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Using the "Democracy Dreams" Music Cassette

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Democracy Dreams

Introduction



The songs on this cassette are all about good governance and human rights issues. The lyrics were given to some popular Vanuatu bands and they put them to music.

The songs are about issues that are of concern to the people of the Pacific. They look at scams, politicians, population growth and crime and also environmental and electoral problems as well as domestic violence.

Knowing about these issues is very important. If a person does not know the law or the rights they have, they can do nothing about people denying them these rights.

The Work Book

This book looks at how the songs can be used to start discussion and writing around good governance and human right issues. Song writing can be a very good way to start writing, because nearly all young people love music!

Small Group Discussions

The discussion points are for work in small groups. You can choose one discussion question for the whole lesson or ask each small group to go through as many as they can before reporting back to the whole group.

The expected outcomes that are included with many activities give teachers an indication as to how this book can be used to develop their students skills whilst learning about these topics. Many of the activities can be done as a part of English classes though there are also many activities that can be related to social science classes as well.

This book aims to raise discussion on difficult and important issues, which can sometimes seem unimportant and uninteresting to young people! But unless young people take an interest in politics and have a desire to understand how government works and take the running of government into their hands, there is little hope for change in the future.

We hope some interest and enthusiasm can be raised by the songs and that the discussions prove useful!

Song 1: It's a Scam

A man came round here yesterday
Said he wanted to start a company
He would build a town
And a refinery
And all we have to do
Is give him
Citizenship
The rights to the land
A little bit of money
He needs to bring in everything duty free
But that seems all right to me
Look at what he is doing for us all!

It's a scam!
Look out
They want to fool you
It's a scam
There's something wrong somewhere
(Repeat)

No one does all this for nothing
They're on the make
Anything that you give them
They're gonna take
Don't be fooled by the suit
And the education
They are a threat
To the whole nation
Selling shares
In their crazy companies
They take the money and run away
Leaving the government
With nothing in the treasury!

It's a scam!
Look out
They want to fool you
It's a scam
There's something wrong somewhere

Small Group Discussion

Expected Outcomes:

- understand some common derogatory slang (informal language used about people who are not very nice)
 - listening and comprehension
1. The song is called "It's a Scam". What do you think a "scam" is?
 2. The first verse of the song is about people's reaction to a man who comes to Vanuatu to set up a company. What two things does he promise to do for the people?
 3. What kind of man do you think he is?
 4. What does he want in return?
 5. What do the people think about what he wants?
 6. The next verse says no one does something for nothing. Is this true?
 7. The second verse says, "They're on the make". This is *slang* (informal language). What do you think it means?
 8. The song says, "Don't be fooled by the suit and the education". Did you imagine the kind of man who tricks people into giving him money would be well dressed and educated? Why would this help him?
 9. Why are these people a threat to the whole nation? Do you know of a case where a someone almost ruined a Pacific Island nation?
 10. The chorus says, "The guys gonna do you!" What do you think this phrase means?

Some Answers to the Questions

- A scam is slang meaning a "trick" or a "con" usually relating to a false business that does not really exist.
- The idea is that the company or business that the person is selling does not really exist except in name. Sometimes a company is set up to hide money that has been gained through illegal means, and sometimes it is a way of getting people to put money into something and then the person operating the scam runs off with the money.
- "They're on the make" means they are trying to make money illegally.
- There have been a large number of scams in the Pacific. One very famous one happened in Vanuatu. A man named Peter Swanson persuaded the government to give him Reserve Bank bonds worth 10 million US dollars each to sell on the international market. He claimed these bonds would make the government vast sums of money. In reality if he had sold the bonds, the government would have had to pay the money to the buyer and they did not have 100 million US dollars, so the country would have gone bankrupt and been unable to pay its workers. He was caught and sent to prison, due to the intervention of the Australian and British police.

Discussion: Scams and Cons

Do you know of any scams that have happened in your country?

Read the newspapers over the next month and see if you can find a story about a scam.

It is not only governments that fall for scams. Ordinary people do as well. In another scam in Vanuatu, an American calling himself Mohammed gave cheques for millions of US dollars to chiefs and local people in return for services. He said he was giving the money to them because he wanted to help the people of Vanuatu. When the chiefs tried to cash the cheques from him, the banks said they could not cash foreign cheques immediately. Mohammed then incited the chiefs to say they would burn down the banks if they did not pay up. The next day he was deported and arrested in Australia.

Why do some people and some governments fall for scams?

Are they short of information about the people who do these things or are there other reasons?

Discuss.

Write A Song

Expected Outcomes:

- *recall vocabulary to create rhyme*
- *use knowledge of word stress and tone groups to create a good beat.*

This song is sung in a Pacific reggae style by Reynold Herera. It has a chorus that has a very catchy tune and makes you want to dance!

Write a song with a reggae beat.

If you find this hard,

1. Listen to the beat of a reggae song and try to put new words to the music.
2. You can count the beats in the music and then count the syllables in the words you are using. A syllable is a single sound.
3. Try to get a rhyme at the end of every second line, although this is not completely necessary as you can see from the song. There is often a rhyme but not every time!

You could write a song about the government and things they do that you feel angry, **or** You could write about greed for money and how it makes people do stupid things.

When you have finished, get some people together and learn the song. Sing it to the whole group!

Process Writing - The Con Man



Writing and singing songs is a fun way to express thoughts.

Expected Outcome: use dialogue in composition

Imagine you are a senior government official or minister. You have been asked to a meeting in parliament house. The government is in deep financial trouble and could run out of money to pay its workers before the end of the year.

You think the meeting is to discuss this situation, which you are thinking about on the way there. When you arrive all the ministers are already sitting down and one of them introduces a man. He has come to help the government and he knows a way of getting huge sums of money. The government simply has to give him a few million dollars and he will invest the money and make 100 percent profit within a year.

Brainstorm

- (a) Make a picture of the man in your mind. List down good adjectives and phrases to use. Describe him very carefully.
- (b) Describe your feelings when you hear what he has to say. What do you say?
- (c) Describe the feelings and reactions of the other ministers. What do they decide to do?

First Draft

Write your first draft on alternate lines.

Read your story aloud to a friend. Get him or her to stop you every time something is not clear or does not sound correct. Mark "?" beside that sentence in the margin. You will also notice some errors yourself and think of ways to improve your story as you read it aloud. Note them down.

Second Draft

Rewrite your story neatly (on alternate lines) changing all the parts marked "?".

Get a different friend to read your story and put a "?" beside anything they think may still be unclear.

Final Draft

Check and correct your second version and hand it in to your teacher.

Song 2: Leadership Code

The big men in government
Were outside the law
Looked like
They could do anything they wanted!
So they made a list of rules
The big men have to follow
And they called it
The leadership code!

Chorus

The leadership code!
No politician's above the law
The leadership code!
It makes sure
That a leader who does wrong
Is punished by the law!

It says our leaders can't get drunk
And smash glass windows
It says our leaders
Must behave
Like upright honest men.
They mustn't steal
They mustn't borrow
They must tell us what they earn
They must follow
The leadership code!

Something's worrying me
Maybe I'm stupid
But I do not understand
How come
Some of our leaders have done wrong
And everybody knows it
But up to now
Nothing has been done
Won't anyone enforce
Our leadership code?

Chorus

The leadership code!
No politician's above the law
The leadership code!
It makes sure
That a leader who does wrong
Is punished by the law!

Small Group Discussion

1. What style of music is used in this song?
2. Do you think the style works or not? Why?
3. What is a leadership code, according to the song?
4. What used to happen before the leadership code was brought in, according to the song?
5. What kind of rules exist in the "Leadership Code" according to the song?
6. Why do you think the song talks about getting drunk and smashing glass windows?
7. What does, "No politician's above the law" mean?
8. Why does the singer say in the second verse, "Maybe I'm stupid"?
9. He asks why no one will enforce the leadership code. What does he want to see happen?
10. Has your country got a leadership code? Does it need one?

Discussion: The Big Man Mentality

1. What is a big man and how is he different from other people?
2. Are there big women in society too?
3. Are they the same as the big men?
4. Is it good to have big men, or should everyone be the same?
5. Do people change when they have a high position? How and why do they change?
6. Do ordinary people make big men worse by bowing down to them too much? Give examples to explain your answer.
7. Should big men be treated with respect no matter what they do? Explain your answer.

Drama: Being a Big Man, How Does it Feel?

Here is a simple game you can play to see what it feels like to be in a powerful position. You need 15 minutes or so to play this game.

- In groups of ten.
- One person is chosen to be the leader, they sit in a chair.
- Everyone stands round in a circle.
- One person goes up and tries to please the big man or woman in the chair. They can fan them, dance for them, say how lovely they are, lift up their feet or anything they can think of.
- When the big person feels someone has done something they like, they stand up and let that person take the chair.
- Now everyone has to try and please that person.
- The object of the game is to get to sit in the chair.

Finding Out: The Leadership Code

Do you have a leadership code in your country?

What does it say?

Who does the leadership code apply to?

If a politician breaches the code, what is supposed to happen?

Who is supposed to do something if the code is broken?

Does this happen?

You can find out all of this from your local Ombudsman's Office.

Find out and then look at the code in class. Do you think it covers all the things you would like it to?

Should it say more?

What do you think should happen to politicians who breach the code?

Do people know about the leadership code?

Make a short survey to find out if people understand about the leadership code and how it works.

You could ask questions like:-

- Have you heard of the leadership code?
- Who is it for?
- What does it say?
- What happens to people who break the code?
- Do you think it is a good thing to have a leadership code?
- Is there anything you don't agree with about it?

Collect all the surveys and see what people know about the Code.

If they know little or nothing, how could you tell them about it?

Could you make a poster telling them about the code and what it says?

School Codes!

Make up your own code of behaviour.

In groups of three write your own code of behaviour.

- What behaviour is bad?
- What should people be expelled for?
- Write your code down and then pin all the codes on the wall.
- Read them all.
- Which do you think is best?

Student Code

Students will look after smaller students and never bully them.

No male student will swear at the girls.

No girl student will send love letters to the boys!

No student will fail to do their homework without a very good excuse.

No student will behave in a way that brings shame on the school, while wearing a school uniform!

You could also try to re-write your school rules positively as a behavioural code.

Song 3: Gotta Have a Dream

Over 50% of our people are under 15
50% of the total population
50%.....50%.....50%

What are they gonna do?
Where are they gonna work? Oh no?
What are they gonna do? What?

Chorus

Gotta give them something
Or they'll take it!
They gotta have a future
Gotta have a dream.
Don't wait til they pick up a gun
Give them hope now.

Kids walking up and down the streets of the city
The young men looking in the shop windows
Their pockets are empty just like their hands.
They've got nothing
But they can see what's in the shop window
They've got nothing
But they can see what's in the shop window.

Young men walking round the town
As the sun goes down they want a shell of kava
To kill the need they hang around and wait
They feel the restlessness growing
And they reach deep into their pockets
As the darkness fills the sky and hides the sea. Yeah.

Who cares? Who's gonna give a damn
If they live or they die
They're just in the way
When someone passes
They won't look them in the eye
They turn around or look the other way
But the young men won't take it
No the young men won't take it!

Gotta give them something
Or they'll take it!
They gotta have a future
Gotta have a dream.
Don't wait til they pick up a gun
Give them hope now.



Small Group Discussion

1. The song starts by saying that 50% of the population is under 15. Why is this important information?
2. The next verse talks about "kids walking up and down the streets of the city". Does this happen in your country? Where do these kids come from?
3. The song says, they have nothing, but they can see what's in the shop windows. What do you think that would make young people feel?
4. The chorus says; "Don't wait til they pick up a gun, Give them hope now!" Do you think there is a danger that young people in your country will cause trouble one day, if something is not done?
5. What could the government do to give young people hope in your view? Everyone, should make a list of things they would like the government to do in their small groups, then one of the groups reads out their list and the other groups add any other ideas they have had.

Getting Things Done!

Expected Outcomes: *practice formal letter writing skills*

In the last exercise you came up with a list of what you want the government to do for young people. ***Can you let the government know what you want?***

Write a formal letter - Who do you write to?

Your Member of Parliament? The Minister of Youth? The Prime Minister?

Decide who to write to and write a formal letter asking for more help from the government for young people in your area.

In the second paragraph explain what you would like the government to do.

Thank the person you have written to for the time they have taken to read your letter.

Finding out

Grammar Focus: *Asking questions in English*

We often think we know how people feel, but do we really know? You can ask people to find out!

Here is an example of a street survey on unemployed youth.

A number of the questions are about radio, so that the person being interviewed doesn't feel threatened and is at ease when the interviewer gets to the more personal questions.



Wan Smolbag Theatre uses surveys to find out information all the time.

Here are a few ideas about how to write a survey:

- There are many ways of conducting research, but we will touch on street surveys and focus groups.
- It is important to remember that surveys should not be threatening to people. You may need to start your survey with questions that do not demand too much of the person being interviewed.
- You do not need to know the person's name. They may be worried if you ask their name that you are going to use what they say against them.
- It may be useful to know where they are from and when you interviewed them.

Here is an example of a street survey looking at the issue of *unemployed youth*:

Street Survey

Age 10-14 15-25 25-35 35-45 45-55 55-65

Sex M F

Location

1. Do you listen to the radio?
2. When? Morning/ Afternoon/ Evening
3. What is your favorite kind of radio programme? Music / News / Sport / Politics
4. Which station do you listen to? AM / FM
5. Have you ever listened to a play or a story on the radio?
6. Would you like to hear a play on the radio?
7. Do you have a job? Yes / No - if yes go to 'employed' questions, if no go to 'unemployed' questions.

Questions for Employed People

1. Did you go to primary/ high school/ University?
2. How many years have you worked?
3. Have you ever been out of work? How did you feel?
4. Do you earn enough money to last the whole month?
5. How many people are dependant on you?
6. How do you feel about these people?
7. There are many unemployed youth in town, what do you think of them?
8. What do you think the government should do about the unemployed?

These questions help us find out attitudes to unemployed youth. Young people do not live on their own and the way people feel about them must affect them.

Questions for Unemployed People

1. Where do your family live?
2. How long have you been unemployed?
3. What kind of job would you like to have?
4. How does it feel not having a job?
5. Do you drink or smoke?
6. How do you find money for things you want?
7. What do you do in the day?
8. What do you think will happen to you in the future?
9. What would you like the government to do for unemployed people?

Here you are finding out what young unemployed people feel and how they live. This will help you write your story.

If you are writing questions, try to write open questions - this means that you cannot answer by saying **yes** or **no**. Sometimes people do not really think about the question if they can just say yes or no to answer it.

Example: Which is the better question?

Do you think the government should do something for the unemployed?

What should the government do for the unemployed?

Song writing

Expected Outcome: improved fluency, clustering, articulation, volume

(Syllabus: page 6, 3.2 bullet points 1 & 2; page 17, year 7 box 4 down; page 14, year 8 box 1)

Write a song about young people and what they want. You could do this as a rap -

Rapping is a slang word for talking.

Rap music sounds like the singer is talking, but the talking follows the beat of the music.

A good rap has words that fit very closely to the beat like this:-

*I'm gonna tell you a thing or two
And I hope it makes things clear to you
Cos I got to make you see
Why what I got ain't enough for me!*

To make this clear, ask your group to bring some rap music in and listen to it together. Write down the words and try to say them, following the beat of the music.

Write your own rap

- Write about young people and the problems they face every day.
- How their parents don't understand them.
- Write about whether they go to school.
- What their feelings are about going to school.
- What they do if they don't go to school.
- What they think their future will be.

Can someone stand up and rap the song.

Perform your rap to the class.

Song 4: Where are the Great Trees?

They are cutting down the trees
They are burning the forests
Where are the great trees
That clothed the earth in green?
The people in the village
Their lives do not change
Gone is the forest they depended on
But their lives remain the same.
The big men have made their money
They have left
Now the ground is bare
And after a time nothing will grow there!
They are cutting down the trees
They are burning the forests
Where are the great trees
That clothed the earth in green?
They are selling the forest
They are selling the trees



They are selling the forest
They are selling the sea
Don't they understand
It will all be lost
There will be nothing left for me
They want to sell the land
They want to sell it all
Our children will not see what we see!
The great trees! The great fish!

They are pulling the great fish out of the sea
Where are the mighty whales
Their tails high as the waves
The fishermen in the village
Their lives do not change
The fish are ripped out of the sea
The fish they depended on
The big men have made their money
They have left
And when they throw their lines
There is nothing in there
Ripped out of the sea
They are sent across the ocean
Where are the mighty whales
Their tails high as the waves

The Environment

Many people are very worried about what is happening to our environment today. The forest is being lost on a world scale at the rate of a whole soccer field every two seconds.

Fish stocks are disappearing from the seas, making it impossible for some people to catch fish anymore for a living.

Many scientists believe that the world is heating up very quickly, due to the massive use of fossil fuels, such as petrol, in today's society. The icecaps seem to be melting and many of the world's glaciers are disappearing.



This song, sung in a capella (voices in harmony, no instruments - "choir style") is about the way the forests are disappearing and how fish stocks too are being lost very quickly.

Small Group Discussion

Expected Outcomes:

- *sharing ideas and information (Syllabus: page 13, 5.2 year 8 box 2)*
- *using songs and social science background knowledge*
- *expressing opinions (Syllabus: page 13, 5.2 year 9 box 2)*
- *giving personal response to poetry (Syllabus: page 13, 5.2 year 9 box 2)*

1. Do you think that the trees are really disappearing or is the song exaggerating the situation?
2. Do villagers make enough money out of logging, in your view? Why?
3. Does the soil become less rich after the trees have been cut down? Why would this be the case?
4. Is fishing by commercial fishing boats a problem or a necessity?
5. Are there large foreign boats fishing in your waters? Who benefits from this?
6. Are people aware of how much fish these boats catch? If not, should they be? Why?
7. Do you think the government is right to let foreign boats fish in their waters?
8. Make a list of the environmental problems that affect your country. Use simple present tense. Read the list out to the other groups. Can they add other things your group didn't think about?
9. What do you think of this song by the Monument Singers - singing without using instruments - would you prefer a different style for this song? Give reasons for your answer.
10. How does the song make you feel?



Drama Games: There's Always a Good and a Bad Side!

Expected Outcome: Confidence is gained

Very often with environmental issues, the aim is to make people think and to start a discussion. Often we are dealing with *sensitive* issues that people have never really had a chance to think deeply about issues before. **Good and Bad Sides** is a very simple exercise using statues, which allows people to look carefully at issues and to see that everything has two sides!

You will need to divide into groups of between 6 and 10 people.

Give each group a topic such as:

- Logging
- Reforestation
- Harvesting Beche-de-Mer
- Hotel developments
- Disposing of rubbish in the sea/ on land/ by burning
- Commercial fishing
- Recycling

You should use topics that are relevant to your community and that people know about.

When you have given out the topics to each group:

- The group must discuss all the good things about the topic they are given and then all the bad things and make two lists.
- Make three "body pictures". Think of it as a set of photographs telling a story which show 3 of the good things you have discussed.
- You do not need to have every person in the group in each picture.
- Make another three 'photographs' showing the bad side of the topic, using 3 of the ideas you have discussed.
- Act out your six pictures to the whole group. You do not have to tell the group the subject of your pictures.
- Let them guess what your "body pictures" are showing.
- Discuss the good and bad sides of each topic. Are the examples you have chosen realistic? Does one side outweigh the other?

Write a Poem or a Song

Expected Outcomes:

- *creative writing of poems and/or songs (using effective descriptions and adjective phrases as well as social science vocabulary) (Syllabus: page 17, 5.4 year 7 box 4)*
- *getting information (Syllabus: page 17, 5.1 year 7 box 3)*

Write a poem or a song about an aspect of the environment that you care about. The poem or song needs to have a rhythm and the words should put a picture into people's minds. Describe the area; a forest, the sea etc. Talk about the details of the picture, the leaves and the insects, the sounds and the way the light filters through the leaves. Look at why the area is important to the people, as part of tradition, as a place for gathering food and firewood or as a lovely place to be. Talk about what is happening to the area (in immediate present tense), how it has changed over the years (in perfect, continuous perfect tenses such as "has been eroding") and what might happen to it in the future (in future tense).

Song 5: Democracy

It's your vote! You must use it!
It's your vote! Don't abuse it!
It's your vote! We all agree, it gives us power
In a democracy!

They came to my door and
Then they said
We want your electoral card
We are just collecting them to see
How many people will vote
For our party
Gimme gimme gimme!
Gimme gimme gimme your card!
I thought a minute and then I said
You take my card boy
And you are dead
They asked me what's your problem?
I said can't you see?
This card gives me power in a democracy!

It's your vote! You must use it!
It's your vote! Don't abuse it!
It's your vote! We all agree, it gives us power
In a democracy!

I went to the island
And the chief
Told me to vote for his party
He knew they'd work for the community
Get what he wanted
For everybody
Come on everybody
Vote for my party
That's what the chief says!
That's what he told me!
I thought for a minute and then I said
You're the chief in the village
But not in my head
The way I vote is up to me!
My vote gives me power in a democracy!

It's your vote! You must use it!
It's your vote! Don't abuse it!
It's your vote! We all agree, it gives us power
In a democracy!

Repeat Chorus

Small Group Work

Objective: Giving views and applying poetry/song to own life.

In small groups discuss the questions below:

1. What is the meaning of *Democracy*? Look it up in a dictionary.
2. Do you have a democracy in your country? Give arguments for and against.
3. The song says,
*"It's your vote! We all agree, it gives us power
 In a democracy!"*
 Does voting really give you power? How does it give you power?
4. The first verse of the song is about political groups taking electoral cards from people. Does this happen in your country? What is wrong with this practice do you think?
5. Have you ever heard of political parties doing other things that seem unfair or even illegal during elections? (Refer to the film "*Vot Long Pati Ia*" if possible)
6. The second verse talks about the chief and how he tells the people who they should vote for. Do you think chief's should do this or not? Why?

Full Group Activity 1: Should voting be compulsory?

Expected Outcomes: (English Syllabus/Speaking Microskills)

Students are able to:

- participate in discussions on real life topics
- express views on topics or of others with respect during discussions
- give reasons
- use stress and justifying intonation persuasively

(Syllabus: page 13, 5.2 year 9 box 2)

In some countries people must vote by law and can be prosecuted if they do not vote. What does the group think of this practice?

- Make this statement: ***Everyone should have to vote, by law*** or ***There should be a legal requirement forcing everyone to vote.***
- Put three cards on the ground, with "Agree", "Disagree" and "Don't Know" written on them.
- Tell people to stand next to the card they think is right.
- If they think everyone should vote by law, they must stand next to "Agree".
- If they think people should only vote if they choose to, they stand next to "Disagree".
- If they don't know or they have a different idea, they must stand next to "Don't Know".
- Each group must now choose a spokesperson and talk about why they have chosen to stand by their card. They should have at least ten minutes write down all their arguments.
- When they are ready, each group gives their reasons for thinking as they do.
- After each group has given their reasons they must answer the other groups questions. Each group has the chance to try and prove that the other group is wrong.
- When the discussion is over or time has run out, any one who has changed their opinion can change groups.



People gather around the "AGREE" card to talk about why they chose to stand near the card.

Full Group Activity 2: Make up Your Own Political Party

Expected Outcomes:

- *discuss a real life topic and act it out*
 - *speak out fluently and confidently*
 - *use gestures (non-verbal means of communications)*
 - *use intonation, stress, rhythm*
- (Student Speaking Year 8)

What you need

- Groups of five to ten people
- A large piece of butchers paper or card each
- A marker pen each
- One small piece of paper for each person

What you work out in your group

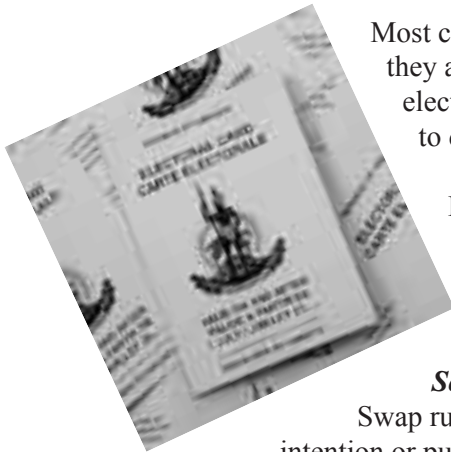
- Each group must make up a name for their party
- They must decide on six "*policies*". These can be serious- Free secondary school for all children for example, or as strange and crazy as they like!
- They must write down the policies on their paper, under the party name.
- They must have a party leader who will make a speech on behalf of the party to the whole group, explaining what the party will do and why.
- They must have a chant or a party song, that they come in and go out with.

What you do

- One group goes outside and the others sit down.
- The group comes in chanting or singing.
- When they reach the front they stop and the leader explains who they are and what they will do if elected.
- Everyone listens to the speech.
- When the leader finishes, the party goes out chanting or singing and then sits down with the main group.
- The next group comes in, until everyone has had their turn.
- After each group has had their turn, the whole group sits down together.
- Each person must now vote for the party they think is best.
- They must write their vote secretly on their piece of paper.
- The votes are counted at the end and the winner declared.

Some Facts and Some Things to Find Out!

Did you know *Democracy* comes from the Greek language and means "government by the people".



Most countries have an electoral office that is in charge of elections and how they are run. They make rules about what candidates can and cannot do at election time eg. when they must stop campaigning, what they are allowed to do during campaigns and who is eligible to stand in an election.

In groups of five make a list of rules saying what you think candidates should and should not do at election time. Use formal language structures.

Scrutiny

Swap rules with another group. What do you think of their rules? What is the intention or purpose behind the rules? Would they help make things fairer or not?

Research

What rules apply to your own elections? How can you find out?

Small Group Discussion

Expected Outcome: *listening to the song, being able to answer comprehension questions and opinion questions*

1. The song is called "*Breaking the Pacific Heart*". Is the Pacific really a peaceful place as the song suggests? Explain your answer.
2. What has happened in the Pacific recently?
3. The song suggests that conflict happens because people come from different islands and take people's jobs. Is this true?
4. Do you think people can stay in one place these days?
5. Do you think serious conflicts could occur in your country if they haven't already?
6. What kind of problems do people from different places cause?
7. Do you know what happened in Rwanda or any of the other countries mentioned? Could things get as bad as that in the Pacific?
8. Could the governments of countries see the problems coming before they happen?
9. Could they do anything to stop the fighting if they tried? What do you think they could do to stop these conflicts happening? Give real examples.
10. Why do you think there are so many conflicts in the world at the moment?

Finding Out

Expected Outcome: *Interview people in a community using prepared questions*

Are there problems brewing in your society? One way of finding out is to go and ask people about the way they feel and what problems they have.

You can make a simple questionnaire and go and interview a number of people from different areas. Here are some ideas for a questionnaire:-

Age:

Sex:

1. Where do you come from?
2. How long have you lived in this area?
3. Did you go to school here?
4. At what age did you finish school?
5. How easy is it to find work in this area?
6. Will you stay here or do you want to go somewhere else? Why?
7. Do you think the government does enough for people from this area?
8. What else would you like the government to do?
9. Do you think there might be any problems in the future in this area/country?
10. What kind of problems do see happening?

You could use this questionnaire with one person at time or with a small group of 5- 7 people. You may want to record how old people are or whether they are men or women.

You can make up your own questionnaire asking questions you feel are relevant to your community.

When you have completed the questionnaires with people from your area, you can look at all the answers and see what you have found out.

Writing: A Prayer for Peace

Focus: *Creative writing*

Write a prayer or a song that is like a hymn, talking about peace.

You can use a symbol to describe peace, like a dove or a symbol from your country.

Some Ideas to Help You

You could imagine something happening to the dove and its wing being broken.

You could talk about how this is like the situation that is happening in your country.

You should describe how the women and children feel, and how the man feel. Do some of the men enjoy the chance to fight?

You could then look at what you need to do to stop the fighting and imagine the dove, its wing healed. What does it do?

Writing: A War Story

Expected Outcomes:

- *use the immediate present tense to create suspense*
- *including some incomplete sentences, hushed conversation in written work*

This is a war story with a difference! Write about what it feels like to be hunted by soldiers because you are from a different group from the soldiers.

You can read a story like this called *The Diary of Anne Frank*.

Orientation

Imagine you are hiding in a neighbour's house with your family. Your neighbours are from the same group as the soldiers, but have been your friends for a long time. You need to think of which members of your family are hiding in the house and describe how different family members are feeling.

Complication

They come in with food and tell you that the soldiers are down the road, searching the houses for people from your area.

Climax

What happens? Do they throw your family out on the street, or do they want you to stay? Does your family want to stay or are they afraid their neighbours will suffer if they are found in the house?

Resolution

What happens when the soldiers come?

Song 7: Jealousy

I was walking through, town the other day
Met an old friend from school
I asked her about her life
Was she married? Did she have kids?
We started to laugh and play
Remembering the old days
Remembering the old days
When suddenly a man walked past
Just stopped and turned around
He walked right up to the girl
Jealously pulled her away
I watched as he dragged her away.

Bridge

His eyes were full of jealousy
His mind was full of fear
He couldn't let his woman free
He couldn't let his woman free!

Chorus

Jealousy! It comes to destroy you!
Jealousy! It's a sickness of the soul
Sending you mad.
Jealousy! (*Repeat*)

He must have been crazy.
What did he think she had done?
We're simply friends from long ago
Meeting by chance on that day
There was nothing wrong she had done
Remembering the old days, remembering the old days
Now when he sees her talking to any other man
His eyes and mind go dark and full of fear
Torn apart with jealousy
His eyes were full of jealousy
His mind was full of fear
He couldn't let his woman be free.

Bridge (Repeat)

Jealousy! It comes to destroy you!
Jealousy! It's a sickness of the soul
Sending you mad
Jealousy!

Small Group Discussion

Expected Outcomes:

- *to give their opinions and express their points of view clearly*
- *each student participates in the discussions*
- *listen to others point of view and react effectively*
- *able to speak loud and clear*
- *participate in real life talks (discussion)*

1. In the song a man sees his wife talking to an old friend. Why do you think he got angry and pulled her away?
2. What does the man singing the song think about this?
3. Are men often jealous of their partners? Why do you think this is so?
4. Is it only men who are like this?
5. Do you know of anyone who is in a relationship with a jealous partner? What kind of life do they have?
6. The song says that jealousy destroys you. What do you think this means? Is it true?
7. Would you be jealous if you were in a relationship? Why? Why not?

Write a Poem

Expected Outcomes:

- *relate to real life situations*
- *skills in creativity in writing*
- *write logically about an event (or experience)*
- *use text organiser to make the poem flow*

Think of a time when you experienced jealousy yourself or you saw someone being jealous of their girlfriend, boyfriend or wife.

Write about how jealousy affected the person involved and how they acted because of it.

You can write a poem generally about jealousy and what it does to people.

Try to make your poem develop, so that you explain the situation you see happening first and then talk about jealousy and what it does.

Small Group Work: What Kind of Relationship do You Want?

Expected Outcomes:

- *to give their opinions*
- *be part of the discussion*
- *react effectively and share ideas*

Many people get married without ever thinking about what they want out of a relationship. Do the girls want to marry a man who goes out drinking grog every night or who never lets them go out? Do the boys want to marry a woman who gets angry if they don't do the housework or who never talks to their friends?

In groups of four to six, talk about what you think makes a good relationship between a man and a woman.

These questions may help your discussion:

- What tasks in the home should husband and wife share?
- What jobs should a husband or a wife do without help in home?
- What should a husband or wife be able to do on their own out of the home?
- What should husband and wife do together out of the home?
- What kind of behaviour makes a marriage happy?
- What kind of behaviour can make a marriage unhappy

Each group writes down the main ideas from the discussion. Each group must then make six "body pictures", one for each of the questions above. The questions should be read out one at a time, by the group leader and then the groups each show their body pictures for that particular question.

The groups must say what the "body pictures" represent.

When all the groups have shown their body pictures for one of the questions, you can ask which picture the group thought was the most important picture or if they thought that people would really do the things they have shown.

Writing

Expected Outcome: students should be able to write descriptively about a marriage using past.

Write a short essay entitled:

The Wedding

Two young people are getting married.

Describe the wedding day and what the two young people felt.

Now jump two or three months. The two young people are living together, how is life going, do they have any arguments?

Jump two years into the future, they now have a baby, how does this change things? Are they as happy as they were before?

In the last paragraph they are looking at their wedding photo together; what are they thinking?

Here is a short song from a play by Wan Smolbag Theatre called *Sonia*. It may give you some ideas for your story.

*The photo is over there
The perfect couple
You in white, me in black
We're about to cut the cake
The brand new wedding band
On your finger under my hand
And in our eyes
There's no hint of a mistake
No idea it could be
A mistake
We're about to make
At nineteen years of age
At nineteen years of age*



Song 8: Trouble Again

Why don't they come?
My washing's stolen off the line
Before it's dry.
Why don't they come?
The man next door is battering his wife.
Why don't they come?
The bottle store's selling whisky day and night
To all the young men
There'll be trouble again!

Jumped on a bus
Right to the police station
I said, "You've got to come
It's war out there my friends!"
The officer he looked me in the eye
He said, "We've got no transport
That's no lie."
Well you could walk
You could take a bus!
He shook his head and said,
"I'm the only officer, on duty today.
Can't leave the station
Any thing could happen!"
I walked out through the door
Into the evening light
Back to the settlement
And to another fight.

Why don't they come?
My washing's stolen off the line
Before it's dry
Why don't they come?
The man next door is battering his wife
Why don't they come?
The bottle store's selling whisky day and night
To all the young men
There'll be trouble again!

Discussion

1. Is washing stolen from the line a police problem? Why?
2. Is a man hitting his wife a problem the police should deal with or not? Why?
3. Should a bottle store sell drink day and night? What regulations, if any, exist in your country?
4. What excuse do the police give the singer when he goes to the police station?
5. Do the police come out when they are called in your country? Give examples from your own experience.
6. How do you think the singer feels about the police?

Finding out

Do people feel the police do a good job?

Do young people feel they are treated fairly by the police?

Finding out – A Survey

Find out what people think of the work of the police by asking about their experiences. You can make up your own questions, or use the questions below to help you.

Try to interview 5 people of different ages and genders and different jobs; teachers, fishermen, nurses, housewives, unemployed youth. This will give you different views about the police and their work.

Questions:

1. Have you or someone you know, ever been to the police for help? If Yes, go to question 2. If No, go to question 4.
2. What happened?
3. Where you satisfied with what they did?
4. Do you think the police do a good job? Why?
5. How often do you see a police officer in your area?
6. Do you normally see police officers in cars or on foot?
7. What do you think police officers do all day?
8. Do you know how many police you have in your country?
9. Do you think there are enough police?
10. Is there anything you would like to see them doing, that they are not doing now?

Look at your answers. Do the majority of people think the police work well?

What sort of changes do people want to see?

You have asked a lot of questions about the police, but what do you know about the way the police force works?

Request for Information: Write a Formal Letter

Contact your local police to find out how many police there are, how many departments there are and the work of different police departments do.

Address your letter to the person in charge and ask for a reply and possibly a visit to your school.

Thank the police for taking time to read the letter and replying to it.

Song 9: Everyone Has The Right

You come back home very drunk
Ready to fight anyone
Knock your woman around
And then pretend it hasn't happened
That's what a man, what a man
Does to his woman

Everyone has the right
To sleep safe at night
Not to live in fear
Everyone has the right
To sleep safe at night
Not to live in fear
Yes everyone!
Everyone!

The law of this country says
You can't hit
A man or a woman
And when you hit your wife
You are still breaking the law
No you can't hit her
You can't
My friend!

Everyone has the right
To sleep safe at night
Not to live in fear
Everyone has the right
To sleep safe at night
Not to live in fear
Yes everyone!
Everyone!

It's time for us all to change
Find another way
Stop the beating now
You think your woman will love you
When you keep hitting her?
She won't
My friend!



Small Group Discussion

1. The song says, "everyone has the right". What is a right and why do we have it?
2. Do we really have the right to sleep safely at night and not live in fear? Explain your answer.
3. Is domestic violence a problem in society or not?
4. According to the song what does the man think when he hits his wife?
5. Why does nobody stop him?
6. Do men really behave like this or is the song exaggerating the problem? Give reasons for your answer.
7. The second verse says the law of the country says you can't hit anyone, even your wife. Is this true?
8. Do most people think that wife beating is a crime?
9. Would there be less wife beating if people knew more about the law or not?
10. Are men or women the cause of the problem in your view?

Group Discussion: Making People Think

Focus:

- Giving opinions
- Persuading others

In this exercise you can look at whether men should hit their wives or not.

What you need

Three card or papers with "agree", "disagree", "don't know" on them.

What to do!

- Make this statement: *A man should never ever hit his wife.*
- Put the three cards, at a distance from one another, on the ground.
- Tell people to stand next to the card they think is right.
- If they think that men should never ever beat their wives they must stand next to "Agree".
- If they think that men have the right to beat their wives; they must stand next to "Disagree".
- If they think that men have the right to beat their wives now and again, or for certain reasons, they should stand next to "Don't Know".
- Each group must now choose a spokesperson and talk about why they have chosen to stand by their card. They should have at least ten minutes to think about their arguments and write them down.
- When they are ready, each group must explain their reasons for thinking as they do to the other groups.
- When every group has explained their reasons everyone can ask the other groups questions or make comments.
- When the discussion is over or time has run out the discussion is brought to a close.
- Now anyone who has been persuaded by the arguments of one of the other groups can move to a different card.



For Your Information

Beating your wife is a criminal act. Any form of assault on another person is a criminal act and the police can investigate and prosecute.

Here is the law of Vanuatu. What is the law in your own country?

The penal code of Vanuatu states:

Intentional Assault

No person shall commit intentional assault upon the body of another person.

Penalty:

- a) If no physical damage is caused, imprisonment for 3 months
- b) If damage of a temporary nature is caused, imprisonment for 1 year
- c) If damage of a permanent nature is caused, imprisonment for 5 years
- d) If the damage caused results in death, although the offender did not intend to cause such death, imprisonment for 10 years.

The Constitution of Vanuatu says that women have equal treatment under the law, Fundamental Rights, K.

Getting the Message Across: Radio Spots!

Expected Outcome: to write for a specific audience

Many groups use radio to get information out to people.

A radio spot should be short and sharp, less than a minute long if possible. It should carry a single message that people can remember.

If you have a lot of messages or a very complicated message, then it is probably not a good idea to use a spot to get the message across.

You need to be clear about who your spot is written for and why you have chosen that group to focus on. You need to be very clear about what you want to tell people. You need to make the spot interesting and catchy so that people remember it.

Here are some spots about domestic violence, using a number of different styles. Who are these spots aimed at? Do you think they would be effective or not?

Which style do you think is most effective.

Pick out examples of persuasive language. Try to explain what the speaker is doing - the persuasive technique used.

Making Radio Spots

- Use the spot to make your audience aware of one major issue.
- Which issue does each spot highlight?
- Do sound effects make the spots more interesting? What sound effects are in each spot?
- You can use a short drama or *a chorus* in the spots. A chorus looks like a poem. You may want all the actors to say one of the lines together to give the line more emphasis, or you may want to use different voices for each line. You can see choruses used in some of the radio spots overleaf.

Here are 7 examples of ways to write spots around domestic violence issues:

1. Rap

Johnny: I'm going to break you to pieces!

Woman: No Johnny! Johnny! No!

Rap: Think Johnny!

Think before you hit your wife!

Ask yourself

Is what you're doing right?

Is she gonna love you more

Cos you knock her to the floor?

Will your children think you're great?

When they see their mum

In a terrible state!

Think Johnny!

Don't commit a crime!

A real man doesn't hit his wife!

Johnny: I'm going for a walk! We'll talk about this when I get back! Okay?

Chorus: Yeah! Johnny!



2. Chorus

[Sound of man snoring close to the mic. Fade in sounds of screams, coming from another room/ house.]

Wom: Please! No! Ahhh!

Man: I told what would happen!

[Sound of beating.]

Wom 2: Aaron! Aaron! He's beating her again!

Aaron: It's none of our business! Go back to sleep woman!

Chorus: Violence in the home affects us all!

It's everybody's business!

Yours and mine!

It is a criminal offence

For a man to beat his wife.

It's against the law.

Call the police!

Make our country a safer place for women

To live in!

Actor 1: The next time you hear a woman being beaten call the police on 22222! Remember it's your duty to report a criminal act to the police!

Democracy Dreams

3. Drama

[Sound of telephone ringing. A man picks it up.]

Policeman 1: Police station here! Can I help you? You're calling from Ohlen.. Yes Madam how can we help you? A woman? Being beaten up.. by her husband? Okay okay.. You can still hear her screaming. You want us to come right away? Ummmm.. well.. I don't know. He is in his own home, with his own wife.. I don't think it's our business Madam....

Policeman 2: [Approaching mic.] It's our business alright! If a man beats a woman, he's breaking the law! You hit anyone, man or woman and it's a criminal offence. Come on! We're going now!

Policeman 1: Umm okay Madam.. okay. We are coming. Give me your address and we'll be there in a minute...[Fade out and fade in sound of police car and sirens.]

Actor: Wife beating is a criminal offence! Don't take **no** for an answer!



4. Song

Don't do it darling, don't use your fists on me
 Don't turn my love to ashes
 Don't do it darling, don't use your fists on me
 Don't turn my love to ashes!

Wom: I loved him.. I really loved him when I first married him. But then he started to hit me and now.. I'm just afraid. He hits me all the time. I do one little thing wrong and...I wish he'd go away and leave me in peace. I wish he'd ... just go!

Don't do it darling, don't use your fists on me
 Don't turn my love to ashes
 Don't do it darling, don't use your fists on me
 Don't turn my love to ashes!

Are you turning her love to ashes? Now's the time to change!

5. Information

Wife beating is a crime!

Any form of assault on any person is a criminal offence

Assault is another word for hitting or harming someone.

The penal code of Vanuatu states:

Intentional Assault

No person shall commit intentional assault upon the body of another person.

Penalty:

- a) If no physical damage is caused, imprisonment for 3 months
- b) If damage of a temporary nature is caused, imprisonment for 1 year
- c) If damage of a permanent nature is caused, imprisonment for 5 years
- d) If the damage caused results in death, although the offender did not intend to cause such death, imprisonment for 10 years.

The Constitution of Vanuatu says that women have equal treatment under the law, Fundamental Rights, K.

Wife beating is a crime according to the law of Vanuatu!



6. Drama

[**Sound of woman crying. Interior hospital night.**]

Nurse: So much blood. I need to clean your face... Did he hit you anywhere else?

Wom: He.. he cut my leg. And then... [**She cries.**] He kept hitting me!

Nurse: [**Sound of water.**] I'll wash off all the blood.. It will sting..

Wom: Ahhh!

Nurse: Some of these cuts are very deep.. we'll have to call the doctor to stitch them up. He can make a medical report for the police...

Wom: Police? What's it got to do with the police?

Nurse: You've been attacked...

Wom: But he's my husband!

Nurse: It doesn't matter. He's broken the law.

Wom: I don't want to go to the police!

Nurse: Alright.. it's up to you.. but he's hurt you very badly. He might do something worse next time.

Chorus: He might do something worse next time.

Don't live in fear

Go to your local women's centre for advice

Or go to the police

Do something before it's too late.

7. Drama

[Sound of children playing. School bell rings.]

Annie: [Approaching mic.] Jane! Hurry up! The bell's gone!

Jane: I don't want to go.

Annie: You'll get in trouble! Come on!

Jane: Leave me alone!

Annie: What's the matter?

Jane: Just leave me alone!

Annie: Ah stay there then! Teacher will shout at you! Teacher will shout at you!

Jane: [Sniffing.] I can't.. I can't...

Chorus: Her father hit her mother last night

Last night

He pushed her against the wall.

He called her ...

Terrible names

That's all she can think about

She can't think about school

About the work she has to do.

She can only think about her mother

Crying.

Children suffer too.

The children suffer too.

Making your own radio spot

A radio spot is less than a minute long and carries a message that people can remember.

- Make a radio spot about a human rights issue.
- Choose what you want your spot to be about. You can do this by asking each member of the group what rights they think are important and then choosing the one you all think is most important.
- Think about who you want to give the message to (your audience).
- What is the best way of making them think about the issue?
- What is the most effective style to use?
- You can choose rights such as: *The right to go to school. The right to choose the number of children you want to have. The right to protection by the law.* Or any other right you think people should know about.

You can make a short drama that gives a strong message or you can just give the information that you think is important. Look at "Spot 7. Drama", this spot has the message after a short drama, or you can just give the information and not have a drama at all (Spot 5).

When you have got your ideas for the spot, try acting them out. Remember no one can see you when you are on radio. Hide behind a desk or a door and ask someone to listen and tell you if the message is clear and it is interesting to listen to. You can use sound effects too!

If you think you have a good spot, send it to Wan Smolbag Theatre, PO Box 1024, Port Vila, Vanuatu Or Fax- 25308. It would be great to hear from you! We might even be able to put it on the radio!

Song 10: You Gotta Pay

The little girl walks down the street
Her clothes are ragged and her feet are bare
You walk past her in the street
But you don't know who she is
You think it's not
You think it's not
Your responsibility

You hit and run
You have your fun
Yes, that's your
Yes, that's your philosophy

You hit and run
You have your fun
Yes, that's your
Yes, that's your philosophy

You say it's not your baby
You say she had other men
Don't try to
Don't try to hang it on me!
It's not my problem
Not my problem
Nothing, nothing
Nothing to do with me!

You think it's not your responsibility
You hit and run
You have your fun
Yes, that's your
Yes, that's your philosophy

You hit and run
You have your fun
Yes, yes, that's your
Yes, that's your philosophy

It fills her mind with shame
Don't you look her in the eye
You might realise
You might realise



Small Group Discussion

Expected Outcomes:

- *listening and comprehension of songs*
- *discussion of real life issues*

1. Describe the little girl?
2. What relationship does the man have to the little girl?
3. Is the man who is watching the girl rich or poor? How do you know?
4. What does the chorus mean,
*"You hit and run
 You have your fun,
 That's your
 Yes, that's your philosophy"?*
5. Read this verse:-
*"You say it's not your baby
 You say she had other men
 Don't try to
 Don't try to hang it on me!
 It's not my problem
 Not my problem
 Nothing, nothing
 Nothing to do with me!"*
 How many people are speaking here and what do they mean?
6. What do you think of men who do not take responsibility for the children they produce?
7. Why do you think they do this?
8. What does the law say in your country about child maintenance?

Discussion: Child Rights

Expected Outcomes:

- *reading and comprehension*
- *expression of views*

- Have you heard of the Convention for the Rights of the Child?
- Can anyone say what any of the rights are in the convention?
- You can read some of the rights in the convention and some information about it on the next page. Note that article 7 says a child has the right to know their **father** and **mother**.
- Look at the rights written here, taken from the convention as examples. Do you think children's rights are respected in your country? Why? Why not?
- Do men and women have the same attitude to child rights or do women care for children more than men do? Explain your answer.
- Does having the rights of children written down help children in any way?
- What rights would you like to see children have in your country? In small groups make a lists of rights children should have.

The Convention on the Rights of the Child

Children's rights are about what children are allowed to do, and what the people who are responsible for children have to do to make sure that children are happy, healthy and safe. ***Children also have responsibilities towards other children and adults.***

A convention is an agreement between countries to obey the same law. The Child Rights Charter is an agreement between countries to obey a set of written standards for the treatment and protection of children. A country that agrees to the standards must **ratify** the convention.

The child rights charter says that anyone under the age of 18 have all the rights in the charter. Each article of the convention explains one of the rights of children. Here are some articles from the convention that are relevant to the song:-

Article 7: *You have the right to have a name and when you are born your name, your parents name, and the date should be written down. You have the right to a nationality, and the right to know and be cared for by your parents.*

Article 18: *Both of your parents should be involved in bringing you up and they should do what is best for you.*

Article 19: *No one should hurt you in any way. Adults should make sure that you are protected from abuse, violence and neglect. Even your parents have no right to hurt you.*

Article 28: *You have the right to education. Primary education must be free and you must go to primary school. You should also be able to go to secondary school.*

