



Social Citizenship Teacher's Guide Years 7–10

**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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Authors: Carol Young and Bridget Glasgow

Contributions: Leisel Masingiow, Angelinah Eldads Vira, James Melteres, Dr Jayshree Mangubhai and Donna Marie Pune-Narai

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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 second 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 7–10, and the first guide, meant for Years 1–6, 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

- ① Describe natural hazards that are affecting the people and environment of Vanuatu, and suggest ways of reducing their impacts. Alterations to the environment by natural events will be referred to in S1 (refer to page 7 of this guide). It would be advantageous to do the science of a cyclone at the same time – or volcanoes if that is selected by the teacher. Students should also study how humans are affected and their response 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).
- ① 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?
- ① When studying plants and how they grow, discuss community gardens, how people with disabilities are helped to tend their garden, who brings them the produce? 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?
- ① 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?
- ① When studying electricity, look at sustainable supplies from renewable sources. How can a community ensure that everyone gets sufficient electricity at a reasonable cost?
- ① When doing practical work, ensure that there are strategies for the inclusion of all students and that students to put their gear away and clean up their work space. 'Responsible citizens' work together and look after their environment.

Ideas for incorporating citizenship into sport and physical education

- ① 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.
- ① 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.
- ① 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.
- ① 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

- Ⓢ 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

- Ⓢ Democracy and systems of government form part of the social studies programme and would include the need for rules and the qualities of social citizenship.
- Ⓢ 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.
- Ⓢ 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.
- Ⓢ 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

- Ⓢ 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?
- Ⓢ 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.

Ideas for incorporating citizenship into health studies

- Ⓢ When studying communicable and non-communicable diseases, look at the responsibility each citizen has to the community as a whole and the responsibility of the community and the government to its citizens. Is the local water supply kept safe? Is there adequate sanitation? Is everyone encouraged to get vaccinations? Do people look after each other?
- Ⓢ What are the rights of persons with disabilities when it comes to healthcare? Does the community look after people with disabilities who have health needs? Do they provide ramps for people in wheelchairs? Are there any signs in Braille? Do people with hearing impairment understand the signs? Are there safe road crossings in the town? Is there access to transport for persons with disabilities?

Ideas for incorporating citizenship into technology

- Ⓢ Students can investigate what reasonable adaptations are required to make life easier for people with different disabilities.
- Ⓢ When looking at products, ensure sustainability is investigated – reduce the use of plastics, reduce any environmental impact, ensure accessibility for all.
- Ⓢ Investigate how ICT can be used to benefit the lives of people with disabilities.
- Ⓢ Ensure that stereotypes are addressed when studying different branches of technology; e.g. cooking is not just for girls, woodwork is not just for boys.

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

Using this guide

Each topic in this handbook is linked to the paramount outcomes from the Vanuatu National Curriculum. The topics contain a suggested teaching sequence, in many cases with optional activities. The teacher can select to use the whole lesson sequence or a selection of activities. The four topics address two basic themes.

1. Being a citizen of Vanuatu
2. Human rights – including those of children, women and people with disabilities.

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.

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 you should try to use them as often as possible. Research has shown that students will improve their literacy skills faster if strategies are used in several contexts.

The background knowledge is for you, the 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 you set 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
- ☺ 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, sexist or disparaging comments against others.

All teachers 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 the 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.

Senior topics and learning outcomes from the Vanuatu National Curriculum

YEAR	TOPICS	SUB TOPIC	LEARNING OUTCOMES
Year 7 and 8	S1. Being a citizen	<ul style="list-style-type: none"> 🎧 CCE.7.1.2 Citizenship 🎧 CCE.8.1.1 Rights of a Citizen 🎧 CCE.8.1.2 Duties of the Citizen 	<ul style="list-style-type: none"> 🎧 Define citizenship 🎧 Understand and explain the citizenship 🎧 Explain what a citizen is and the rights of a Vanuatu citizen 🎧 Explain and implement the duties of the citizen
Year 8 and 9	S2. Equality, equity and social inclusion	<ul style="list-style-type: none"> 🎧 HPE 8.2.2 Building Healthy Relationships 🎧 HPE 9.2.2 Building Healthy Relationships 	<ul style="list-style-type: none"> 🎧 Discuss gender roles and state expectations for males and females 🎧 Demonstrate fairness and non-violence towards the opposite sex 🎧 Discuss socially acceptable behaviours towards marginalised and vulnerable citizens (people with disability, etc.) 🎧 Demonstrate fair attitudes towards the marginalised and vulnerable citizens (citizens with a disability, etc.)
Year 9 and 10	S3. Being an active citizen in my school	<ul style="list-style-type: none"> 🎧 CCE.10.1.1 Be a responsible citizen 🎧 CCE.10.1.2 Live its citizenship 	<ul style="list-style-type: none"> 🎧 Develop an understanding of an active citizen 🎧 Be an active citizen 🎧 Develop an understanding of a responsible citizen 🎧 Be a responsible citizen
Year 9 and 10	S4. Human rights – why and how to demonstrate these rights	<ul style="list-style-type: none"> 🎧 CCE.9.3.1 Discrimination 🎧 CCE.9.3.2 The Convention on the Rights of the Child 🎧 CCE.10.3.1 Human rights 🎧 CCE.10.3.2 Women’s rights 	<ul style="list-style-type: none"> 🎧 Discuss discrimination in the society 🎧 Discuss issues leading to discrimination 🎧 Explain human rights, including the rights of the marginalised and vulnerable citizens (i.e. citizens with a disability, etc.) 🎧 Explain the rights of the children including children with disabilities 🎧 Explain women rights

The table above shows how these four 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 the rights and responsibilities of a citizen, so this is the first learning topic. In **Years 7 and 8** they look at themselves, their wants, needs and rights and how this works in their community.

Years 8 and 9 bring in the issues of gender and social equality, equity and inclusion. The activities could be spread over the two years or taught as one topic.

The next step is to look more closely at a community – which may be the class, the school or village community. Students will start to practice being an active citizen in the chosen community.

Years 9 and 10 look at the bigger picture: human rights and the rights of a child. They will investigate stereotypes and discrimination against vulnerable citizens.

By the end of Year 10, students will be able to demonstrate and explain more of the concepts that underpin social citizenship. They will understand that their rights come with responsibilities, particularly towards the vulnerable members of their community. They will also understand that the laws of Vanuatu that implement their rights are based on international covenants, and that Vanuatu is part of the UN community.



BEING A CITIZEN

Vanuatu Curriculum Links Year 7 and 8

- ① Define citizenship
- ① Understand and explain citizenship
- ① Explain what a citizen is and the rights of a Vanuatu citizen
- ① Explain and implement the duties of a citizen

Overview

This topic refers to the rights, entitlements and duties of citizenship in Vanuatu. The process of being granted citizenship, e.g. through naturalisation, is not addressed. Chapter 3 of the Vanuatu Constitution refers to citizenship and who can be/become a Vanuatu citizen.

The Constitution of Vanuatu is the supreme law and the Government of Vanuatu has ratified several international human rights conventions including:

1. Convention on the Elimination of All Forms of Discrimination against Women 1979 (CEDAW);
2. Convention on the Rights of Persons with Disabilities 2006 (CRPD);
3. Convention on the Rights of the Child 1989 (CRC);
4. International Covenant on Civil and Political Rights 1966 (ICCPR); and
5. Convention against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment 1984 (CAT).

Everyone has human rights – certain things we should all be able to access and enjoy, such as the right to freedom of expression, protection, culture and play, education and health care. Human rights are important to all areas of our lives. A peaceful and strong community is one where everyone is safe, healthy and strong – where all of their human rights are protected. Living in a community where rights are respected is not just good for the individual, but also for the community as a whole. Protecting human rights is about contributing to a safer and more prosperous community for everyone. Human rights represent a celebration of life in all its dimensions.

The **United Nations (UN)** is an international organisation of 193 member countries, formed in 1945, and committed to maintaining international peace and security; developing friendly relations among nations; and promoting social progress, better living standards and human rights. The organisation works on economic and social development programmes, improving human rights and reducing global conflicts.

The **Universal Declaration of Human Rights (UDHR)**, adopted on 10 December 1948, is the basis for the protection and promotion of human rights around the world. Many countries have included parts of it in their laws. The UDHR stresses that human rights are inherent, i.e. they apply to **everyone, everywhere, every day**. All the rights are necessary in order to live with dignity. There are 30 rights in the UDHR. They cover our physical needs, protection of individuals and groups, and the promotion of potential for people to improve and develop.

Men, women, boys and girls all have the same human rights. **This does not mean that everyone is the same. But it does mean that everyone's rights are the same.**

The Declaration is an expression of the fundamental values shared by all members of the international community. The values that underpin the Declaration are: acceptance, tolerance, respect, inclusion, participation, non-discrimination and equality. This means that the rights of all Vanuatu citizens are guaranteed equally.



Universal Declaration of Human Rights²

ARTICLE	HUMAN RIGHT
1	When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
2	Everybody can claim the following rights.
3	You have the right to live, and to live in freedom and safety.
4	Nobody has the right to treat you as his or her slave and you should not make anyone your slave.
5	Nobody has the right to torture you.
6	You should be legally protected in the same way everywhere, and like everyone else.
7	The law is the same for everyone; it should be applied in the same way to all.
8	You should be able to ask for legal help when the rights your country grants you are not respected.
9	Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly or without a good reason.
10	If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
11	You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
12	You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without good reason.
13	You have the right to come and go within your country. You have the right to leave your country to go to another one and you should be able to return to your country if you want.
14	If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you do not respect what is written here.
15	You have the right to belong to a country and nobody can prevent you, without good reasons, from belonging to another country if you wish.
16	As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.
17	You have the right to own things and nobody has the right to take these from you without a good reason.
18	You have the right to talk about your religion freely, to change it, and to practice it either on your own or with other people.
19	You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.
20	You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
21	You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
22	The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.
23	You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
24	Each work day should not be too long, since everyone has the right to rest.
25	You have the right to have whatever you need so that you and your family do not fall ill or hungry, have clothes and shelter and are helped when needed. Both a mother who is going to have a baby and her baby should get special help. All children have the same rights as adults to be protected whether or not their mother was married when they were born or who the father may be.
26	You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
27	You have the right to share and participate in your community's cultural life, to enjoy it and benefit from it.
28	To make sure that your rights will be respected, there must be an 'order' in place which can protect your rights by making sure that the rules are followed.
29	You have duties towards the community in which you live which allows everyone to respect others and be respected. The law should guarantee human rights.
30	No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.

² Adapted from *ABC : Teaching Human Rights: Practical activities for primary and secondary schools*. OHCHR. 2004.

LEARNING ACTIVITY 1

My definition

LEARNING OUTCOMES

📌 Students can define the following terms: *citizen, rights, responsibilities*.

1. Have the class draw up their My Definition table in the back of their books if it's not already there.
2. Ask them to write what they think the following words mean. Explain that there is no right or wrong answer; this is to get them thinking about the words. They will have an opportunity to go back to their lists later in the topic.

WORD	MY DEFINITION	NEW DEFINITION*
Citizens		
Rights		
Responsibilities		

* Please refer to the glossary for new definitions



LEARNING ACTIVITY 2

Cooperative grid

LEARNING OUTCOMES

- 🕒 Students can identify their own prior understanding of citizenship.
- 🕒 Students can describe their extended knowledge of citizenship.

This activity will inform the teacher of their students' understanding and give students the opportunity to learn from each other.

1. Ask students to draw up a grid like the one below in their books, or photocopy them on a half-page and distribute them to the students.
2. Students need to fill in their own answers in the first column.
3. They then ask six other students ONE question each. They must listen to the answer and then write it down themselves in the appropriate square.
4. They need to fill in the grid with these answers from other students. It is important that they listen and then write the answers themselves as part of their developing literacy skills. This develops their ability to listen, remember and write using another person's words.

	MY ANSWER	OTHER ANSWERS	OTHER ANSWERS
A citizen of Vanuatu is a person who....	e.g. ...was born in Vanuatu and lives there		
A citizen of Vanuatu is entitled to...	e.g. ...school education		
A citizen of Vanuatu should be ...	e.g. ...caring of others, respectful, hard working		

5. Once the grids are filled, students can work in groups of four. For each question, read out the nine answers on all the sheets. Use that information to write their 'best' answer on another piece of paper – different coloured paper for each question would be effective.
6. Put the headings of the questions on large sheets of paper on the walls. Each group can put up their answers.
7. Look for similarities between the answers and, if they are very close, put similar ones together. Explain that these answers will stay up unless any group wants to change their answer during the course of the topic. The answers should be very similar, as each person in the group will have asked others in the class. If there are very obvious gaps or misconceptions then the teacher can decide how these will be addressed during the topic.

Grids can be photocopied or drawn in their books.

LEARNING ACTIVITY 3

Wants, needs, rights and responsibilities³

LEARNING OUTCOMES

- ① Students can differentiate between their 'wants' and their 'needs'.
- ① Students can identify their 'rights' as humans and as part of a community.
- ① Students can explain the link between their rights as citizens of Vanuatu and the Convention on the Rights of the Child.
- ① Students can explain their responsibilities as members of their community.
- ① Students can carry out their responsibilities as a responsible social citizen.

(This could be done as the classroom activity 2 in J3).

OVERVIEW

The **Convention on the Rights of the Child** (CRC) is an international agreement aimed at protecting all human beings younger than 18 years old. This convention was adopted by the United Nations on 20 November 1989, and is signed by almost every nation in the world. Every year, 20 November is celebrated around the world as International Children's Day. By signing this convention, countries have agreed to uphold and protect these rights. **All the Pacific countries have signed the Convention on the Rights of the Child.**

Children's rights are a tool to protect all children from violence and abuse. Children's rights also aim to ensure that each child has the opportunity to reach their full potential. Children's rights stipulate that all children, *without discrimination*, should be able to develop fully, have access to education and health care, grow up in an appropriate and safe environment, be informed about their rights and have a say in their own development as much as possible, and actively participate in society.

Vanuatu, through the Ministry of Education and Training, has a Child Safeguarding Policy that provides guidelines on the safeguarding of children from injury and all forms of physical or mental violence, including sexual abuse and exploitation. The Ministry works within its premises, programmes, schools, school zones and school communities.



³ Adapted from ABC: Teaching Human Rights: Practical activities for primary and secondary schools. OHCHR. 2004.

Convention on the Rights of the Child (child-friendly language summary)⁴

ARTICLE	TOPIC	SUMMARY
1	Definition of the child	These rights apply to all children under 18.
2	Non-discrimination	All children are of equal worth. All children have the same rights and should not be treated differently. Nobody should treat you badly because of your appearance, your colour, your gender, your religion or your opinions.
3	Best interests of the child	Those who make decisions affecting children must first and foremost think about what is best for you.
4	Protection of rights	The government must protect all of your rights.
6	Survival and development	You have the right to life and the right to develop.
7, 8	Registration, name, nationality	You have the right to a name and a nationality and identity.
9	Separation from parents	You have the right to live with your parents unless it's bad for you. You have the right to be brought up by your parents, if possible.
12–15	Opinion, expression, thought and religious beliefs	You have the right to say what you think. You are to be consulted and your opinions respected in all matters concerning you – at home, at school and by the authorities and the courts.
18	Parental responsibilities, state assistance	Your parents are jointly responsible for your upbringing and development. They must always put your interests first.
19	Protection from all forms of violence	You have the right to protection against all forms of violence, neglect, abuse and maltreatment. You should not be exploited by your parents or other guardians.
20-21	Deprived of family, adoption	You are entitled to receive care if you have lost your family.
22	Refugee children	If you have been forced to leave your country you have the same rights as all the other children in your new country. If you are alone you have the right to special protection and help. If possible you should be reunited with your family.
23	Children with disabilities	All children have the right to a decent life. If you are disabled you have the right to additional support and assistance.
24	Health and health services	When you are sick you have the right to receive all the help and care you need.
28–29	Education	You have the right to attend school and to learn important things such as respect for other people's rights and respect for other cultures.
30	Minorities and indigenous groups	The thoughts and beliefs of every child should be respected. If you belong to a minority you have the right to your own language, your own culture and your own religion.
31	Leisure, play and culture	You have the right to play, rest and live in a healthy environment.
32	Child labour, work	You should not be forced to perform hazardous work which interrupts or prevents your schooling and which could be harmful to your health.
34	Sexual exploitation	No one should subject you to abuse or force you into prostitution. If you are treated badly you are entitled to receive protection and help.
35	Abduction, sale and trafficking	No one is allowed to kidnap or sell you or traffic you.
37	Detention and punishment	No one should punish you in a cruel and harmful manner.
42	Knowledge of rights	All adults and children should know about this convention. You have the right to learn about your rights

⁴ Adapted from The World's Children's Prize, www.worldschildrensprize.org/uncrc and UNICEF www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

1. Discuss with the class what they would like life in their community to be like – what would be their ‘dream life’? Brainstorm the whole class briefly. Try and elicit ideas about how people relate to each other – fairness, non-discrimination, no bullying. 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 – what they NEED to survive. This list will be much shorter.
 3. Next step is to put this on a large sheet – **Our Community Needs**. If any item is repeated by several students, add ticks for each time as these should help prioritise the needs.
 4. On a fresh piece of paper make a heading **Our Community 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 village community (e.g. food, water, protection). Ask them to justify these, as their reasons are important. The obvious needs of food and water will be easy. Why do they think they need protection/to feel safe and is it a ‘right’? Some students may think they ‘need’ access to fast foods, cell phones, TV or free transport. Let other students address these if possible, as that message will be more acceptable from someone their own age.
 5. Introduce the Convention on the Rights of the Child – explain that these rights have been set out in an International Convention from the UN that Vanuatu has signed. How do their ‘rights’ match the abbreviated rights from the Convention? Explain that this is an abbreviated list and that the full Convention states that some of these rights are ones that children will grow into, such as the right to get information important to their well-being (Article 17), which depends on being old enough to understand that information.
 6. If you have access to a photocopier, make copies of the 22 articles of the Convention on the Rights of the Child and distribute them amongst groups of three to five students. Each group has to come up with a summary of five articles and a link them to the ‘rights’ the class originally designed. Give them time to complete this, and then each group has two minutes to present their conclusions.

If you don’t have a photocopier, read out or write on the blackboard three or four articles and have students discuss these in their groups.
- Note:** You will have to be aware of issues or questions that may arise during discussion, e.g. what constitutes cruel and harmful punishment. You can lead the discussion to the laws of Vanuatu. Laws are how a country defines how they implement the Convention. How does Vanuatu protect its citizens? What are the laws on cruel and harmful punishment? What is the law on education?
7. Ask students to look at their list of ‘rights’ in their groups. Do their ‘rights’ ensure equity for everyone, i.e. Do their rights address any specific rights for women and girls? For people with disabilities? Why would they need to do this? Try and get students to realise that there is a special Convention on the Rights of the Child because children are one of the vulnerable groups in society. Equally, so are females and people with disabilities. Do they need to add to their list for their community?
 8. Bring up the term equity – treating everyone the same does not necessarily result in equal outcomes. If the village health clinic is at the top of a hill on the edge of the town, then saying it is free for everyone does not mean everyone has equal access to health care. People in wheelchairs, mothers with young babies and the old and infirm will be unable to visit very often. In order for there to be equitable outcomes, the clinic needs to be easily accessible to everyone, perhaps by providing free transport on request for the people who need it. Equity may sometimes mean treating people differently in order for everyone to have a fair outcome.

RESOURCES

- 📄 Paper
- 📄 Large sheets of paper for the wall
- 📄 Print some copies of the Rights of the Child

9. Make the link between rights and responsibilities – if we have a right then we have a responsibility to ensure others equally enjoy that same right. Ask students in pairs to write a list of responsibilities that match their list of rights. Some examples are given below.

Every student has the right to be safe in their community could be matched with: Every student has the responsibility to not harm any other person physically or by using insulting or hurtful words, or Every student has the responsibility to ensure that vulnerable people (people with disabilities, females) are protected from physical harm, or from insulting or hurtful words.

Every student has the right to express their own opinions could be matched with: Every student has the responsibility to listen to other people’s opinions without making rude, hurtful or disparaging comments.

10. 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 the basis of rules or laws, as they describe ideal behaviour. Discuss how these match local laws and customs. Are there any ‘rights’ they feel they do not have?
11. Are there any responsibilities they know they do not always meet? Get each student to write down 1 or 2 responsibilities they know they do not always perform. For example, perhaps they make others feel unsafe through actions or words, or they take food from others, or they don’t make the most of their educational opportunities, or don’t contribute to classroom/community activities or they don’t clean up after themselves, or they put waste in the wrong place or they litter.
12. Ask each student to select one responsibility they are going to pledge to improve in order to become a better citizen. Each student can copy the table below and write down their pledge in the second column. Note: some students may need help selecting the best pledge.
13. Once all the pledges are written down, suggest to the class that they will each monitor themselves and put in a tick (√) when they are doing well on their pledge, or a cross (X) if they forget and break their pledge. Alternatively, if the teacher feels this is appropriate, each student could have two guides or mentors and they are the only ones who can add ticks or crosses. It would be advisable not to have friends doing this for each other. There could be a barter system – ten ticks mean one cross gets rubbed off perhaps? This reinforces the idea that people can reform and become better citizens.

PLEDGE	TICKS	CROSSES

14. Set a time frame for the activity – one or two weeks, and periodically remind the class to continue the activity. At the end, see how many ticks each student has in their notebook. It would be rewarding for students to have a citizenship ceremony. You could discuss with the class what they need to do to ‘earn’ citizenship – how many ticks? What is the limit to the number of crosses? When a student reaches citizen status, their role is to help others reach that status. This would reinforce the idea of a community helping itself by looking after all its members.
15. Now ask them to go back to their My Definition table and see if they want to change their definitions.

LEARNING ACTIVITY 4

Bully no more⁵

LEARNING OUTCOMES

- ① Students can distinguish between friendly, light-hearted teasing and bullying.
 - ① Students can explain why bullying shows irresponsible behaviour.
-

OVERVIEW

Friendly teasing/joking and bullying are behaviours often experienced by children. Bullying can happen anywhere – in the school, in the community, or even online (over the computer or phone). Talk to the class about bullying as a behaviour that is not responsible because it hurts other people.

- ① **Teasing/ Joking:** what you do when you play with your friends and say or do silly things together. Your parents or other grown-ups may also tease you. When it is light hearted and friendly, it does not feel bad. It makes everyone laugh and have fun. The jokers feel proud of making others laugh. If it so happens that someone's feelings are hurt, those who hurt them should apologize. Such hurtful things should never be done again.
 - ① **Bullying:** is done by a person or people who intend to make you feel bad or want to show their power. These people are called bullies. In general, bullies hurt someone who they judge to be weaker. They do it when grown-ups cannot see or hear them. Bullying involves hurtful name-calling done repeatedly; calling members of your family or group ugly names; malicious and unkind teasing that is spiteful and hurts your feelings; lying about you or starting hurtful rumours about you; embarrassing you in public on purpose; making you feel frightened; damaging or taking away your things, such as your snack or pen; causing you to get injured; making you look bad; blaming you repeatedly for things going wrong; and pinching, kicking or pushing you repeatedly. Nasty children may laugh even more when they see their victim cry. Bullying is wrong because the child who is bullied can feel great unhappiness, exclusion, hurt, isolation, helplessness, anger and lack of self-esteem, and therefore cannot focus on learning. Bullying is not showing responsible behaviour.
-

1. Ask students to add teasing/joking and bullying to their My Definition list.
2. Ask students the following questions to start the discussion and differentiate between the two behaviours.
 - ① Think of a time when someone has teased you or played a practical joke on you. Share it with a partner, as well as how you felt.
 - ① Think of a time when someone did something to you that upset you and made you feel bullied. Share it with a partner, as well as how you felt.
 - ① Why do you think bullying mostly happens when teachers and parents aren't around?
 - ① What do you think about children who like to hurt other children?

⁵ Adapted from *Teaching respect for all: Implementation guide*. UNESCO.

3. Write the list below on the board or read them out and ask students in pairs to decide if each one is teasing/joking (T/J) or bullying (B).

- Ⓢ *Calling you 'lazybones' or 'sleeping beauty' when you get up late. (T/J)*
- Ⓢ *Pinching your arm as you pass by. (B)*
- Ⓢ *Sticking chewing gum into your hair. (B)*
- Ⓢ *Pretending to have forgotten about your birthday and then giving you a surprise party. (T/J)*
- Ⓢ *Causing you to trip and fall by secretly placing a banana skin near your desk. (B)*
- Ⓢ *Knocking your food out of your hand. (B)*
- Ⓢ *Daring you to do something dangerous and leaving you to cope on your own. (B)*
- Ⓢ *Blaming you for something you did not do. (B)*
- Ⓢ *Tickling you to cause you to let go of something they want. (T/J)*
- Ⓢ *Preventing you from taking part in a game. (B)*

4. Discuss these with the class. Some students may be genuinely surprised that their behaviours can be classified as bullying. Lead the discussion to the idea of bullying as regular behaviours being repeated, particularly if they are constantly directed at a small number of smaller or weaker students.



LEARNING ACTIVITY 5

The witness – a game about bullying and responsibility⁶

LEARNING OUTCOMES

- 🕒 Students recognise that bullying can happen only if others don't interfere.
- 🕒 Students can explain how to prevent bullying actions by working together.

The aim of this game is to give students an experience involving bullying and how people can work together to prevent bullying. You should refer to any guidance provided by MOET or your school handbook as to how to deal with incidents of bullying.

1. This game is a variation of the children's game of 'Tag'. Divide the class into groups of three and ask them to number themselves 1, 2 and 3. Then explain that students numbered 1 will be the targets, 2 will be the bullies, and 3 will be the witnesses. Set an area for students to move around in on a field – about the size of a netball or tennis court.
2. Explain each role.
 - 🕒 The bully has to try and tag the target by tapping them.
 - 🕒 The target must try and get away from the bully and the witness's role will vary in each round.
3. A complete game will take four rounds with different instructions for each round. Allow each round to continue for about a minute before stopping and beginning the next round.
4. **First round:** The witness helps the bully by blocking the target's path so the target cannot avoid the bully. However the witness cannot touch or push the target. The intervention must be non-violent. The bully tries to tag the target and the target tries to avoid the bully.
5. **Second round:** The witness is indifferent to the situation and does not intervene.
6. **Third round:** The witness protects the target by placing her/himself between the target and the bully. However the witness cannot touch or push the bully, the intervention must be non-violent.
7. **Fourth round:** This time the target is able to be proactive in addressing the bullying, not just trying to escape. Ask all the witnesses to form a line about 30 metres away from the other students. At the signal (teacher blows a whistle or drops a flag), the targets must try to reach their witness and touch their hand before they are tagged by the bully. The witnesses do not move but they extend their hand and try and encourage their target to reach them as soon as possible. Once the targets have touched their witness they pass through the line of witnesses and are then safe from the bully who cannot pass through the line.
8. After four rounds, ask students to swap roles and run the game again.

⁶ Adapted from Play it Fair, Equitas.

9. Afterwards, ask some reflective questions to encourage discussion on bullying:

- 🗣️ How did you like this game?
- 🗣️ How did you feel during this game? Why? Did it depend on your role at the time?
- 🗣️ When was it easiest for the bully to tag the target? When was it hardest? Why was this?
- 🗣️ What is bullying? What are some examples of bullying behaviour?
- 🗣️ Have you ever teased, bothered or annoyed other students? Why?
- 🗣️ Have you ever seen other students bullying? What did you do?
- 🗣️ What can you do if someone from a group is being bullied?
- 🗣️ What can we do to make sure that bullying does not happen here? Can the students use the ideas from the game to talk about group responses to bullying behaviour?

Remind students that bullying can be:

- 🗣️ using hurtful words or making fun of another person (i.e. unkind teasing as mentioned in learning activity 4);
- 🗣️ ignoring someone or purposely excluding them from a group or activity;
- 🗣️ hitting, pushing or using violent behaviour against another person; and
- 🗣️ saying or writing lies or spreading rumours about a person.

10. Start a discussion on the topic: What do you think a child could do to stop being bullied? Below are a few ideas. Can the students think of any more ideas?

- 🗣️ Look the bully in the eye silently to send the message, 'You can't scare me.'
- 🗣️ Face the bully and tell them firmly, 'Stop it.'
- 🗣️ Talk to a friend about what has happened.
- 🗣️ Talk to your parents about what has happened.
- 🗣️ Talk to the teacher about what has happened.

Remind students: A child who is bullied should not hide it or pretend to ignore what is going on. That is what the bullies rely on. If bullies are not able to scare you, they won't have 'fun'. If they don't have 'fun', they will give up bullying you. You still have to tell grown-ups about what has happened, because the bully may pick another child to hurt. Being a responsible citizen means looking after others and ensuring that everyone is safe.





EQUALITY, EQUITY AND SOCIAL INCLUSION

Vanuatu Curriculum Links: Years 8 and 9

- Ⓢ Discuss gender roles and state expectations for boys/men and girls/women.
- Ⓢ Demonstrate fairness and non-violence towards the opposite sex.
- Ⓢ Discuss socially acceptable behaviours towards marginalised and vulnerable citizens (people with a disability, etc.).
- Ⓢ Demonstrate fair attitudes towards the marginalised and vulnerable citizens (people with a disability, etc.).

Key definitions

From a very young age, we learn about how to be boys and girls, men and women. Our parents, families and communities teach us how to behave and what roles we play in the family and the community. These are called gender roles. These roles have been taught to us by our community – they are learned and they can change. While these roles have often been taught to us based on our sex (that is, if we are male or female), our gender and our sex are actually VERY different.

- Ⓢ **Sex** refers to the differences between men's and women's bodies (biological differences). There are two major biological differences between men and women: women give birth to babies and breastfeed; men are not able to do that.
- Ⓢ **Gender** refers to how men and women (girls and boys) should behave in the family and the community. It is not something we are born with, it is something we learn from growing up in our society (socialisation). It is taught by society and it can be changed. It is different in different communities.

OVERVIEW

It is advisable to look at school and classroom processes before teaching this topic. For example, are boy students given more leadership roles than girl students? Do teachers allow both boys and girls in their class to speak?

Students will quickly recognise when you say one thing but do something else.

Gender stereotypes are culturally ingrained ideas about appropriate behaviours for males and females. Gender stereotypes make assumptions about how girls and boys are supposed to look, what girls and boys can do, and how girls and boys should behave. Some common gender stereotypes include:

- Ⓞ it is not okay for boys or men to cry;
- Ⓞ boys/men are naturally aggressive;
- Ⓞ girls/women should be submissive;
- Ⓞ girls/women are better at caring for others;
- Ⓞ girls/women are more sensitive; and
- Ⓞ girls/women are weak.

For you, the teacher, to reflect on

- Ⓞ Am I providing class-based opportunities through the formal curriculum and activities for pupils to explore the principles of not discriminating between boys and girls based on perceptions of what girls and boys can or should do? If not, what resources do I need in order to do so?
- Ⓞ Do the textbooks I use perpetuate gender stereotypes? What about the pictures on the wall – what are boys or men doing? What are girls or women doing?
- Ⓞ Who cleans the blackboard? Empties the rubbish bin? Takes messages to the Principal? Do I divide these roles evenly between boys and girls?
- Ⓞ How can/do I create a culture of equal respect for the capabilities of boys and girls, equal opportunities during informal classroom time, conversations and classroom rules?
- Ⓞ How have I engaged my pupils to create goals and boundaries for a mutually respectful classroom environment? How do I ensure all voices are equally heard and responded to in an equitable way?
- Ⓞ Am I conscious of biases I may hold? Do I prevent the teaching and transmission of stereotypes and misinformation? How do I prevent myself from conveying stereotypes? How do I address stereotypes created and/or reinforced by my pupils?
- Ⓞ Who do I ask to answer questions? Is it mostly the same students? Do I ask the girls different questions to those I ask the boys? (Note: research in a number of countries has shown girls are often asked 'closed' easy questions while boys are asked 'open' thinking questions).
- Ⓞ Do my pupils find me supportive? How can I be more supportive of my pupils when dealing with issues of discrimination?
- Ⓞ How can/do I allow for discussion of vulnerable groups – their gender, ethnicity, disability, etc., so as to allow pupils to understand their background, but not create an environment of discrimination?

LEARNING ACTIVITY 1

Sex, gender and stereotypes

LEARNING OUTCOMES

- ① Students can differentiate between sex and gender.
- ① Students can describe some gender expectations in their society.
- ① Students can define a stereotype and give some examples.

RESOURCES

- ① 2 x A4 paper per group

1. Sex and gender are two terms that are often confused. Ask the students to put these words in their My Definition list along with the word 'stereotype'.
2. Put students in small groups – mixed boys and girls if possible.
3. Give each group two pieces of paper and ask them to draw a boy on one and a girl on the other.
4. Ask them: What does it mean to be a girl in our society? What does it mean to be a boy? List all the things that seem important for each one, around their pictures.
5. Ask for some feedback from the groups – was it easier to do the girl or the boy? What were two of the most important points for each?
6. Then ask them to go back to their drawings and underline or circle in blue all the things they were born with and underline or circle in red all the things that were learnt or expected.
7. Put two headings on the board – SEX and GENDER. Ask each group to read out one blue circle and one red circle at a time. Put the blue answers under SEX and the red answers under GENDER. You may have to query some answers as the students may think that some gender characteristics are actually sex characteristics.
 - ① Have babies, breastfeed babies, have periods (menstruate), higher voices: voice breaks, lower voices, wider shoulders, smaller hips are all sex characteristics
 - ① Gentle, strong, leaders, weak, dominant, good cooks are all gender characteristics. They are learnt and are different in different cultures.
8. Explain that some of the gender characteristics are called stereotypes. They are not necessarily true but they have been learnt as appropriate behaviours for males and females. Some roles have changed in Ni-Vanuatu society over the years regarding what women and men can do. Ask the students: Is there something their grandmother or grandfather were discouraged from doing when they were young because of their gender, but that they can do now? Can gender roles change over time?
9. Ask your students if they can think of any other stereotypes or common statements about women or men. How can they tell if these statements are true or just the beliefs of a social group, e.g. a religion or sports team or cultural group? You could use the example of Britain before and during WW2. When all the able-bodied British men between 18 and 45 years of age were involved in fighting, women, who had traditionally been homemakers, had to step up and take on the roles of farmers, truck drivers, factory workers and business owners. Gender stereotypes in those days assumed that women were too weak or incapable of doing these jobs but they proved they could do all the work that had previously been done only by men.

In the Vanuatu context, an example might be the stereotype that women look after the household by doing household chores and caring for children while men are breadwinners who earn money to look after the family. However, there are many women who are the sole breadwinners for their families; they are nurses, teachers, market gardeners, businesswomen, etc.
10. Which stereotypes tend to be hurtful or restricting? What effect might these stereotypes have on people? How could they start to address a particular stereotype?

Treating boys and girls equally improves the lives of all children, the community, and the country.

LEARNING ACTIVITY 2

The gender race⁷

LEARNING OUTCOMES

- ① Students can explain the link between gender characteristics of males and females to different advantages and disadvantages in life.
- ① Students can recognise that some gender advantages create unfair disparities.

1. Divide the class into small, mixed groups. Ask half the groups to list five advantages and five disadvantages of being a woman. Ask the other half of the groups to list five advantages and five disadvantages of being a man.
2. Record all the advantages and disadvantages in four tables on a large piece of paper. Then ask the class to rate how important each of these is in the life of an individual, with 5 being the highest and 1 being the least important.
3. For example, a group might list 'Being strong' for a man, and rate it 4 or 5; or they might list 'Can wear pretty dresses' for a woman and rate it 1. This should be done by consensus – the majority of the boys have to agree on the 'man' statements and the majority of girls agree on the 'women' statements. There don't have to be any 5s or any 1s – or they could all be 5s and 1s. It is fine if the numbers don't balance – in fact it will be better for the discussion if the men's advantages have more 5's than the women's, and the women's disadvantages have more 5's than the men's.
4. Prepare small cards to match the number of students in the class. Label half 'Male' and the other half 'Female'.
5. Explain to students that they will all have to take part in a race. Take them out to the playground and line them up with their toes on the start line. They will all be babies born on the same day and according to the Universal Declaration of Human Rights they are 'born free and equal in dignity and rights'. Then explain that the numbers of male and female are approximately equal so they need to draw a card to see which they represent. Have students draw a card, without being able to see what they are getting.
6. Start with an advantage for men that received a 5. Read it out and ask everyone with a male card to step forward 5 paces. Then do the same with a female advantage. Then read a disadvantage for men with its number, and ask the 'males' to take that number of steps backwards. Then do the same for a female disadvantage.
7. Continue in this way until a large gap develops between the groups.
8. Ask the two groups to turn and face each other. Ask several students from each side:
 - ① How do you feel about your position?
 - ① How would you feel if you were in the other group?
 - ① What would you like to say to those in the other group?
 - ① Then ask the whole class – Is this fair? If all the babies were born equal, why did things change without any action on their part?
 - ① Do they want to relook at their statements now? Are there other advantages or disadvantages that should have been included?
 - ① If all babies are born with equal rights then why does one group end up with more advantages in life?
 - ① What could be done to close this gap (i.e. equity measures)?

RESOURCES

- ① Large piece of paper for each group
- ① Small cards – One for each student, half labelled female and half labelled male.

⁷ Adapted from *The Human Rights Education Handbook*. The University of Minnesota Human Rights Centre

LEARNING ACTIVITY 3

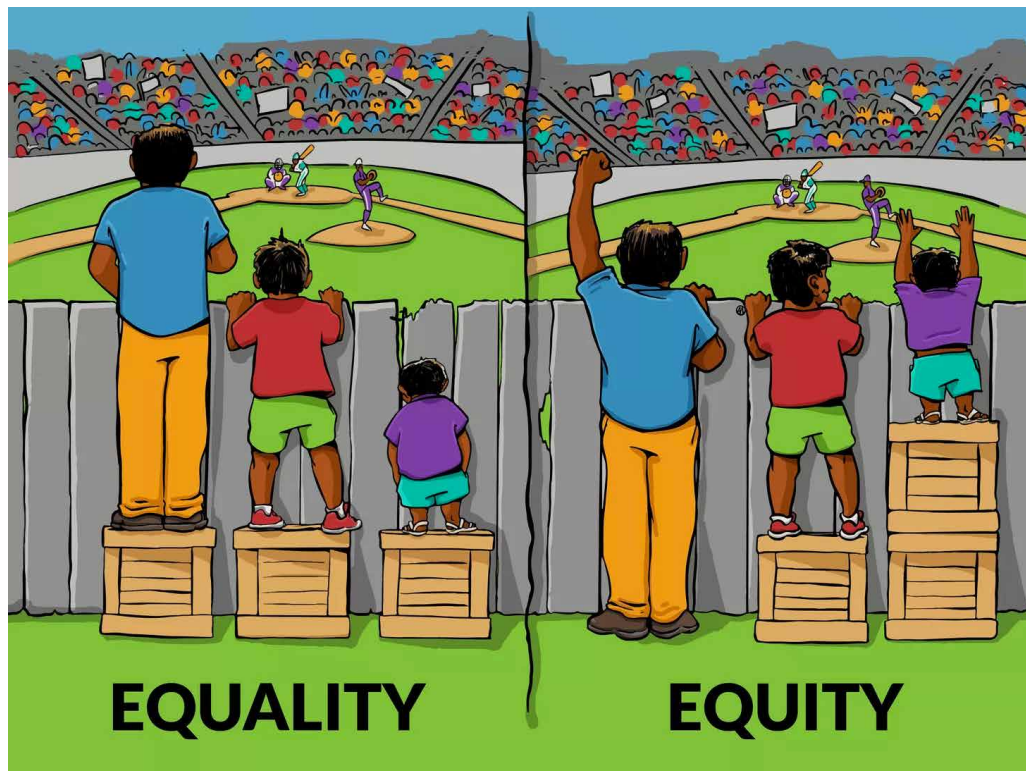
Equal or equitable shares?

LEARNING OUTCOMES

🕒 Students can differentiate between equality and equity.

OVERVIEW

Everyone deserves to be treated with equal respect and dignity. *This does not mean that we are all the same, but that all of our human rights are the same.* Sometimes people are excluded because of their differences, e.g. boys and girls get treated differently, people with disabilities may not be included, or people make judgements and stereotypes based on someone's race or ethnicity. For everyone to enjoy equal rights, we must create inclusive spaces which allow everyone to be involved equally. This does not mean that everyone gets the same thing, but that we support everyone to have access to the same opportunities. For example, see the image below,⁸ which distinguishes between equality and equity.



⁸ Source: <http://interactioninstitute.org/illustrating-equality-vs-equity/>.

See also <https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4#.s2pu86cvh>

Equality is when all people receive the same thing – in the picture on the left, each person received one box to look over the fence, but the shorter person still cannot see. **Equity** is when resources are redistributed to allow for more equal opportunity – in the picture on the right, the three boxes have been shared so that everyone can see over the fence. This creates a **level-playing field**. We may see this in our society when people with disabilities are provided with special resources so that they can equally participate in society (equipment, schools, etc.), or when the government reserves a certain number of seats in parliament for women, because they recognise it is much harder for women to get into government than it is for men.

You will need sufficient small pieces of paper – one for each student. These are going to be chocolate cookies. You can use real cookies if you wish.

1. Write the following statements on small pieces of paper and fold them up tightly.
 - Ⓞ You are a diabetic and cannot eat sugar.
 - Ⓞ You have not had breakfast and require more cookies.
 - Ⓞ You are allergic to chocolate and eat only plain biscuits.
 - Ⓞ You are blind and unable to find your biscuit.
 - Ⓞ You are taking your brother to the doctor at lunchtime so won't be able to have lunch. You need several cookies now.
2. Give each student a piece of cookie paper/ a cookie and explain that in order to be fair and treat everyone equally, everyone gets 1 cookie each.
3. Give out the five folded pieces of paper randomly and ask the students to keep them folded, then one at a time, ask them to read out what is on their piece of paper.
4. Now do the students think that equal distribution was necessarily fair to everyone, given that everyone did not have an equal outcome? How could this process be changed to provide an equitable result?
5. Another simple activity would be to ask six students to come to the front of the class. Each student represents a member of a family: father, mother, 12-year-old son, 8-year-old daughter, 3-year-old daughter and grandmother. Each of the members above is given a pair of shoes of the same size. This represents equality.
6. Ask the students if the distribution of shoes is fair? Each person has been given the same shoes so is this treating them equally? What would happen if their treatment was equitable? Discussions can lead to giving the right size of shoes to each person in order to show fairness or equity.



LEARNING ACTIVITY 4

Stereotypes⁹

LEARNING OUTCOMES

- 🕒 Students can discuss male and female stereotypes in their community.
 - 🕒 Students can carry out a role-play of opposite gender roles.
 - 🕒 Students can investigate gender stereotypes.
-

1. Remind the class about the gender race (Learning activity 2).
2. Ask the class to think about stereotypes related to boys and girls. These stereotypes can be drawn from what they see in their communities or what they read in books. Divide the class into groups and give a sheet of paper to each group. Each group divides the paper into two columns and put Girls as the heading in one column and Boys in the other column.
3. Students are to write or draw the answers to the following questions on their paper.
 - 🕒 How are boys and girls supposed to behave?
 - 🕒 What are boys and girls supposed to do to help their families at home?
 - 🕒 How are boys and girls supposed to dress?
 - 🕒 What subjects are boys and girls more inclined to learn at school?
 - 🕒 What are boys and girls supposed to do when they grow up? (e.g. become a doctor, nurse, teacher, mechanic, etc.)
4. Now imagine that girls and boys in your group decide to switch roles. That means that boys and girls will act 'out of their box'. Discuss your ideas with your group – what would this mean in the classroom? On the playing field? At home?
5. Each group has to create a five-minute role-play with 'out of the box' boys and girls and present it to the class.
6. How did it feel to 'act like a girl'/'act like a boy'?
7. There were assumptions made in the statements about what was specific for a boy or a girl. What were they?
 - 🕒 Did the students agree with all the assumptions in the statements?
 - 🕒 Were there times when they thought that the same statement could apply to both sexes?
 - 🕒 Has there ever been a time when they couldn't participate in any activity mentioned in point 4 because of a gender stereotype? Explain the situation. How did this make them feel?

⁹ Adapted from *Teaching respect for all*, UNESCO.

LEARNING ACTIVITY 5

Understanding people with disabilities

LEARNING OUTCOMES

- 🕒 Students can discuss common myths (misconceptions) about people with disabilities.
- 🕒 Students can differentiate between myths and facts about people with disabilities.

1. Ask students to work in pairs to decide if the following statements are myths (misconceptions) or facts. The answers are provided. You could do each statement one at a time, do them in blocks of three or four statements at a time, or do them all first and then go over the answers.

Children are born with disabilities because their parents were cursed by the gods for disrespecting a sacred place or taboo. MYTH

FACT: Disability may be due to a variety of factors such as genetic disorders, occurrences during pregnancy or birth or as a result of an accident.

It is all right to refer to people with disabilities by their disability first (e.g. a physically handicapped person). MYTH/MISCONCEPTION

FACT: It is wrong. People with disabilities are human, just like everyone else. Refer to the person first before the disability. This is known as 'People First Language.'

For example: **Say:** 'People with a disability', **NOT** 'Disabled people.'

Say: 'People who use wheelchairs', **NOT** 'Wheelchair-bound or physically handicapped / disabled people'

People with disabilities do not have feelings. MYTH

FACT: People with disabilities are humans just like everybody else and thus have feelings.

Being albino is a disability. MYTH

FACT: Persons with albinism are usually as healthy as the rest of the population but can sometimes be classified as having a disability because of the associated sight impairments.

Disability is contagious. MYTH

FACT: No disability is contagious but negative attitudes may be.

Being disabled means being handicapped. MYTH

FACT: People with disabilities are only handicapped when environmental or physical barriers, or people's attitudes, interfere with or prevent them from performing certain activities.

All disabilities are inherited. MYTH

FACT: Only some disabilities are hereditary; some are the result of a disease and others are the result of an accident.

People with disabilities cannot learn like other students. MYTH

FACT: People with disabilities can and have the right to go to school and learn like other students. The Inclusive Education Policy in Vanuatu ensures that children with disabilities attend mainstream schools.

People with disabilities are more comfortable with 'their own kind.' MYTH

FACT: In the past, grouping people with disabilities in separate schools reinforced this misconception but, today, many people with disabilities take advantage of new opportunities to join mainstream society.

People with disabilities always need help. MYTH

FACT: Many people with disabilities are independent and prefer to be responsible for themselves. However, if you want to offer assistance, it is best to ask them first before you act.

People with disabilities live a different life. MYTH

FACT: People with disabilities go to school, are employed, work in the garden, get married, vote, laugh, cry, get angry, plan and dream like everyone else.

People who cannot hear can read lips and people who are blind have a sixth sense. (MYTH)

FACT: Some people who cannot hear are able to read lips but this is not always reliable. People who are blind develop their remaining senses more fully but do not have a sixth sense.



LEARNING ACTIVITY 6

Gender bender

LEARNING OUTCOMES

🕒 Students can investigate gender stereotypes.

1. Find a local story that has defined roles for at least one woman and one man. This could be a historical myth or local legend. Preferably look for one with a 'hero' figure. Or find a newspaper article telling a story of domestic violence.
2. Rework the story to swap all male and female names; i.e. every male becomes a female and every female becomes a male. It would be the wife attacking the husband and him going to the police for help, for example, in a typical story of domestic violence.
3. Read the story to the class. Don't make any explanations of the changes.
4. Ask students to work in small groups to discuss the story.
 - 🕒 What was different about the story?
 - 🕒 What surprised them?
 - 🕒 Could the story happen that way in their community? If not, why not?



LEARNING ACTIVITY 7

Gender sequencing activity¹⁰

Sequencing of statements in this way not only helps understanding of concepts, it also helps students understand the structure of a well-written paragraph. This one starts with a definite statement. It then explains the statement, gives examples, and finally comes up with a conclusion.

LEARNING OUTCOMES

- 🕒 **Students can list some limitations of gender stereotypes.**
- 🕒 **Students can recognise effective paragraph structure.**

-
1. Print sufficient copies of the statements below for students to work on them in groups of three or four.

We learn gender roles while we are growing up by watching and listening to adults.

Often these gender roles have been formed over time and have become an established part of our culture.

Many communities believe it is the girls' responsibility to clean the house, wash the dishes and cook, while the boys find and chop firewood, fish, and sit with men.

Such stereotypes, or common general ideas, can stop boys and girls achieving the most that they can in school, work and life.

All genders should be allowed to follow their dreams and choose study or work that suits their personality and talents.

2. Cut up the copies so there is one statement on each piece of paper. Shuffle the pieces into a different order then give each group one set of statements. Ask them to put them in order to make a paragraph.
3. Once they have them in the correct order, ask them how they worked out the order. In this paragraph the structure is as shown below.
 - 🕒 It starts with a statement. 'We learn...'
 - 🕒 This is followed by an explanation. 'Often these...' where 'these' links back to the previous sentence.
 - 🕒 Next is an example. 'Many communities...'
 - 🕒 Then a comment on an issue from this. 'Such stereotypes...'
 - 🕒 Finally, a conclusion. 'All genders...'
4. Discuss how this same structure can be applied to other topics to produce a logical, sequential paragraph. Then ask students to write a paragraph on stereotypes.

¹⁰ Adapted from *Teaching respect for all: Implementation guide*, UNESCO.

LEARNING ACTIVITY 8

Let's make it fair¹¹

LEARNING OUTCOMES

- 🕒 Students can name the barriers faced by people with disabilities.
 - 🕒 Students can identify accessibility as a human right, especially in the context of persons with disabilities.
-

1. Prepare these identities on slips of paper to hand out to students:

- 🕒 You are a Year 6 student who uses a wheelchair.
- 🕒 You are a student who is deaf.
- 🕒 You are a Year 7 student who is blind.
- 🕒 You are a Year 6 student and have one broken leg.
- 🕒 You are a Year 7 student with memory loss.
- 🕒 You are a Year 8 student with one leg amputated below the knee.
- 🕒 You are a teacher who has one arm.
- 🕒 You are a gym teacher who has tinnitus (ringing in ears).
- 🕒 You are a Year 7 student who has quadriplegia (paralysed from the neck down).
- 🕒 You are a Year 8 student with very poor eyesight wearing very thick glasses.

2. Ask the students to brainstorm typical activities that most people in their community do. For example, fishing, gardening, going to work, going to school, taking a bus, riding a bike, going to church, playing sports. Write these on the board.

3. Divide students into pairs and ask each pair to choose two activities from the list on the board. More than one group can choose the same activity.

4. Once they have chosen an activity, randomly pass around the slips of paper you prepared earlier with role-play identities on them. Explain to the students that the slip is their new identity for the rest of the exercise. Imagine what it would be like for you to participate in the activities you have chosen.

- 🕒 What barriers or challenges might you encounter?
- 🕒 What would you need so that you could participate?
- 🕒 What would make accessibility easier for you?
- 🕒 Consider all the barriers that may make this activity challenging, i.e. not just physical barriers, but access to information, other people's attitudes, rules and policies, etc.

5. After 15 minutes, invite the pairs to come back together as a class. Ask each group to describe their identities and what activities they chose. Ask them to share two challenges they would encounter, and two solutions to overcoming the challenges and allowing them to participate.

6. Explain to the class that all people have the right to participate. There is a specific article on people with disabilities in the Convention on the Rights of the Child AND there is a specific Convention (Convention on the Rights of Persons with Disabilities) to protect the rights of all those with disabilities. This is important because all humans have human rights. In fact, almost all humans will experience disability at some point in their lives due to illness, accident or ageing.

7. Ask the class if they can recognise the term to describe everyone having fair access – equity. Remind them that equal access does not ensure equity (equal outcomes) for people.

¹¹ Adapted from *The Rights of Persons with Disabilities in the United States*. Advocates for Human Rights.



BEING AN ACTIVE CITIZEN IN MY SCHOOL

Vanuatu Curriculum Links Years 9 and 10

- ③ Develop an understanding of an active citizen
- ③ Be an active citizen
- ③ Develop an understanding of a responsible citizen
- ③ Be a responsible citizen

OVERVIEW

Students will demonstrate active social citizenship by first learning about measures they can take to prevent damage and loss in the event of a cyclone. They will then take action by educating another class or community group about how to put these measures in place. This could involve constructing a 72-hour family survival pack with a group of mothers, or informing other classes about measures to be taken at home or around the school.

In order for students to learn what being an active and responsible citizen means, they have to practise it in some way. Vanuatu is unfortunately at risk from natural disasters – cyclones, volcanoes, floods and droughts. The best way to limit damage in any natural disaster is to be prepared. Although the 72-hour pack is chosen as the context in this topic, teachers could use other preventive activities. Page 56 in *Learning about Climate Change the Pacific Way* has three boxes – actions before, during and after a cyclone – that could be used as the focus of student activities, preparing posters or talking to younger students or community groups about actions they could take.

Two examples of 72-hour packs can be found here:

www.redcross.org.ph/get-involved/volunteer/item/837-red-cross-lifeline-kit-be-ready-all-the-time

<https://nz.pinterest.com/pin/153685406005644819/>



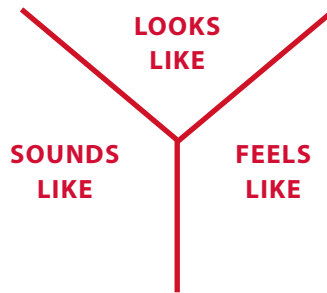
LEARNING ACTIVITY 1

Y Chart on cyclones

LEARNING OUTCOMES

- ① Students can identify probable outcomes of a cyclone or severe storm.
- ① Students can identify possible risks in their own community.

1. Brainstorm on what students know already using a Y chart on cyclones.
 - ① Students work in small groups. They draw a large Y on a piece of paper. Within the top V write **Looks like**. On the left write **Sounds like** and on the right – **Feels like**.



RESOURCES

- ① Picture 9 CCPW
- ① CCPW Teachers Guide Chapter 9
- ① Paper for Y charts
- ① Cards

- ① Students have to put in their word for what they have experienced or heard about. What does a cyclone look like (what do they see?) what does it sound like and what does it feel like.
 - ① Each group can then report back on one thing they have written in each section.
 - ① Look at Picture 9 from *Learning about climate change the Pacific way (CCPW)*. What damage can they see in the picture – to people? To buildings? To animals? To plants? To vehicles? How could that damage have been reduced or prevented?
2. In groups, list what has changed since the last major cyclone that swept through Vanuatu. What has been done to protect people, buildings and the environment against damage from another cyclone? You will need to use this information to steer the next activities – it will be different for town and rural schools.
 3. Students should have a My Definition grid in the back of their books. Explain that their task is to write what they think any new words mean now. It's okay if they need to change it later. That means that they have learnt something while doing the topic. They will come back to their definitions later in the topic to refine them and add new words.

LEARNING ACTIVITY 2

Demonstrating responsibility in developing a 72-hour pack

LEARNING OUTCOMES

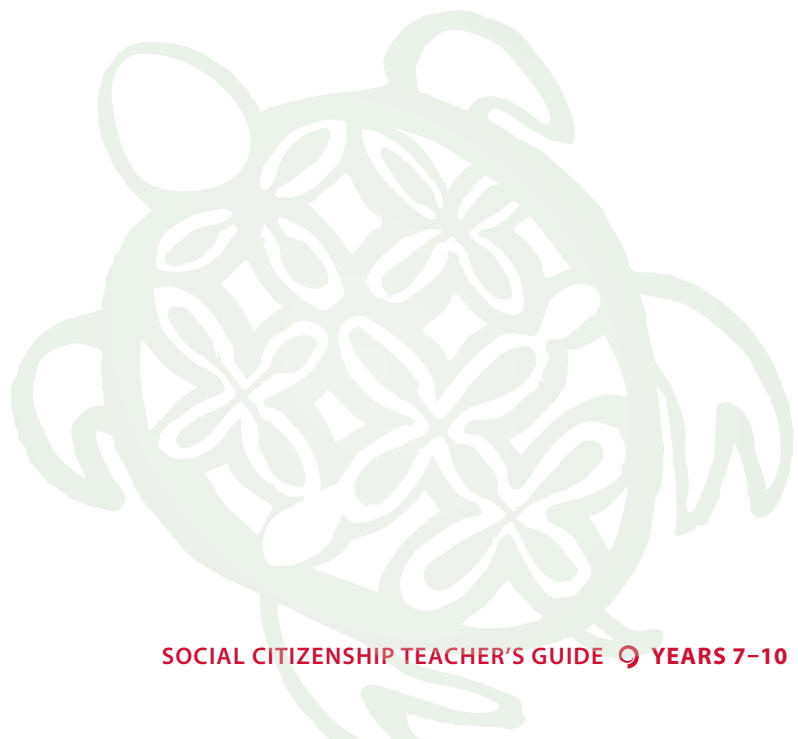
- 🎯 Students can identify some measures that their community could take to reduce the likelihood of damage.
- 🎯 Students can communicate their recommendations.

-
1. Are students familiar with a 72-hour pack? If not, then continue these activities. If they are familiar with it and families have their packs organised, start at number 10.
 2. Brainstorm first about what would be required to survive in a shelter for 72 hours – sanitation, food (that doesn't need cooking), water, medicines, first aid, light source, means of communication, warmth, clothing, tools (knife, rope?). Each group of students could represent different people – mothers, fathers, babies, widows, pregnant women, school children, old people and people with disabilities. In their groups, they make a list of what they think would be needed. This needs to be based on where they are going for shelter – is it the school, church or community hall?
 3. Put all ideas together – what is different in each list? Check against a standard list (see the standard lists provided in the sample 72-hour packs) – has anything been forgotten? What have they added that is not included on a standard list, and why have they added it? Is it essential? Make it clear that some families or members of families will have specific needs. What about any students or adults with disabilities, do they have special needs? How about the menstrual hygiene needs of women and girls? What about old people and babies? The list should include copies of important documents such as birth/marriage/death certificates, bank documents, receipts, land documents, etc.
 4. Organise the construction of one or two packs in the next lesson. Explain to the class that they will need to decide who they are going to inform about the packs and how. This could be by demonstrations, role-plays, drawings, lists or making a video. It could be for other classes in the school or local community groups. If photos and /or videos are possible they may want to do that as they set up the pack. It is important to give the students the opportunity to decide, since this is how they are displaying responsibility. However, it is expected that you will set guidelines, as it may not be possible to visit other classes or community groups.
 5. Set up the pack/s in class. Discuss with the students what containers would be used, how to carry the items and what needs to be waterproof. Maybe have a competition to see who can put the items carefully into containers the fastest or into the least number of liftable containers. Is there anything missing, e.g. spare batteries for torches or radios, matches, can-openers, plates and cutlery, toilet paper? It is often the small items that are forgotten. (Toilet paper takes less space if the cardboard roll is removed and the paper put in a plastic bag). What backup plan (plan B) could they have? Could the local store agree to keep an emergency supply of some items? Could some essential items be stored in an evacuation centre?
 6. Discuss with students how they will work in their groups. How will they divide up the roles that need to be done? Remind the students that, while there are traditional gender roles, not everyone will want to fit into those traditional roles and that is okay. Participation is a key requirement of an active citizen. How will they ensure that each student is participating in activities – in collating the information, designing the presentation and presenting information? Accountability is another important quality of a responsible citizen. What will each student be accountable for? Who will they be accountable to?

7. Discuss with students how their presentation could be evaluated. Would it be only on content, only on presentation or a combination? Would all students receive the same grade? How could you assess who had made a poor or excellent contribution as an active or responsible citizen? What does responsibility look like? In this case it is responsibility to their group in class and to their community – participation and accountability. Does it need assessing or just recognition that it has happened? If these discussions are held at this stage then students are aware of what will be expected of them and, by contributing, they are taking responsibility for their own behaviour. Groups could develop a grid or matrix for evaluation of their work and then decide on one to be used for the class.
8. Check their My Definitions – do they want to change anything? Add the words ‘participation’ and ‘accountability’ to their list.
9. Give students sufficient lesson time to prepare their presentations. This will vary, depending on whether it is a poster or a presentation to a community group.
10. If the 72-hour pack is not an option, then consider the Before, During and After table on page 56 of *Learning about Climate Change the Pacific Way*. Students could carry out the same type of community awareness activity or carry out an inspection of the school and recommend work that needs to be done. During and After could both be used as role-plays to inform other classes or community groups. Then carry on to points 6 and 7 of this activity.
11. Add ‘awareness’ and ‘contributing’ to the My Definition list.
12. Evaluate the groups’ presentations. What did they learn through this process about being responsible citizens? What about being active citizens? Is it possible to be responsible without taking action? Is it possible to be active without taking responsibility? (No to the first, yes to the second). Check that all definitions are correct.

You may want to get more information on how best you can support your students by preparation and psycho-social support after a disaster. The following UNESCO book covers both in a helpful way:
<http://unesdoc.unesco.org/images/0022/002289/228963e.pdf>

UNICEF has written a manual for teachers that can be accessed here:
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Psychosocial_Care_and_Protection.PDF



LEARNING ACTIVITY 3

Social research

LEARNING OUTCOMES

- 🕒 Students can recognise a local issue.
- 🕒 Students can research a local issue.
- 🕒 Students can identify responsible, active citizens in their community.

Note: An issue is anything people have different opinions on. It can be a social issue, such as lack of access for persons with disabilities; an environmental issue, such as pollution; an economic issue, such as government spending in the community; or a social issue, such as organisations supporting people with disabilities in Vanuatu.

1. Brainstorm ideas with the class about issues in their community. This could be restricted to environmental or social issues if you choose. Draw a chart on the board with two columns and put the issues in the left column.
2. Then ask students whose responsibility it is to deal with these issues. Try and establish local NGOs, CSOs, government agencies and individuals.
3. Explain that these issues are complex and constantly changing. Their task is to work in small groups to research an issue in their community. They will need to find out how it has arisen and how it is being addressed. This will be social research, so they will need to get people's opinions from interviews and surveys.
4. They could do a survey first to find out which issues are the most important to their community. Each group could come up with three questions. Then share these questions with the class. The class then decides on five questions that everyone will use. You will need to give guidance on how to word suitable questions – do they want yes/no answers? Do they want choices? Do they want every question left open? Is the wording absolutely clear or could it be answered in different ways? Writing effective questions is not easy and takes practice. There are some ideas below.
 - 🕒 What is working well in this village?
 - 🕒 What do you think needs changing in this village?
 - 🕒 Do the village activities keep the teenagers occupied?
 - 🕒 Are you happy with the town water supply?/ rubbish disposal?
 - 🕒 Who is working to improve conditions for people with disabilities/old people/ in this village?
5. Ask all students to take the five questions home and ask several (three to five) people in their family to answer them, and note their answers.
6. Distribute the answers to five groups – each group has one question to summarise all the answers. Each group has to write a summary on a piece of paper and report back to the class.
7. What have they found out? What seems to be working well? What is causing concern? Then in small groups ask the students to select one 'concern' to research.
8. Explain that the research task has three parts.
 - 🕒 Find out more about the issue – who is responsible? Who is affected?
 - 🕒 Find out more about who is already working to address the issue – individuals or groups?
 - 🕒 Present their findings on a poster.
9. Their research must include at least two interviews or one survey.
10. Give students a realistic time frame to do each part of the research. If possible, ask someone involved with a local NGO or CSO to come and talk to the class to widen students' knowledge of how issues are being addressed.
11. Try and make an opportunity for the presentation of the posters to the whole school or local community.



HUMAN RIGHTS

Vanuatu Curriculum Links Years 9 and 10

- ④ Discuss discrimination in the society.
- ④ Discuss issues leading to discrimination.
- ④ Explain human rights, including the rights of the marginalised and vulnerable citizens (people with a disability, etc.).
- ④ Explain the rights of the child, including children with a disability.
- ④ Explain women's rights.

OVERVIEW

Everyone has human rights – certain things we should all be able to access and enjoy, such as the right to freedom of expression, protection, culture and play, education and health care. Human rights are important to all areas of our lives. A peaceful and strong community is one where everyone feels safe, healthy and strong – where all of their human rights are protected. A community where rights are respected is not just good for the individual, but also for the community as a whole. Protecting human rights is about contributing to a safer and more prosperous community for everyone. Human rights represent a celebration of life in all its dimensions.

The Constitution of Vanuatu is the supreme law and the Government of Vanuatu has ratified the following conventions.

1. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979.
2. Convention on the Rights of Persons with Disabilities (CRPD), 2006.
3. Convention on the Rights of the Child (CRC), 1989.
4. International Convention on Civil and Political Rights (ICCPR), 1966.
5. Convention against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment (CAT), 1984.

This means that the rights of all Vanuatu citizens are guaranteed. As stated in the United Nations Convention on the Rights of the Child, all children are entitled to:

- ✓ love and security;
- ✓ a decent place to live;
- ✓ food;
- ✓ protection from abuse;
- ✓ survival and development;
- ✓ education;
- ✓ parental care;
- ✓ rest and leisure.

See page 13, Topic S1 for a child-friendly version of the full 43 rights, which can be found at:

www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

See page 8–9, Topic S1 for a full list of the Human Rights. The full list of the 30 Human Rights from the Universal Declaration of Human Rights in student-friendly language can be found here:

www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html

The important ones for this topic are listed below.

1. **We are all born free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
6. **You have rights no matter where you go.** I am a person just like you!
7. **We're all equal before the law.** The law is the same for everyone. It must treat us all fairly.
8. **Your human rights are protected by law.** We can all ask for the law to help us when we are not treated fairly.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
24. **The right to play.** We all have the right to rest from work and to relax.
25. **Food and shelter for all.** We all have the right to a good life. Women and children, people who are old, unemployed or disabled, and all people have the right to enjoy a decent standard of living.
26. **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No one can take away your human rights.**

Convention on the Elimination of All Forms of Discrimination against Women (child-friendly language summary)¹²

ARTICLE	TOPIC	SUMMARY
1	Definition of discrimination against girls and women	Discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way that prevents them from enjoying their rights.
2	Policy measures	Governments must not allow discrimination against girls and women. There must be laws and policies to protect them from any discrimination. All national laws and policies must be based on equality of girls and women and boys and men. There should be punishment for not following the law.
3	Guarantee of basic human rights and freedoms	Governments must take action in all fields – political, social, economic, and cultural – to ensure that girls and women can enjoy basic human rights and freedoms.
4	Special measures	Governments should take special measures or special actions to end discrimination against girls and women. The special actions that favour girls and women are not a way of discriminating against boys and men. They are meant to speed up equality between girls and women and boys and men. These specific measures should last until equality between girls and women and boys and men is achieved.
5	Changing roles based on stereotypes	Governments must work to change stereotypes about girls and women and boys and men, especially if these roles are based on boys and men being considered better than women and girls.
6	Trafficking and prostitution	Governments must take action, including making new laws, to end trafficking and prostitution of girls and women.
7	Political and public life	Women have the same right to vote and be elected to government positions. Girls and women have the right to take part in the decisions a government makes and the way it carries them out. They have the right to participate in non-governmental organisations (NGOs).
9	Nationality	Girls and women have the right to have a nationality, and to change it if they want. A woman's nationality must not be changed automatically just because she got married, or because her husband changed his nationality. Women can pass on their nationality to their children, the same as men.
10	Education	Governments must end discrimination against girls and women in education. Girls and women have a right to education, just as boys and men do. Girls and women should have access to career guidance and professional training at all levels; to studies and schools; to examinations, teaching staff, school buildings, and equipment; and opportunities to get scholarships and grants, the same as boys and men. Girls and women have the right to take part in sports and physical education, and to get specific information to ensure the health and well-being of families. Governments should make sure girls do not drop out of school. They should also help girls and women who have left school early to return and complete their education.
11	Employment	Women have a right to work just like men. They should be able to join a profession of their choice. Women must have the same chances to find work, get equal pay, promotions and training and have access to healthy and safe working conditions. Women should not be discriminated against because they are married, pregnant, just had a child or are looking after children. Women should get the same assistance from the government for retirement, unemployment, sickness and old age.
12	Health	Governments must make sure that girls and women are not discriminated against in health care. Girls and women must get health care on the same terms as boys and men. In particular, women have the right to services related to family planning and pregnancy
13	Economic and social life	Girls and women have the same rights as boys and men in all areas of economic and social life, like getting family benefits, getting bank loans and taking part in sports and cultural life.

¹² Adapted from UNICEF, 2011. CEDAW in Brief, https://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf

ARTICLE	TOPIC	SUMMARY
14	Rural women and girls	Governments must do something about the problems of girls and women who live in rural areas and help them look after and contribute to their families and communities. Girls and women in rural areas must be supported to take part in and benefit from rural development, health care, loans, education and proper living conditions, just like boys and men do. Rural girls and women have a right to set up their own groups and associations.
15	Equality before the law	Girls and women and boys and men are equal before the law, including laws about freedom to go where they choose, choosing where to live, signing contracts and buying and selling properties. Women have the same 'legal capacity' as men.
16	Marriage and family life	Women have the same rights as men to choose whom they marry, the number of children they want to have and to care for them when they are born. Women also have the equal right to the property that they get with their husband while they are married. To end child marriage, governments must set a lowest age for marriage and make sure this is followed.



VANUATU TODAY

A 2014 UN study in the Pacific indicates that women who have experienced violence have been exposed to more forms of violence in their lifetime than women who have not. It shows a correlation between being abused as a child, growing up in a household where domestic violence occurs and the acceptance of violence as part of life. It suggests that violence is a learned behaviour - children who experience violence at the hands of parents and/or witness their parent's violence towards one another will learn that violence is appropriate in personal settings and will copy these childhood lessons in adult relationships. Violence against women and children is regarded as suggestive of wider gender inequality in society.

Look at the findings from the 2009 population-based survey by the Vanuatu Women's Centre (VWC) in partnership with the Vanuatu National Statistics Office. Most women who are subjected to violence by husbands/partners experience multiple forms of violence. Violence by husbands/partners occurs in all provinces and islands, and among all age groups, education levels, socio-economic groups and religions. Rates of physical and sexual violence are higher in rural areas (63%~ almost two thirds of all women) than in urban areas (50%). For most women who experience physical or sexual violence, it occurs frequently, and it is often very severe, including being punched, dragged, kicked, beaten, choked, burned, or hit with a weapon such as a piece of wood. The study says that the high rates of all forms of violence against women (including violence by husbands/partners and non-partner violence) demonstrate that the use of violence as a form of punishment and discipline is accepted and condoned as 'normal'.

The **prevalence of sexual abuse against girls** under the age of 15 in Vanuatu is **one of the very highest in the world**. Almost one in three women were sexually abused before the age of 15 years, and the majority of perpetrators were male family members and boyfriends. For more than one in four women, their first sexual experience was forced. These findings are disturbing because the survey has also shown that non-partner physical violence and child sexual abuse are both significant risk factors which increase the likelihood that women will be subjected to violence by their husbands and partners later in life.

The Vanuatu Child Protection Baseline study of 2008 supported by the Government and UNICEF on violence, abuse and exploitation of girls and boys in Vanuatu finds that consistently across all types of violence, children are experiencing more violence than they are reporting. The study showed that, despite revealing a high level of awareness about positive discipline techniques, 78 per cent of the adult survey respondents admit to physically hurting children in their household. Of this percentage 21 per cent say this is for 'discipline' or 'education'.

So what is being done to address these alarming statistics? The government ratified the Convention on the Elimination of All forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC), thereby committing to protecting the women and children of Vanuatu. The passing of the Family Protection Act 2008 (FPA) is a milestone that criminalises domestic violence and prohibits the use of bride price as an excuse for violence. The FPA aims for protection of almost 80% of Vanuatu's female population living in the rural areas by providing for authorised persons from whom domestic violence victims can access temporary protection orders where the court system does not reach. The government has piloted initiatives in targeted localities and is planning for full implementation of the Act. The crucial next step is to allocate funds for nation-wide implementation. The Ministry of Education drafted a Child Protection Policy for schools. Police, magistrates and judges have received training on procedures for handling cases.

UNICEF, with support from the Government of Australia, is supporting the Government of Vanuatu to develop a child protection and welfare system. Currently, this initiative is being piloted in two communities in Tafea Province. In Shefa Province, an 'end violence in schools' study to identify the types of violence children face in schools is ongoing, with a long-term view to determine the best approach to addressing violence against children in communities and schools. Support is being provided for legislative review to ensure compliance of national laws to the Convention on the Rights of the Child, with plans to develop a Child Protection Act. Communities are increasingly engaged in discussions about violence through outreach programmes and dramas.

Violence against women and children occurs every day, everywhere. It has a damaging impact on society – undermining stability and progress. But violence against women and children is not inevitable. It is preventable – if we refuse to let violence remain in the shadows. Both perpetrators and victims need help to learn a better way.

Adapted from http://dailypost.vu/news/be-alarmed-vanuatu-rates-of-violence-against-women-and-children/article_fb9a7fb-4f4c-58f4-a305-cfc8058accec.html

Vanuatu, through the Ministry of Education and Training, has a **Gender Equity in Education Policy** that ensures that girls and boys, women and men of Vanuatu benefit equally from their participation and involvement at all levels of education and training, from ECCE to post-school education and training.

Standard 12 of the Minimum Quality Standard of Primary Schools states that boys and girls should participate equally in all school activities.

It would be useful to look at the activities in S2 on gender discrimination (refer to page 21–32 of this guide) such as the gender race and stereotypes. They may suit your class. Learning activity 2 from S1 (refer to page 11 from this guide) can be adapted for this topic.

Convention on the Rights of Persons with Disabilities (child-friendly language summary)¹³

ARTICLE	TOPIC	SUMMARY
1	Who is a person with a disability?	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.
3	General principles	The principles of this convention are: <ul style="list-style-type: none"> Ⓢ respect for everyone’s inherent dignity, their freedom to make their own choices and their independence; Ⓢ non-discrimination (treating everyone fairly); Ⓢ full participation and inclusion in society (being included in your community); Ⓢ respect for differences and accepting people with disabilities as part of human diversity; Ⓢ accessibility (having access to transportation, places and information, and not being refused access because you have a disability); Ⓢ equality between men and women (having the same opportunities whether you are a girl or a boy); and Ⓢ respect for the evolving capacity of children with disabilities and their right to preserve their identity (being respected for your abilities and proud of who you are).
4	General obligations	There should be no laws that discriminate against people with disabilities. If necessary, governments should create new laws to protect the rights of persons with disabilities and put these laws into action. If old laws or traditions discriminate against people with disabilities, governments should find ways to change them. To develop new laws and policies, governments should seek advice from people with disabilities, including children.
6	Women with disabilities	Governments know that women and girls with disabilities face many different types of discrimination. They agree to protect their human rights and freedoms.
7	Children with disabilities	Governments agree to take every possible action so that children with disabilities can enjoy all human rights and freedoms equally with other children. They also agree to make sure that children with disabilities can express their views freely on all things that affect them. What is best for each child should always be considered first.
8	Awareness raising	Governments should educate everyone about the rights and dignity of persons with disabilities and their achievements and skills. They agree to combat stereotypes, prejudice and activities that might harm people with disabilities. Your school, for example, should promote an attitude of respect towards people with disabilities, even among very young children.

¹³ Adapted from UNICEF, 2008. Its About Ability: Learning Guide on CRPD, https://www.unicef.org/publications/files/Its_About_Ability_Learning_Guide_EN.pdf

ARTICLE	TOPIC	SUMMARY
9	Accessibility	Governments agree to make it possible for people with disabilities to live independently and participate in their communities. Any place that is open to the public, including buildings, roads, schools and hospitals, must be accessible by persons with disabilities, including children. If you are in a public building and need help, a guide, reader or professional sign language interpreter should be there to assist you
11	Situations of risk and emergency	People with disabilities have the same right as everyone else to be protected and safe during a war, an emergency or a natural disaster, such as a storm. You cannot legally be excluded from a shelter or left alone while others are rescued because you have a disability.
12	Equal recognition before the law	People with disabilities have the right to enjoy 'legal capacity' in the same way as other people. This means that, when you grow up, whether or not you have a disability, you can do things like get a loan to study or sign a lease to rent your own apartment. And you can own or inherit property.
16	Freedom from exploitation, violence and abuse	Children with disabilities should be protected from violence and abuse. They should not be mistreated or harmed in their home or outside. If you have faced violence or maltreatment, you have the right to get help to stop the abuse and recover.
19	Living independently and being included in the community	People have the right to make choices about where they live, whether or not they have a disability. When you grow up, you will have the right to live independently if you prefer and to be included in your community. You must also have access to support services if you need help to live in the community, such as care in your home and personal assistance.
23	Respect for home and the family	People have the right to live with their families. If you have a disability, your government should support your family with disability-related expenses, information and services. You should not be separated from your parents because you have a disability! If you cannot live with your immediate family, the government should help provide care within the wider family or community. Young people with disabilities have the same rights as other young people to reproductive health information and the same rights as others to marry and start a family
24	Education	People have the right to go to school. If you have a disability, you cannot be excluded from education because of it. You should not be educated in segregated schools. You have the right to the same education and curriculum as other children, and your government must give you the help you need to make this happen. For example, it must provide suitable ways for you to communicate so that your teachers understand how to respond to your needs.
25 & 26	Health and rehabilitation	People with disabilities have the right to the same range and quality of free or affordable health care as provided to other people. If you have a disability, you also have the right to health and rehabilitation services.
27	Employment	People with disabilities have an equal right to work at a freely chosen job without discrimination.
28	Adequate standard of living and social protection	People with disabilities have a right to food, clean water, clothing and access to housing, without discrimination. The government should help children with disabilities who live in poverty.

Official statistics show that Vanuatu has a relatively small percentage of children with disabilities but the numbers are likely to be underestimated. Families do not always report children with disabilities. Education surveys show that, while schools are dealing with a number of students with disabilities, they do not have access to specialist support services. The Vanuatu Society for People with Disability in Port Vila is [one of the] active organisations providing services to this group. There are limited visiting services for people with disabilities living in rural areas. The most common form of disability is sight impairment, which affects 17,187 people, followed by mobility impairment (11,555), senility (8,449) and hearing impairment (7,323). Vanuatu has ratified the Convention on the Rights of Persons with Disabilities.

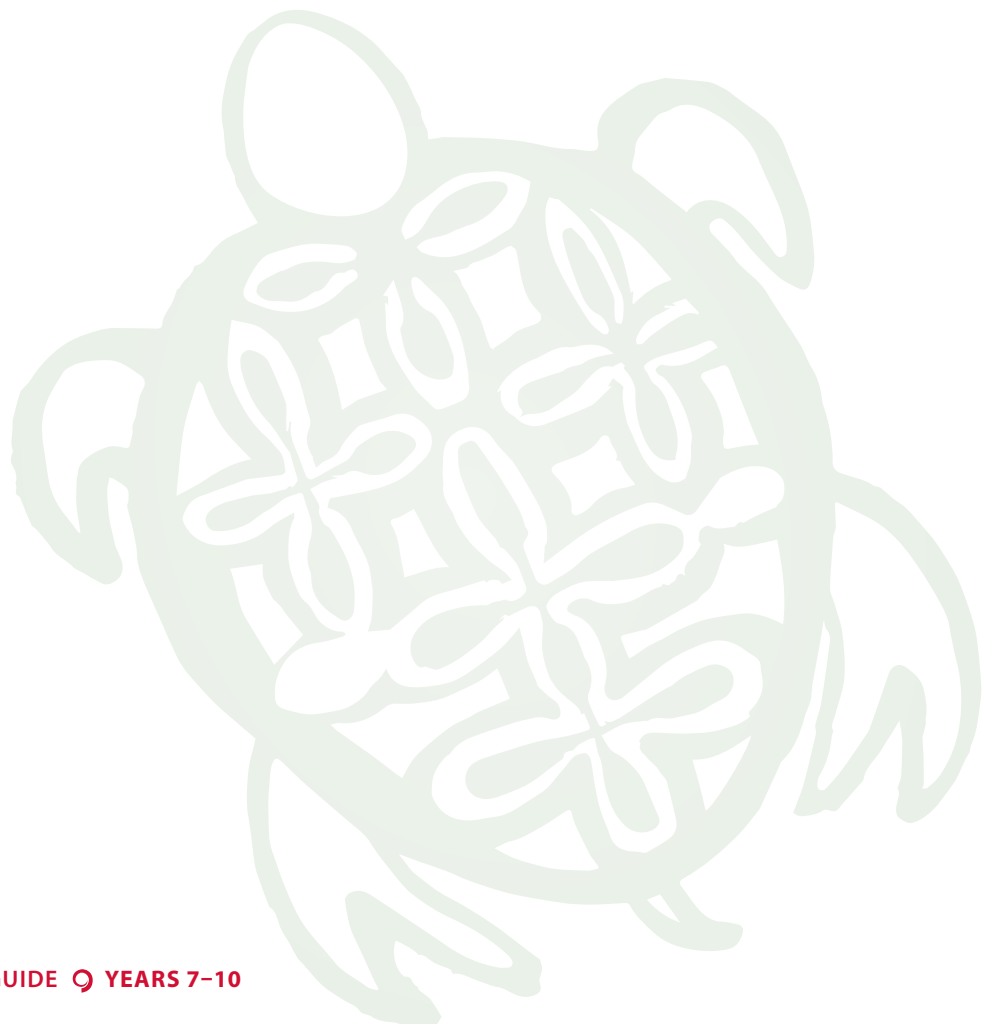
Vanuatu Equity Atlas UNICEF

Vanuatu has an **Inclusive Education Policy and Strategic Plan of Action 2010–2020**. This policy establishes a framework towards an education system that is inclusive of all children and creates an environment that recognises that all children can learn. With this in place, the Ministry of Education and Training has two inclusive model schools, one in Port Vila (Freshwota School) and one in Luganville, Santo (Santo East School). Other schools are also taking the lead in enrolling students with disabilities or special needs.

Standard 2 of the **Minimum Quality Standard of Primary Schools in Vanuatu** states that teachers identify students with special needs and take appropriate action to ensure their presence and active participation in class.

The **Early Childhood Policy** states that children with special needs should go to kindergarten and that all Early Childhood Care and Education (ECCE) centres must be accessible to all.

It is important to note that one of the objectives of the Ministry of Education and Training is to improve access. Thus there is a building code in place for any new school building to be accessible to all students.



LEARNING ACTIVITY 1

The badge¹⁴

This is a formative activity to find out if students recognise discrimination and vulnerable groups in their community who experience it.

WHAT IS DISCRIMINATION?¹⁵

Some people are treated badly because of their gender, religion, ethnicity (culture), race, sexual orientation, social position, or other personal traits.

- Ⓢ This negative treatment is called discrimination.
- Ⓢ Discrimination causes harm because it stops people from having equal opportunities and from living in safety.
- Ⓢ Many forms of discrimination, including gender-based discrimination, occur when people or groups with more power misuse that power, and either participate in or allow negative treatment of particular groups.

LEARNING OUTCOMES

- Ⓢ **Students can recognise discrimination.**
- Ⓢ **Students can display empathy for vulnerable people.**


1. Develop two sets of differently shaped badges. One set of badges will be circles representing one ethnic/ language or gender group in the class and the other set will be triangles representing another ethnic / language or gender group. If there are multiple ethnic /language groups represented in the class, make additional badges such as rectangles, squares and octagons. Tie a piece of string through a hole in each shape so students can put them over their head and wear their badge.
2. Students will be given a badge at random as they come in the classroom. They can wear it on their chest so the badge is visible. Tell them they are going to learn about geometric shapes today. Do not tell them that some geometric shapes will be more valued than others.
3. Begin the class day like any other, except that the students wearing circles and squares have to sit in the back of the class.
4. Engage in a pleasant conversation with lots of eye contact and pleasant smiles with the triangles and the rectangles. Give mean looks to the circles and squares reminding them to sit still, stop talking and get to work. Ignore their requests to talk, get a drink of water, ask a question, or use the facilities for any reason.
5. Ask the triangles and the rectangles if they would like to use the restroom, get a drink of water or have a snack. Use terms, words and examples that are more familiar to the triangles and the rectangles. Ask a triangle to tell a circle to be quiet and get back to work.

RESOURCES

- Ⓢ Pieces of coloured card cut into shapes e.g. red circles, blue squares, green triangles
- Ⓢ String for each card

¹⁴ Adapted from *Teaching Respect for all*. UNESCO.

¹⁵ *Connect with respect: Gender-based violence in schools*, UNESCO/UNICEF/UN Women.

- 
6. After the first 20 minutes, ask students to switch their geometrically shaped badges so that circles get to be triangles and squares get to be rectangles.
- Ⓢ Repeat the pleasant conversation and demeanour with the new triangles and rectangles, while ignoring and sending mean looks to the frustrated circles and squares.
7. Stop the exercise after 20 minutes and ask the students to take off their badges and come and sit in a circle. Facilitate a discussion using the following questions:
- Ⓢ Is there something different about today? What do you think is going on?
 - Ⓢ How did it feel to have a round or square badge?
 - Ⓢ How did it feel to have a triangle for a badge or rectangular badge?
 - Ⓢ If you were wearing a round badge, did you want a triangular badge? What could you have done to get a rectangular badge?
 - Ⓢ Was it fair that you were treated meanly simply because of the shape of your badge?
 - Ⓢ What does it mean to be excluded? Who was doing the excluding and why?
 - Ⓢ Who are the circles and squares in our society? Who are most or least vulnerable to being excluded and why?
 - Ⓢ Is it fair that minority ethnic groups who do not speak the dominant language are mistreated? That one gender is excluded from some activities? That students with disabilities are excluded?
 - Ⓢ What could they do to ensure this type of exclusion and discrimination does not happen in their class? In their school? In their community?
 - Ⓢ How could they share what they have learnt to others?
8. Ask students to add discrimination, exclusion and vulnerable to their My Definition list.



LEARNING ACTIVITY 2

The rights of a child: role-play cards¹⁶

LEARNING OUTCOMES

- 🕒 Students can identify some of their human rights.
- 🕒 Students can explain children's rights and responsibilities.

OVERVIEW

Children's rights are a tool to protect all children from violence and abuse. Children's rights also aim to ensure that each child has the opportunity to reach their full potential. Children's rights stipulate that all children, **without discrimination**, should be able to develop fully, have access to education and health care, grow up in an appropriate and safe environment, be informed about their rights and have a say in their own development as much as possible, and actively participate in society.

Yet there are more than 100 million children in the world who live in fear for their lives. Many of these children are beaten, illegally detained, sexually exploited, tortured, forced into slavery and systematically killed.

In Vanuatu, according to UNICEF's *Children in Vanuatu: 2011. An Atlas of Social Indicators*, only about 26 per cent of children have their birth registered, a process that gives them the right of identity, name and nationality.

There is a significant risk – particularly for girls – of physical, emotional and/or sexual abuse and neglect. (Sample data show that some 17% of children experience some kind of physical abuse in the home on a regular basis: shouting, swearing and otherwise making them feel unwanted). In the same sample study, 78% of adults responded that they did hit, smack and otherwise inflict physical stress on children. Cultural norms seem to suggest that this is viewed as acceptable.

Although Vanuatu lacks comprehensive data on the financial cost of child abuse, sample data provide lower and upper estimates. The estimated annual costs of child abuse are in the range of Vt 293.8 million and Vt 425.4 million. This is for hospitalisation, emergency care, child welfare services and law enforcement. Investment in an effective child protection system at an estimated one-off cost of Vt 136.3 million is a modest commitment compared to the substantial annual cost of child abuse.

In a field study, police in 13 locations in Vanuatu were asked how many abuse cases they dealt with in a month. Their responses indicated significant child abuse issues that require further actual data, research and verification. Many cases would go unreported or would be dealt with by a village chief and in village meetings.

A consultation with 11–17 year-olds highlighted the lack of essential community services relevant to child protection in their community and the need to make sure services are accessible to all children, including children with disabilities.

The *Children in Vanuatu: 2011. An Atlas of Social Indicators* study was undertaken to better understand if children were being increasingly protected by legislation and better served by justice systems, as victims, offenders and witnesses. It was found that the law in Vanuatu is only fully compliant in some areas. Of the Convention on the Rights of the Child indicators assessed, it was found that Vanuatu legal provisions were fully compliant with 53 indicators, partially compliant with six and non-compliant with 168 indicators.

As stated in the United Nations Convention on the Rights of the Child, all children are entitled to:

- ✓ love and security;
- ✓ food;
- ✓ survival and development;
- ✓ parental care;
- ✓ a decent place to live;
- ✓ health and health services;
- ✓ protection from abuse;
- ✓ education; and
- ✓ rest and leisure.

This Convention defines the obligations of adults towards children – they are responsible for providing these.

¹⁶ Adapted from *Linking Your Y with the World*, K.M. Haskin.

ROLE-PLAY CARDS

This role-play activity will encourage students to take a closer look at the injustices that some children face today.

RESOURCES

- ☺ Sufficient copies of the role-play cards for each group

1. The role-play scenarios can be written on small cards or pieces of paper – one per group of three to five students.
2. After a discussion on human rights and rights of children, introduce the role-play activity. Give each group a scenario below. Explain that each one addresses a key point from the UN Convention on the Rights of the Child and a situation based on that right.
3. Give each group time to work out and practise a role-play that shows the problem and a possible solution to the problem. This will probably take 15–20 minutes.
4. Give each group the opportunity to present to the class. Allow time for whole class discussion after each role-play or get each group to discuss the situation for three minutes in their group and see if they can come up with an alternative solution.

THE RIGHTS OF A CHILD ROLE-PLAY SCENARIOS

Education: The Convention states... *The child has a right to free and compulsory primary education, equal access to secondary and higher education and school discipline which reflects the child's human dignity.*

What if... your parents had to pay for you to go to primary school but could not afford it?

Survival and development. The Convention states... *Every child has the inherent right to life, survival and development (growth).*

What if... you were not able or allowed to live in a house, or have enough food and water?

Health and health services: The convention states... *The child has a right to the highest attainable standard of health and to medical and rehabilitation facilities.*

What if... you didn't have a doctor or nurse nearby and couldn't get the medicine to make you well?

Children with disabilities: The Convention states... *A mentally or physically disabled child has the right to a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate active participation in the community.*

What if... you were not allowed to go to school because you had a hearing disability?

Children with disabilities: The Convention states... *A mentally or physically disabled child has the right to a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate active participation in the community.*

What if... You could not get into classrooms or public buildings because you had a physical disability?

LEARNING ACTIVITY 3

Being a compassionate citizen

LEARNING OUTCOMES

- 🕒 Students can discuss discrimination against students with disabilities.
- 🕒 Students can explain the rights of students with disabilities.
- 🕒 Students can demonstrate being active, responsible citizens and address discrimination.

1. Select four students and ask them to each read one of the paragraphs below.

*In many countries, **students with disabilities** are included in regular schools. Some disabilities are easy to recognise as they are visible (like being blind, or using a wheelchair), while others are invisible (like having autism or difficulties with reading). In school, sometimes these different abilities cause behaviours that are misunderstood and make it hard to be friends with other students.*

Remember that 'disability' is just a word used by people to separate people with differences. All people have different abilities, some are just more pronounced than others. If all students are not prepared and informed about each other's abilities and difficulties, conflict situations may occur.

Even though students with different abilities are present in the classroom activities, some can easily become isolated and cut off from leisure activities – such as spending time with their classmates during break time, participating in different sporting events, etc. These students may have difficulty building friendships. Therefore, inclusive classrooms and shared leisure activities are important, because in these settings students get to know each other better and form quality relationships.

Quality relationships between students of all abilities do not simply happen by having students together in the same space. Some students need assistance to fit into some settings and activities. They may need someone to facilitate their involvement. Without support, some students may miss the opportunity to know each other well.

2. Ask students to work in pairs to answer the following questions:

- 🕒 What are some things that you are particularly good at/bad at?
- 🕒 How have these things you are bad at (disabilities) restricted you?
- 🕒 How would you feel if your disabilities were major, restricting your ability to walk, or talk or hear?
- 🕒 Why are some students isolated or excluded from leisure activities? Think about the answer, then turn to a partner and discuss.
- 🕒 Can you think of a social event that your classmates or buddies did not invite you to participate in? Why was that? How did you feel? What did you do?
- 🕒 Imagine you are a classmate of a student with a disability. You have realised how some of your classmates isolate that student and exclude him/her from fun activities. Think of an action you can take in your class to involve all your classmates in a variety of activities. Who would you approach and how? What would you say to them?

3. Ask students to work with another pair and compare answers.

4. In their groups of four:

- 🕒 Plan and run a campaign in this school to promote sensitivity towards students/people with disabilities. In order to do so, do some research on what are the different types of disabilities that people might have (both physical and mental) in their school and/or their community. Create a poster to put up on a wall in the school. You may invite speakers with disabilities to come and give a talk about their school experiences.
- 🕒 Who would you need to consult and work with for a successful campaign?

RESOURCES

- 🕒 A copy of these paragraphs
- 🕒 Poster paper
- 🕒 Pens

LEARNING ACTIVITY 4

Let's look at our rights and who is responsible for ensuring them

LEARNING OUTCOMES

- 🕒 Students can discuss the role of all the people involved in protecting people's rights.
- 🕒 Students can examine their own responsibilities to others.
- 🕒 Students can demonstrate the values of an active, responsible citizen.

Students consider who is responsible for upholding the rights of children, women and people with disabilities in their community, and how they can protect these rights.

1. Prepare three tables, as shown below, on the board or on large pieces of paper.
2. Break the class into groups of three. Explain to the class that you are going to discuss what the rights of different groups of citizens look like in their community, and who is responsible for protecting those rights.
3. Select a range of the child rights from the Convention on the Rights of the Child listed in the teacher's notes on page 13, women's rights from the table on pages 41–42, and the rights of people with disabilities from pages 44–45 including the rights listed in the tables below. Provide one 'right' to each group, and give them 15 minutes to answer the following questions about that right. The first one is provided as an example:

Child's Right	What does this child right look like in your community?	Who is responsible for protecting and promoting this child right?	How can you contribute to protecting this child right in your community?
ARTICLE 28–29: You have the right to go to school	Children in my village go to school in the next village because our village doesn't have a school. Some children don't go to school.	Parents, teachers, the government. Children are also responsible for going to school too!	I can go to school, and help my siblings get to school too! I can talk to my school about the children I know who don't get to go to school.
ARTICLE 2: You have the right to non-discrimination			
Women's Right	What does this women's right look like in your community?	Who is responsible for protecting and promoting this women's right?	How can you contribute to protecting this women's right in your community?
ARTICLE 2: You have the right to non-discrimination	All people should be treated equally – but sometimes they are not. Women are not allowed to go out at night unless they are with their husband.	Everyone, the government. Women are responsible for accepting nothing less.	I can respect people no matter who they are. I can make sure I don't exclude girls from participating.
You have the right to experience no prejudices or customary practices based on the idea of the inferiority or on stereotyped roles for men and women			

Right of a person with a disability	What does the right of this person with a disability look like in your community?	Who is responsible for protecting and promoting the right of this person with a disability?	How can you contribute to protecting the right of this person with a disability in your community?
ARTICLE 25: You have the right to the enjoyment of the highest attainable standard of health without discrimination	They can go to the health clinic which is in the centre of town. There are no special facilities for them. There are no glasses or hearing aids available.	Doctors, nurses, the government. Parents of children with disabilities.	I can respect them and help them whenever possible. I can make sure I don't do anything that might harm them, such as leaving rubbish on the floor.
ARTICLE 8: You have the right to equal access to the physical environment, to transportation, to information and communications			

4. After 15 minutes, bring the class together to share their responses, and write them up on the board. Discuss the findings with the class.
 - ☺ What do these tables tell you about the protection of rights in your community?
 - ☺ Are the rights of one group protected better than another? Are children's rights protected?
 - ☺ If some rights are not protected, why is this so? Who is responsible for protecting these rights (everyone)?
 - ☺ What can they do to protect children's rights in their community? Remind them that this is their responsibility as citizens.
5. Are there any responsibilities they know they do not always meet? Get each student to write down 1 or 2 responsibilities they know they do not always perform, e.g. making others feel unsafe through actions or words, taking food from others, not making the most of their educational opportunities, not contributing to classroom/ community activities or not cleaning up after themselves/ putting waste in the correct place / not littering.
6. Ask each student to select one responsibility they are going to pledge to improve in order to become a better citizen. Each student can copy the table below and write down their pledge in the second column. Note: some students may need help selecting the best pledge.
7. Once all the pledges are written down, suggest to the class that they will monitor themselves and put in a tick (✓) when they are doing well on their pledge, or a cross (✗) if they forget and break their pledge. Alternatively, if the teacher feels this is appropriate, each student could have two guides or mentors and they are the only ones who can add ticks or crosses. It would be advisable not to have friends doing this for each other. There could be a barter system – ten ticks mean one cross gets rubbed off perhaps? This reinforces the idea that people can reform and become better citizens.

LEARNING ACTIVITY 5

True / false gender myths

LEARNING OUTCOMES

🕒 Students can recognise statements on gender-based violence as facts or myths.

1. Ask students to work in pairs to decide if the following statements are 'True' or 'False'. The answers are provided. You could do each statement one at a time, do them in blocks of three or four statements at a time, or do them all first and then go over the answers.

Women cause men to be violent, rape or abuse them by the way they act, the way they dress or the things they say.

MYTH/FALSE There is no excuse or justification for violence. You cannot blame the person who is hurt for the bad behaviour of others.

Only poor, uneducated people use violence against women.

MYTH/FALSE Violence against women happens in all different families no matter how wealthy or educated the family is.

Violence is acceptable in our culture.

MYTH/FALSE There is no excuse for violence. Our culture is built on respect, strong kinship and taking care of our families.

Being violent is a characteristic of being tough and strong.

MYTH/FALSE Strong and tough people can solve problems without using violence –they show that they are smart and can control their behaviour.

It is okay to force your wife to have sex with you because you are married.

MYTH/FALSE It is never ok to force or trick someone to have sex with you, even if you are married. In our country, this is against the law and it is called 'rape'.

Women don't mean it when they say 'no'. They want a man to take charge.

MYTH/FALSE No means no. Women want a man who will listen to them and respect their opinion.

Using violence is a choice.

TRUE We all have a choice over how we behave. While you may get angry, you choose how you manage your anger.

It is okay to use violence to discipline your wife if she does not submit to you.

MYTH/FALSE It is never ok to use violence. Instead, you can communicate your feelings by talking to her and listening to what she says.

Violence is a crime.

FACT/TRUE It is against the law to be violent to another person – inside or outside the home.

It is okay to be violent when you are drunk.

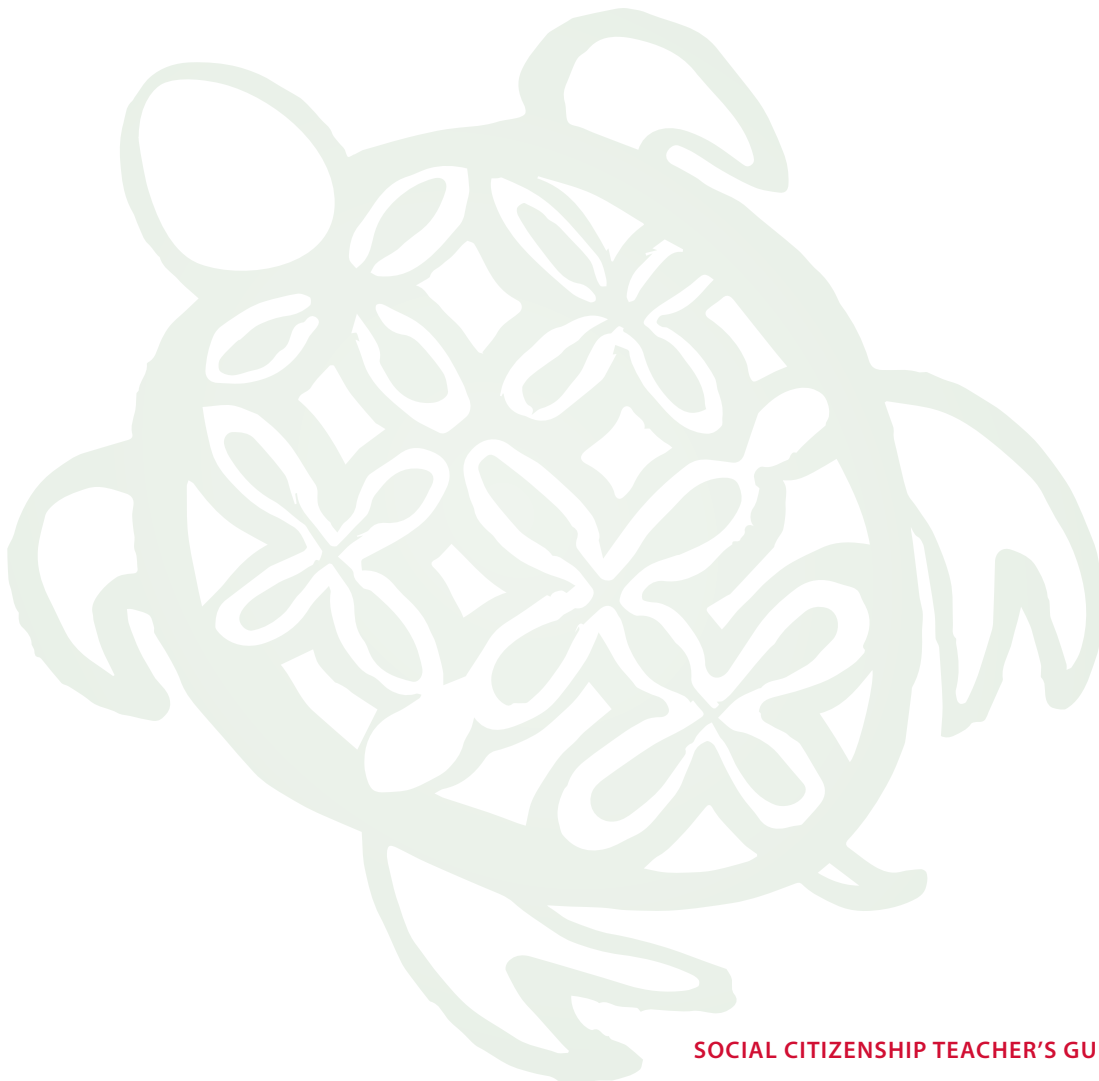
MYTH/FALSE It is never okay to be violent. You are always responsible for your actions. Being drunk is not an excuse.

Domestic violence (violence in the home) is a private issue and should be left alone.

MYTH/FALSE Domestic violence is against the law. It affects our families and communities, and we all have a role to play in building safer communities for families.

2. Ask students which answers, if any, surprised them.

- Ⓢ Do they think that most people in their community believe the facts or the myths?
- Ⓢ How could they help to ensure that the myths about gender violence are not perpetuated?



LEARNING ACTIVITY 6

Violence against women – sequencing

LEARNING OUTCOMES

- 🎯 Students can describe some issues of violence against women in Vanuatu.
- 🎯 Students can recognise effective paragraph structure.

This activity will make students aware of the serious issues around violence against women, while also being a useful strategy to show students how to link their ideas and construct paragraphs. It may also be used to provoke a discussion on why this violence is happening in Vanuatu society and how it is fundamentally linked to inequality between men and women.

1. Make sufficient copies of the following statements to have a set per group of three or four students in the class.
2. Cut each statement out separately, and shuffle the ten statements. Give each group a set of statements.
3. The statements have to be put in order to make a logical paragraph. Once they think they have it correct, go around and check. If it's not in the right order, ask them to look again until it is correct. Note: there are nine statements here, some of which have two or three sentences. Normally sequencing would have one sentence but that would make this too long. Teachers may simplify the language used here to suit their class.

A study has found that the amount of sexual abuse against girls under the age of 15 in Vanuatu is one of the very highest in the world.

Almost one in three women were sexually abused before the age of 15 years, and most offenders were male family members and boyfriends. For more than one in four women, their first sexual experience was forced.

These findings are disturbing because non-partner physical violence and child sexual abuse are both significant risk factors which make it more likely that women will be subjected to violence by their husbands and partners later in life.

So what is being done to address these alarming statistics?

The government ratified the Convention on the Elimination of All forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC), thereby committing to protecting the women and children of Vanuatu.

The passing of the Family Protection Act 2008 (FPA) criminalises domestic violence, prohibits the use of bride price as an excuse for violence, and provides authorised persons for domestic violence victims in rural areas to access temporary protection orders.

The government has piloted initiatives in targeted localities and is planning for full implementation of the Act. Police, magistrates and judges have received training on procedures for handling cases.

Violence against women and children occurs every day, everywhere. It has a damaging impact on society — undermining stability and progress. Violence against women and children is not cultural – it is against the law.

Violence against women and children is not inevitable. It is preventable — if we refuse to let violence remain in the shadows. Perpetrators need help to learn a better way. Victims need support in accessing services and help.

4. Once each group has them correct, ask them to look at the statements for the words or phrases that link sentences or ideas, e.g. these findings, so what? Look at the structure of the paragraph:
 - ⌚ The study findings lead into why they are important.
 - ⌚ Then the 'So what?...' leads into the government actions.
 - ⌚ Then into the concluding statements – it is illegal, everyone needs to work to stop it.
5. Then ask students in their groups to come up with a statement about how they feel about the paragraph. Why do they think violence against women is so prevalent in our country? (Note: Emphasise to the students that the underlying reason for violence is gender inequality.)
6. Ask for volunteers to read their statements to the class. (For some students this could be upsetting, so don't make it compulsory).



LEARNING ACTIVITY 7

Consequence wheel

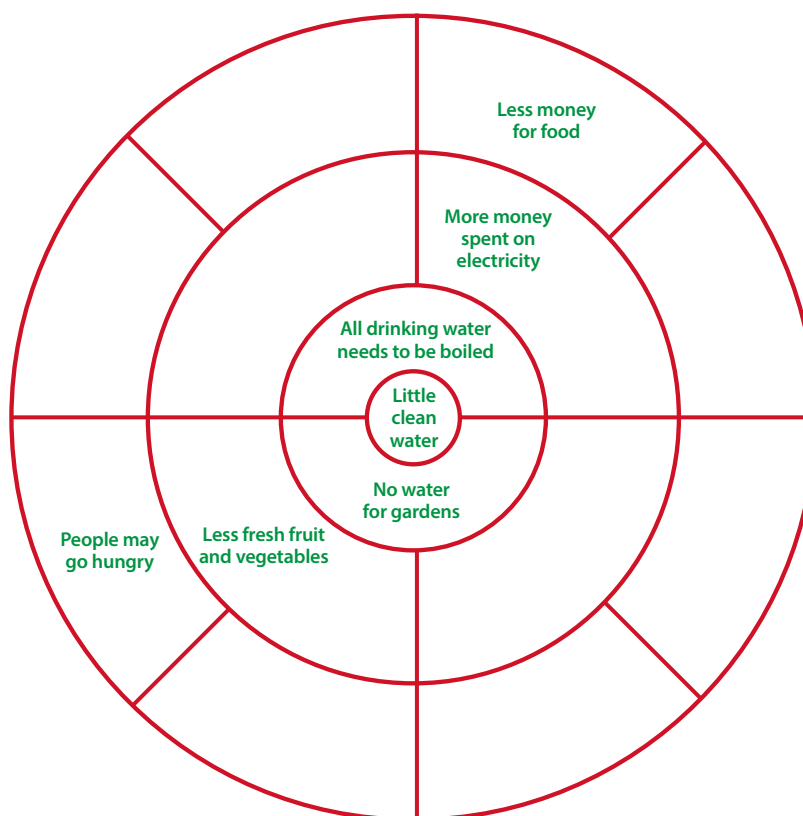
LEARNING OUTCOMES

- ① Students can recognise that all human actions can affect many other people.
- ① Students can explain the consequences of a specific human action related to discrimination or victimisation of women, children or people with disabilities.

Students use a consequence wheel by writing an action in the centre, and then writing consequences of this action in the surrounding two spaces. Consequences arising from these go in the next four spaces and so on until the wheel is complete. More layers may be added. Students can draw their wheels on scrap paper to start with. They can then make good copies as posters.

For example, if the centre circle was filled in with 'A three-month drought has emptied tanks and there is little clean water left', there will be many consequences:

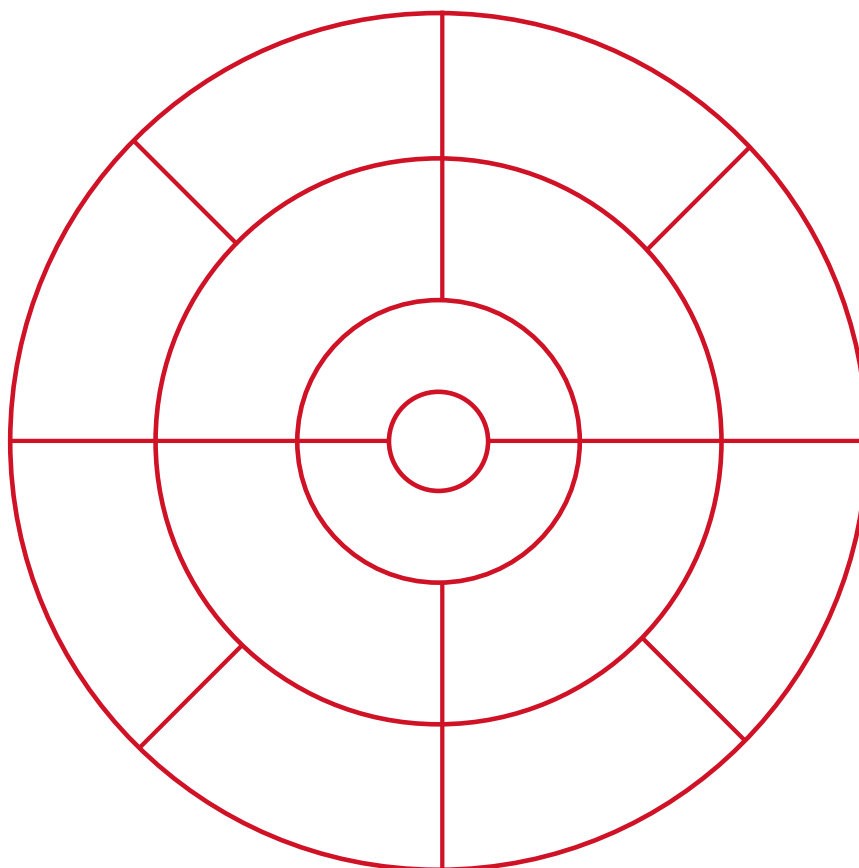
- ① *all drinking water needs to be boiled → more expensive electricity is being used → less money for food*
- ① *there is no water for gardens → less fresh fruit and vegetables → people may go hungry*



Sometimes it can be useful to limit the top of the wheel to positive consequences and the bottom to negative consequences – this helps students focus their thoughts. Then when they are used to the concept, make each consequence lead to a positive and a negative consequence.

1. Draw a wheel on the blackboard and take the class through the construction as a whole group. Ensure they take little steps, e.g. students may say 'a long drought leads to people dying of dehydration' – BUT there are a lot of steps in between.

2. Once the class has done one consequence wheel together, ask groups to draw their own wheel, assign them a different action/event/situation for the centre, and ask them to construct the first two rows.
 - ⦿ Select from the ideas below or add your own that are specific to your community.
 - ⦿ The mayor (insert correct local term) and Chief of Police are both women, determined to reduce violence against women and children
 - ⦿ All village men are given a curfew and must be home between 7 p.m. and 7 a.m.
 - ⦿ All the girls in the village are assigned guardians – an older boy and girl whose task is to help them stay safe.
 - ⦿ All men must hand over all their money to their wives.
 - ⦿ Education is free for girls until they are 18 years old.
 - ⦿ Any person convicted of violence against a woman, child or person with a disability must serve at least five years in prison.
3. Once students have had time to do a couple of layers of the wheel, stop the class and discuss their progress. Give them the opportunity to share difficulties and successes. Bring out in the discussion how one action in the centre results in consequences for many different people, e.g. the person convicted of violence ends up not only hurting his victim but her family, his own family, his employers, etc. One violation of human rights often results in a number of further consequent violations.
4. Then give them time to get some answers on the third layer.
5. Put the 'Wheels' on the wall and suggest that students may like to add new consequences or comments to others' wheels.
6. Ask students to select one wheel to write a short essay, based on the wheel, thinking about how each consequence is linked to a right that might be affected. The wheel provides the structure for their essay. The first paragraph will be the statement in the middle – with when or why this happened. The next paragraph will be one of the first consequences and results of this. The next paragraph is the second and third level. Then go back to the other first level consequence and there will be two more paragraphs coming from this. The last paragraph will be their conclusion. In this way they have constructed a logical, explanatory essay. The wheel can be used in this way for many more topics.



TEACHING STRATEGIES TO PROMOTE UNDERSTANDING AND CRITICAL THINKING

Games and activities for students based on discussing different values, roles behaviours and aspects of 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 in all schools and the set of 16 pictures that accompanies it. Activities that would be suitable for different concepts include:

- 🕒 **Shrinking Islands**, page 7: Set the scenario that CEDAW and CRC are in place. What would be different on the island? What might need to be there – e.g. more health clinics, playgrounds, schools, etc.
- 🕒 **Fishbones**, page 9: Use this to research in Learning Activity 3 of S3 or as a focussed brainstorm in any topic.
- 🕒 **Picture Dictation**, page 15
- 🕒 **Say it grids**, page 25: These can be used instead of role-plays when it is important that students consider a number of different viewpoints.
- 🕒 **Web of Life**, page 52
- 🕒 **Home and Expert**, page 68
- 🕒 **One Fish, Two Fish**, page 78
- 🕒 **Definition roll up**, page 87: This is a good strategy at any time for word definitions or concept definitions – either as a brainstorm or as revision at the end of a topic.

GLOSSARY

WORD	DEFINITION
Bullying	The intimidation of a weaker person – may be verbal or physical. When a person or a group of people repeatedly hurts or makes 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; 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 impairments which in interaction with various barriers may hinder their 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 by society of all people, regardless of their gender, disability, ethnicity, etc. Every person is entitled to be treated the same.
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 man or a 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 a place
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; groups in some societies such as women, children and persons with disabilities
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 usage)
Resilience	The capacity of a community, society or natural system to maintain its structure and functioning through stress or change
Respect	A feeling of understanding; an appreciation of another person or something; being considerate towards somebody 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
Sex	Biological characteristics of male and female
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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