On a fresh piece of paper write **Our classroom rights**. From the list of needs, ask them to choose what they think they have a right to expect as humans, as members of a school community. Ask them to justify these; their reasons are important.
5. Then make the link between rights and responsibilities – if we have a right then we have a responsibility to ensure others have that same right. Ask students in pairs to write a corresponding list of responsibilities for each right. For example, if a right is: **Every student should be safe in this classroom**, the corresponding responsibility could be: **Every student has the responsibility to not harm any other student physically or by using insulting or hurtful words**.
6. Once the students have agreed on their list of rights and responsibilities, display them on the wall. Discuss with the class how these responsibilities can form their classroom rules, as they describe ideal behaviour. Discuss how these will be implemented and what consequences might result when students forget their responsibilities. Sometimes the rules will need amending as some occasions may occur that the rules don’t cover.
7. Discuss how their classroom rules fit in with the school rules.
8. You can stress that rules arrived at by consensus, as they have just done, are more likely to lead to order and good behaviour for a much longer time than if they had been set down by other people. Consensus requires compromise (give and take) and collaboration (working together) – both very useful skills.
9. Where else could they use this process? Where else does this happen? You may be able to introduce some ideas such as voluntary clubs or community groups.
10. Note: Family rules could be introduced here but this needs to be handled with caution. If students are in a family with a very bossy and domineering parent, that will be their total experience of family rules. It is likely that only a few students will have any input into family rules. If the discussion swings to the rights of a child, they may become aware that their rights are not being met. The discussion could be handled by placing it in an imaginary family they are part of – what would be the ‘ideal’ way to set family rules?
11. Now ask them to go back to their My Definition table and see if they want to change their definitions. Add rules and responsibilities to the list.

RESOURCES

- 🕒 Large sheets of paper
- 🕒 Pens

LEARNING ACTIVITY 3

How does a community work?

LEARNING OUTCOMES

- 🕒 Students can identify a community's needs and rights.
- 🕒 Students can explain the link between rights and the need for rules.
- 🕒 Students can negotiate a set of community rules based on rights and responsibilities.

1. Explain to the class that they have to imagine there has been a disastrous cyclone or volcanic eruption. The school and all the parents are going to be shifted to an uninhabited island. They need to decide how the people will organise themselves so that everyone is happy living together.
2. Put the class into four groups. Each group will make a list of the wants of their group, which comprises children, mothers, fathers and grandparents.
3. Give them time to come up with the list of wants. Then point out that this island is just beginning to be settled. The central government has allocated money, but it won't be enough for everyone's wants. They will need to negotiate their lists down to needs.
4. Once each group has established their needs, it is time to share – are there needs common to all groups?
5. Then use their learning from the previous activity – which of their needs are rights? The teacher can make sure that their rights include clean water, food, shelter/housing, health, education, fair treatment (no discrimination) and safety (i.e. the rights of every person)
6. Who will make decisions in this new community? Who will set the rules? What rules would be necessary and why? In their groups they can decide what rules they think would be necessary, and write each rule on a small piece of paper. Then they have to reduce their list to the ten most important rules.
7. Bring the class together in a circle. Each group contributes one rule at a time – if the rules are the same they are placed on top of each other. Ask students to try to classify the rules – those about safety, those about ensuring equal rights and opportunities, etc. This may not be easy. Are the rules fair to women/girls and to men/boys?
8. Tell the class that there are two blind people, two deaf people and two people in wheelchairs on the island. Ask the students if the rules fair to them? Do they need to change or reword any rules to ensure they are fair to everybody?
9. Then ask them if their rules address responsibilities – is it necessary to put some responsibilities into the rules to ensure that people act appropriately? Is it necessary to have these rules? Is it necessary to have any rules at all? Imagine if there were no road rules – what would happen? Just keep this discussion general – the aim is for students to see that rules will be necessary, but rules based on responsibilities that are fair to everyone will make more sense and are more likely to be followed.
10. Then ask them who should make these rules? Are they happy with the process of each group contributing rules and the final decision being a compromise? How does this work in practice in their community? This should bring out national rules/ laws, local rules/laws, community rules/practices. National laws are enacted by elected national representatives; local laws by elected provincial representatives; community rules by a 'chief' or representatives elected by the community. Use the title students are used to in their community.
11. Bring the discussion to the idea that when groups get too large for everyone to participate in person, electing representatives who share our views means we all get a say in the rules that govern us. Discuss the process in their own community – from laws set by the government, to provincial laws set by provincial governments to local rules set by the chiefs and community members.

RESOURCES

- 🕒 A4 paper
- 🕒 Large sheets of paper
- 🕒 pens
- 🕒 copies of the rule analysis table

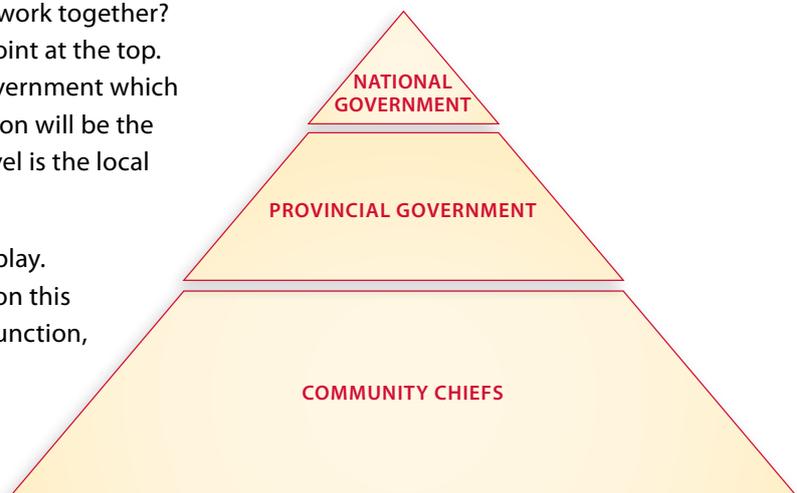
12. Some decisions affect a lot of people. There are occasions when decisions are made without consulting or including those most affected. Ask the class to analyse their rules. You may find it easier to give each group a copy of the following table to analyse their rules.

ANALYSING RULES

RULE	ANALYSIS
Who made the rule? Percentage of males and females?	
Who does it concern?	
What are the gender implications – boys, girls, men, women?	
What are the age implications – preschool, school, youth, aged?	
What are the implications for persons with disabilities – blind, deaf, physical disability, intellectual disability?	
How might it have been more equitable? Who could have been involved? What could have been changed?	

13. How do different groups of rule makers work together?
Draw a triangle on the board with the point at the top. Mark the first section as the national government which sets the policies and laws. The next section will be the provincial government, and the third level is the local government, the community chiefs.

14. You could finish this activity with a role play. Students could take on a range of roles on this new island and role-play a community function, such as a festival or communal meeting.



STUDENT-CENTRED TEACHING STRATEGIES TO PROMOTE UNDERSTANDING AND SOCIAL THINKING

Games and activities for students based on discussing different values, roles, behaviours and aspects of social citizenship that are not included in the topics are available from other sources. It is important to have a range of student-centred activities in the topics.

One source of many such activities is *Learning about climate change the Pacific way – Vanuatu Teachers Guide*. There are two copies of this book and the set of 16 pictures that accompanies it in all schools. Activities that would be suitable for different concepts include:

- 🕒 **Shrinking Islands**, page 7
- 🕒 **Fishbones**, page 9: Use this to research in J3 or as a focussed brainstorm in any topic.
- 🕒 **Picture Dictation**, page 15: This can be used anytime. There are a series of steps to describe. You could use it for the instructions for the Waste Time Line.
- 🕒 **Web of Life**, page 52
- 🕒 **Home and Expert**, page 68
- 🕒 **One Fish, Two Fish**, page 78
- 🕒 **Definition roll up**, page 87: Useful to use when a number of new words are being introduced such as in J3. It can be a diagnostic activity or revision towards the end of a topic.



GLOSSARY

Bullying	The intimidation of a weaker person – may be verbal or physical. When a person or a group of people repeatedly hurts or make someone feel bad, either verbally or physically, these people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying is a form of violence.
Citizen	Legal resident of a country
Citizenship	Social conduct expected of a person
Constitution	A document setting out the set of fundamental principles according to which a state/country is governed
Corporal punishment	Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
Democracy	Free and equal representation of people; a country with a democratic system of government
Disability	Restricted capability to perform particular activities; long-term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, may hinder full and effective participation in society on an equal basis
Discrimination	Treatment of people differently, based on personal prejudice; any distinction, exclusion or restriction based on gender, disability, race, religion or other social characteristics
Empathy	The ability to imagine what someone else might be thinking or feeling
Equality	The equal valuing and treatment by society of all people, regardless of their gender, disability, ethnicity, etc.
Equity	The process of being fair to people, regardless of their gender, disability, ethnicity, etc. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.
Gender	Cultural characteristics (comprising attitudes, feelings, and behaviours) associated with being a boy/man or a girl/woman, which change over time and are often different in different societies.
Gender-based violence	Any act of violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering against someone, based on gender discrimination, gender role expectations and gender stereotypes.
Governance	Manner or state of governing
Human rights	Every person is entitled to certain fundamental rights, simply by the fact that he or she is a human being. They are rights because they are things one is legally and morally entitled to as part of one's existence.
Marginalised	Prevented from having attention or power; in some societies groups such as women, children and persons with disabilities are marginalised
Pledge	A promise or agreement that shows true and honest intention to do or provide something
Prejudice	A bad impression of or a dislike of someone, before knowing them, based on a false idea of their group, race, religion, etc.
Relationship	Connection by family (in this guide)
Resilience	The capacity of a community, society or natural system to maintain its structure and functioning through stress or change
Respect	An appreciation or admiration of someone or something; being considerate towards someone or something
Responsibility	Something a person is required to do as a result of their role or as a result of having human rights; accountability for one's actions
Rights	What one is morally and legally entitled to
Role	A part played in a social context, a specific function
Rules	Controls or principles governing conduct/behaviour
Sex	Biological characteristics of male and female people
Stereotype	A generalised and over-simplified idea about people, based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice and discrimination. A stereotype that refers to girls, boys, men or women is called a gender stereotype.
Violence	Any behaviour involving physical, sexual or psychological force to harm or damage someone or something

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Ministry of Education & Training
Government of Vanuatu



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