



DEPARTMENT OF EDUCATION

GRADE 10

PERSONAL DEVELOPMENT

UNIT 2



FAMILY AND RELATIONSHIPS



FLEXIBLE OPEN DISTANCE EDUCATION
PRIVATE MAIL BAG, WAIGANI, NCD
FOR DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA

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PERSONAL DEVELOPMENT

GRADE 10

UNIT 2

FAMILY AND RELATIONSHIPS

TOPIC 1	FAMILY
TOPIC 2	COMMUNITY VALUES
TOPIC 3	PEERS
TOPIC 4	GROUP AFFILIATION

ACKNOWLEDGEMENTS

We acknowledge the contributions of selected secondary teachers in the Central Province and NCD, who helped to develop this unit.

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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD

Secretary for Education

UNIT 2**INTRODUCTION**



Dear Student,

Welcome to Unit 2 of the Grade 10 Personal Development Course. This Unit is called **Family and Relationships**. In this unit, you will learn about:

- Roles, responsibilities and rights of family members
- How family conflicts arise and how best you can deal with or resolve them
- What happens in marriages and the different roles involved
- Parenting and the different roles and responsibilities involved
- Community and why it is valuable
- Role Models and why they are important
- Issues and Challenges faced by learning institutions
- Peers and what to expect
- Community Advocacy
- Groups and why they are important plus the different roles they have
- Importance of teamwork and community service groups

The four Topics you will study are:

1. **Family**
2. **Community Values**
3. **Peers**
4. **Group Affiliation**

Each Topic has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Topic. When you complete a Topic, you will then complete the **Topic Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Unit.

We hope you will enjoy reading this Unit Book.

STUDY GUIDE

Follow the steps given below and work through the lessons.

- Step 1** Start with Topic1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of each Topic.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:

Lesson 1: Know About Yourself

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Topic.

As you complete each lesson, tick the box for that lesson on the content page, like this
This will help you check your progress.

Assignment: Topic Test and Unit Test

When you have completed all the lessons in a Topic, do the Topic Test for that Topic, in your Assignment Booklet. The Unit book tells you when to do this.

Marking:

The Topic Tests in each **Assignment** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

ALL THE BEST IN YOUR STUDIES!

TOPIC 1

FAMILY

In This Topic You Will Learn About:

- Roles, Responsibilities and Rights
- Family Conflicts
- Marriages
- Parenting
- Domestic Violence

TOPIC 1: FAMILY

In this Topic, you will learn about the Family. You will;

- define role, responsibility, and rights in families
- identify one's roles, responsibilities and rights in a family
- identify family conflict
- identify the causes of family conflict
- identify ways of dealing with conflicts within a family.
- define marriage.
- identify the types of marriage
- define parenting
- identify parental responsibilities
- identify good parenting skills
- define domestic violence
- identify the causes of domestic violence.

In doing so, you will find out more about what a family is, the different kinds of family and the different roles and responsibilities each family member plays. You will also explore and learn about the family conflicts, what causes them and how they can be resolved. In addition to this, you will find out what marriage and parenting are and the different kinds of roles involved. Having known this, you will then discover domestic violence and how to deal with it.

We hope you will enjoy this topic.

Lesson 1: Roles, Responsibilities and Rights



Welcome to Lesson 1. This is the first lesson of Grade 10 Unit 2 course on *Family and Relationship*. You will start by looking at what roles, responsibilities and rights are in families before we proceed to look at an individual's roles, responsibilities and rights in a family.



Your Aims:

- define role, responsibility, and rights in families
 - identify one's roles, responsibilities and rights in a family
-

What is a Family?

A **family** is a group of people who are closely related to one another (by blood, marriage or adoption). For example, a set of parents and their children is a family. This is known as a nuclear family. Some families are extended and that includes; grandparents, aunties, uncles, cousins, nieces and nephews. For many people, family means the father, mother and their children living in one house.

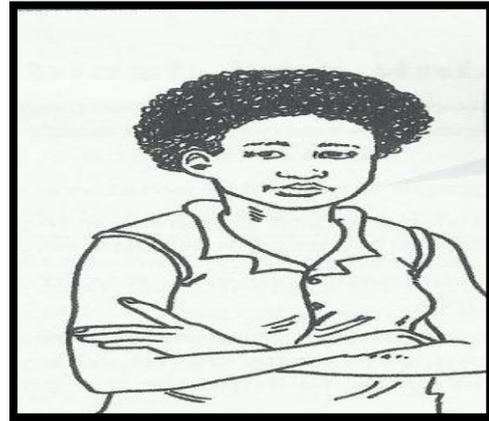
In a family, being associated or related to each other creates a bond or relationship. In a family relationship each individual has roles, responsibilities and rights.

What is a Role?

A **role** is a responsibility or position that a person takes. Members of a family have different roles and share the work that needs to be done in order to meet the needs of the family. Examples of roles might include; providing and cooking food, earning money to feed the family, making decisions in the family, caring for others, being a good listener and sorting out problems.

A role is a responsibility or position that a person takes.

We all behave differently in different situations and play different roles. For example, you may play the role of a son or daughter to your parents, but you may be an uncle or aunty to the children of your brother or sister. You may be a grandson or granddaughter to your grandparents. You are a student at school and you may also be a captain of your class or sports team but just an ordinary member of the church choir. At home, you may get on well with some members of your family, but not get on so well with others.



We all behave differently in different situations and play different roles.

Roles and responsibilities within a family

Performing the roles expected of each member can lead to family harmony and happiness. To achieve peace and harmony, each family member must be aware of the duties and responsibilities that are expected on him/her. You should each be able to do your assigned task and do it willingly. Usually the distribution of house chores depends on the age, sex, and health of every member.

The traditional roles of family members:

- **father** is the breadwinner and chief provider of the family. He makes the major family decisions with the help of the mother and other members of the family
- **mother** coordinates and supervises household tasks; takes care of children, prepares the family budget, plans and prepares the family meals
- **girls** usually help their mothers with the house chores and taking care of their younger siblings
- **boys** are usually assigned to do the heavy work in the house. Often they are responsible for the grass cutting, chopping of firewood or cleaning the yard.

Today, fathers also participate actively in managing the household, do shopping and care for the children. Mothers help earn a living to increase the family income.

The roles and responsibilities of one family may differ from those of another family. The difference may depend on the size of the family and family income, that is if the family is able to hire someone to do some of the duties.



Family roles and responsibilities

What are rights and responsibilities?

A **right** is something that you have just or lawful claim to. **Rights** are legal, social, or ethical principles or normative rules about what is allowed of people or owed to people according to legal systems and social bonds. Rights are often regarded as established pillars of society and culture. For example; within your family status you have the right to:

- education
- good health and hygiene
- proper shelter

As a member of your family these rights come with responsibilities. A **responsibility** is something that you are tasked to do. It is an obligation or duty you are expected to carry out.

Rights and Responsibilities in a Family

Every organisation, community or group has rights and responsibilities. The family unit is no exception, for every member in the family has rights and responsibilities. It is the duty of each one to carry out their responsibilities. For example; it is the responsibility of parents to provide the basic needs that are regarded as family rights. These basics include;

- shelter
- warmth
- food and water
- clothes
- love and protection

Even though you have rights as a member of the family, those rights must not be abused or taken advantage of. You still need to carry out your responsibilities in keeping your family shelter or home clean, and so on.

**Activity 1.1****Answer the following questions**

1. Define:

a) roles

b) rights

c) responsibilities

2. In the table below, list some of the roles and responsibilities that you take on as a member of your family.

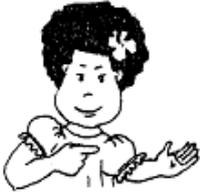
My Roles	My Responsibilities

3. Explain what responsibilities you:

a) enjoy – explain why

b) do not enjoy – explain why

Summary



You have now come to the end of the first lesson. In this lesson you have learned that:

- A family is a group of people who are closely related to one another (by blood, marriage or adoption).
- Rights are normative rules about what is allowed of people according to legal systems and social bonds.
- Rights are often regarded as established pillars of society and culture.
- A role is a responsibility or position that a person takes.
- Members of a family have different roles and share the work that needs to be done in order to meet the needs of the family.
- We all behave differently in different situations and play different roles.
- You can also play different roles at different times depending on how you feel and the situation at the time.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Think about the different roles and responsibilities of other members of your family. Complete the table by following the given example.

FAMILY MEMBERS	ROLES AND RESPONSIBILITIES
Mother	Gardening, cooking, caring for others

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Lesson Activities**Activity 1.1**

1.
 - a) A role is a responsibility or position that a person takes.
 - b) A right is a normative rule about what is allowed of people according to legal systems and social bonds
 - c) A responsibility is a duty or task that you have to do
2. Students' answers may vary. No Standard Answers.
3. Students' answers may vary. No Standard Answers

Lesson 2: Family Conflict



Welcome to Lesson 2 of Unit 2. In the last lesson you learnt about roles, responsibilities and rights. In this lesson you will learn about family conflict.



Your Aims:

- define family conflict
 - identify the causes of family conflict
 - identify ways of dealing with conflicts within a family
-

What is a conflict?

A **conflict** is a disagreement or clash between opposing ideas, principles or people. Conflicts arise at most times is not a best way to manage and solve. It depends on the situation. Conflicts in relationships are quite common and it is not always possible to avoid it. Ignoring conflicts does not help: in fact, it can make things worse. Resolving conflicts take certain skills that you can learn with experience.



Conflicts arise in almost all relationships at some point. For most young people, conflicts are the result of differences of opinions with parents, teachers and friends. When two people are in a relationship there will always be disagreements when they do not agree with each other. They will have an argument, a quarrel or some sort of disagreement. It is a normal part of a relationship, so we should not be surprised when it happens.

Family Conflicts

Family harmony provides a sense of belonging and a feeling of security. When conflicts arise, it threatens that security. A family conflict is any disagreement that occurs within the family. It could be between husbands and wives, parents and children, between siblings (children) or with extended families (grandparents, aunts, uncles, cousins, nieces and nephews or in-laws).

It is normal that you may have disagreements and arguments with your parents during adolescence or as young adults. This is because you will probably have differing ideas or opinions about things. For example, curfew times, the people you spend time with, keeping your room tidy, washing your clothes or how much time you spend on study. Sometimes other family members can do and say things that hurt or disappoint you.



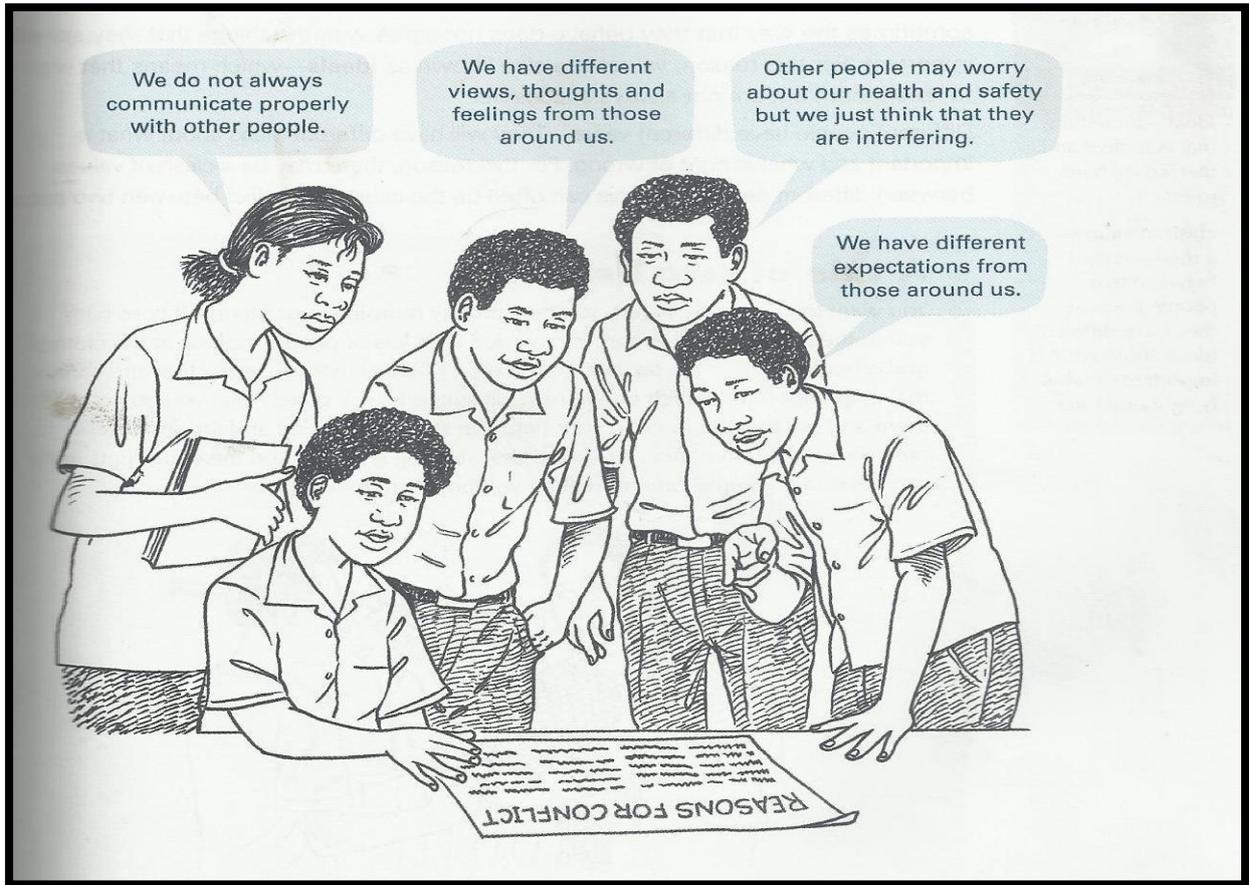
A family conflict can affect all members of the family.

Conflict is a disagreement or clash between opposing ideas, principles or people.

Causes of family conflict

One of the main reasons that conflict arises in relationships is that we are all individuals. Each person is different from every other person, not only in their physical appearance but also in the way that they think and respond to different situations. The way we act depends on the way that we feel, and our feelings can change a lot from day to day, or even during the course of a day. These differences are often the reasons why conflict occurs. Rather than be surprised when conflicts happen, we should learn to avoid them.

Some of the reasons conflict occurs are shown below.



Activity 2.1 Answer the following questions.

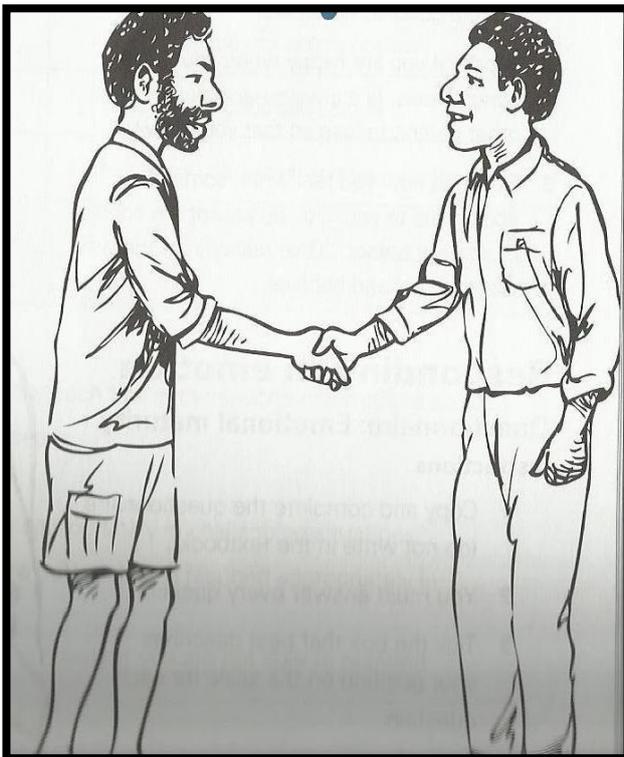
1. List some common conflicts that families face

2. Share a conflict that you had with a member of your family. Explain what the conflict was about and how you resolved it.

Ways of dealing with conflicts

Dealing with conflicts is known as conflict resolution. It is important because if problems are not sorted out, they can be harmful to individuals and relationships. When conflicts are not resolved, the people involved usually feel more confused, angry and hurt, which can affect other parts of their lives.

Most people do not find it easy to deal with problems in relationships and will often try to avoid facing the problem. However, when we try to sort out the problem it shows that we believe the relationship is important and we don't want that relationship to be harmed or destroyed. Being able to deal with problems in your relationships is also a sign of maturity; which you are developing from adolescence to adulthood. Mature adults are able to deal with the conflict in their relationships and usually find that it gets easier with time.



Shake hands in resolving conflicts



Talk things over in a calm way

Some ideas to help solve conflicts

- Choose a good time to talk about the conflict
- Be clear about the issues involved
- Say what you think and feel in a calm way
- Listen carefully to what the other person is saying
- Let the other person tell their sides of the story – do not interrupt
- Use body language that is not aggressive.
- Keep to the point – do not talk about other things that are not relevant.
- Try to see the point of view of the other person – put yourself in the other person's situation

- Be willing to meet the other person halfway – to make a compromise or agreement that will make you both happy.
- Keep an open mind and try to be creative.
- Keep a sense of humour – smiling or making a joke can help to reduce the stress.
- Be ready and willing to make peace.
- Be willing to say “sorry”.
- If the other person says “sorry” then accept their apology- remember to “forgive and forget”. Do not bear a grudge or try to get “payback”.
- Agree to disagree if necessary.
- Do not shout, use abusive language or swear.
- Do not put the other person down or make them feel shame.
- Use a cooling-off time or take “time out” if you need to.
- Invited a trusted friend or matured person to be a witness if you are both not comfortable meeting alone.
- If you are a Christian, ask God to help you solve the conflict.



Activity 2.2 Give short answers to the following questions

1. Give three reasons why you would have a conflict with a member of your family.
 - a) _____
 - b) _____
 - c) _____
2. If you have a conflict with another family member, what happens to the relationship you have with this person?

3. From the list of ‘ideas to help solve conflicts’, which ones would you use to settle family conflicts. Select 2 and explain why you would use each idea.
 - a) _____

 - b) _____

Summary



You have now come to the end of the first lesson. In this lesson you have learned that;

- Conflict is a disagreement or clash between opposing ideas, principles or people.
- Conflicts arise and at most times there is not a best way to manage and solve the conflict. It depends on the situation.
- Conflict in relationships is quite common and it is not always possible to avoid it.
- One of the main reasons that conflict arises in relationships is that we are all individuals.
- Other reasons that conflict arises in relationships include lack of communication, different expectations, different views, thoughts feelings and also lack of understanding.
- There are various ways and ideas that people can use to help conflicts depending on the situation.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Arrange the following techniques in the order you think is most suitable for dealing with conflict in relationships in your life. Use numbers (1, 2, 3, 4, and so on.) to indicate your order of importance.

- Choose a good time to talk about the conflict.
 - Be clear about the issues involved
 - Say what you think and feel in a calm way
 - Listen carefully to what the other person is saying
 - Let the other person tell their side of the story- does not interrupt.
 - Use body language that is not aggressive.
 - Keep to the point – do not talk about other things that are not relevant.
 - Try to see the point of view of the other person – put yourself in the other person’s shoes.
 - Be willing to meet the other person halfway – to make a compromise or agreement that will make you both happy.
 - Keep an open mind and try to be creative.
 - Keep a sense of humour – smiling or making a joke can help to reduce the stress.
 - Be ready and willing to make peace.
 - Be willing to say “sorry”.
 - If the other person says “sorry” then accept their apology- remember to “forgive and forget”. Do not bear a grudge or try to get “payback”.
 - Agree to disagree if necessary.
 - Do not shout, use abusive language or swear.
 - Do not put the other person down or make them feel shame.
 - Use a cooling-off time or take “time out” if you need to.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Lesson Activities**Activity 2.1**

No standard answers. Students' answers may vary.

Activity 2.2 Any of the following ideas.

No standard answers. Students' answers may vary.

Lesson 3: Marriage



Welcome to Lesson 3. This is the third lesson of the Grade 10, Unit 2 Course on Family and Relationship. In the previous lesson we looked at what a family conflict is, identifies the cause of family conflict and identified the ways of dealing with family conflicts. You will start by looking at what a marriage is before exploring and discussing the types of marriage. Before we proceed let us look at our aims for this lesson.



Your Aims:

- define marriage
 - identify the types of marriages
-

What is Marriage?

Marriage is generally a recognized and accepted union between individuals, who commit to one another with the expectation of a stable and lasting relationship. It begins with a ceremony known as a wedding, which formally unites the married couple. A marital relationship usually involves some kind of contract, either written or specified by tradition, which defines the partners' rights and obligations to each other, to any children they may have, and to their relatives. In most contemporary modern societies, marriage is certified by the government.

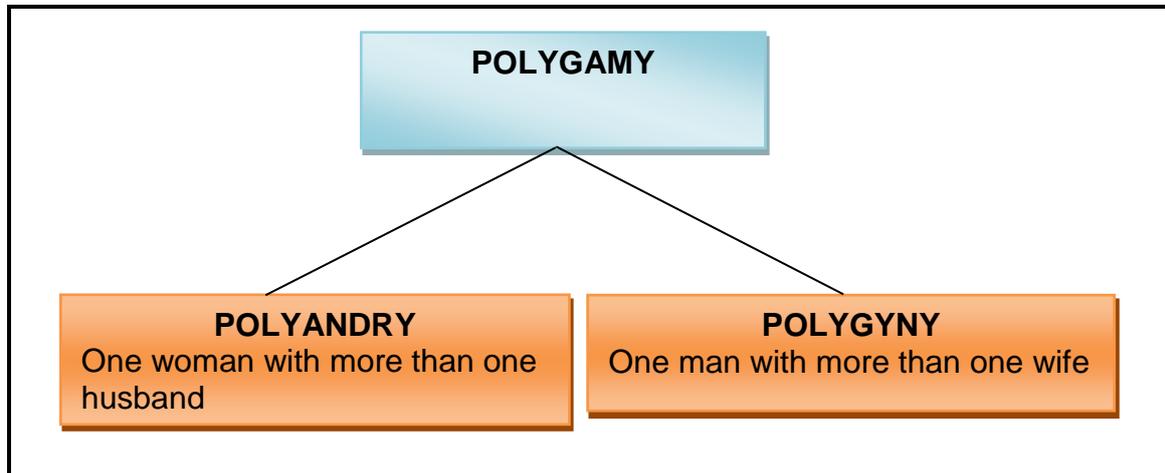
Marriage is a way of life in any society or human race. In most societies the main purpose of marriage is not only to bring a man and woman together but most importantly to unite two families. The families of the husband and wife would trade with each other and also provide support in times of need. For example, they might share food or materials and might also help each other with such activities, like building a canoe or a house. Because of the help and support that each family provides for each other, it is hard for the couple to divorce as this would break the relationship between the groom's family and the bride's family.

Traditionally, a couple needed the permission of parents and other family members before they could marry. In many societies, people did not think the marriage was a proper one until the groom's family paid bride price to the bride's family.

Marriage is a traditionally or legally recognised and accepted union between a man and a woman who commit to one another with the expectation of a stable and lasting relationship.

When one man and woman are married this is known as monogamous marriage, however, in some communities, a man may have more than one wife or a woman may have more than one husband. The practice or custom of having more than one wife or husband at the same time, is called polygamy.

There are two types of polygamy that are found in different parts of Papua New Guinea.



The practice of polygamy

In addition to have a personal relationship between two people, marriage is one of society's most important and basic foundations. Marriage and family serve as tools for ensuring social reproduction. Social reproduction includes providing food, clothing, and shelter for family members; raising and socializing children; and caring for the sick and elderly. A main concern in marriage is that family possessions, property or title inheritance is rightfully passed on from one generation to the next.



Activity 3.1 Answer the following questions in short paragraphs

1. In your own words, explain what marriage is.

2. Why do you think a stable marriage, to one wife or husband is important?

3. What is the purpose of a wedding in marriage?

4. What is the role of bride price payment in PNG societies?

Types of marriages

In many countries there are laws about marriage. In Papua New Guinea this law is called the Marriage Act, and it came in force in 1965. The law in Papua New Guinea recognizes two kinds of marriage: customary and statutory or modern marriage.

Now let us define customary marriage.

- **Customary marriage**

A customary marriage is a marriage between a man and woman according to the customs of the tribe or group to which they belong. If they come from different tribes with different customs, then they can follow the customs of the man or woman and be recognized as being married. This includes bride price payment. In customary marriage there is no way to prove that the couple are married. However, because they have followed the custom and will be well known in the community, everybody will know that they are married and think of them as a married couple.

This kind of marriage is very popular in PNG. In some cases, there is no ceremony to mark the marriage. For this reason, the couple cannot say that they got married on a particular day, but the marriage gradually develops over a number of years. If there is a dispute about what makes a customary marriage in a particular community, it is a matter that can be decided by a court of law.

Now let us now look at statutory marriage.

- **Statutory marriage**

A statutory marriage is one that is performed by a person who has been given the power by the government. Ministers of churches such as Priests and Pastors and District Officers and Registrars, have the power to carry out marriage ceremonies. Because statutory marriage follows the laws of the country, they must be followed to make sure the marriage is legal.



A civil marriage

Rules for statutory marriage in PNG

- The couple must be given at least seven days' notice that they plan to get married.
- Both must be over 21 of age (this is known as the age of consent).
- Both must be eligible to marry (for example, they must not be married already).
- If men and women are under 21, they can get married if they have the consent of the parents.
- The wedding ceremony must be attended by two witnesses. The witnesses must sign the marriage certificate, which is a legal document that shows that the couple is married.

Importance of Marriage

Marriage is a very big step to take in life. A man and woman should not get married unless they have thought about it, and have some understanding of what it means to be married and how it will affect their lives. Marriage is a free choice and a decision that each person can make, and you should not get married unless you are ready for the responsibility.

Being married is not always easy, and both husband and wife have to learn to live together and make their marriage work. It takes two people to make any relationship work and strong marriages do not happen by accident. There are many things needed to build a strong marriage.

Qualities of a Strong Marriage

Strong marriages are not born but they are made. It takes patience and work to keep a marriage strong. Qualities of a strong marriage include:

- commitment to each other
- positive thinking towards one another
- communication between them
- affection towards each other
- kindness
- understanding and respecting each other in life
- having a shared purpose
- unconditional love for each other
- religiosity in supporting each other to having a high level of religious commitment



Activity 3.2 Answer the following questions

1. What is the main difference between customary and statutory marriages?

2. What are some effects of a marriage breakdown?

3. List some of the problems that are faced in polygamist marriages.

4. Do you think the government should change the legal marriage age from 21 to 25 or be reduced to 18? Give a reason for your answer.

Summary



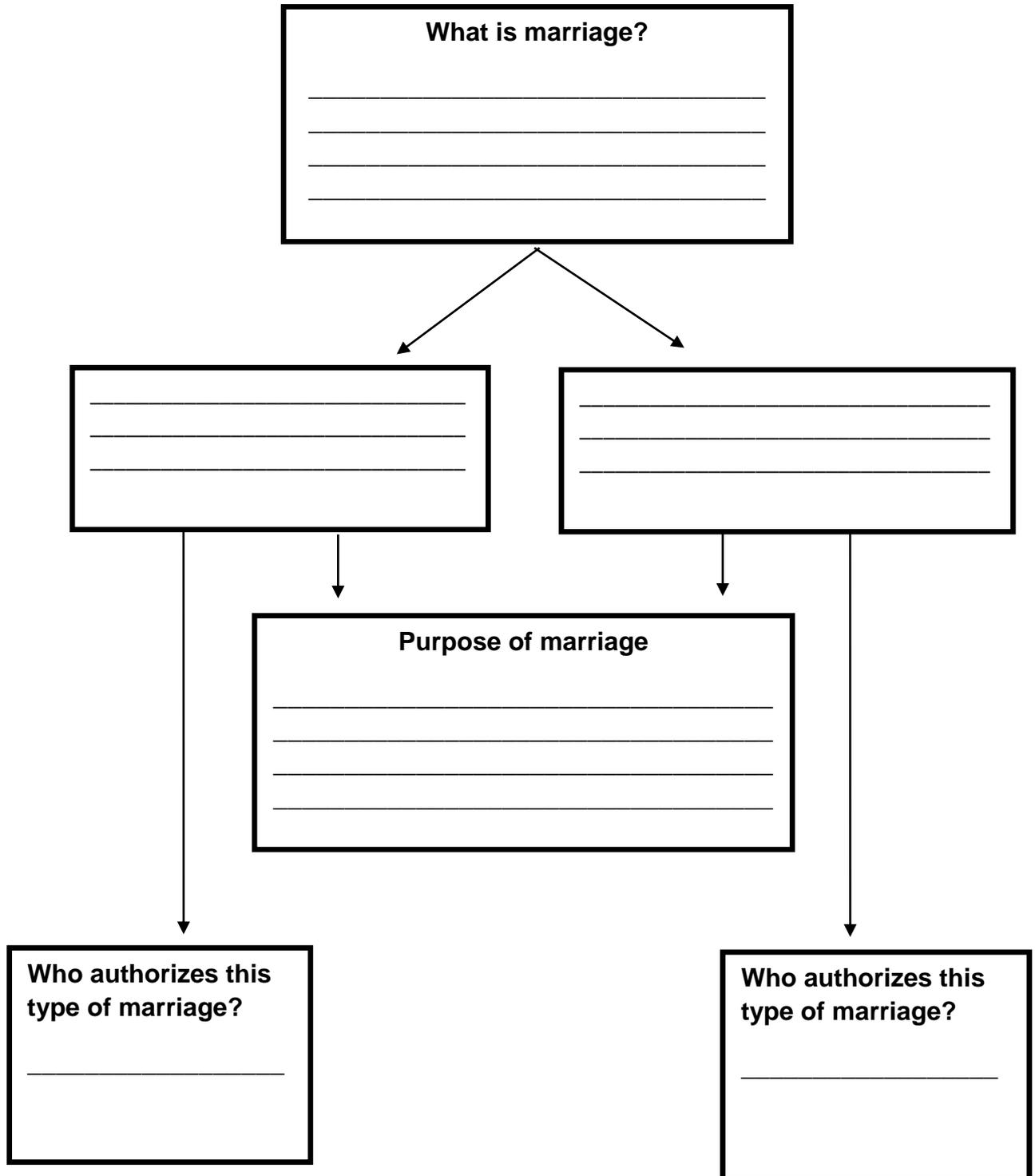
You have now come to the end of the first lesson. In this lesson you have learned that:

- Marriage is generally recognized and accepted union between individuals, who commit to one another with the expectation of a stable and lasting relationship.
- When one man and woman are married this is known as monogamous marriage.
- The practice of having more than one husband or wife is called polygamy. Polygyny and polyandry are two types of polygamy found in PNG.
- The law in Papua New Guinea recognizes two kinds of marriage: customary and statutory or modern marriage.
- Commitment, positive thinking, communication, affection, kindness, understanding, respect and having a shared purpose are qualities of a strong marriage.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Copy and complete the following by putting appropriate words that best fit the boxes.



CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Lesson Activities

Activity 3.1

1 - 4 Students answers will vary (No standard answers)

Activity 3.2

1. A customary marriage is a marriage between a man and woman according to the customs of the tribe or group to which they belong. If they come from different tribes with different customs, then they can follow the customs of the man or woman and be recognized as being married. In customary marriage there is no way to prove that the couple is married. On the other hand a statutory marriage is one that is performed by a person who has been given the power by the government. Ministers of religion such as priests and pastors, District Officers and Registrars have the power to carry out marriage ceremonies. Because statutory marriage follows the laws of the country, there are laws must be followed to make sure the marriage is legal.
- 2 – 4 Students answers will vary (No standard answers)

Lesson 4: Parenting



Welcome to Lesson 4. In our previous lesson we looked at marriage, identified the two types of marriage and the importance of marriage. In this lesson we will look at parenting, identify parental responsibilities and good parenting skills. Before we proceed with our lesson let us take a look at the aims.



Your Aims:

- define parenting
 - identify parental responsibilities
 - identify good parenting skills
-

What is parenting?

Parenting also known as child rearing, is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting is an action performed with a goal of improving and promoting the wellbeing and growth or development of children. A parent with proper skills can excel in parenting. The most common partaker in parenting is the biological parents of the child although other care givers can include older sibling, a grand-parent, a legal guardian, aunt, uncle or other family member or a family friend. A parent is person/persons who gives shelter, nourishment and most importantly, love to the children. You don't have to be the birth parent a child.

Parenting is not a part time activity but a full time and dedicated practice. There are no measurements to classify parents as best or worse. It is purely subjective and if the parents act in the best possible ways in the given situation using the best available resources, then they can be seen as best parents. Parenting can be the most stressful and rewarding job of your life. We can all think of ways we'd do things differently from our parents, and no doubt your kids will find ways they'll parent differently from you.

Governments and society should take a role as well. In many cases, orphans or abandon children receive parental care from non-parent blood relations. Others may be adopted, raised in foster care, or placed in an orphanage centre.



Parenting (child rearing) is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood.

Importance of Parenting

Becoming a parent is indeed, the most rewarding experience one can ask for during one's entire lifetime. Giving birth to a baby comes with several responsibilities as well as problems concerned with its upbringing. Finding the correct approach of raising the child can help it face and prevent any future unforeseen happenings with confidence, courage, and determination. The importance of parenting includes:

- **Parenting promotes productivity**

Effective parenting helps in promoting good emotional and physical health in children. Good parenting will help children stay away from poverty and if so faced, they will know how to come out of it successfully. The best advantage of excellent parenting is that it optimizes a child's potential, where the child grows up and becomes a productive member of the society and country

- **Encourages motivation**

No person is born with the skills of protecting and nurturing himself. People inherit parenting skills through knowledge from past experiences and current situations. However adversity faced by many parents can disrupt these parenting skills from being transferred to their kids. Nonetheless, working on these parenting skills can help parents and their children face these situations with courage and determination, thereby protecting themselves and their future generation from any potential harm or destruction

- **Becomes responsible**

One of life's lessons is responsibility. Right from learning to pick up their toys to driving their own car, kids are taught to be responsible and accept any incoming responsibilities

- **Learns to respect**

Giving and receiving respect is yet another major aspect of any individual's life. Not only about respecting others, children are taught to respect their belongings, property, and the earth also. Bestowing respect upon others will help kids to earn respect for themselves.

- **Shares and cares**

Learning to share and care is, in fact, one of the basic foundation aspects in any child's upbringing. Inhibiting these skills will prevent from becoming selfish and demanding adults.

Parenting is a Job and the Prerequisite is a Positive Character**Parental Responsibilities**

Parents are responsible for raising another person from a state of total helplessness and dependency to a mature adult with positive character who is respectful, responsible, and compassionate toward others. Regardless of the times in which we live and the challenges that face us, effective parents have three common traits. They:

- have positive, moral character.
- understand the tremendous responsibility they have towards their children.
- prepare their minds and hearts to nurture, protect, teach, and guide their children always from a moral perspective.



Develop good parenting skills

The important task of parenting is really about you developing a positive moral character and then teaching your child or children how to do the same.



Activity 4.1

1. What do you understand about parenting?

2. Define the term parent?

3. What is the importance of parenting?

4. What are the 3 common traits of effective parenting despite the challenges parents are faced with?

a)

b)

c)

5. What is the responsibility of being parents?

Good Parenting Skills

Good parenting is the rearing of a child or children with care love, and good guidance. It mainly involves providing a warm and secure home where your children can develop good self-esteem. Good parenting can be a challenge because there is no consistent way of being a good parent and therefore it is advisable to seek advice from family centres and specialists. Parenting skills may vary, and a parent with good parenting skills may be referred to as a good parent. Generally there are four characters seen as ways of good parenting. Following them will make you a skilled parent. They are:

- **Availability**

Availability is the most important aspect that makes someone a good parent. Being available for the kids is most important in parenting as the presence of parent means a lot for the children. They need to experience the love, care and concern of the parents by living with them. Children learn to live by observing the parents. Parents are their teachers, role models and precisely, their world.



Good parenting brings happiness

- **Appreciation**

Appreciation ranks next in the array of parenting skills. Every parent should learn to practice the art of appreciating the children whenever he/she finds a chance to do so. Appreciation is the most effective boosting agent for kids, especially from parents. Never open your eyes only to the faults of children, but be generous enough to appreciate your children for the achievements, no matter how small it may be. Appreciation is the best way of correcting children. When you appreciate the good deeds and keep blind on minor mistakes, it is self-learning experience for kids to realize what is good and what is to be avoided.

- **Affection**

Affection, though not exactly a skill, is considered as an essential skill when parenting skills are concerned. Children love to be loved. It is proven fact that whatever children do is to gain attention of the parents and their love. Thus parents should be always willing to love abundantly. Affection unexpressed is a waste. There are ways of letting your child know that you love him/her. Telling frequently that you love them, kissing and hugging them, and so on, are the most accepted ways of affection. Affection is the binding aspect between parents and children.

- **Acceptance**

Accepting children as they are is another skill that every parent should possess. Every child differs in character, skills and physical abilities. You may not get a child as you dreamt of. Accepting your child as a he or she is the best way of understanding them and defining your ways to be a good parent. Acceptance will instil in children, the qualities of self-esteem and higher levels of confidence.

Adapting all these characters into your parenting may help you to be skilled parents in future. In fact, it is the children who are to certify your parenting skills. If they are happy, comfortable, and successful in life, then you can claim to be good a parent. Parenting skills is the way of making kids happy, comfortable and successful in life.

- **Social skills**

Social skills are a set of behaviours that are linked together in a particular way. Parents need to teach social skills to their children because it helps them to learn what is acceptable and not acceptable in the community. Here is a list of the social skills.

Sixteen basic social skills

- | | |
|----------------------------------|-----------------------------------|
| 1. Following instructions | 9. Apologising |
| 2. Accepting criticism | 10. Having a conversation |
| 3. Accepting 'no' for an answer. | 11. Giving compliments |
| 4. Staying clam | 12. Accepting compliments |
| 5. Disagreeing with others | 13. Listening to others |
| 6. Asking for help | 14. Being honest |
| 7. Asking permission | 15. Showing sensitivity to others |
| 8. Getting along with others | 16. Introducing yourself |

Parents can teach their children social skills by using both preventive and corrective teaching.

Preventive teaching means that one parent chooses a skill they want to teach and then follows 3 steps:

1. Describe the positive behaviour
2. Give a reason for behaving in this way
3. Give some practise in what you have taught him or her to do-for example ask the child to show you how he or she would behave next time.

A good time to use preventive teaching is when the child is cooperative and not already busy doing something else. The parent should use his/her normal voice, stay calm and continue to check that the child understands what is being taught.

Corrective teaching means that parent wants to change some unacceptable behaviour in the child and usually follows these steps:

1. Stop the unacceptable behaviour.
2. Say what will happen as a result of this behaviour
3. Describe the positive behaviour that you want to encourage

4. Give some practice in what you have taught him or her to do-for example, ask the child to show you how he or she would behave next time.

Corrective teaching is often used to teach social skills, but parents need to choose the teaching technique that best fits the situation with the child at the time. By teaching social skills to children, parents are giving them survival skills for getting along with others, for learning self-control and for being successful in everyday life.



Activity 4.2

1. What is good parenting?

2. List down the four characters appreciated as ways of good parenting?

a) _____

b) _____

c) _____

d) _____

3. How can parents become skilled parents?

4. What are social skills?

Summary



You have come to the end of lesson 4. In this lesson you have learnt that:

- Parenting (child rearing) is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood.
- A parent with proper skills can excel in parenting.
- The most common partaker in parenting is the biological parents of the child in question, although others may be an older sibling, a grandparent, a legal guardian, aunt, uncle or other family member or a family friend.
- It is essential to know the importance of parenting
- Good parenting skills are availability, appreciation, affection and acceptance.
- Social skills are a set of behaviours that parents teach their children to help them to learn what is acceptable and not acceptable in the community.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

1. In your own words, explain why parenting is not a part-time job?

2. What is the difference between preventive and corrective teaching in parenting?

3. Explain a situation where a parent can use both a preventive and corrective teaching skill to correct their child/ren.

4. If you were a parent, what approach would you take to change the behaviour of your child who hit his/her friend?

5. How would you describe a parent whose child is happy, comfortable and successful in life?

CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Lesson Activities

Activity 4.1

1. Individual student's answers may vary
 2. A parent is a person/s who gives shelter, nourishment and most importantly, love. You don't have to be the birth parent to parent a child.
 - Parenting promotes productivity where children are raised to stay away from poverty and if faced they know how to come out of it successfully
 - Inhibits motivation
 - Becomes responsible
 - Learn to respect
 - Share and care
 3. Regardless of the times in which we live and the challenges that face us, effective parents have three common traits:
 - They have positive, moral character.
 - They understand the tremendous responsibility they have towards their children.
 - They prepare their minds and hearts to nurture, protect, teach, and guide their children always from a moral perspective.
 4. Parents are responsible for raising another person from a state of total helplessness and dependency to a mature adult with positive character who is respectful, responsible, and compassionate toward others.
-

Activity 4.2

1. What is good parenting?
Good parenting is the rearing of a child or children with care love, and good guidance.
2. List down the four characters appreciated as ways of good parenting?
 - I) Availability
 - II) Appreciation
 - III) Affection
 - IV) Acceptance
3. How can parents become skilled parents?
Parents can become skilled parents by adapting all 4 characters availability, appreciation, affection and acceptances into parenting making kids happy, comfortable and successful in life.
4. What are social skills?
Social skills are a set of behaviours that parents teach their children to help them to learn what is acceptable and not acceptable in the community.
5. List down 3 examples of social skills.
Any 3 of the following sixteen basic social skills can be considered as answers.

1. Following instructions
2. Accepting criticism
3. Accepting 'no' for an answer

Lesson 5: Domestic Violence



Welcome to lesson 5 of unit 2. In the last lesson you learnt about parenting. In this lesson you will learn about domestic violence.



Your Aims:

- defines domestic violence
 - identifies the causes of domestic violence
-

What is domestic violence?

Domestic violence talks about any type of aggressive behaviour showed between two people who (usually) live within the same house (area) and who are related either by marriage (husband-wife) or through familial ties (siblings, parents). Domestic violence can also occur or happen between people who don't necessarily live in the same house but live near to each other, for example, neighbours.

There are many different types of domestic violence and not all of them refer to physical violence as in touching or hitting. These are given below.

Forms of Domestic Violence

The most common types of domestic violence in Papua New Guinea is between a couple who are in a relationship with each other, usually a husband and wife, with the next most common being between parents and children.

The type of violence may be:

- **physical violence** – this comes in the form of actually hitting or attempting to hurt another person. Most cases of domestic violence record instances where the women or child are beaten or belted by (usually) a male member of the household, most times by the husband or father.
- **emotional** – sometimes within the house, a person can say or do things that hurt another member of the family, and cause that person to feel hurt or depressed.
- **financial** – in this case, a member or members of the family who are earning an income, intentionally or purposely refuse to give money to another person in the house, causing that person to suffer as a result.

- **neglect** – neglect can be seen as purposely not doing what you are supposed to do for a member of the family or when you don't take proper care of the members of your house but instead use your money or time somewhere else.
- **psychological abuse** – this is a common practise when only one member of the house is earning an income and uses that status to belittle other members of the house who are not. This is similar to financial and emotional abuse but, the difference is that the person earning or doing something better may make other people feel that they are not good enough to live or be with them.



Activity 5.1

Give one example for each of the following forms of domestic violence

1. Physical violence

2. Neglect

3. Financial abuse

What Causes Domestic Violence?

There is no single cause of domestic violence. It comes from a combination of factors, including society's attitudes, community responses and the individual's way of thinking and experiences of the abuser and the abused. Domestic violence is the result of an abuser's desire for power and control.

To understand domestic violence better, we first need to look at the underlying or original causes. To do this, we must address issues surrounding: the type of relationship; length of relationship; age of people involved; how they met; who they live with; their social environment; and whether they have a proper support network surrounding them.



What causes domestic violence?

Why is Domestic Violence such a Major Issue in PNG?

PNG law until recent years has been relatively tolerant in terms of its jurisdiction in the matter of domestic violence between couples. The police had no legal evidence with which to work with (until 2009) and in a cultural context, issues within a family were rarely solved outside of the family setting.

It has always been the norm in many PNG cultures that domestic violence is acceptable. The misconception is, once bride price is paid or a woman is married, her husband has the right to hit her if something goes wrong in the relationship. This is not correct. The woman is also another human being who has rights. Even children or other family members should not be abused in this manner.

The causes of domestic violence could stem from:

Cause	Examples
<ul style="list-style-type: none"> • anger 	<ul style="list-style-type: none"> • a child does something wrong and the mother belts him
<ul style="list-style-type: none"> • misunderstanding 	<ul style="list-style-type: none"> • a daughter is talking to a male classmate and the father thinks she is courting him
<ul style="list-style-type: none"> • jealously 	<ul style="list-style-type: none"> • a brother is given less pocket money than his sisters
<ul style="list-style-type: none"> • provocation 	<ul style="list-style-type: none"> • a brother teases his older sister about boys she was talking to
<ul style="list-style-type: none"> • unfaithfulness 	<ul style="list-style-type: none"> • a wife finds out that her husband is seeing another woman



Activity 5.2

Give one example for each of the following forms of domestic violence

1. List down four causes of domestic violence

- a) _____
- b) _____
- c) _____
- d) _____

2. In the table below, list down two issues of domestic violence and the effect it can have. Use the given example to help you.

Issues of Domestic Violence	Effects it has on the family
For example: The father belts his son badly causing bruises to appear on his body	<ul style="list-style-type: none"> • mother starts an argument with the father • other children are scared of their father

Addressing the Issue of Domestic Violence at a Personal, Community and National Level?

These are steps that can be taken to address the issue of domestic violence.

- The government has already taken the first steps in legislation.
- Churches have been the advocates in the fight against domestic violence including VAW (Violence against Women) and child abuse.
- Awareness campaigns have also continually been done throughout the country, educating the population on domestic violence.

- The Education Department through policies set in place with the assistance of the Australian government also advocated anti- violence campaigns through school curricula.
- Finally, the attitude and behaviour of the general male population needs to be aware of the effects and repercussions of domestic violence and the effect it has on both the physical, social and economic development of the country.



Say NO to domestic violence

Other Ways to Deal with Domestic Violence

Conduct a review of customary laws and practices particularly as they relate to marriage, the payment or return of bride price, adultery, the dissolution of marriage, the custody of children and the division of property upon divorce or death, and adopt measures including legislation to modify or abolish any customary laws and practices which are identified as being inconsistent with the Convention and other human rights treaties to which PNG is a party. All decisions by customary bodies should be subject to appeal in front of formal courts.

Summary



You have come to the end of lesson 5. In this lesson you have learnt that:

Domestic violence talks about any type of aggressive behaviour shown between two people who live within the same house and who are related either by marriage or through familial ties.

- Domestic violence can also occur or happen between people who don't necessarily live in the same house but live near to each other.
- Violence in PNG is between a couple who are in a relationship with each other.
- Domestic violence also affects the rate of progress, especially in terms of women who are employed and who have to miss working because they have been involved in disputes at home.
- Indirectly domestic violence can affect the country's economy.
- Churches have been the mainstay in the fight against domestic violence in particular issues -surrounding VAW and child abuse.
- Awareness campaigns have also incessantly been done throughout the country, educating the population on domestic violence.
- However, there is more to be done to address the ever increasing rate of domestic violence the country.

NOW GO ON TO DO PRACTICE EXERCISE 5 ON THE NEXT.

Answers to Lesson Activities

Activity 5.1

Give one example for each of the following forms of domestic violence

1. Physical violence
 2. Neglect
 3. Financial abuse
-

Activity 5.2

1. The following answers may be used:
 - a) Alcohol
 - b) Having extra-marital affairs
 - c) Stress from jobs
 - d) Having little or no money
 - e) Too many people in the house
 - f) Not staying at home and being responsible
2. Individual student's answers may vary

ANSWERS TO PRACTICE EXERCISES 1-5

Practice Exercise 1

Use the table below as an example to do the same for your own family.

FAMILY MEMBERS	ROLES AND RESPONSIBILITIES
Mother	Gardening, cooking, caring for others
Father	Gardening, hunting, building house, earning money, caring for others, sorting out problems, chief of the village ,decision making member of the men’s fellowship group and so on.
Brother	Caring for younger brothers and sisters, Sunday school teacher, ordinary member of the community
Sister	Caring for younger brothers and sisters, assisting parents to prepare and cook food,
You	Clean the house, cooking, cares for elder brothers and sisters children, ordinary member of the community, and student leader of the school.

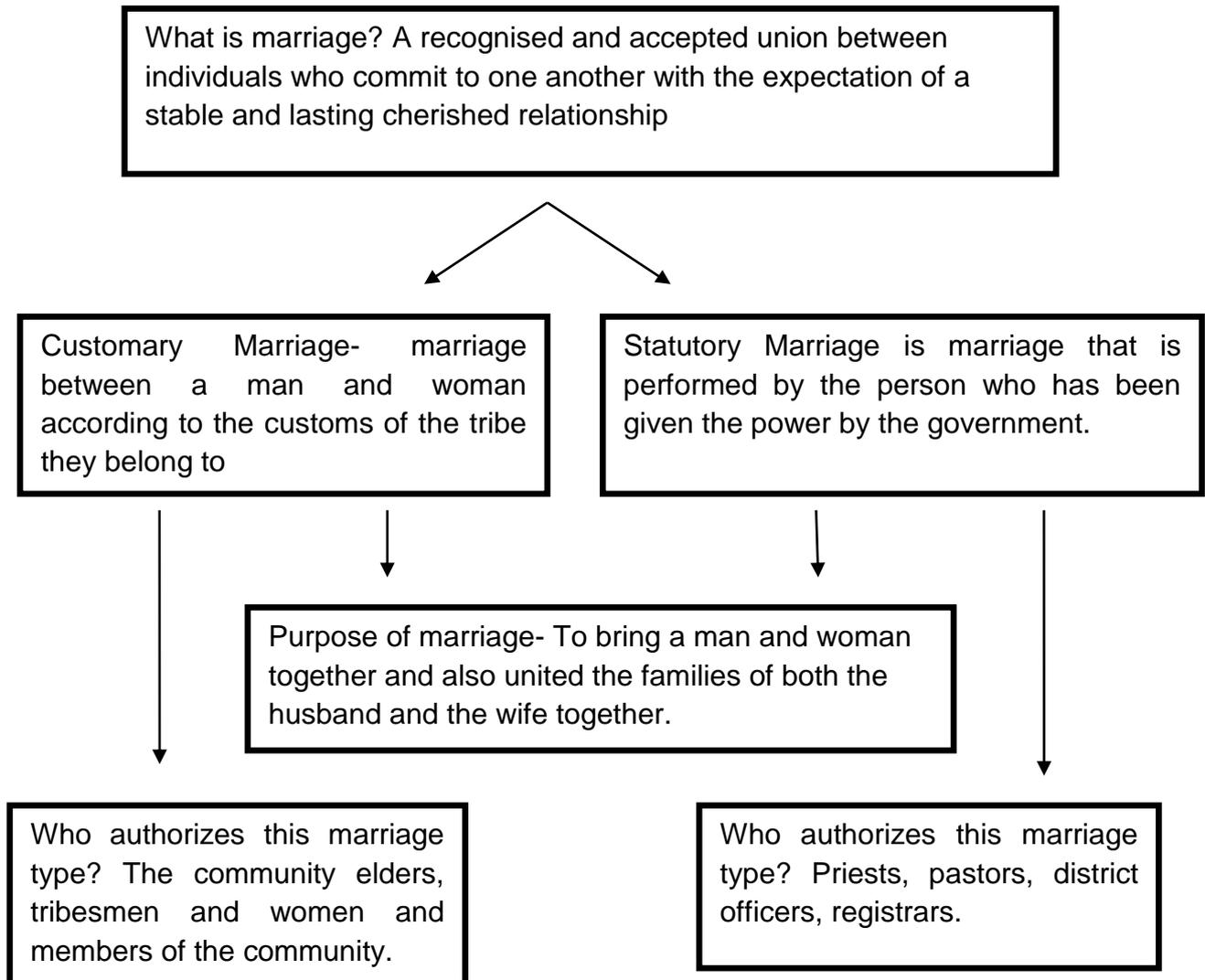
Practice Exercise 2

Arrange the ideas in the order you think is most suitable for dealing with conflict in relationships in your life. Use numbers (1, 2, 3, 4, and so on.) to indicate your order of importance.

- Choose a good time to talk about the conflict.
- Be clear about the issues involved
- Say what you think and feel in a calm way
- Listen carefully to what the other person is saying
- Let the other person tell their side of the story- does not interrupt.
- Use body language that is not aggressive.
- Keep to the point – do not talk about other things that are not relevant.
- Try to see the point of view of the other person – put yourself in the other person’s shoes.
- Be willing to meet the other person halfway – to make a compromise or agreement that will make you both happy.
- Keep an open mind and try to be creative.
- Keep a sense of humour – smiling or making a joke can help to reduce the stress.
- Be ready and willing to make peace.
- Be willing to say “sorry”.
- If the other person says “sorry” then accept their apology- remember to “forgive and forget”. Do not bear a grudge or try to get “payback”.
- Agree to disagree if necessary.

- Do not shout, use abusive language or swear.
- Do not put the other person down or make them feel shame.
- Use a cooling-off time or take “time out” if you need to.

Practice Exercise 3



Practice Exercise 4

1. In your own words, explain why parenting is not a part time job?
Answers may vary. No standard answers
2. What is the difference between preventive and corrective teaching?
Preventive teaching is when a parent chooses a skill to teach a child who is cooperative and not very busy doing something else using a calm and normal approach and making sure the child understand the positive behaviour.
Corrective teaching means that the parent wants to change some unacceptable behaviour in the child and often using a social skill that best fits the situation which

will allow the child to learn survival skills when alone with others and learns self-control and be successful in everyday life

3. Answers may vary. No standard answers
4. Answers may vary. No standard answers
5. An effective parent, who values the importance of parenting, has adapted good parenting skills and uses social skills to instil positive behaviour or stopping unacceptable behaviour through preventive and corrective teaching.

Answers may vary. No standard answers

Practice Exercise 5

1. No standard answer although
2. No standard answer. Domestic violence cannot be solved by easily making a compensation payment. It does not stop the violence itself but only creates a scenario whereby the person who commits violence is not allowed to continue because he may end up being beaten or physically abused by the victim's family or friends if he/she goes on.

TOPIC 2

COMMUNITY VALUES

In This Topic You Will Learn About:

- Community
- Role Models
- Learning Institution
- Issues and Challenges

TOPIC 2: COMMUNITY VALUES

In this Topic, you will learn about the Community Values. You will;

- Define community
- Identify the different types of communities
- Identify the value of community
- Define role models
- Identify types of role models
- Identify roles of role models
- Define schools
- Identify the importance and value of schools
- Identify the impacts on people
- Identify major problems faced by peers
- Identify the causes and solutions

In doing so, you will define what a community is and its purpose. You will also explore and learn more about a role model and why it is important and how to choose a role model for yourself. In this topic you will also get to identify different learning institutions and look at some of the issues and challenges they face.

We hope you will enjoy this topic.

Lesson 6: Community



Welcome to Lesson 6 of Unit 2. In your previous lesson, you learned about domestic violence and how domestic violence affects the people involved and how to prevent domestic violence from continuing. In this lesson you will learn about a community, identify the type of communities and also identify the value of a community. Before we look at our lesson, let us look at our aims:



Your Aims:

- define community
 - identify the different types of communities
 - identify the value of community
-

What is a community?

A **community** is a group of people who share a common understanding and often the same language, manners, tradition, culture and law. Today, some communities are made up of people who do not share the same language, cultural background or customs. Communities can be people of different races who are living together in a certain location.



A community who share the same neighbourhood

A community plays a key role in Melanesian culture and for the well-being of the community. The community is there to support and care for the value of life. Often,

individual interests and needs are ignored because community need to take precedence. The traditional Melanesian code of ethics is community based.

What influences a community?

The purpose of community is central to Melanesian spirituality. Traditional beliefs and spiritual practises influence the ways in which the people live as a community, as well as individuals try to understand and express themselves. This is done through myths, stories, symbols, rituals, taboos, beliefs, arts and dances.

The spiritual knowledge is imparted to members of the tribe/clan according to age, sex and status. Traditional Melanesian Spiritualities are full of rules: different rules for different people, gender taboos, food taboos, and so on. This knowledge is complex and it includes ideas and interpretations of life and codes that influence behaviour. In the East Sepik province of Papua New Guinea, for example, a sago dance is an expression of the remembrance of the past, appreciation of the present, and a restoration of relationships for the future.



Activity 6.1

1. Why are communities important?

2. How does a community affect you as a person?

3. How do traditional beliefs and practises affect a community?

The different types of communities

There are four main types of communities. These are:

1. **Local**- within the area that you live, work or go to school in.
2. **Provincial**- the city, town or village that you live in is part of a wider social group called a province. Even if you don't live in the same area but speak a similar language or dialect, this is part of your community
3. **National**- your nationality or country that you come from is your community. The attitudes and behaviours that you have as a people, all show that you are also a member of that bigger community.
4. **International**- even though it may not feel like it, you are part of the widest community of all. That is the 'world community'. This includes the relationships that we have with other countries and how the decisions that we make in our own country, can affect how things happen in another part of the world or vice versa.

A **blended** community can be identified in all the types above. The community is made up of mixed cultures, languages, life styles, or of people coming from different cultural backgrounds.

Each of these can be broken down further into smaller communities. For example, the International community can have different regions; we come from the Oceania or Pacific region, while a country like Malaysia is in South-East Asia and the people there are part of that community. The province can have different ethnic communities as well. For example the Tolai's and Duke of York Islanders come from East New Britain and are also part of the New Guinea Islands.

The Value of a Community

Members in a community are usually there to support and look out for each other. Communities have transformed into a collective source of value for every member. A community can be a solution provider, a guide, a knowledge base and an informal repository of conventional experience.

In a village or Melanesian community, community members are there to protect and avenge any wrongdoing against clan/tribe members. The balance and equilibrium in all relationships is a constant Melanesian concern. It involves special rites, gift exchanges, words and sometimes fighting and killing. Everything is related and in connection to each other to form the whole. For example, when someone is hurt, he/she is also obligated to examine how his/her relationships with the community, the cosmos, and the dead are affected.





Activity 6.2

Short answer questions

1. Define the term 'international community'

2. Do you live in a blended community or a local village community? In a short paragraph, describe your community (cultural background, language and what is common amongst the people there)

Summary



You have come to the end of Lesson 6. In this lesson you have learnt that:

- A community **is** a group of people who share a common understanding and often the same language, manners, tradition, culture and law.
- The experience of community is central to Melanesian spirituality.
- Traditional beliefs influence the ways in which people as a community, as well as individuals attempt to understand themselves and articulate this understanding. This is done through myths, stories, symbols, rituals, taboos, beliefs, arts and dances.
- The religious knowledge is imparted to members of the tribe/clan according to age, sex and status
- This knowledge is complex and it includes ideas and interpretations of life and codes that influence behaviour.
- There are four main types of communities.
- A blended community can be found in all the four types
- Each of these can in turn be broken down further in smaller or larger communities
- Community members are there to protect and avenge any wrongdoing against clan/tribe members.
- Balance and equilibrium in all relationships is a constant Melanesian concern. It involves special rites, gift exchanges, words and sometimes fighting and killing.
- everything is related and in connection to each other to form the whole For example, when someone is hurt, he/she is also obligated to examine how his/her relationships with the community, the cosmos, and the dead are affected.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

The practice exercise consists of two extended response questions.

- 1. How does the community, affect you as a person?

- 2. Look at the following statement below:

‘Everything thrives, not in isolation and competition, but in mutual co-operation.’

In your own words, describe what you think it means.

- 3. Complete the table below by listing the good and bad values that you have seen or identified by living in your community.

Good Values	Bad Values

CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC.

Answers to Lesson Activities

Activity 6.1

1. Communities are important because they give you a feeling of belonging, which is what most people feel. It is also important because the community can support you in the times that you need.
 2. The community can affect you as an individual because the community or society that you live in has rules that govern what you should do. Most people that don't fit into a community are like that because they are not able to follow the rules of that community or follow the traditions that community has.
 3. Traditional beliefs show how a community has been able to develop over time and adopt a certain way of doing things that make the community function. Traditions govern or rule how things should be done in a community. This is important because without these rules, a community would break down.
-

Activity 6.2

1. The 'International Community' refers to people in other countries apart from Papua New Guinea. They may be within the same region (Pacific) or be further away. It is important for us to feel part of the international community so that we don't become isolated or feel left out when the rest of the world becomes developed.
2. Individual answers may vary

Lesson 7: Role Models



Welcome to Lesson 7 of Unit 2. In the last lesson you learnt about community. In this lesson you will learn about role models.



Your Aims:

- define role models
 - identify types of role models
 - identify the importance of role models
-

What is a role model?

A **role model** is a person who serves as an example, whose behaviour is imitated by others. A role model seems to be popularly understood as 'someone to look up to,' and someone to base your character, values or aspirations upon. A role model is usually someone who has tried something and has become good at it or may have done something that no one else has done before. A role model could be anyone at all, anyone that you are able to look up to and may not necessarily be older than you. You could be inspired by the old man in the village, or the little kid that lives next door.

Basically a role model is someone you identify with and in doing so tend to imitate their behaviour such as; dressing in a certain way or playing a certain sport. For example, if you admire a certain sports person like a soccer star, you would want to be like him or her. You look up to that person as your role model.

Qualities of a Role Model

We often look out for people whose characteristics, behaviour and qualities are sound or positive. These are the kind of role models that we look up to; people who are:

- successful
- hardworking
- committed
- honest, reliable and trustworthy
- humble and respectable
- good speech makers
- God-fearing



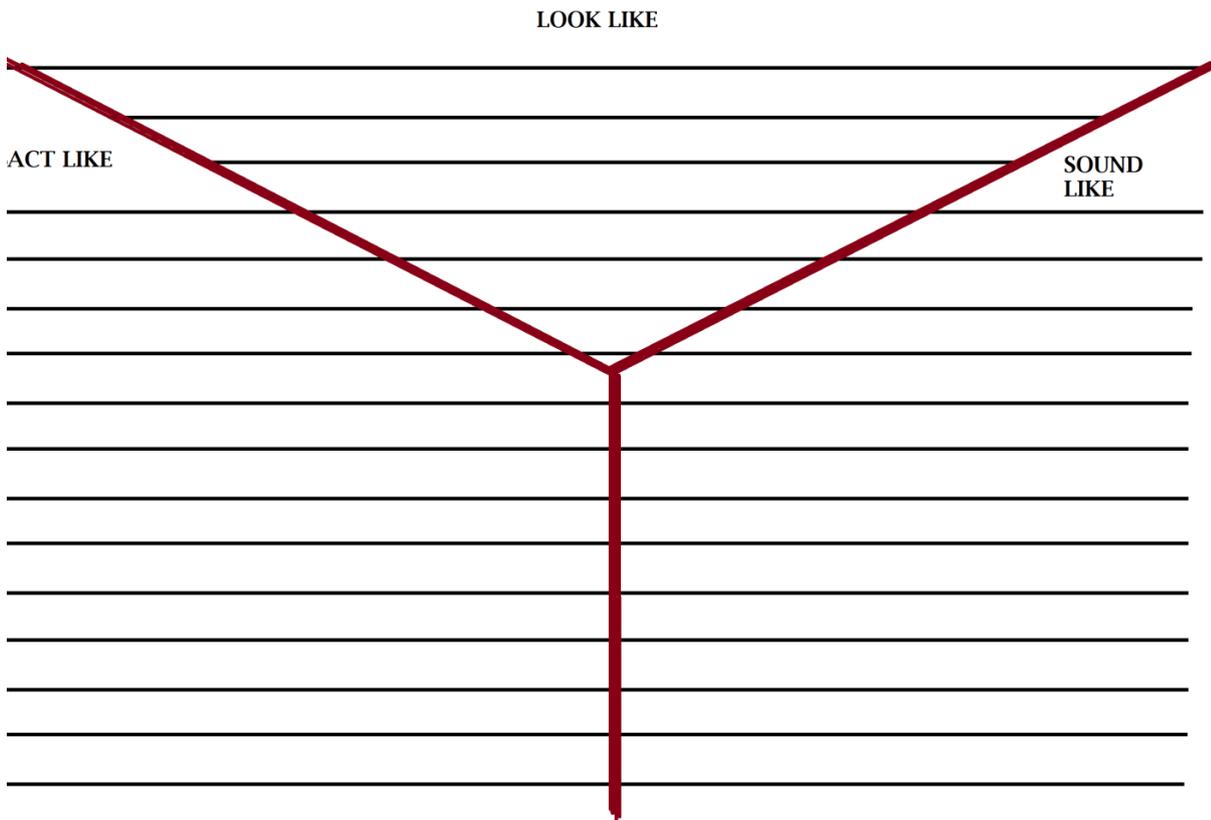
Activity 7.1

1. In your own words, describe the term – role model.

2. In a paragraph, explain why you think it is important to have a role model.

3. Look at the Y-chart below. In each segment, write what you think a role model should look like, what they should sound like and how they should act.

Write down three examples for each.



What Are the Types of Role Models?

Anyone can be a role model. The list below shows different types of role models

1. **The ‘straightforward success’ role model:** People who have been successful in their chosen field, such as any popular film star or leader – Brad Pitt, Cameron Diaz or Tony Blair. This category, when used by authority figures, excludes people who have done well but have tarnished their reputation by being associated with inappropriate or ‘immoral’ practices – although cult status as an ‘outsider’ role model (see below) may well depend on the latter.
2. **The ‘triumph over difficult circumstances’ role model:** People who have overcome adversity to achieve success often become the most popular role models.

For example, Toea Wisil did not complete her schooling but was able to travel overseas because of her sporting career. Nelson Mandela remained strong through 27 years of imprisonment and became a leader of huge international standing; this type of role model is sometimes inappropriately used to argue against those who complain about injustice

3. **The ‘challenging stereotypes’ role model:** Female sports’ woman, Dika Toua took on weightlifting which has always been a male dominated sport. She was able to make it to the Olympic Games and winning gold. Disabled people who succeed in jobs where some might be surprised to see them also fill this role. Because of the difficulty of challenging oppressive ideas, this category is linked to ‘triumph over difficult circumstances’.
4. **The ‘wholesome’ role model:** These are the ‘role models’ which older generations are comfortable showing to their children, such as ‘clean-living’ pop bands, the better-behaved sports stars, and stars who say ‘no’ to sex before marriage. Supporting such figures is ‘risky’ for conservatives because there is always the possibility that the icon will become a public disappointment, as in the Backstreet Boys’ case.
5. **The family role model:** This category includes looking up to members of your own family, and other popular celebrity parents such as Victoria Adams and David Beckham; as well as being negatively defined by those who label certain parents as ‘inappropriate role models’.



Activity 7.2

Short answer questions

1. Who do you see as your role model? Explain why you chose that person as your role model

Why Role Models are Important

It is important that we look at people who have gone before us and use them as role models. You want to be someone who has a positive outlook or view on the world around you. A role model can inspire us to be someone or try something different. He or she may bring us out of our 'shell' and be able to explore the things that we never would have thought of on our own.

By looking at role models who live an encouraging way of life, will help you avoid what is negative in life. We look up to our role models for inspiration and use this as a blue print or example for how we should behave when we grow older. A good role model should be someone who is hardworking, creative, a free thinker and has morals and values that are positive and encouraging.



Activity 7.3

Short answer questions

1. What qualities do you look for in a role model? Explain how those qualities can help you better the person you are.

2. Can you be a role model to someone? _____. Explain your answer in a paragraph.

3. If you were a role model, what would you say is the strongest thing about yourself? What attitude or behaviour could you have, that would inspire other people?

Summary



You have come to the end of lesson 7. In this lesson you have learnt that:

- A role model seems to be popularly understood as ‘someone to look up to and someone to base your character, values or aspirations upon.
 - There are different types of role models that you can choose to follow
 - A role model can inspire us to be someone or try something different. He or she may bring us out of our ‘shell’ and be able to explore the things that we never would have thought of on our own.
-

NOW GO ON TO DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

The practice exercise consists of two extended response questions.

Look at the following categories of role models. Name a role model from each and state why

(a) The 'triumph over difficult circumstances' role model

(b) The 'straightforward success' role model:

(c) The family role model:

3. How can someone become a role model in his or her society?

CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Lesson Activities

Activity 7.1

1. A role model is any person who portrays deeds, words or actions that inspire other people.
 2. No standard answers. Individual answers may vary.
 3. No standard answer. Students may describe in any manner, for each of the sub-statements, how they would describe a role model.
-

Activity 7.2

1. No standard answer. Students may choose any of the types of role models and give an example of any prominent Papua New Guinean. Answers are restricted to

Activity 7.3

1. No standard answers. Individual answers may vary.
2. No standard answers. Individual answers may vary.
3. No standard answers. Individual answers may vary.

Lesson 8: Learning Institution



Welcome to Lesson 8 of Unit 2. In your previous lesson, you learned about role model and the different types of role models with their importance. In this lesson we will look at what a school is as an institution, identify its importance and value. In addition, in this lesson, we will look at the value and importance of schools and they can have an impact on the lives of people. Let us look at our aims for this lesson.



Your Aims:

- identify importance and value of schools
 - identify impacts on people and community
-

What is a school?

A school is a place where people (students) can get an education from someone else usually a teacher or lecturer and learn about different things in life. A school is an institution that is dedicated to education. The things that a person is taught are called **subjects** and each subject are broken down into topics.

The subjects that you are taught are broken into three major parts:

- Humanities or social sciences
These include subjects like Language or English, Personal Development and Social Sciences
- Science.
Subjects included here are Science and Mathematics
- Business and Technology
These subjects include Computing, PE and Business Studies

There are many different types of schools. These schools may be big in size or small. However, they are still broken up into the following; pre-school, elementary, primary, secondary and tertiary. A school does not mean a home, although you may be taught at home as well. A person who attends a school is called a **student** and what you do at school is **study**, and what you are being taught are called **studies**.

- **What is the purpose of a school?**

The purpose of a school is to teach you a set of skills that you may then use later on in life. For example, you are taught the alphabet when you were a child, so that as you got older, it would be easier to teach you to read. You were taught the different numbers as well that allowed you to count and later on use that knowledge to do more complicated

and difficult calculations. Now you are able to work out how much you should give when paying for something or be able to read what you are reading now.

Schools serve a number of purposes from building confidence to teaching children the importance of teamwork and working with others. Schools help you build a network of friends and help you learn something about yourself; what you can and what you cannot do.



Learning a skill in school



Activity 8.1

1. What are the different types of schools?

2. What types of people are found in schools?

3. If you are taught by your parents or relatives at home, are you in school? Why or why not.

The Importance of Schools

Schools help guide children and young people through the establishment of a daily routine. This is of extreme importance as you are directed to becoming a productive

person in the workplace or in your community. Students are provided with access to new ideas, including science and language and are given the opportunity to learn more about world cultures, geographies, and so on. Good schooling is essential for every community and individual. A wealth of knowledge, information, skills and training can be obtained by going to school.

The schools are important because they are able to carry information from one generation to another. Because they are places of learning, students are able to learn information from their teachers, which they can then use when they get older. One quarter of Papua New Guinean children are not in school, and this is a worry because this would mean that these people could lack the wide range of information, the skills and knowledge that would be of help to them later in life.



Activity 8.2

Short answer questions

1. Give three reasons why you think schools are so important?

- (a) _____
(b) _____
(c) _____

2. Currently there are more boys than girls in schools in PNG. What are the benefits of having more girls in schools?

3. What is one of the household factors affecting education if you are a boy or girl?

Impacts of Learning People and the Community

Politicians and many other important people all stress the importance of going to school. Because when a person goes to school and gets educated, they are able to understand a wide range of things. These include business, architecture, engineering, medicine and even sports.

When a person is educated, they are able to properly manage and make good decisions. So how can this help our country? The economy can benefit if people understand how money is supposed to be used and how we are supposed to spend or save it. If you know how to budget your money, for example, you will always be able to have money to spend and also always have a little saved for use later on. If you do not know how to budget, you will find that you don't have enough and eventually borrow more, which

means you have to pay it back one day, and then you find you barely have enough for yourself or the things that you may want.

Human resource can be developed properly if we are all educated. The more people that are educated or go to school, the more we can be involved in the decision- making process that goes on every day. With more and more people going to school and getting an education, we are able to have more and more educated people in different types of jobs. Also with more and more people getting highly educated, we can then be able to send them overseas to get jobs and the money that they send back, can benefit our nation.

Within a community, individuals are able to share the skills and knowledge, gained from schooling to help develop their community. Human resources in communities can be developed properly if all are educated.



Activity 8.3

Short answer questions

1. What do schools do to improve the lives of people?

2. Can schools change the perceptions of a community or society?

3. What happens when we don't go to school?

Summary



You have come to the end of lesson 8. In this lesson you have learnt that:

- A school is a place where people (students) can get an education from someone else usually a teacher or lecturer and learn about different things in life.
- The things that a person is taught are called subjects and each subject is broken down into topics.
- There are many different types of schools; Elementary, primary, secondary and tertiary.
- The purpose of a school is to teach you a set of skills that you may then use later on in life.
- One quarter of Papua New Guinean children are not in school
- When a person goes to school and gets educated, they are able to understand a wide range of things.
- When a person is educated, they are able to properly manage and make good decisions.
- Human resource can be developed properly if we are all educated.
- The more people that are educated or go to school, the more we can be involved in the decision- making process that goes on every day.

NOW GO ON TO DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

The practice exercise consists of two extended response questions.

1. Why is it important that girls get a fair education as boys?

2. What are some factors that affect a person going to school?

CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Lesson Activities

Activity 8.1

1. There are four different types of schools- elementary, primary, secondary and tertiary
2. Students are found in schools. Sometimes they are called pupils
3. If you are taught at school; home –schooled then you are not formally recognised to be at school, this is especially if you are in the elementary or primary group. PNG does not have laws that allow for children to be taught at home.

Activity 8.2

1. Schools are important because they are able to give us the information and skills that we need to live. They help us to understand the things that go on in the world and how we can use what we understand to develop ourselves and our country
2. The benefits of having more girls in school are because half the population of the country are female. This means that more people than ever before can be educated. PNG culture is such that women stay at home more than men, but a woman or girl who stays at home and is also educated, will be able to look after a home very well. Also women are able to do jobs that men may find hard to do, so it is a benefit to have women who are educated and have been to school.
3. Things at home that can affect your education include a number of factors which include; the number of people in the house, money, food and transport.

Activity 8.3

1. Schools can improve the lives of people by giving them the skills and knowledge required to develop and benefit themselves and the people around them.
2. Schools can change the perception of the community by allowing the community to be a part of the school. A community that takes pride in the school is a community that gets educated and an educated community is able to develop better than others.
3. When we don't go to school we find that we become ignorant to the things that are happening around us. And while development may take place in another part of the country, it goes past us because we don't understand the type of things that are happening.

Lesson 9: Issues and Challenges



Welcome to lesson 9 of unit 2. In the last lesson you learnt about learning institution. In this lesson you will learn about issues and challenges.



Your Aims:

- identify issues and challenges in communities
 - identify issues and challenges in schools
-

What are Issues?

An **issue** is defined as a problem or worry that someone has with something or someone. Any problem or concern that arises amongst a group of people can also be referred to as an issue or problem. For example, when someone argues with their neighbours over dogs running into their yard, then that becomes an issue.

What are challenges?

A **challenge** is the attempt or instigation intended to convince a person to perform an action in the processes of confronting a situation. It is the test of your ability or resources in a situation that requires an action. For example, often you are challenged to avoid doing what is not right. Your friends may ask you to go to a party or go drinking. Your saying no or not going because you have an assignment to complete is the challenge you take.

Issues and Challenges in Communities

Problems are part of life they go together with being alive. No matter the size of the community, each and every community face problems too. That is the fact of community life. As long as there is a community of people there is bound to be indifferences in how individuals see and value things. Community issues may be caused by social, cultural, communal, economic, familial and individual factors. These issues may include:

- access to clean drinking water
- poor sanitation
- unemployment
- crime
- drug use
- hunger
- inadequate emergency services
- domestic violence
- child abuse and neglect
- affordable housing
- racism or ethnic conflicts
- environment contamination
- drunkards and noise

Members in the community can be able to address these issues by identifying how they can develop the community. **Community development** is the process where community

members come together to take a collective action to generate solutions to a common problem. Each issue should be carefully analysed; identifying reasons for its existence and then devising or finding possible solutions. This is taking on the challenge to address the issue. For example in some communities, there is no water. It is therefore the challenge of the community to identify how and where they can be able to access clean water for the members in the community.



Discussing issues in the community

As an individual, you do not only work to build yourself, but you also need to seek ways in building others in your community. This is because you depend on your community for support. Community support occurs when people provide knowledge, experience, and emotional, social or practical assistance in helping each other. This is not only to create peace and harmony in the community but most importantly for the good of mankind.



Addressing issues in the community.



Activity 9.1

Answer the following questions

1. Define:

a) issues

b) challenges

c) community development

2. List five main issues that are affecting your community.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Issues and Challenges in Schools

Like a community, schools have their share of problems and issues. The main stakeholders or people who are part of a public school includes: students, teachers, school board, parents and guardians and the governments (local, provincial and national).

People may argue that the state of our public schools have plenty of room to expand and improve. However, the task of developing a plan to take schools in the right direction is challenging.



What kind of problems are students faced with?

The main challenge is identifying core problems that create hindrances to students' effective learning in schools. The seriousness of the issues will depend on the size and location of the school. The main problems that are evident in schools are:

Issues	Explanation and Examples
<ul style="list-style-type: none"> • classroom size 	<ul style="list-style-type: none"> • large number of students in small classrooms
<ul style="list-style-type: none"> • resources 	<ul style="list-style-type: none"> • lack of books, facilities and teachers
<ul style="list-style-type: none"> • poverty 	<ul style="list-style-type: none"> • parents are unable to provide lunch or transport fare
<ul style="list-style-type: none"> • family factor 	<ul style="list-style-type: none"> • violence/abuse in home, single parents
<ul style="list-style-type: none"> • technology 	<ul style="list-style-type: none"> • use of mobile phones cause distractions
<ul style="list-style-type: none"> • bullying 	<ul style="list-style-type: none"> • psychologically affects the learning attitude of victims of bullying
<ul style="list-style-type: none"> • school violence 	<ul style="list-style-type: none"> • range from the use of drugs including smoking, school fights and cult activities

All stake holders would need to work together in addressing issues that the school is faced with. Some stake holders may have to do more since they have the resources and finances to do so.



Success can depend on how school issues are addressed

**Activity 9.2**

Use short answers in responding to the following questions

1. Explain the role of each of these stakeholders in school. Use the example to help you.

Eg: Students – attend classes to gain skills and knowledge

a) school board

b) parents/guardians

c) teachers

2. What do you think is the major issue that is facing our public primary and secondary schools in the country? Why is it a problem?

Summary



You have come to the end of lesson 1. In this lesson you have learnt that:

- Issues are defined as problems or worries that someone has with something or someone
- Challenges are the attempts intended to convincing a person to perform an action in the processes of confronting a situation
- No matter the size of the community, each and every community face problems.
- Community development is the process where community members take a collective action to generate solutions to a problem.
- Schools, like communities also face problems
- There are issues that students bring or are faced with at school everyday

NOW GO ON TO DO PRACTICE EXERCISE 9.

Practice Exercise: 9

1. List down 2 major problems that are affecting you community at this time. Explain how you can help other members of your community address these issues

a) _____

b) _____

2. Who do you think is the main person or group that should be addressing the issues that are affecting students in PNG public schools? Explain why you think this should be the person /group to address the issues.

CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Lesson Activities

Activity 9.1

1.

- a) Issues are defined as problems or worries that someone has with something or someone
- b) Challenges are the attempts intended to convincing a person to perform an action in the processes of confronting a situation
- c) Community development is the process where community members take a collective action to generate solutions to a problem.

2. Individual student's answers may vary

Activity 9.2

1. Individual student's answers may vary

2. Individual student's answers may vary

ANSWER TO PRACTICE EXERCISES 6-9

Practice Exercise 6

1. No standard answer.
 2. As part of the community that we live in, we can be able to do much better and develop and progress, if we don't work by ourselves and try to beat the person near us. We can be able to do this only if we work together as a people and work in unity to build, instead of working one by one.
 3. Individual student's answers may vary. No standard answer.
-

Practice Exercise 7

1. Categories of role models- No standard answer- Students will have to describe a person who is relative to the type of category given.
 2. A person can be a role model in his or her society by the manner in which they act. The words they say
-

Practice Exercise 8

1. It is important that girls get fair education because women who are educated can benefit the organizations that they work in. Also, women and girls are part of the country and world that we are in, it goes against the rights of people when we don't allow women to get a fair chance.
 2. The following factors affect a person not going to school; school fees, money, access to better facilities, no house, living in someone else's home (relatives and so on.), tribal fighting, new place of living, religious or political views.
-

Practice Exercise 9

No standard answers. Answers may vary.

TOPIC 3

PEERS

In This Topic You Will Learn About:

- Peer relationships
- Peer Education and Support
- Community Advocacy

TOPIC 3: PEERS

In this Topic, you will learn about the Peers. You will;

- Defines peer relationships
- Identifies his/her status of relationship with peers
- State the importance of peer relationships
- Show how you can support your peers
- Identify ways of supporting your peers
- Stating the importance of supporting your peers or friends
- Defines peer relationships
- Identifies his/her status of relationship with peers
- State the importance of peer relationships

In doing so, you will find out more about what or who a peer is, the role of your peer and also how your peer can have a strong influence over you. You need to know everything about your peer so that you can be prepared to have a good and healthy relationship with your peer, thus, be educated and supportive over your peers. You will also learn about community advocacy and what impacts it should have on you and your family/household.

We hope you will enjoy this topic.

Lesson 10: Peer Relationships



Welcome to lesson 10 of unit 2. In the last lesson you learnt about issues and challenges. In this lesson you will learn about peer relationships.



Your Aims:

- define peer relationships
 - identify his/her status of relationship with peers
 - state the importance of peer relationships
-

What are peers?

A peer is someone who has the same social status or who shares the same interests or hobbies as you. That person or persons do not have to be of the same age group or come from the same area as you. She or he could be an older or younger person than you, as long as you all share and enjoy the same activities together. For example, an 18 year old, a 32 year old and a 49 year old, could be peers if they all enjoy playing soccer together.

What are peer relationships?

Peer relationships would then refer to the kind of ties or bonds that you have with other individuals who share the same hobbies as you. It is how you relate to the people who are your peers.

Examples of peers can be:

- college mates
- fellow sports persons or team mates
- members of the choir group you may have at church
- fellow members of a youth community service team

How you act and behave around these people, and the manner in which you carry yourself around them, defines your relationship with them. Peer groups can foster self-exploration and confidence in making decisions that are productive and supportive. Most times, your peers will be critical of you and you may have to compete against them at one stage or another. It's important to remember that a peer is not necessarily a friend.



It is important that you choose your peers well because good peers will help you grow and develop your skills and values as opposed to bad peers.



Activity 10.1

Short answer questions

1. In your own words, define the word **peer**.

2. What is peer relationship?

3. Name two peer groups that you belong to.

a) _____

b) _____

Types of peer groups

Peer groups play an important role in socialisation. The avenue of being part of a peer group provides individuals the opportunity to be a part of relationships that are industrious or productive and beneficial for all persons involved.

The two main types of peer groups and their characteristics are presented in the table below

Types	Characteristics
Cliques	are small groups typically defined by common interests or by friendship. Cliques typically have 2-12 members and often formed by age, gender, race, and social class. Clique members are usually the same in terms of academics and risk behaviors. Cliques can serve as an agent of socialization and social control. Being part of a clique can be advantageous since it may provide a sense of autonomy, a secure social environment, and overall well-being.
Crowds	are larger, more vaguely defined groups that may not have a friendship base. Crowds serve as peer groups, and they increase in importance during early adolescence, and decrease by late adolescents. The level of involvement in adult institutions and peer culture describes crowds

The status you have in a peer relationship

Your role as a member of a peer group could depend on your status or your position in the group. Whatever your status is, the development of good peer relationship must be applied and maintained. This can be gained through positive interaction and communication with your peers because how you act and react to situations in your relationship, places you in a certain position amongst your peers, which is your status.

A status is basically how others see you and your abilities and decide that you may be placed at a higher or lesser regard. You may be seen as either a leader or a follower.

As an individual you will find yourself in more than one peer group. For example, you may be a member of a community youth group, a member of the swimming club, you attend soccer training and at the same time, a volunteer at the disable people's home. Your status in each group may differ depending on the role you play. However, no matter what your status is, a positive approach based on values and moral principles must be upheld.

The importance of peer relationships

Peer relationships are very important. As we saw earlier, a peer can be a friend but in most cases, it is the common interests that you have that allow another person and yourself to become peers. They are important because, peers can help foster self-exploration through good decision making. They may also offer advice on how to deal with issues as well. Sometimes peers may be able to encourage you in your studies. They may show you new techniques or new ways of answering problems.

Your positive approach and active communication with your peers will create a sound or respectable relationship with your peers.

If your peers are people you hang out with a lot and who are the same age as yourself, they may be able to provide you with a sense of 'self-worth', meaning that you will feel comfortable around them and not worry about being 'socially –conscious' of other people.



Activity 10.2

Write short answer to the following questions

1. What is meant by the word 'status'?

2. In your own words, explain how you can develop a good relationship with your peers

3. State three positive values you see that are evident in one of the groups that you are part of.
- a) _____
- b) _____
- c) _____
-

Summary



In this lesson you have learnt that:

- A peer is someone who has the same social status or who shares the same interests or hobbies as you. college mates, fellow sports persons or team mates
 - Peer relationships refer to the kind of ties or bonds that you have with other individuals who share the same hobbies as you
 - A status is basically how others see you and your abilities and decide that you may be placed at a higher or lesser regard.
 - How you act and react towards your relationship with your peers could create the value of your status.
-

NOW GO ON TO DO PRACTICE EXERCISE 10.

Practice Exercise: 10

The practice exercise consists of two extended response questions.

1. Name two advantages and two disadvantages of peer relationships that you find in the peer groups that you are in.

a) _____

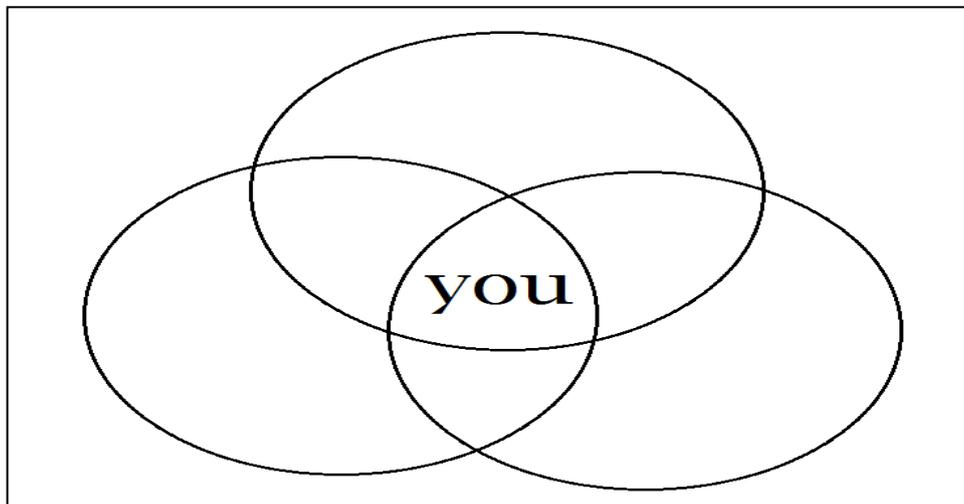
b) _____

a) _____

b) _____

2. Look at the diagram below. Each circle represents a different peer group that you may have. Sometimes those groups may overlap. In each circle, write the name of the peer group that you are in.

Where the circle's meet, write the things that those groups have in common. (*You might be surprised*).



CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Lesson Activities

Activity 10.1

1. A peer is someone who has the same social status or who shares the same interests or hobbies as you.
 2. Peer relationships refer to the kind of ties or bonds that you have with other individuals who share the same hobbies as you.
 3. Students' answers may vary
-

Activity 10.2

1. Status is basically how others see you and your abilities and decide that you may be placed at a higher or lesser regard.
2. Students' answers may vary
3. Students' answers may vary

Lesson 11: Peer Education and Support



Welcome to Lesson 11 of Unit 2. In the last lesson you learnt about peer relationships. In this lesson you will learn about peer education and support.



Your Aims:

- define peer education
 - identify formal and informal peer education
 - identify major problems faced by peers
-

What is peer education?

Peer education takes place when you train or teach your peers; skills and knowledge on a certain issue. Peer educators are usually volunteers who have the concern to help other peers gain knowledge and skills. Peer education can cover any area such as: health issues, community development, filling in documents or even school work. It is the approach or communication channel you would use in passing on information or by way of training or teaching other members of your peer group. The approach of imparting information to peers can be done either formally (in a proper order) or informally (in a casual manner). It is also possible to use both types.

Through peer education positive attitudes such as trust, active communication, confidence and the willingness to help others will become a norm or part of the individual

Types of Formal and Informal Peer Education

The teaching and training of skills and knowledge can be done structured and organized manner and that is programmed (formal) or it can be done casually, outside the scheduled program (informal)

The types of formal and informal peer education can be presented as:

Formal – the use of:	Informal – the use of:
<ul style="list-style-type: none"> • peer tutoring • mentoring • organized outreach or other programs 	<ul style="list-style-type: none"> • being together in a group and sharing information and skills • informal discussions in pairs • informal teachings/trainings out of the normal scheduled programs

Major Problems faced by Peers

In most societies, young people often find it difficult to obtain clear and correct information on issues that concern them such as sex, sexuality, the use of drugs, reproductive health, HIV/AIDS and STIs. This happens for many reasons: sociocultural norms and taboos, economic deprivation or lack of access to information.

These reasons can lead to the development of negative characteristics of peer groups.

Many times, information is available but it may be given in a manner that is authoritarian, judgmental, or non-adapted to the young people's values, viewpoints and lifestyle.

One effective way of dealing with these issues is peer education, because it is a dialogue between equals. Success of peer relationships is linked to later psychological development. Young people with poor peer relationships may also experience job related and marital problems later in life.

Ways of Supporting Peers

Through the channel of peer education, individuals can be greatly assisted and encouraged to develop positive attitudes in social, mental and spiritual growth. In supporting peers, peer education should be able to:

- serve as a source of information

Peer educators can disseminate or distribute information that is of issue to other peers. They become important social referents for teaching other members customs, social norms, and different ideologies. Peer groups can provide perspective outside of the individual's viewpoints by way of training or guiding. Therefore, members inside peer groups can learn to develop relationships with others in the social system.

- teach gender roles

Peer groups can also serve as a venue for teaching members gender roles. Through gender-role socialization, group members learn about sex differences, and social and cultural expectations.^[24] Peer groups can have great influence or peer pressure on each other's gender role behavior, depending on the amount of pressure.

- serve as a practicing venue to adulthood

Being a member of a peer group provides support as you move into adulthood. Major changes that are likely to take place include: decreasing dependence on parents, increasing feelings of self-sufficiency, and connecting with a much larger social network. You begin to broaden your perspectives or views beyond the family and learn how to negotiate relationships with others in different sectors of the social system.

- teach unity & collective behaviour in life

Peer groups provide an influential social setting in which group norms are developed and enforced through socialization processes that promote in-group similarity. As members of peer groups interconnect and agree on what defines them as a group, a normative code arises.

- help in identity formation

Peer groups (friends group) can help individuals form their own identity. Identity formation is a developmental process where a person acquires a sense of self. One of the major factors that influence the formation of a person's identity is his or her peers.

Advantages of Peer Education

The advantages of peer education include:

- peer educators can work with groups that are normally hard to reach, such as people living in squatter settlements or remote villages
- young people are more likely to accept information from their peers than from adults.
- people in peer groups find it easier to talk and ask questions
- peer educators themselves also benefit from the experience by improving their own knowledge and leadership skills, which helps them to develop.
- peer education programs are community-based activities that can link young people to other community services
- peer educators can act as role models for change in the community. you get support to have your say.



Activity 11.1

1. Define:

a) peer education

b) peer educators

c) formal peer education

2. What can you do as a peer educator for your peers in your community?

Groups of peers

Although this world is not apart from the family, or school, or other social places, there are special features of peer relationships that make the world of peers special. The range in age and size of group really depends on the common interest of the group.

At the level of the group, peer relationships can be grouped in terms of likeability or social acceptance by other group members (e.g., popularity or rejection), also in terms of visibility or *salience* in the group (whether we lead or not) how connected they are to the other children in the group, how they dominate the group order, their “*reputation*” or how they are observed by their peers.

Peer acceptance

Being accepted among your peers is different from other aspects of peer working, most notably friendship and social network participation. This is called peer acceptance. Children look to join peer groups who accept them. Children are less likely to accept those who are different from them.

Peer acceptance also refers to the level which children are liked or disliked by the children in their peer group. It is the product of three distinct interpersonal forces: attraction, repulsion, and indifference. Attraction is how well you are liked in a group and looks at the qualities you have that makes people like you. Repulsion is the opposite, and indifference refers to whether what you have makes people either notice or ignore you.



Activity 11.2

Short answer questions

1. Explain how peer relations can be grouped.

2. Explain what peer acceptance mean.

3. What three forces distinguish the level of acceptance in especially children?

- a. _____

- b. _____

- c. _____

-

Summary



You have come to the end of lesson 11. In this lesson you have learnt that:

- Peer education takes place when you train or teach your peers; skills and knowledge on a certain issue.
 - Peer Education can either be formal or informal
 - Even though peers are faced with problems, these can be minimized through giving support and education
 - At the level of the group, peer relationships can be grouped in terms of likeability or social acceptance by other group members
 - Peer experience could be best understood as the product of three distinct interpersonal forces: attraction, repulsion, and indifference
 - Rejected children appear to be at greater risk for negative developmental outcomes than children from other status groups.
-

NOW GO ON TO DO PRACTICE EXERCISE 11.

Practice Exercise: 11

The practice exercise consists of two.

1. In your own words state some of the problems that are faced by peers.

2. List the ways you can be able to support peers in your community.

3. Fill in the crosswords below.

Across

- 1 beginning with S, another word for visibility
- 4 such as being young or youthful
- 6 to take control or be forceful over someone
- 7 your status or importance
- 10 to allow someone
- 12 to pay attention or observe
- 13 to show how you feel
- 15 to remove or erase
- 16 a problem or concern
- 19 a warning or a sign
- 20 to discard or throw away
- 21 short for November
- 22 someone who you share a common interest with

Down

- 1 when you meet or mix with other people
- 2 opposite of hate
- 3 connect or talk to other people
- 5 a behavior that is negative
- 8 when you learn something and now know about it is called
- 9 to listen properly or to try to make people see or look at you is to try to get
- 11 a group of people working or playing together
- 14 a person who is shy or doesn't talk much is
- 17 if you do not want someone to continue you say
- 18 another word for angry

1		2				3			4					
														5
				6										
			7	8				9						
10		11				12								
								13		14				
	15							16	17					
18								19						
20								21						
									22					

Crossword

CHECK YOUR ANSWERS. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Lesson Activities

Activity 11.1

1. a) Peer education takes place when you train or teach your peers; skills and knowledge on a certain issue.
 - b) Peer educators are usually volunteers who have the concern to help other peers gain knowledge and skills.
 - c) The teaching and training of skills and knowledge done in a structured and organized manner and that is programmed.
-

Activity 11.2

1. Peer relationships can be grouped in terms of likeability or social acceptance by other group members
2. Peer acceptance is based on friendship and social network participation.
3. The three forces are: attraction, repulsion, and indifference

Lesson 12: Community Advocacy



Welcome to Lesson 12 of Unit 2. In the last lesson you learnt about peer education and support. In this lesson you will learn about community advocacy.



Your Aims

- define community advocacy
 - identify the different types of community advocacy
-

What is advocacy?

Advocacy means to speak up, to plead the case of another, or to fight for a cause. Derived from a Latin word advocate, which means “coming to the aid of someone. Advocacy in all its forms seeks to ensure that people, particularly those who are most vulnerable in society, are able to:

- have their voice heard on issues that are important to them.
- defend and safeguard their rights
- have their views and wishes genuinely considered when decisions are being made about their lives.

Advocacy is a process of supporting and enabling people to:

- express their views and concerns
- access information and services
- defend and promote their rights and responsibilities
- explore choices and options

An advocate is someone who provides advocacy support when you need it. An advocate might help you access information you need or go with you to meetings or interviews, in a supportive role. You may want your advocate to write letters on your behalf, or speak for you in situations where you don't feel able to speak for yourself.

Importance of Advocacy

Advocacy is an important function of most nonprofit organizations. Nonprofit advocacy takes many forms. Community advocacy an example of the nonprofit advocacy involves changing the ideas and attitudes of the public. This is typically accomplished through education programs that may include direct mail, publications, group presentations and a Web site.

Many nonprofit make effective use of the media to reach the public and promote an issue using newspaper coverage, TV, radio, feature articles, editorials, and letters to the editor, news releases, and press conferences.

Community Advocacy

Community Advocacy means learning from trainers in the community and getting support from the community in decision making. Community peer educators need to be trained so that they have the skills and knowledge to do a good job. The local community needs to be involved in the training in order to get their support and to reduce any fears they may have about peer education. People who can give good support are parents, uncles, aunties, and the community and religious leaders.



Community advocates

It is also possible that some members of the community will not support the ideas of peer education, so peer educators also need to be prepared to deal with any criticism or resistance that may come from the community.

Community Advocacy also includes creating programs and services, developing partnerships, and changing public policies, laws and practices to improve the lives of the people in the community. Several ingredients make for effective advocacy, including:

- the rightness of the course
- the power of the advocates
- the thoroughness with which advocates researched the issues, the opposition, and the climate of the opinion about the issue in the community
- their skills in using the advocacy tools available (including the media)
- above all the selection of the effective strategies and tactics.

Approaches of community advocacy are:

- identifying your issue
- knowing your facts
- building a base of support
- knowing your opposition
- know the legislative process
- use the media to raise awareness of your issue

- write letters

Community advocacy efforts can be implemented on a group, local, national, or transnational basis.



Activity 12.1

Answer the following questions.

1. Define the following terms:

a) Advocacy

b) Advocate

c) Community Advocacy

2. What is the main purpose of advocacy?

3. How do community advocacy support people?

4. List the approaches of community advocacy.

Summary



You have come to the end of lesson 21. In this lesson you have learnt that:

- Advocacy means to speak up, to plead the case of another, or to fight for a cause. Derived from a Latin word advocate, which means “coming to the aid of someone.
- An advocate is someone who provides advocacy support when you need it
- Advocacy is an important function of most nonprofit organizations.
- Community Advocacy means learning from trainers in the community and getting support from the community in decision making.
- Community Advocacy includes creating programs and services, developing partnerships, and changing public policies, laws and practices to improve the lives of the people in the community.
- Community advocacy efforts can be implemented on a group, local, national, or transnational basis.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Answers to Lesson Activities

Activity 12.1

1.

a) Advocacy

Advocacy means to speak up, to plead the case of another, or to fight for a cause.

b) Advocate

Advocate, means “coming to the aid of someone.

c) Community Advocacy

Community Advocacy means learning from trainers in the community and getting support from the community in decision making.

2. ***Advocacy in all its forms seeks to ensure that people, particularly those who are most*** vulnerable in society, are able to:

- Have their voice heard on issues that are important to them.
- Defend and safeguard their rights
- Have their views and wishes genuinely considered when decisions are being made about their lives

3. ***Advocacy is a process of supporting and enabling people to:***

- Express their views and concerns
- Access information and services
- Defend and promote their rights and responsibilities
- Explore choices and options

4. ***Approaches of community advocacy***

- Identify your issue
- Know your facts
- Build a base of support
- Know your opposition
- Know the legislative process
- Use the media to raise awareness of your issue
- Write letters

ANSWER TO PRACTICE EXERCISES 10-12

Practice Exercise 10

1. If someone is the leader of a group, then he or she does have a higher status than the other members of that group. It makes him or her, an important person because the decisions that he or she makes will affect the other members of the group. It does not mean that he or she dictates or bosses the others around; rather it means that the leader has the privilege of being in charge.

Practice Exercise 11

1. Highly subjective, with no specific answer
2. Highly subjective, with no specific answer
- 3.

S	A	L	I	E	N	C	E		Y	O	U	T	H	
O		I				O								A
C		K		D	O	M	I	N	A	T	E			G
I		E				M								G
A			R	E	P	U	T	A	T	I	O	N		R
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I		E		P		I		T						S
Z		A		E		C		E	X	P	R	E	S	S
E		M		R		A		N		A				I
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	D	E	L	E	T	E		I	S	S	U	E		E
I				N			N	O	T	I	C	E		
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E				E					P	E	E	R		

Practice Exercise 12

Individual answers may vary. No standard answers.

TOPIC 4

GROUP AFFILIATION

In This Topic You Will Learn About:

- Group Membership
- Roles of Groups
- Leadership
- Importance of Teamwork
- Community Service Groups

TOPIC 4: GROUP AFFILIATION

In this Topic, you will learn about the Group Affiliation. You will;

- Identify the types of peer groups.
- Identify himself or herself within a group type.
- Identify different roles of groups
- Identify your roles in these groups
- Define leadership
- Identify different types of leadership
- Defines teamwork
- Identify the importance of teamwork
- Identify the outcomes of teamwork
- Define community service
- Identify types of community services
- Identify community service group roles

In doing so, you will find out more about what group affiliation is – types of peer groups, your status within a group type, different roles of groups and your role in the group. You will also define leadership and its types plus explore teamwork, its importance and outcomes. In addition you will get to discover community service and find out about the different types of community services in a community and the roles they play.

We hope you will enjoy this topic.

Lesson 13: Group Membership



Welcome to Lesson 13 of Unit 2. In the last lesson you learnt about community advocacy. In this lesson you will learn about group membership.



Your Aims:

- identify aspects of group membership
 - identify reasons for being part of a group
-

What is group membership?

Group membership is the body of members or individuals that creates an organisation or unit. The term also refers to the state of being a member of a group. Everybody belongs to a number of different groups and each day we spend time with people in these groups. An example would be when you become part of a peer group.

In general people are born into certain groups based on their personal, social, and cultural surrounding. People also voluntarily join groups based on shared beliefs and interests.

Aspects of Group Membership

Members in a group are made up of individuals who share friendship, hang around and talk to each other as well as do activities together. These groups offer children, as well as adults, the opportunity to develop various social skills, such as leadership, sharing or teamwork, and empathy.

Individuals identify themselves to a group that:

- has the ability to provide emotional or helpful support
- can foster friendship
- facilitate social interactions
- they feel comfortable and are at ease with

Some individuals join groups that serve multiple functions, whose characteristics shifts with location, age and/or situation. For example a group could be advocates of how to control the spread of malaria, at the same time the group takes time, once a week to cook and prepare food for children in the hospital.

Reasons for Being Part of a Group

We usually form different groups with the people with whom we work, play or share a similar interest (such as sport team, youth groups, social clubs and so on). Individuals, especially young people, join groups who will accept them. Most people belong to different groups in order to meet the different needs they have. One group may offer something that another group cannot. Becoming a member of different groups will help you gain different skills and help you learn more.

Nowadays we often hear about peer groups and how peers influence people. Everyone in the world belong to a peer group. The size of your peer group will vary depending on where you are or who you are with.



Being part of a group

Becoming a group member creates avenues of learning and guiding other members to become positive agents of change.

Group membership offers its members the opportunity to:

- experiment with new roles and interactions
- identify better ways of dealing with issues and/or problems
- sharing solutions to peer pressure
- have a sense of belonging



Activity 13.1

1. Explain what group membership is.

2. List 3 aspects of group membership.

a) _____

b) _____

c) _____

3. Think of one of the groups that you have joined. Explain why you joined that group.

4. Has any of these peer groups influenced you in anyway. If yes describe how it had an influence on you?

Summary



You have come to the end of lesson 13. In this lesson you have learnt that:

- **Group membership** is the body of members or individuals that creates an organisation or unit. The term also refers to the state of being a member of a group..
- People are born into certain groups based on their personal, social, and cultural surrounding. Decisions must be made so that it will help us to make the most of our lives and take into account the important people in our lives.
- Members in a group are made up of individuals who share friendship, hang around and talk to each other as well as do activities together.
- Individuals, especially young people, join groups who will accept them.
- Everybody belongs to a number of different groups and each day we spend time with people in these groups.
- Most people belong to different groups in order to meet the different needs they have.

NOW GO ON TO DO PRACTICE EXERCISE 13.

Answers to Lesson Activities**Activity 13.1**

1. Group membership is the body of members or individuals that creates an organisation or unit. The term also refers to the state of being a member of a group.
2. Any three of these:
 - has the ability to provide emotional or helpful support
 - can foster friendship
 - facilitate social interactions
 - they feel comfortable and are at ease with
3. No standard answers. Answers may vary.
4. No standard answers. Answers may vary

Lesson 14: Roles in Groups



Welcome to Lesson 14 of Unit 2. In the last lesson you learnt about group membership. In this lesson you will learn about roles in groups.



Your Aims:

- identify roles of different groups
- identify your roles in these different groups
- identify the importance of performing roles in groups

Roles of different groups

The role of a group will depend on its goal and mission. Each group has a purpose for existence and a set of aims to achieve that purpose. The members in the group are tasked or required to carry out certain or different responsibilities within the group to achieve these aims.

Below is a table representing example groups and what their possible roles may look like.

Types Of Groups	Purpose / Aim	Roles Of Groups
Advocates of clean water in communities	Help communities use clean water	Teach the community <ul style="list-style-type: none"> • the importance of clean water • how to store clean water
A soccer team	Develop skills and attitudes to good sportsmanship and fair play	Encourage players develop skills and positive attitudes in <ul style="list-style-type: none"> • fair play and • good sportsmanship
Awareness on living with HIV/AIDs	Educate public to not stigmatize people living with HIV/AIDs	Discourage people from stigmatizing those who are living with HIV/AIDs
Charity	Assist orphans living on their own or on the streets	Provide assistance in terms of food and shelter for children whose parents have passed on

Roles of Members in Different Groups

When we work in a group, different people will take different roles because each person usually has a role or roles that they like and roles that they do not like. Group members can have more than one role, but in order for a group to be able to work successfully, all the different roles must be covered.

The word role refers to how a person will behave and what function they will perform with the group as a whole.

Listed in the table below are different roles that are commonly found in most groups.

GROUP ROLES

Listener

A listener is someone who likes to listen to the ideas and opinions of the other group members but does not usually give his or her own ideas. A listener may respect the ideas and opinions of other group members, but might not have enough self-confidence to speak in a group. For example, a quiet person in the group

Leader

The leader usually has a good understanding of the purpose of the group and tries to make the group do what it has to do. Leaders are often good talkers. Some leaders try to get ideas from all members of the group, but others just try to follow their own ideas. In some groups it is the job of the leader to make the final decision. For example, the team captain of a basketball team

Creative thinker

A creative thinker is someone who likes a challenge and has lots of good ideas that can help to solve problems that group may have. He or she usually has a good imagination and can suggest things that other people do not think of. An example would be the organiser of a fund-raising team.

Reporter or Recorder

A recorder is the group member who writes down the decisions that the group makes and the things that they plan to do. Because the reporter is busy writing, he or she may not be able to speak a lot in the group. For example, the secretary of a charity group

Clown

The clown is the person in the group who makes fun, which can help the others to feel good and enjoy the work the group is doing. This can be a positive thing for the group. However, sometimes a person acts like a clown because he or she might not feel comfortable with the topic of discussion, might not have enough self-confidence or might be too young. For example, the funniest person in the group

It may not be clear in some groups what role individual members taken on. This may depend on the nature of the group or what the members agree on. Some groups function best if they decide the roles themselves. This is often true with more mature students or students familiar with group work. However students may opt for the role they are most comfortable with and avoid the opportunity to develop other skills. In all groups there is usually a leader or someone who manages the group and the rest of the members have their specific roles that they are expected to carried out.

Importance of Performing Roles in Groups

When participating in group work, every member of the team has a responsibility to the group. If each member does not participate, contribute, and deliver results, the group will ultimately fail to achieve their goal.

For these reasons, collaboration becomes effective only when group member participation is balanced. The goals and purpose of a group can only be achieved if the individuals in the group carry out their assigned tasks and responsibilities effectively. Therefore, it is important that each member performs the roles each person has been tasked to do.

Advantages and Disadvantages of Being in a Group

Being a member of a group has its advantages and disadvantages.

As a group member you will be able to learn from other members and at the same time build self-confidence and self-esteem. You can be able to share new ideas and concepts and at the same time share with other members what knowledge and skills you have that may relate to your group's goals. Building new relationships, learning new concepts and skills, addressing issues that are important and helping others physically, socially and emotionally are some of the advantages of being in a group.

Certain members in a group may not carry out what they have been tasked to do and therefore slow down or hinder the progress of work that is supposed to have been carried out. Delegation of responsibilities may not be fairly distributed and therefore cause friction disharmony among group members.

Characteristics of great group members are those who actively participate, respect all other members, can both learn from other members and teach them, values other's contribution, draws on their own unique past experience and knowledge, and feels a sense of ownership over the given task.



Activity 14.1

1. Define the term "role."

2. List down the common roles for members in a group?

3. Why is it important for a member to have a responsibility when participating in a group?

Summary



You have come to the end of lesson 14. In this lesson you have learnt that:

- The role of a group will depend on its goal and mission. Each group has a purpose for existence and a set of aims to achieve that purpose
- Different people take on different roles when working in a group.
- The word role refers to how a person will behave and what function they will perform with the group as a whole.
- Group members can have more than one role.
- For a group to be able to work successfully, all the different roles must be covered.
- Roles in a group include listener, leader, creative thinker, reporter or recorder and clown.
- Every member of the group has a responsibility to the group.
- It is important that each member performs the roles each person has been tasked to do in order to achieve the goals.
- There are advantages and disadvantages of being in a group.
- Members in a group should value the characteristics of good membership

NOW GO ON TO DO PRACTICE EXERCISE 14.

Answers to Lesson Activities

Activity 14.1

1. Define the term “role”? The word role refers to how a person will behave and what function they will perform with the group as a whole.
2. List down the roles in in a group? Roles in a group include listener, leader, creative thinker, reporter or recorder and clown.
3. Why is it important for a member have a responsibility when participating in a group? When participating in group work, every member of the team has a responsibility to the group. If each member does not participate, contribute, and deliver results, the group will ultimately fail to achieve their goal. Collaboration becomes effective only when group member participation is balanced.

Lesson 15: Leadership



Welcome to lesson 15 of unit 2. In the last lesson you learnt about roles in groups. In this lesson you will learn about leadership.



Your Aims:

- define leadership
 - identify different types of leadership
 - identify the importance of leadership in groups
-

What is leadership?

Leadership is the art of guiding others to do something and create results. It is the term that refers to the ability that certain individuals in a group possess in leading other people.

Leadership means different things to different people around the world. It also means different things in different situations. For example community leadership, religious leadership, political leadership, student leadership, and so on.

The ability to lead effectively is based on a number of skills.

Leadership skills

These skills include:

- getting and giving information that the group needs
- understanding the needs and characteristics of the group
- knowing and understanding the resources that the groups has-what the group can use to help achieve its goals
- counselling-talking privately to group members to help solve problems
- setting the example so that other group members will respect the leader
- representing the group-listening to the ideas of group members and including the best of these ideas when making decisions
- problem solving-identify the problem, work out the alternatives, choose the best solution and put it into actions.
- evaluation-keep check of what is happening and the groups progress
- sharing leadership-involving other group members and allowing them to develop their leadership skills

Different Types of Leadership

Psychologist Kurt Lewin developed his leadership framework in the 1930s, and it provided the foundation of many of the approaches that followed afterwards. He argued that there are three major styles

1. **Autocratic leaders** make decisions without consulting their team members. They provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focussed on both commands by the leader and control by the other members.

There is also a clear division between the leaders and the members of the group. Autocratic leaders make decisions independently with little or no input from the rest of the group. Autocratic leadership is best applied to situations where there is little time for group discussion-making or where the leader is the most knowledgeable member of the group.

2. **Democratic leaders** make final decisions, but they include team members in the decision-making process. They encourage creativity, and people are often highly engaged in projects and decisions. As a result team members tend to have high job satisfaction and high productivity. Generally this is the most effective leadership style.
3. **Delegation leaders** give their team members a lot of freedom in how they do their work, and how they set their deadlines. They provide support with resources and advice if needed, but otherwise they don't get involved. This autonomy can lead to high job satisfaction, but it can be damaging if team members don't manage their time well, or if they don't have the knowledge, skills, or self-motivation to do their work effectively.

Choosing a suitable leadership style depends on:

- The skills and experience of the members of the group
- The work that needs to be done – has the group done it before or is it new and creative?
- The level of organisation that already exists within the group – is it stable or changing a lot
- Your own preferred or natural style

The Importance of Leadership

A leader is someone who provides a positive influence on the other members of the group. Leaders help themselves and others to do the right things. They set directions, build an inspiring vision, and create something new. A group usually has goals that they are trying to achieve, and a leader provides the guidance and support for members to achieve their goals. That is why it is important to have a leader in a group.

A good leader will usually change between different styles of leadership depending on the people in the group and the work they have to do. Some of the forces that affect leadership styles are shown below.

Leadership Qualities

Acceptable Leadership Qualities	Unacceptable Leadership Qualities
<ul style="list-style-type: none"> • Shows empathy – is understanding • Is consistent – setting an example and being fair to all members • Honest – is truthful and transparent in all dealings with members of the group • Has direction – has the vision and aims for better and greater things • Good communication skills – effective communicator who keeps the team working in the right direction • Is flexible – being open minded to new ideas • Has conviction – believes in the mission of the group and works with the team to achieve those goals • Creative- has a creative mind and is always thinking outside the box 	<ul style="list-style-type: none"> • Uncommitted – is not always around to see the work through • Disorganized – unable to assign roles and responsibilities to group members • Self-centered – believes that he/she is always right and does not accept suggestions from other group members • Non-visionary - does not plan ahead or has no vision in what positive steps the group should take to move forward • Dishonest – is not honest, unreliable and lacks confidence in of group • Practices nepotism – favours only certain individuals in the group and does not care about the rest • Shows apathy- lacks understanding and care for members in the group



Activity 15.1

Short answer Questions.

1. Define the following terms

a) Leadership

b) Leader

2. The ability to lead a group effectively is based on a number of skills. List down these skills.

3. There are 3 types of leadership styles. What are they?

a) _____
b) _____
c) _____

4. Which of the three leadership styles do you think is the best? Explain why you think that one is the best.

Summary



You have come to the end of lesson 15. In this lesson you have learnt that:

- Leadership is the art of leading others to do something and create results.
- A leader is someone who provides a positive influence on the other members of the group who sets directions, build an inspiring vision, and creates results
- The ability to lead effectively is based on a number of skills.
- Psychologist Kurt Lewin who developed his framework in the 1930s, argued that there are three major styles of leadership
- Choosing a suitable leadership style depends on:
 - The skills and experience of the members of the group
 - The work that needs to be done
 - The level of organisation that already exists within the group
 - Your own preferred or natural style
- A good leader changes between different styles of leadership depending on the people in the group and the work they have to do.
- It is important to have leadership in a group in order to guide and direct the group in achieving their goals
- There are both acceptable and unacceptable qualities of leadership

NOW GO ON TO DO PRACTICE EXERCISE 15.

Answers to Lesson Activities

Activity 15.1

1. Define the following terms
 - a) Leadership
Leadership is the art of leading others to do something and create results.

 - b) Leader
A leader is someone who provides a positive influence on the other members of the group who sets directions, build an inspiring vision, and creates results

2. The ability to lead a group effectively is based on a number of skills. List down these skills
 - Getting and giving information that the group needs
 - Understanding the needs and characteristics of the group
 - Knowing and understanding the resources that the groups has- what the group can use to help achieve its goals
 - Counselling-talking privately to group members to help solve problems
 - Setting the example so that other group members will respect the leader
 - Representing the group – listening to the ideas of group members and including the best of these ideas when making decisions
 - Problem solving – identify the problem, work out the alternatives, choose the best solution and put it into actions.
 - Evaluation - keep check of what is happening and the groups' progress
 - Sharing leadership- involving other group members and allowing them to develop their leadership skills

3. There are 3 types of leadership styles. What are they?
 - Autocratic leaders
 - Democratic leaders
 - Delegation leaders

4. Individual student's answers may vary. No standard answers

Lesson 16: The Importance of Team Work



Welcome to lesson 16 of unit 2. In the last lesson you learnt about leadership. In this lesson you will learn about the importance of team work.



Your Aims:

- defines teamwork
 - identify the importance of teamwork
 - identify the outcomes of teamwork
-

What is teamwork?

When a group of people are able to forget their personal interests and opinions and work together for the good of the group, then we say that they are using teamwork. Teamwork is therefore the cooperative effort of a team of people to achieve a common goal. Good teamwork starts with a shared understanding of its importance.

Teamwork is referred to as a group of people, contributing their individual knowledge and skills but working together to achieve a common goal or task. Team work is about making sure every member of your working team feels valued, understands their roles and contributes effectively to achieve a common goal/task.

The importance of teamwork

Teams may be organised in different and more complex ways, but teamwork is still very important. The importance of teams and teamwork highlights the role of teamwork in achieving improved organisation performance and better morale. Since a group is made up of more than two people, teamwork is a crucial part in achieving aims or goals that are set by the group. Each member has to cooperate and provide constructive feedback in order to gain success.

Teamwork does not mean that each person and their ideas are not important but that working together is more important than what each individual wants to do. The best teamwork takes place when all members of the group trust each other, cooperate closely and work towards the same goal.

The way you cooperate in teams and other group activities shows how well you have developed group skills. It is important to be able to work well as a team member in order for the group to be successful and avoid conflict. Often the role you play in different groups will change depending on the needs of the group and the particular situation.

Characteristics of effective teamwork include:

- Sense of purpose - to achieve a clear specific goal that all members believe is important to attain
- Competency - consists of members who are capable of contributing to the achievement of the goal based on their level of knowledge and expertise
- Cooperation - all team members should cooperate closely and work together to achieve a common goal
- Trust - all members should have trust in each other
- Commitment – all members are committed to creating success
- Demonstrates reliability – each member can be relied on to do their share of the work
- Team inspiration – all team members are inspired to be active participants to successfully complete a given task

TEAM stands for:***T - Together******E - Everyone******A - Achieves******M - More***

The success of teamwork

**Activity 16.1**

Short answer questions.

1. Define the term teamwork?

2. Explain why teamwork is important?

3. List and explain 4 characteristics of effective teamwork?

a) _____

b) _____

c) _____

d) _____

Summary



You have come to the end of lesson 16. In this lesson you have learnt that:

- Teamwork is referred to as a group of people, contributing their individual knowledge and skills but working together to achieve a common goal or task.
- Team work is about making sure every member of your working team feels valued, understands their roles and contributes effectively to achieve a common goal/task.
- The importance of teams and teamwork highlights the role of teamwork in achieving improved organisation performance and better morale.
- The best teamwork takes place when all members of the group trust each other, cooperate closely and work towards the same goal.
- Characteristics of Effective Teamwork include sense of purpose, competency, cooperation and trust.

NOW GO ON TO DO PRACTICE EXERCISE 16.

Answers to Lesson Activities

Activity 16.1

1. Define the term teamwork?

Teamwork is referred to as a group of people, contributing their individual knowledge and skills but working together to achieve a common goal or task. Team work is about making sure every member of your working team feels valued, understands their roles and contributes effectively to achieve a common goal/task.

2. Why is teamwork very important?

The importance of teams and teamwork highlights the role of teamwork in achieving improved organisation performance and better morale.

3. What are the characteristics of an effective teamwork?

1. Characteristics of Effective Teamwork include:
2. Sense of purpose
3. Competency
4. Cooperation
5. Trust

Lesson 17: Community Service Groups



Welcome to Lesson 17 of Unit 2. In the last lesson you learnt about the importance of team work. In this lesson you will learn about community service groups.



Your Aims:

- define community service
 - identify types of community service
 - identify the role of community service groups
-

What is community service?

Community service is a not-for-pay activity that is performed by someone or a group of people for the benefit of the public or an institution. Performing a community service is not the same as voluntary work because community service work is not always performed on a voluntary basis.

It is providing work or service with the intention of helping others. For example you can do community service as an individual by helping elderly people in your community through by way of cooking them a meal, cleaning their yard, and so on. As a group, you and your peers could cut grass or clear along the roadway or pick rubbish in your community.

What is a Community Service Group?



A community service group or organisation is any group that does things to help people living in a particular area. The community services group brings together a family of organisations that are committed to supporting and enhancing the quality of life in a community. Community service is performed by someone or a group of people for the benefit of the public.

A community service group might be a small group of people who want to help the people living in the community, or it might be a larger group that wants to help people in other communities. The business and Professional Women Association (BPW) of Papua New Guinea, for example, helps female students to pay their school fees or provides scholarships.

One of the important features of a community organisation is that its members are usually **volunteers**. This means that people do not expect to get paid for what they do. They give their time and money because they believe that what they do will help people to have a better life.

Some community service groups are found in other countries in the world as well as in Papua New Guinea. The lions and Rotary International are examples of organisations that are found in many countries. They help provide prizes and scholarships for students and also build playgrounds and small parks for children.



A Community Service Group

Types of Community Service Groups

There are different types of community service groups and their roles also differ from one another.

For example, Community service groups can be created at schools, or church youth groups with the aim to help communities to clean the environment they live in, help build buildings, or take food to the sick in hospitals eat, visit and bring gifts to the less fortunate children.

The Caritas Australia has a holistic approach to helping other communities like PNG, Asia, Africa, Latin America and Indigenous Australia by promoting the dignity of human person, equality between every person, and the common good of all people in the community. They work along the poorest. Caritas Australia's approach is to support communities rather than individuals.

The business and Professional Women Association (BPW) of Papua New Guinea, for example, helps female students to pay their school fees or provides scholarships.

The Lions and Rotary International are examples of organisations that are found in many countries. They help provide prizes and scholarships for students and also build playgrounds and small parks for children.



Enjoying being part of a community service group.



Getting involved in a community service means that, you need to volunteer your time and skills to a suitable project. When you volunteer you help others to help themselves.



Activity 17.1

1. Define:

a) Community Service

b) Community service groups

c) Volunteer

2. Give an example of a small community service group and a large community service groups. Write down what their roles are.

a) _____

b) _____

3. What is the main purpose of community service groups?

4. What is one important feature of a community service groups?

Summary



You have come to the end of lesson 17. In this lesson you have learnt that:

- **Community service** is a not-for-pay activity that is performed by someone or a group of people for the benefit of the public or an institution
- A community service group or organisation is any group that does things to help people living in a particular area.
- The community services group brings together a family of organisations that are committed to supporting and enhancing the quality of life in a community.
- A community service group might be a small group of people who want to help the people living in the community, or it might be a larger group that wants to help people in other communities.
- One of the important features of a community organisation is

NOW GO ON TO DO PRACTICE EXERCISE 17.

Answers to Lesson Activities

Activity 17.1

1.
 - a) **Community service** is a not-for-pay activity that is performed by someone
or a group of people for the benefit of the public or an institution
 - b) A community service group or organisation is any group that does things to help people living in a particular area.
 - c) someone who works without getting paid
2. Give an example of smaller community service group and a larger community service groups. Write down what their roles are.

No standard answers. Answers may vary.

- a) A community service group in school for example, Social Justice Club who visit hospitals and help the sick with parcels for food and gifts.
 - b) The Caritas Australia has a holistic approach to helping other communities like PNG, Asia, Africa, Latin America and Indigenous Australia by promoting the dignity of human person, equality between every person, and the common good of all people in
3. What is the main purpose of community service groups?

The community services group brings together a family of organisations that are committed to supporting and enhancing the quality of life in a community.
4. What is one important feature of a community service groups?

One of the important features of a community organisation is that its members are usually volunteers.
5. Describe what it means to be a volunteer? Explain in your own words.

No standard answer. Answers may vary

ANSWERS TO PRACTICE EXERCISES 13-17

Practice Exercise 13

No standard answers. Answers may vary.

Practice Exercise 14

1. No standard Answers. Answers may vary.
 2. No standard Answers. Answers may vary.
 3. Characteristics of great group members are those who actively participate, respect all other members, can both learn from other members and teach them, values other's contribution, draws on their own unique past experience and knowledge, and feels a sense of ownership over the given task.
-

Practice Exercise 15

No standard answers. Answers may vary.

Practice Exercise 16

No standard answers. Answers may vary.

Practice Exercise 17

No standard answer. Answers may vary.

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2	KEREMA	P. O. Box 86, Kerem	6481303	7222812 4	Mr Billy Samuel	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	3419228	7222811 0	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
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22	JIWAKA	c/- FODE Hagen		722281 43	Vacant	7752286 2	Joseph Walep	72229085

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics A / Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	