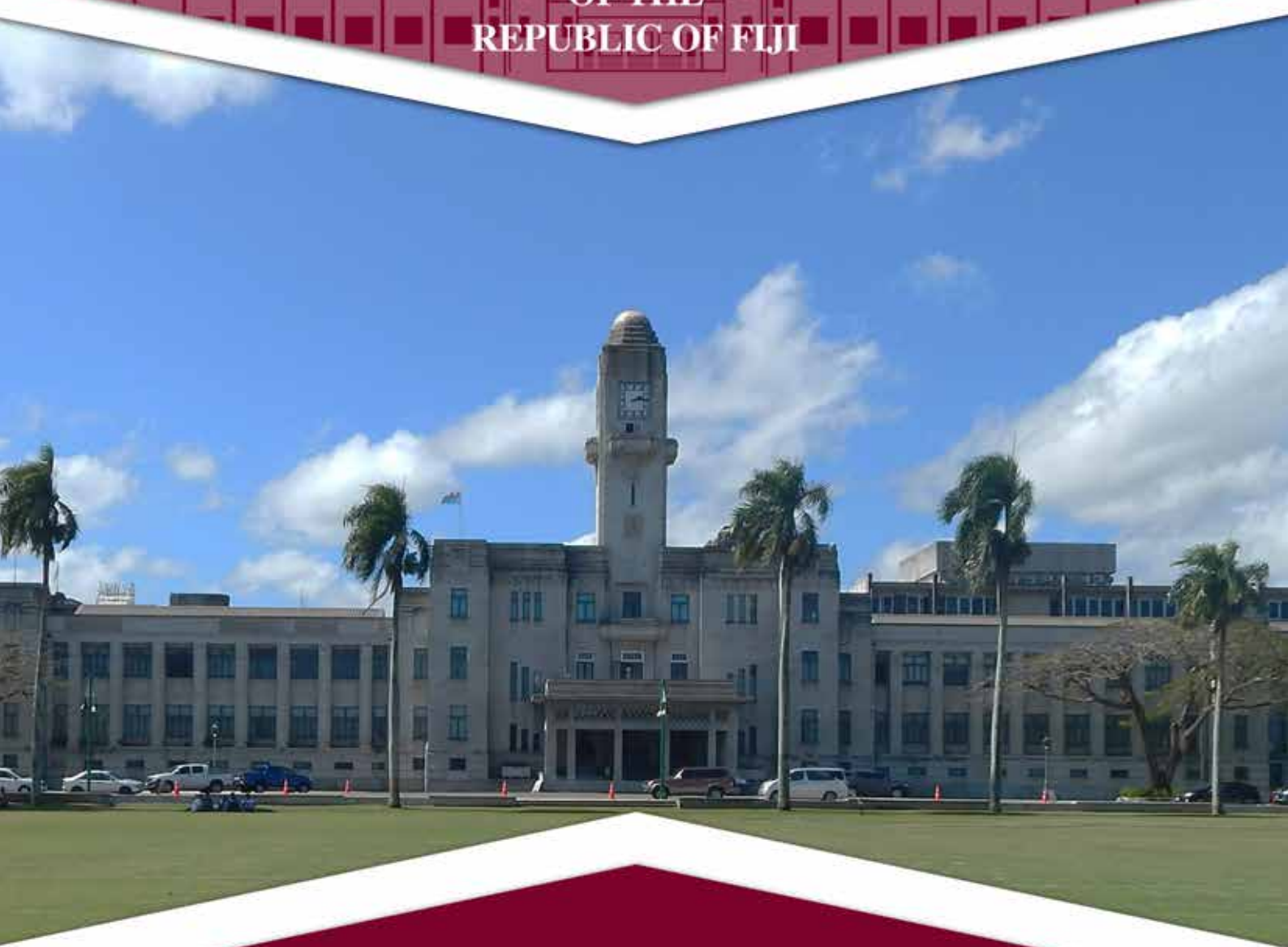




PARLIAMENT  
OF THE  
REPUBLIC OF FIJI



# 'Our S.a.Y'

## Modules for Primary Schools

# **‘Our S.a.Y’ Modules for Primary Schools**



Civic Education and Media Unit  
Parliament of the Republic of Fiji, Suva  
2019 Reprint

# Acknowledgements

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## Note :

The 2019 Reprint version include the following minor changes reflected throughout the booklet and this does **not** render the earlier version (2017) void.

- ✓ Updated list of MPs on page 12.
- ✓ Additional notes in 'Discussion and Activities' for each level to ensure clarity.
- ✓ Explanation of the importance of the Mace on page 18.

Electronic version of the 2019 Reprint version and additional resources is also available on the Parliament website : [www.parliament.gov.fj](http://www.parliament.gov.fj) under Education.



# Introduction

These Modules have been designed to educate Year 3-8 school students about our own parliament. It is important to engage our citizens from young age to learn and be part of the decision making processes that affect their lives. By learning about Parliament and how it works, students will see that Parliament is a crucial element in our democracy – ensuring that our laws are just and reasonable and there is accountability in the way our taxes are spent. They will also see that a healthy democracy needs its citizens, including its young people, to be informed and involved. Students can find ways of participating now – in their schools and communities – and, in doing so, develop the knowledge and confidence to play their part as adult citizens in the future.

The Civic Education and Media Unit in Parliament is responsible for educating the public particularly the students and youth to carry out their roles as citizens in relation to the functions of parliament; organise and develop programmes, publications to increase public awareness; and educate people to be involved; and to participate in parliamentary processes through the programme called ‘Our S.a.Y.’ (Student and Youth). This engagement programme aims to encourage young people to recognise that they have a say through their parliament.

‘Our S.a.Y’ Modules specifically targets school children. The aim is to bring awareness and educate students with the knowledge of the Fijian parliament which they often hear about and see on the media. Parliament related topics sits within the Social Science Syllabi designed as per the Fiji National Curriculum Framework 2012. These Modules complements the teaching of Strands and Learning Objectives which is listed on the first page of each module.

### **Concepts and vocabulary**

Some of the ideas and concepts or terms used in these Modules are quite sophisticated for many students in Years 3-8. Therefore it is recommended to make reference to glossary provided in our publication, Discover Parliament Teachers' Guide.

### **Useful Teaching Strategies**

It is important to make our teaching and learning process interesting. At the end of each Module there is Discussion and activities which has some teaching-learning activities. Samples and templates are attached where possible and we encourage you to use them. These teaching strategies can be used in other subjects as well.

### **Building knowledge in advance**

Unless your students have already learned something about Parliament at school or come from families that regularly discuss politics, they are unlikely to have much prior knowledge of the topic.

If this is the case, you could introduce your students to basic information and/or show them streaming or other material from the parliament website. [www.parliament.gov.fj](http://www.parliament.gov.fj)

You could also use information that is readily available on the Internet, in newspapers, and on television to introduce them to ways that Parliament is visible in the various media.

# **‘Our S.a.Y.’**

## **Years 3 and 4 Social Studies**



**PARLIAMENT  
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### **Strand: Place and Environment**

**Outcome:** Develop an understanding, recognise, demonstrate and critically examine the interdependent relationship of people with different places and environments and explain how people adapt and utilise this relationship for their survival and for sustainable development.

**SS3.3.1** – Compare and contrast the features and functions of homes and schools.

**SS3.3.2.1** – Formulate basic rules for home and school resources and explain why rules are important.

# Rules and laws

What if:

- you were allowed to run on the concrete at school
- your parents let you eat junk food all day
- you didn't have to put your hand up to speak in class
- you were allowed to pick flowers in the local park
- you played a game of netball and your referee took away the hoops and didn't tell you why
- you threw your rubbish into your local river instead of your wheelie bin
- you were allowed to draw in library books
- your mum and dad let you drive the car.

We have rules and laws to protect us. The law influences all aspects of society – at home, at school, at work and in the wider community.

Laws differ from rules in that they are made by law-making bodies such as Parliament.

For example, if you break a school rule you could be punished by your school. You could be in trouble but you will not have a criminal record. But if you break a law you are punished through our legal system and could have such a record.



# Making a law

Just as we have rules at home and at school, we have rules for our town and country. These rules are called laws. Laws help and protect us just like our home and school rules do.

Just like the rules at home and school, the main reason for laws is to ensure we have a community where all people are able to live together in a peaceful way.

In Fiji our laws are made at Parliament. The Members of Parliament debate and pass the laws on our behalf, so that we can all live and work together peacefully.

A proposed law is called a **Bill**. Any Member of Parliament can table a Bill in Parliament for consideration. Most Bills are usually brought forward by Government Ministers.

When a Member of Parliament brings forward a Bill, they are required to give it a name and the Bill is formally

introduced by the name being read out for the first time ('First Reading'). Parliament then sets a future date for the Bill to be considered further, known as the 'Second Reading'. Sometimes Bills are looked at by a small committee. After the Committee reports back, Parliament then resolves into Committee of the Whole and goes through the Bill and considers each clause individually. When this process is completed, Parliament formally agrees to the Bill by adopting a motion that the Bill be read a third time ('Third Reading').

When a Bill has been passed by Parliament, the Speaker will send it to the President for approval. The President signs it, this is called **Assent**.

Once a Bill receives the President's Assent, it becomes an **Act of Parliament** and joins the body of laws governing the country.

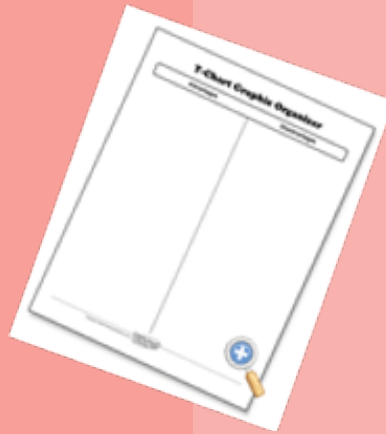
# Discussion and activities

## 1. Make a list

Students work in groups to list school/classroom rules and discuss why they are so important. Groups report back on one rule.

## 2. Complete T-Chart

Using a T-Chart, students list difference between community rules and responsibilities. Discuss the difference between them. (T-Chart enlarged copy and further instructions on page 10)



## 3. Debate

Students select a community rule to debate in teams. Group students in affirmative and negative teams. A topic example is that 'homework should be banned'.

## 4. Persuade

Students select a community issue/rule to persuade a member of parliament to address in their community.



# T-Chart

T-Charts are a type of chart, a graphic organizer in which a student lists and examines two facets of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts vs. opinions, etc.

For example, a student can use a T-chart to help graphically organize thoughts about:

- Making a decision by comparing resulting advantages and disadvantages (like getting a pet or taking a new job),
- Evaluating the pros and cons of a topic (for example, adopting a new invention),
- Enumerating the problems and solutions associated with an action (for example, analyzing the plot of a book or a topic like poor nutrition),
- Listing facts vs. opinions of a theme (great to use after reading a selection of text or a news article),
- Explaining the strengths and weaknesses of a piece of writing (useful after reading a piece of persuasive or expository writing),
- Listing any two characteristics of a topic (like the main ideas for a given topic and a salient detail for each idea).

ADVANTAGES	DISADVANTAGES

# ‘Our S.a.Y.’

## Year 4 Social Studies



*Parliament Chamber*

### **Strand: Time, Continuity and Change**

**Outcome:** Recognise, evaluate and describe how the past can play a significant role in shaping current actions and values and propose processes and actions to build a better future.

**SS4.2.1.1** – Select a significant person in their community and discuss their contributions in the development of their community.

**SS4.2.2.1** – Compare and contrast the new developments that have taken place in their community over the last decade.



# OPPOSITION



January, 2019



# Roles and responsibilities of Members of Parliament

A Member of Parliament has several roles. They have a responsibility to three primary groups in their capacity as:

- An elected representative for Fiji;
- A Member of Parliament(MP); and
- A member of a political party.

An MP may also have extra responsibilities if they are a member of a Parliamentary Committee, or a Minister.

## Working in the community

MPs represent all of the constituents(people) of Fiji. The ways in which MPs serve their constituents is:

- Giving assistance and advice to those who come to them with an issue or problem;
- Acting on behalf of local interest groups;
- Being a communicator for their party's policies; and
- Playing and active community role.

## Working in the community

MPs' parliamentary functions may include;

- Analysing, debating and passing Bills that may become laws;
- Participating in parliamentary debates in the chamber; and
- Attending parliamentary party meetings.

## Member of a Political Party

MPs are members of a political party and expected to contribute to developing plans and policies for their party. They also:

- Examine proposed legislation;
- Attend party branch meetings; and
- Represent their party in their community.

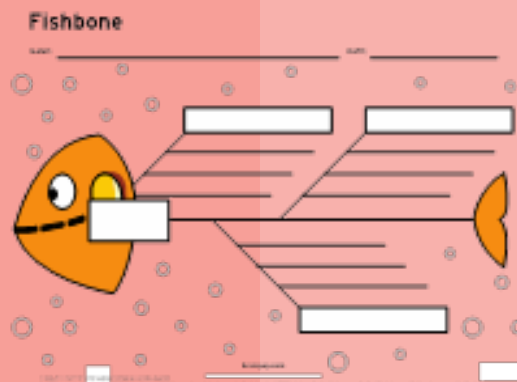
# Discussion and activities

## 1. Inquiry

Students use a Character Profile to gain information about members of Parliament/Members of Community who contribute to their community to present to class. (Enlarged copy of Inquiry Table on page 15)

## 2. Graphic Organiser

Students use a Fishbone organiser to list cause and effects of past and recent developments in the Community listing how this has assisted their community and areas for further development. (Sample copy on page 16)



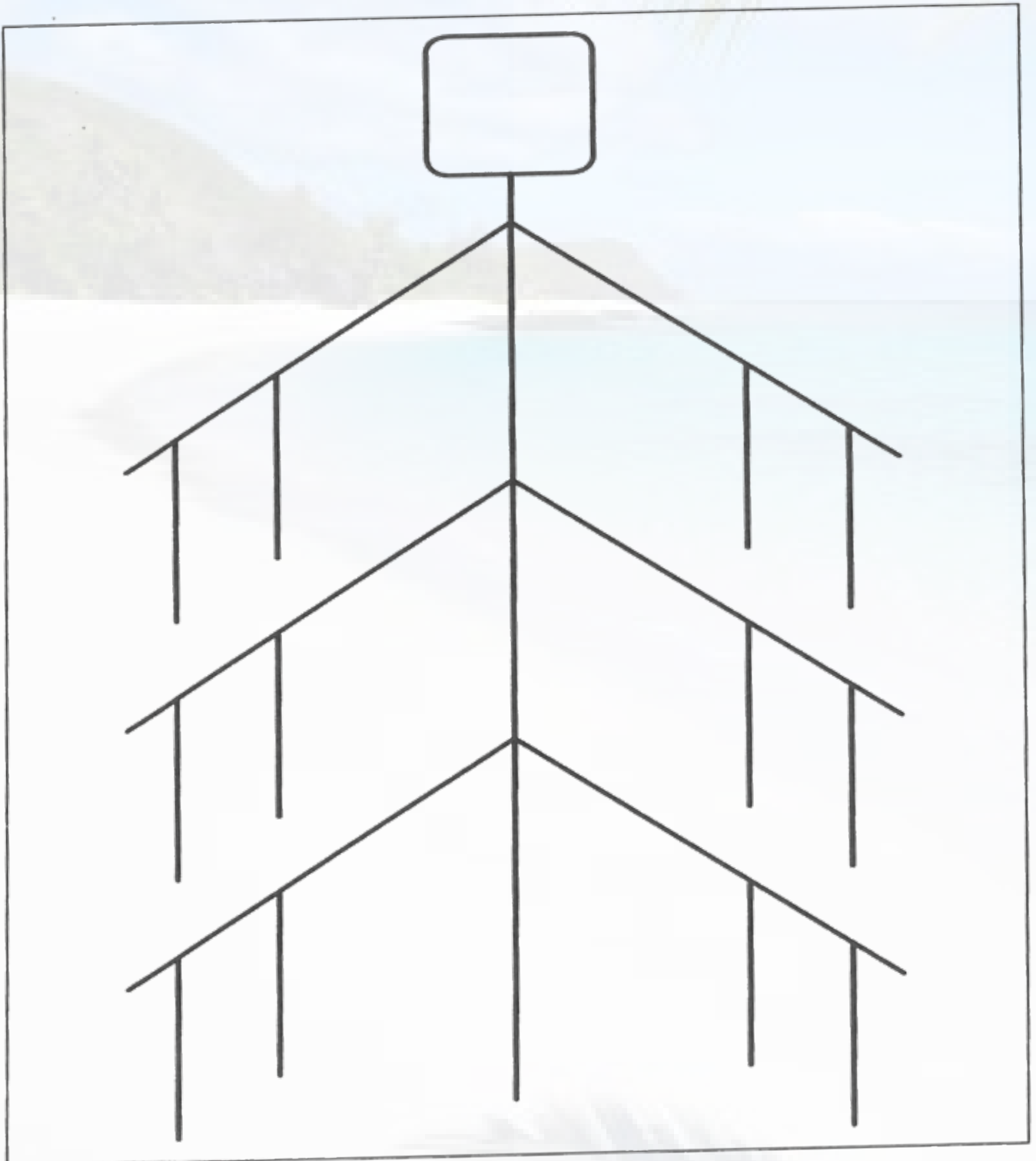
## 3. Discussion and Action

Students work in pairs/groups to choose an area of concern/development in their community to write to their Member of Parliament explaining the cause and effect of this issue.

# An Inquiry Table

Description/Traits of Member:	Member Information:
<div><p>My Member of Parliament</p><p>Photo and Name</p></div>	
Challenges/Goals for this Member:	Important contributions to the community:

# Fishbone



# **‘Our S.a.Y.’**

## **Year 4 Social Studies**



### **Strand: Place and Environment**

**Outcome:** Develop an understanding, recognise, demonstrate and critically examine the interdependent relationship of people with different places and environments and explain how people adapt and utilize this relationship for their survival and for sustainable development.

**SS4.3.1** – Collect information of special landmarks in their community and report on their features, importance and functions.



# Roles and responsibilities of Members of Parliament

Traditional Fijian society is based on communal principles derived from village life. People in villages share the obligations and rewards of community life and are led by a hereditary chief. They work together to prepare feasts and to make gifts for presentation on various occasions; they fish together, later dividing the catch; and they all help in communal activities such as the building of homes and maintenance of pathways and the village green. Ideally it is an all-encompassing security net that works very effectively not only as a caretaking system, but also by giving each person a sense of belonging and identity.

How many people are in your family? What about your church? Your school? Your village? Your town? Your island? Your country? Where do you go to meet other people in your

community?

A long time ago, peoples' homes and special places were not identified with a street address. People remembered where places were by using stories, memories and other landmarks or places. Think about the landmarks in your community. How do you identify them? How do you know their importance in your community?

Read the next page about Parliament House as a meeting place. Are there any similarities between community meetings and Parliament sittings? At Parliament they say a prayer before each sitting. Are there any similar rituals in your community?



*The Mace of Parliament  
It is the symbol of the authority of Parliament  
entrusted by it to the Speaker.*

# Parliament House as a meeting place

The Parliament of the Republic of Fiji meets in the Government Buildings located in the capital city of Suva. There are currently 50 Members of Parliament and the number can change. They meet regularly to make and change laws, to check (scrutinise) and challenge the work of the Government, to debate important issues, and to check and approve Government spending of taxpayers' money.

The current building is the same building where the first Parliament of Fiji met after independence in 1970 and where it continued to meet until 1987. From 1992 to 2006, Parliament met in Veiuto, Nasese. The Parliament of the Republic of Fiji has now returned to the original building in



*Old Parliament Complex, Veiuto*

Government Buildings, Suva.

The centerpiece of the building is the Parliament Chamber, with a U shape seating arrangement. Features of the Chamber include the Speaker's Chair and the central table on which the Mace sits during the sittings of Parliament.

The Mace is the symbol of authority for the Speaker to preside over Parliament. It is placed in brackets on the central table at the start of a day's proceedings and removed at the end of the day to signal the close of parliamentary business for that day.

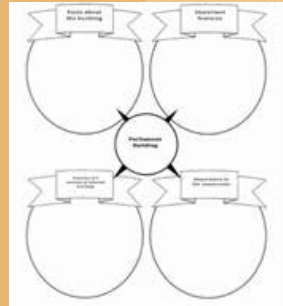


*Parliament Sitting, 2016*

# Discussion and activities

## 1. Graphic Organiser

Students use the “Characteristic chart ” organiser to identify features, importance of building and functions of the building picked. (Enlarged version on page 21)



## 2. Make a poster

Students make a poster about their community, and the people, places, events, landmarks etc. What places are important and what happens there? They use pictures, words and stories to describe their community on their poster.

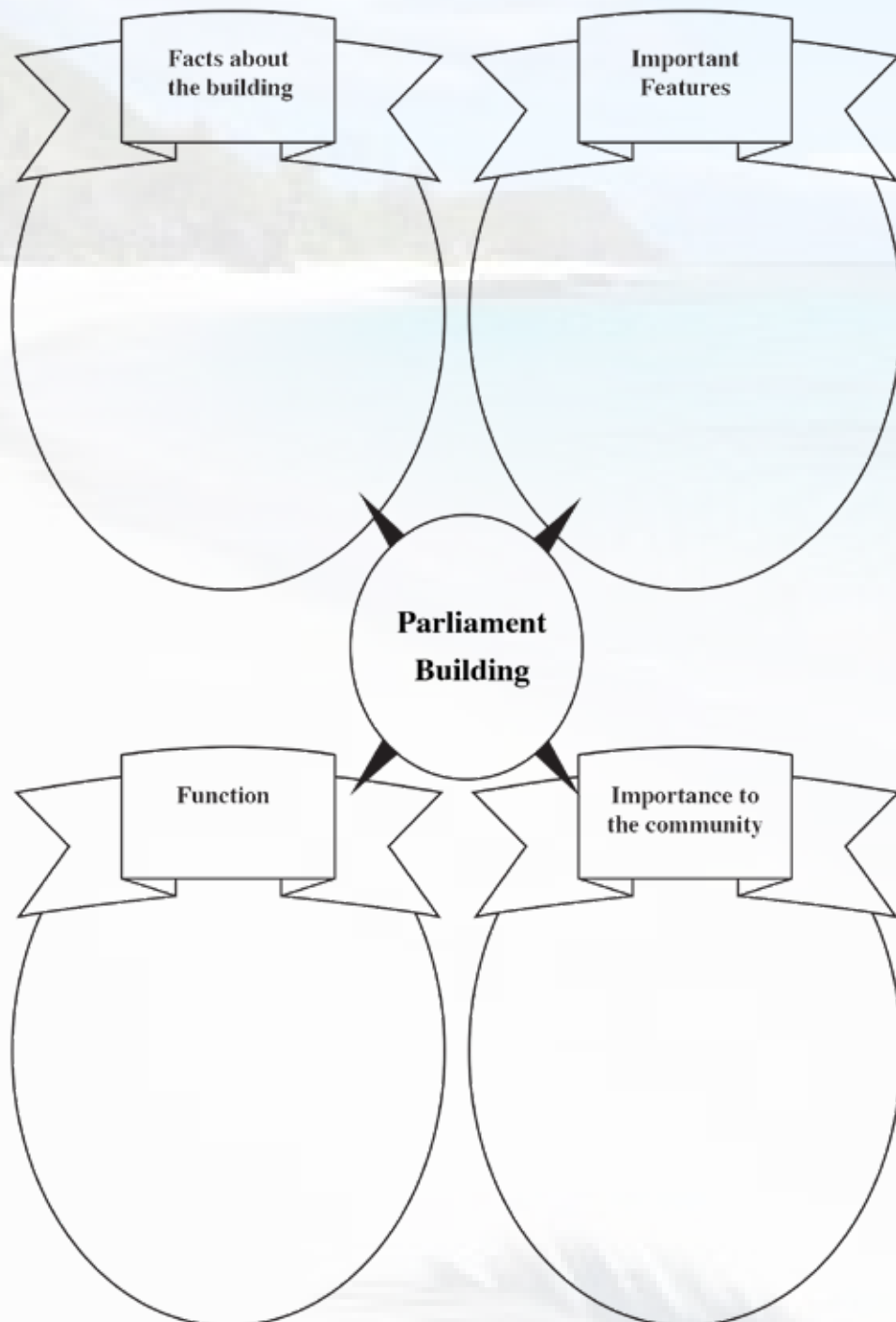


## 3. Model and art

Students select a Parliament Building to make a model and present to class. Label sections of the building and discuss the importance.



# Characteristic chart



# **‘Our S.a.Y.’**

## **Years 5 and 6 Social Studies**



### **Strand: Time, Continuity and Change**

**Outcome:** Recognise, evaluate and describe how the past can play a significant role in shaping current actions and values and propose processes and actions to build a better future.

**SS6.2.1.1** – Explain the reasons behind the ceding of Fiji to Great Britain and highlight the important events that happened and their significance to Fiji’s history and to the present.

**SS6.2.2.1** – Collect information and evaluate the significance of Fiji becoming an independent state and discuss its impact on Fiji’s past and present development.



# Fiji during the Deed of Cession

During a tribal war in the 1850s, Ratu Seru Cakobau, one of the most powerful chiefs in Fiji, combined forces with the king of Tonga to become paramount chief of central Fiji.

The growing presence of Europeans contributed to political and economic instability in Fiji. In 1871, about 3,000 Europeans supported Cakobau's claim to rule as king of all Fiji, but unrest continued. He decided to ask Britain for help, and on 10 October 1874 the 'Deed of Cession' was signed by 13 high chiefs. The 'Deed of Cession' meant that Fiji was ceded to Great Britain. To cede something means to surrender it, or give control of it to another person, group, Government etc.

When Ratu Cakobau signed the deed of cession he also presented his prized war club to Queen Victoria as a symbol of his submission and loyalty. Neither Queen Victoria nor her successors ever used the title of Tui Viti, but the

Fijians considered them Kings and Queens of Fiji in the traditional sense of Tui Viti, not just in the Western sense of Sovereign.

Britain sent Sir Arthur Gordon to serve as the new colony's first resident Governor. He allowed the Fijian chiefs to govern their villages and districts as they had done before (they were not, however, allowed to engage in tribal warfare) and were to advise him through a Council of Chiefs.

From 1879 to 1916, more than 60,000 labourers from India arrived to work on European-owned sugar plantations, and by 1920 they had settled as free farmers.

European settlers in Fiji were given the right to choose their representatives to the Legislature Council by voting in 1904. This was also granted to Indians in 1929.

# A Parliament for Fiji

During the 1960s there was a movement towards Fijian self-government. In 1964, the Membership System of Government was introduced, with elections for Members of the Legislative Council who were given specific portfolios.

A ministerial system of Government was introduced in 1967 and Ratu Sir Kamisese Mara was appointed as the Chief Minister, with the Executive Council of the Legislative Council becoming a Council of Ministers.

On 10 October 1970, Fiji gained independence from the United Kingdom and established itself as a parliamentary democracy. As a former British colony, Fiji adopted a bicameral Westminster Model Parliamentary system. The first general elections were held in 1972.

Parliamentary rule was disrupted by a military-led coup in 1987. Fiji returned to parliamentary democracy in 1992, which was disrupted twice again in

2000 and 2006 respectively.

Following the development of a new constitution (Constitution of the Republic of Fiji), elections were held in September 2014 to elect Members for a new Parliament. The new Parliament opened on 6 October 2014.

The Parliament of the Republic of Fiji is a unicameral legislature. This means that there is one house of Parliament. It comprises 50 members from one multi-member nationwide constituency.

All Fijians from the age of 18 are entitled to vote. Parliament elects a non-executive President from a field of two candidates, one nominated by the Prime Minister and one by the Leader of the Opposition. The presidential term is three years and a President can serve no more than two terms.

After an election, the leader of the party with the most seats in Parliament becomes Prime Minister. The Prime Minister is head of government.

# Discussion and activities

## 1. Timeline

Student to unjumble “History of Fiji”. Teachers and students can add to the list below:

Arrival of first Indian

Independence

Signing of Deed of Cession

Cakobou joins with King of Tonga to win tribal wars in 1850

## 2. Role Play

Groups of students select one significant event in timeline to role play and demonstrate the importance to Fiji’s development of Government.



## 3. Character Profile

Students to identify key characters/members of the Deed of Cession and research their role and significance to present to class.

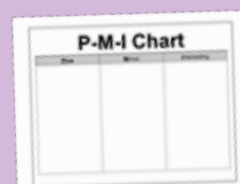
## 4. Consequence Wheel

Students to use Consequence Wheel to discuss one significant event in Fiji’s history and link to the impacts on present time. (Enlarged copy on page 26 and sample copy on page 27)

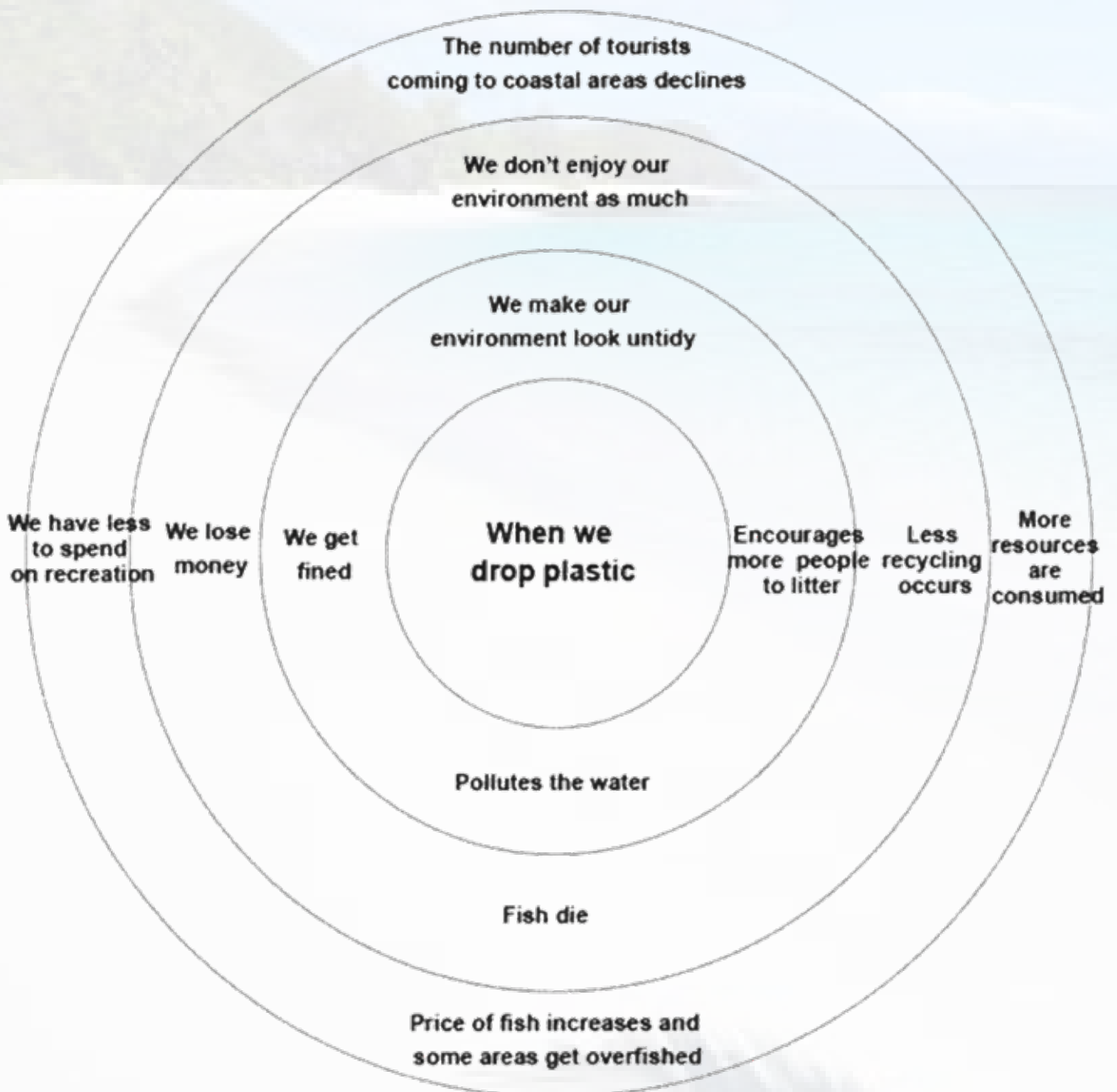


## 4. PMI

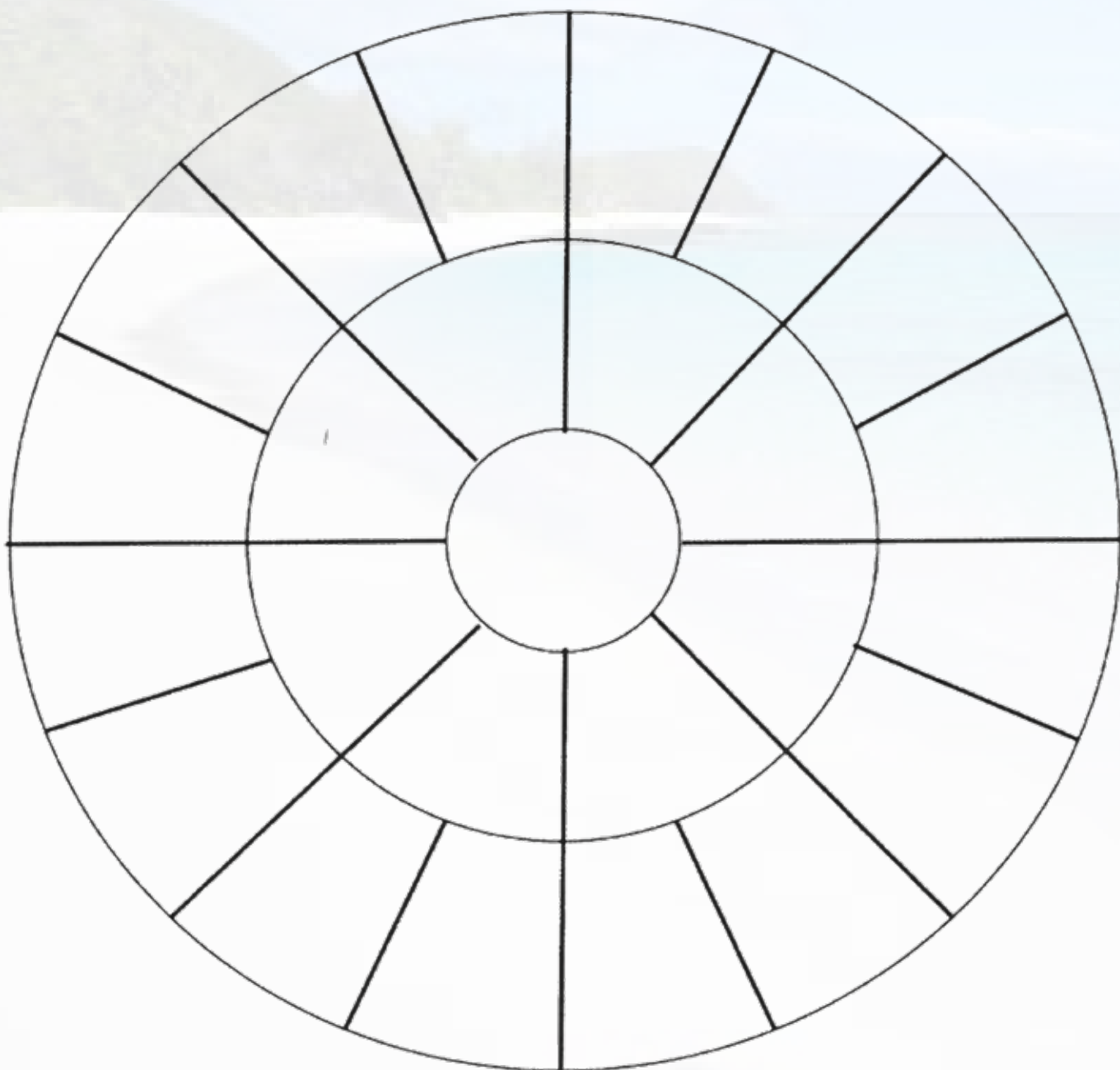
Students to use a PMI and information on Independence from British rule in 1970 to complete a PMI on the effects on present day Fiji government. (Enlarged copy on page 28)



# A Sample



# Consequence Wheel





P ✓ M ⊖ I 💡

Positive Aspect ✓	Minus - Areas to Improve ⊖	Ideas for Improvement/ Goal 💡

# Parliament Chamber



# **‘Our S.a.Y.’**

## **Year 7 Social Science**



### **Strand: Time, Continuity and Change**

**Outcome:** Recognise, evaluate and describe how the past can play a significant role in shaping current actions and values and propose processes and actions to build a better future.

**SS7.2.2.1** – Critique the types of Leadership in the Pacific.

# How do people influence who becomes a leader?

The people of Fiji choose the candidates that they want to be Members of Parliament by voting in elections.

In Fiji, the voting system is called **Open List Proportional Representation**. The proportional system means that each vote counts towards both the chosen candidate and their party's overall vote.

For instance, if a person votes for a candidate, the vote contributes to both the candidate and the total proportion of seats allocated to the candidate's party.

This applies to each and every vote cast by the public.

Candidates are usually members of political parties.

A political party is an organisation that represents a particular group of people or set of ideas. It aims to have members elected to Parliament so their ideas can affect the way Fiji is governed. People of voting age (over 18 years old) vote in elections every four years.

There were seven registered parties in the 2014 election with 248 candidates.

How many of them were elected to Parliament? Which party got the most votes in 2014, and formed government?

Who are the leaders in your school and in your community? How did they become leaders? What makes a good leader?

# Leaders in Fiji's parliamentary democracy and how they are chosen

**President** – elected by Parliament to be Head of State.

**Prime Minister** – the leader of the party with a majority of Members in Parliament becomes the Head of Government.

**Leader of the Opposition** – the leader of the largest non-government party.

**Speaker** – Chairs the proceedings of Parliament and is elected by the Members of Parliament, but is not a Member of Parliament.

**Ministers** – Members of Parliament from the Government party selected by the Prime Minister to lead portfolio areas.

**Members of Parliament** – elected by the people of Fiji. Generally members belong to a political party.

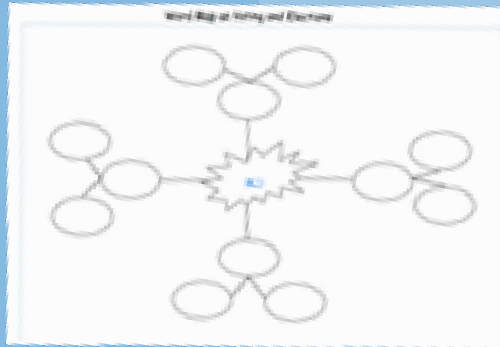




# Discussion and activities

## 1. Word Map

Students create a word map for each of the key words to do with voting and elections. Students write words and phrases that show the meanings of each. (Enlarged copy on page 34)



## 2. Role Play

How would you persuade your classmates to vote for you? What ideas, suggestions or plans do you have that would make a difference for students? Students write a short speech that outlines what they would do if elected classroom leader.



## 3. Brainstorm and Action

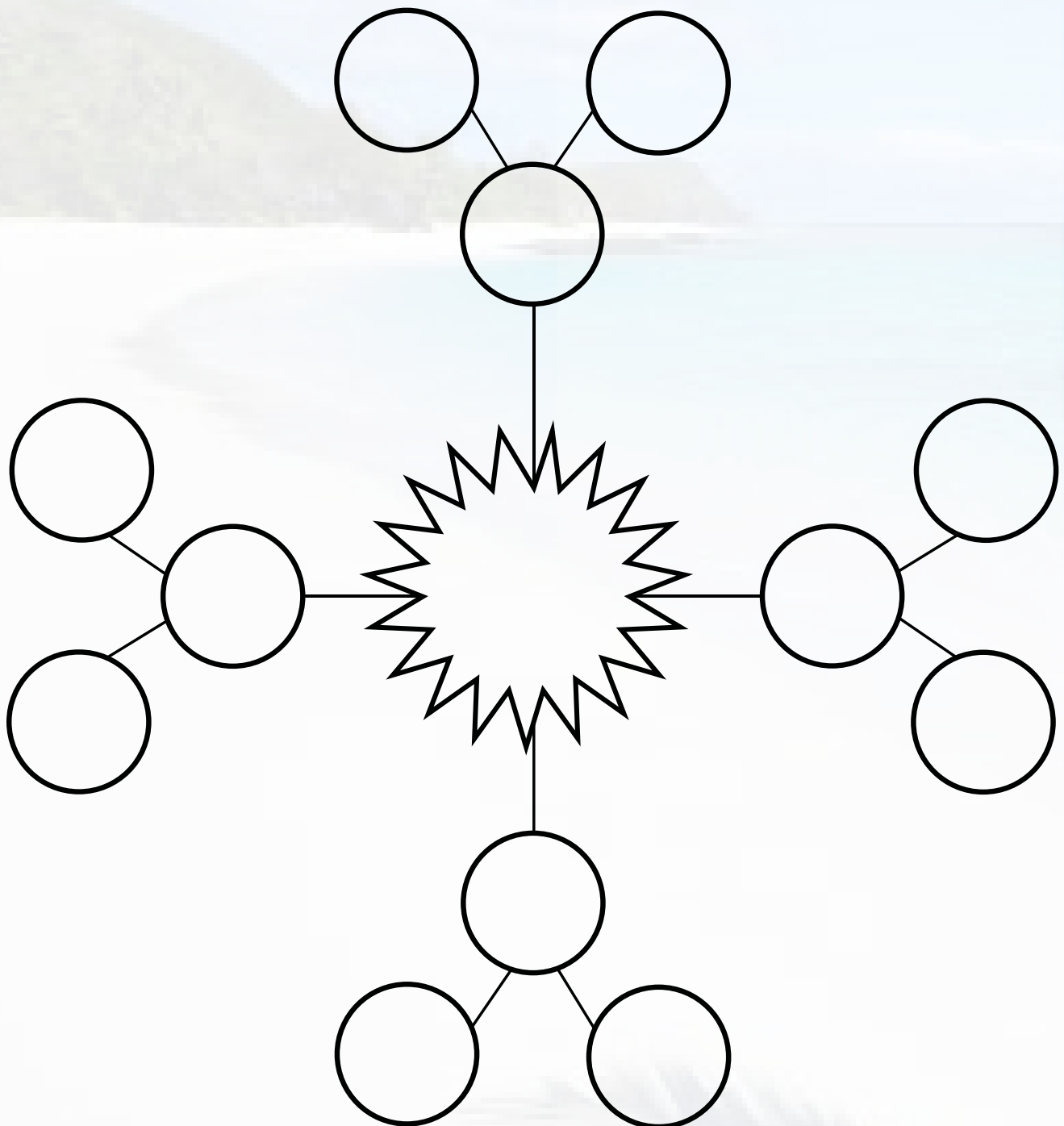
In small groups, students brainstorm issues that affect them or their local area. Select one issue to investigate further. Discuss how to contact an MP – write a letter, send an email, go in person?

**Action:** Students visit the 'Parliament Discovery Centre' at Parliament to learn more. Students can also do more research on election, voting and on Members of Parliament.

# Word Map

## Exercise

### Voting & Elections



# ‘Our S.a.Y.’

## Year 8 Social Science



### **Strand: Social Organisations and Processes**

**Outcome:** Investigate why and how people organise into cultural and social groups, the processes involved and demonstrate acceptable cultural and social behaviours.

**SS6.8.1.1** – Research on the different World Organisations and express their influences on the world and our lives.

# National and international law

The national laws of Fiji are established by the Parliament and provide the rules under which the Fiji community lives.

Fiji also enters into international agreements which provide a set of rules that define certain rights that people have and outline the way in which nations conduct relations with each other.

International law includes conventions and treaties.

The International Covenant on Civil and Political Rights is one example. It requires countries to respect the right to life, freedom of religion, freedom of speech and freedom of assembly.

The Fiji Government makes agreements with other nations and signs international treaties on behalf of the people of Fiji.

The Parliament of Fiji must approve any international conventions or treaties that the Government wishes to make.

The Fiji Parliament has a Foreign Affairs and Defence Committee, which reviews international agreements that are proposed.

The Committee consults with the community about proposals for new agreements and whether Fiji should enter into such agreements. It then prepares a report for Parliament with recommendations on whether an international agreement should be approved.

# Fiji in the global community

Fiji belongs to a range of international organisations that enable countries to work together to deal with issues that affect people across the world. Some examples are listed below.

**United Nations** – promotes peace and international cooperation in solving problems of an economic, social, cultural or humanitarian nature.

**World Trade Organisation** – a forum for governments to negotiate trade agreements and operate a system of trade rules.

**Inter-Parliamentary Union** – the world organisation of parliaments that encourages dialogue among the elected representatives of people to promote cooperation and understanding.

The Sustainable Development Goals are one of the important international agreements that Fiji has entered into along with more than 190 other countries. The SDGs outline 17 goals that the global community is aiming to achieve by 2030. These include ending poverty and hunger, making cities for sustainable, combating climate change, and protecting oceans and forests.

# Discussion and activities

## 1. Wondering

Students write out one or two questions they have about the Sustainable Development Goals. Questions are then considered during a classroom discussion.

## 2. Role Play

Groups of students select one Sustainable Development Goal and debate how that goal can be achieved in their community.



## 3. School expo

Each student researches a project that could be done in their local community to help meet one of the Sustainable Development Goals and prepares a display.

All the displays are combined to make a school expo which parents and other community members, including MPs, can come and see.







**PARLIAMENT  
OF THE  
REPUBLIC OF FIJI**

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Republic of Fiji](https://www.youtube.com/ParliamentoftheRepublicofFiji)

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