



DEPARTMENT OF EDUCATION

GRADE 8

PERSONAL DEVELOPMENT

STRAND 4

HEALTH OF INDIVIDUALS AND POPULATIONS



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GRADE 8

PERSONAL DEVELOPMENT

STRAND 4

HEALTH OF INDIVIDUALS AND POPULATION

- | | |
|----------------------|-----------------------------------|
| SUB-STRAND 1: | GROWTH AND DEVELOPMENT |
| SUB-STRAND 2: | NUTRITION |
| SUB-STRAND 3: | PERSONAL HEALTH AND SAFETY |
| SUB-STRAND 4: | COMMUNITY HEALTH |

ISBN and Copyright

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We acknowledge the contribution of selected Secondary and Upper Primary teachers in Central Province and NCD who helped to develop this Strand.

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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

Course Introduction



Dear Student,

Welcome to Grade 8 Personal Development Course with FODE. It is hoped that you will find this course interesting.

About this Course

The Grade 8 course consists of 6 Strands or Books, 6 Assignments and 1 Examination.

- Strands 1-6 have lessons on different topics, activities and practice exercises, and answers to the activities and practice exercises. This course is structured in a way where you will correct your own activities and practice exercises by using the answers given at the end of each topic.
- Each assignment has topic tests on each topic and a strand test on what you have covered. Your distance teacher will mark the assignment.

The marks you score in your six assignments and your final examination will count towards your **final** result.

Repeat assignment and cancellation

If you score less than 50% in any assignment, you will repeat that assignment. If you fail three consecutive assignments, you cannot continue with the course. Therefore, to avoid this, you need to:

- revise well before doing the assignments, and
- check them well before sending them in for marking.

Plan well, work regularly

Students at school have regular hours of study. They also have a teacher to help them with their work. But you have to work on your own. So plan well and work regularly. It should take you about 6-10 weeks to complete this course.

When you need help ask–

- your friends.
- any high school teacher near you.
- any distance teacher near you.
- the provincial coordinator.

Another good idea is to do combined studies with other students who are also doing the same course as you are. In this way you can make sure of your success. We in the personal development department at FODE Head Office wish you well in your studies.

Strand Introduction



Dear Student!

Welcome to Strand 1 of your Grade 8 Personal Development Course! It is hoped that you enjoy studying the Grade 8 book on relationship. This strand focuses on interactions within relationships and groups in the context of family, peers, community and marriage. The course will also help to develop and broaden your cultural and personal identity, and how to maintain it with the use of communication skills, such as negotiation, conflict resolution, decision-making and to develop personal self-esteem.

If you study well, you will learn well. It is hoped that you will find this strand enjoyable, interesting and enriching to study too.

This strand is based on the new reformed curriculum used in the upper primary school. There are 23 lessons arranged in four sub-strands, which are:

- Growth and Development
- Nutrition
- Personal Health and Safety.
- Community Health

The 6 lessons in the first sub-strand cover relationships and groups. In it you will also learn about how to maintain and re-establish broken relationships by applying decision-making skills.

The second sub-strand has 5 lessons. These will help you to understand the description of people and their identities. You will also learn about the ethical and cultural description of the people in different environments.

There are 6 lessons in the third sub-strand from where you will study and learn of changing roles and responsibilities of people. You will also learn about legal obligation and expected patterns of behaviour to be exercised in given situations.

The fourth composes 6 lessons. These cover positive aspects of developing relationships. You will also learn how to avoid creating feelings of hatred against others in the family, school, community and society.

Remember this: you have to do all the activities and carry out the practice exercises after each lesson. Answers to the practice exercises are at the end of each topic.




If you have a problem in understanding any of the lessons in this strand, do not hesitate to inform the Personal Development Department at FODE Head Office in Port Moresby. This will help the teacher to revise the lessons for the next edition.

Study this strand following the study guide. Wish you all the best!

Study Guide

- Step 1. Start with sub-strand 1. Study lesson 1 and do the lesson activities as you go along. When you have completed lesson 1, do practice exercise 1.
- Step 2. When you have completed lesson 1 and practice exercise 1 activities, turn to the end of the lesson to correct your answers.
- Step 3. If you make a mistake, go back to the lesson to revise to understand why you got the answer wrong.
- Step 4. When you have completed steps 1 to 3, tick the box for lesson 1 on the contents page (p.3) like this,
- sub-strand 1: Interactions in Relationships and Groups.
- Lesson 1: Standards of Behaviour.
- Step 5. Go to lesson 2 and repeat the same process until you complete all the lessons in sub-strand 1.
- Step 6. After completing your lessons and practice exercises in each sub-strand, start and complete the next sub-strand.
- Step 7. After you have studied the whole strand, do the strand examination in the assignment book.
- Step 8. The final part is to check Assignment Book 1. If you are satisfied with what you done, submit it to the Provincial Coordinator.

Icons

		
Introduction	Lesson Activity Practice Exercise	Summary

SUB-STRAND 1

GROWTH AND DEVELOPMENT

- Lesson 1: Promoting Growth and Development**
- Lesson 2: Influence of Heredity and Environment**
- Lesson 3: Parental Behaviours and Responsibilities**
- Lesson 4: Changes in Growth and Development**
- Lesson 5: Coping with Changes in Growth and Development**
- Lesson 6: Cultural Beliefs and Values about Sexuality**

SUB-STRAND 1**INTRODUCTION**

Welcome to sub-strand 1.

Lesson 1 is standards of behavior. You will learn some new things about the standards of behaviour in the family, community, group, society and country. You will also learn about code of conduct. Each one of the above wants acceptable behaviour from every individual in a given situation.

Lesson 2 is Assertive behavior. You will learn where each person asserts himself and behaves differently in the way he speaks and does and acts. Gender, age and status play a part in this kind of behaviour.

Lesson 3 is aggressive behavior. You will learn that some people's behaviour and attitude are rough and intolerable. In other words their behaviour is like attacking someone's emotion. People cooperate and work together because they feel threatened and unsafe.

Lesson 4 is submissive behavior. You will come to realize what it is important for human beings. In this lesson you will learn that people who are wise sit back and listen to authority. You will come to realise someone who is humble and submits to another person in authority.

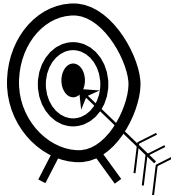
In Lesson 5 and Lesson 6, these topics you will also learn many new things which are all related to each other. People behave in certain ways on different occasions depending on cultural values and beliefs. They have their own ways of doing things. You will learn more of that when you complete the sub-strand.

Lesson 1: Promoting Growth and Development



Introduction

Welcome to lesson 1. This is the fourth strand in a series of lessons for grade 8 in PNG. In this lesson you will learn about adopting to change and promoting growth especially for young children



Aim: By the end of this lesson you should be able to:

- Identify the difference between growth and development,
- Identify behaviours that helps us to grow and develop
- List positive behaviours that help us to grow and develop

What **is** Growth and Development?

People in their life go through a process, especially young child growth in physical size from infancy, childhood, puberty, adolescence and adulthood. Development of personal characteristics such as emotion and humour are inherited, from our parents. Most important factor in our growth and development is **linked** in the heredity we take from our parents genes



I've heard words growth and development. But don't know what they mean. Can you explain?

Sure! Continue reading to find out More.....



Growth refers to physical stages or life cycle child go through from infancy, childhood, puberty, adolescence and adulthood. **Development** refers to personal characteristics inherited from our parents or genes a person born with contained in egg and sperm from our parents or influence of the environment has on person.

What then is Influence of Environment?

Influence of environment refers to physical living conditions or social and emotional and intellectual factors that are guided by the law of nature. For example, Children may inherit similar personality characteristic to their parents, although children can be different to their parents in personality. The personality characteristics that are inherited due to the environmental factors are positive, happy, optimistic, talkative, quiet, strict, friendly and generous. So individuals or people in families and communities should know their growth stages and development. When each person knows their growth and development they are able to promote it in their various societies as expected then everyone will live better and longer.



Activity 1.1: Answer the questions

Define the following;

(i) Growth

(ii) Development

Difference between Growth and Development.

What is the Difference between Growth and Development?

Now look at the tables below to better understand the difference between growth and development.

Table 1: Showing difference between growth and development

Features showing difference	Growth (physical features)	Development (personality)
Yes	Shape of body	Sense of humour
Yes	Colour of skin	Easy going
Yes	Type of hair	Talkative
Yes	Height and weight	Generous
Yes	Body shape	Friendly
		Strict
		Quiet
		Positive
		Happy
		Optimistic

Summary



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

- People should know their growth and development factors as these will help them to make better choices to grow and live in full,
- Growth refers to physical stages or progression from infancy, childhood, puberty, adolescence, and adulthood which is known as life cycle;
- Development refers to characteristics or personality which is required for persons intelligence;
- Influence of environment refers to living conditions or social, emotional and intellectual factors,
- The difference between growth and development is that growths are the sequence of stages or life cycle. Development is the personality or characteristics that determine people intelligence and emotions.

NOW DO PRACTICE EXERCISE 1 ON NEXT PAGE



Practice Exercise 1

(1). How does environment influences a person's Growth and Development?

(2) You are a student learning through the distance mode. Write a paragraph explaining the following;

Your growth and development as a student

(a) Heredity

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to the Activities

Activity 1.1

- (i). Growth refer to sequence of stages or progression from infancy, childhood, puberty, adolescence, adulthood and old age or physical changes in height and weight or body shape.
- (b) Development refer to characteristics or personality that person have and these may determine their intelligence and emotions.

Activity 1.2

- (a). People will definitely make better choices as what to do and what not to do in s expected.
- (b) Sample Answer

Features showing difference	Growth (physical features)	Development (personality)
Yes	Shape of nose	Sense of humour
Yes	Colour of skin	Easy-going
Yes	Type of hair	Talkative
Yes	Height and weight	Generous
Yes	Body shape	Friendly
		Strict
		Quiet
		Positive
		Happy
		Optimistic

Practice Exercise 1

Answers:

1. Over the past 100 years, the study of environmental influences on human physical growth and development has focused on the influences of social and economic factors; family and household characteristics; urbanization/modernization; nutrition; and features of the physical environment such as altitude, temperature and climate.

Eg. Nutrition: More and more Papua New Guineans are eating unhealthy foods such as Lamb Flaps, Ice cream, rice, bread, etc. causing to become obese and unhealthy. (accept similar ans.)

2. **Heredity** and genes certainly play an important role in the transmission of physical and social characteristics from parents to off-springs. Different characteristics of growth and development like intelligence, aptitudes, body structure, height, weight, color of hair and eyes are highly influenced by heredity.

I inherited half the genes from my father (Y- chromosomes) and half from my mother (X – chromosomes). My personality therefore is a mixture of my father's characteristics such as 'short tempered person' and my mother's characteristics such as for sharing with and loving others. (accept similar ans.)

Reference

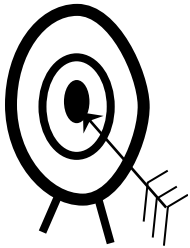
- 1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia
- 2 ROUSE KENNETH, Personal Development, Book 1, 2005, Oxford University, Press, Australia.
- 3 ANDREW SOLIEN, Healthy Living, 2005, PAPUA New Guinea,
- 4 RICHARD JONES, JENNIFER MILLER, Healthy Relationships, 2005, Papua New Guinea.

Lesson 2: Influence of heredity and environment



Introduction:

Welcome to Lesson 2. In the previous lesson you learnt about promoting growth and development. In this lesson you will learn about influence of heredity and environment especially socialisation and healthy living in families and communities.



Your Aims:

- Define heredity and environment,
- Explain how heredity and environment influence growth and development
- Discuss how they influence our growth and development

What are heredity and environment?

Our growth and development are influenced by heredity and environment as our personality characteristics come from our parent. We inherit these characteristics through genes contained egg and sperm come from our parents. This may show children look similar to parent or big than father. Children intelligence, social and emotion factors are the results of the environment that they live. Both physical growth and personal development are as seen above determined by heredity and environment.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Heredity refers to characteristics or personality that come from genes contained egg and sperm from our parents. This may determine how children look like or behave. Environment refers to living conditions or communities where people live and socialise. Environmental factors influence intelligence and emotions growth and development.

What then is gene?

Genes refer to egg and sperm or sexual organs which produce new embryo or life. Everyone come from a father and a mother we usually like our parents, though there will be some differences as well. The characteristics we inherited from our parents determine our look, For example, if our parents come from same province we will also look like people from that province. Characteristics we get from our parents are; skin colour, type of hair, height and shape of body.

Because these characteristics are inherited from our parents, there is nothing we can do to change them. We also know that there are other things that we can change that will affect our bodies. For example, we know that if we eat good food, taking regular exercise and having enough rest all help children to grow well.

Many of these things that we do change or control come from our surroundings or from our environment. Some of these things from our environment may change us in a positive ways or may change us in negative way.



Activity 2.1: Answer the questions.

(a). Define the following terms:

(i) Heredity

(ii) Environment

Difference between Heredity and environments

What is the difference between heredity and environment?

Heredity is the characteristics or personality that is inherited from our parents in the form of genes which contained egg and sperm. For example, inherited characteristics from our parents may show that children look similar to their father or mother but not always happen this way. Again, it is possible that if your father and mother come

from the same province, you look like people from of that province. Environment is the living conditions of where we live or surrounding in which we live. Human survival depend on resources such as food, clean air and water, sufficient, clothing, shelter and fuel. Our natural environment has everything we need to stay alive. It has air to breathe in, water to drink, and food to eat. Preserving the natural environment will reward us with clean air, fresh water, and rich land for growing food that will support a growing population as well as enable us to live longer and healthier lives.

Heredity and environment usually influence our growth and development.

Everyone ~~come~~ from a father and a mother and we usually look like our parents, although there will be some differences as well. Heredity influence our characteristics and personalities, that we get from our parents this will in colour of skin, height, type of hair, shape of body and facial feature like the size and shape of nose. Because these characteristics are inherited from our parents, there is really nothing we can do to change them. As we grow we accept things that we cannot change. we also know that there are things that we change affect our bodies. Many of these things we can change or come from our surroundings or from the environment. Some of these things from our environment may change us in positive ways and same may change us in negative ways. For example, if you come from the highlands you will doubt, climb the mountains faster than someone who is from the coastal area. This is because there is less oxygen in air in the highlands.

Now look at the table given below to better understand the heredity and environment

Characteristics/heredity	Surrounding/environment	Behaviour
Colour of skin	Food	Rest
Type of hair	Air	Peer pressure
Height	Pollution	Personal habits
Shape of body	Insect	Feeling safe
Size	Dirty water	Exercise

Summary:



You have come to the end of lesson 2. In this lesson you learnt that;

- Heredity and environment influence our growth and development that we should know to help us understand who we are and where we live,
- Heredity refers to characteristics or personality we inherited from our parents,
- Surrounding or environment refers to living conditions or place where we live which influence our growth and development,
- Knowing our heredity and environment will help us (families) and communities to understand who we are and where we live and to make sure we keep the surroundings clean, so that we live longer and healthier lives.
- Difference between heredity and environment is that heredity is characteristics or personality inherited from our parents. Development is surrounding or place or our living conditions.

NOW DO PRACTICE EXERCISE 2 ON NEXT PAGE

**Practice Exercise 2**

1 What then is gene?

2 You are a student learning through distance mode. Write a paragraph explaining the following:

(a) How do genes influence growth and development process?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to lesson 2 Activities

Activity 2.1

(a). (i) Heredity refers to characteristics or personality we inherited through genes contained egg and sperm from our parents.

(ii) Environment refers to living conditions or surroundings where we live which strongly influenced our behaviour. For example, level of intellectual or emotional and social factors that we developed or type of food we eat or air we breathe in and how clean is the surrounding we live.

Activity 2.2

(a). People will live longer or smarter and intelligently with healthier lives in their communities and societies.

(b) Sample Answer

Characteristics/heredity	Surroundings/environment	Behaviours
Colour of skin	Food	Rest
Type of hair	Air	Peer pressure
Height	Pollution	Feeling safe
Shape of body	Insect	Personal habits
Size	Dirt water	Exercise

Practice Exercise 2

1 Genes refer to chemicals found in the chromosomes that make up egg and sperm cells. We inherited genes from our parents that determined our skin colour or our body shape and so on.

3. As a student my duty is to study as much as I can to learn about how genes affect human behaviour. I will make awareness of the importance of healthy living, drug or substance free life, as these are the causes of bad genetic pool production that will later be inherited by children who are born from parents who take these things. Inhering genes for producing bad characteristics such as drunkenness, aggressiveness, laziness etc. can be bad for our growth and development. This can affect our families, the villages, communities and the country.

(Accept similar ans)

Reference

- 1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia,
2. ROUSE KENNETH, Personal Development, Book 1 2005, Oxford University Press, Australia.
- 3 ANDREW SOLIEN, Healthy Living, 2005, Papua New Guinea,
- 4 RICHARD JONES and JENNIFER MILLER, Healthy Relationships 2005, Papua New Guinea.

Lesson 3: Parentals Behaviours and Responsibilities



Introduction

Welcome to **lesson 3**. In the previous lesson, you learnt about Influence of Heredity and Environment. In this lesson, you will learn about Parental Behaviours and Responsibilities especially those performed by mothers and fathers as expected.



Aim

In this lesson your aim should be to:

- Identify parental roles and responsibilities that contribute to growth and development,
- Identify parental behaviours that influence growth and development.
- List some negative parental behaviours that can influence growth and development

What are Parental Behaviours and Responsibilities?

When people live together in families and communities, each person takes on different jobs to help the family. Mother and father roles as parents are shared or divided and we say that people have different roles and responsibilities. Parental behaviours and responsibilities are vital influence factors in children life.



I've heard of the words parental behaviours and responsibilities. But I don't know what they mean. Can you explain?

Sure! continue reading to find out more.



Parental behaviours refer to everyday activities or actions that parents should perform in the family that promote health. **Responsibilities** refer to a things which one is required to do as a job, role or legal obligation.

What then is legal obligation? Legal obligation refers to an act that is guided by the law. **For example, parents must provide safe and peaceful homes for their children because the law requires them to do so.** So parents and children in families and communities should know their behaviours and responsibilities as. When parents know and perform their required behaviours and responsibilities as expected, then everyone will live harmoniously in their various **families and** societies.



Activity 3.1 Answer the questions.

Define the following

(i) Parental behaviour -

(ii) Responsibilities

Difference between parental behaviours and responsibilities

What is the difference between parental behaviours and responsibilities?

Parental behaviours **are the activities, actions or roles** people perform within their families or communities. For example, **one of the roles** a parent plays is to provide food and **take** care of **for** both children and older people in the family. Parents not only perform cooking roles **s** but also encourage health care issues and respect their members of the family and the community they live **in**. Positive behaviours should always be encouraged as basic rules **s** in the family.

Responsibilities are the duties or work that people must do for whatever their roles are. For example, every child will have a lot to learn as they grow up. Children learn their responsibility or duty to love and respect their parents and others in the community. Parents' behaviour must cater for these, so that children will grow and develop as good citizens **s** of their community.

The parental behaviours and responsibilities **can be influenced by their level of** education and surroundings.

Most people in Papua New Guinea live in rural villages and many people live close to their other members of the same family. This means, parents, children, grandparents, uncles and aunties all live in **the** same house. This life style is changing as more and more people received good education and choose to have nuclear families which are smaller. Parents can now plan **to have** better life styles with good food, clean houses and environment to live in.

Parents have a responsibility to encourage their children to eat variety of food; **to** eat fish instead of meat, eat a lot of fruits **and** avoid lollies. If children are having consult nutritionist on how to change our diet, exercise regularly and weight check must be done as well. Personal hygiene must encourage by parents to have plenty water to drink, develop good habits of personal hygiene and cleanliness and have good sanitation in houses or away from houses.

Now look at the Table to understand better **the** difference between parental behaviours and responsibilities.

Table 1: Showing **the** difference between **behaviour** and responsibilities

Parent	Behaviour	Responsibility
Father/Mother	Help to teach children to love their family and respect others	Set good example for children
Father/Mother	Provide food and care for children	Give instructions
Mother/Father	Teach older children caring roles to help	Help children develop their life skills and fitness
Father/Mother	Play and chat with children once or twice weekly.	Act as a role model to children
Father/Mother	Take an active part in family, community and religious affairs	Ensure safe and clean environment
Father/Mother	Develop good habits in children to go to school every day	Bring children to school and encourage them to attend school every day



Activity 3.2 Answer the questions.

(a). What is the importance of parents knowing and understanding their behaviours and responsibilities as **expected of them**?

(b) List the parental behaviours and responsibilities of your mother or father that you know.

Parental	Behaviours	Responsibilities

Summary



You have come to the end of lesson 3. In this lesson you learnt that,

- Parents have parental behaviours and responsibilities they should know of and perform as expected,
- Parental behaviours are referred to as activities or behaviours that is performed by parents for the well-being of children,
- Legal obligation refers to an action is guided by law,
- Parents knowing their parental behaviours and responsibilities help them and communities to live harmoniously, healthier and happier in their societies,
- The difference between parental behaviours and responsibilities is that parental behaviours are the behaviours that **are** performed by parents. Responsibilities are the duties or work they must do for whatever their roles are.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE



Practice Exercise 3

1. What is legal obligation?

2. You are a student learning through the distance mode. Write a paragraph explaining the following;

- (a) Your duty as a student to learn about parental behaviours and responsibilities

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 3

Answers to lesson 3 Activities

Activity 3.1

- Parental behaviours refer to activities or actions that must be performed by parents as expected.
- Responsibilities refer to things which one is required to do as a job, role or legal obligation.

Activity 3.2

- If parents know and understand their behaviours and responsibilities well, they can perform their duties as expected by their children and the community. They will also live harmoniously and happier with their families and communities.
- Sample Answer

Parent	Behaviour	Responsibility
Father/ Mother	Help to teach children to love their family and respect others	Set good example for children
Father/ Mother	Provide food and care for children	Give instructions
Mother/ Father	Teach older children caring roles to help	Help children develop their life skills and fitness
Father/ Mother	Play and chat with children once or twice weekly.	Act as a role model to children
Father/ Mother	Take an active part in family, community and religious affairs	Ensure safe and clean environment
Father/ Mother	Develop good habits in children to go to school every day	Bring children to school and encourage them to attend school every day

Practice Exercise 3

1. Legal obligation refers to an action that is guided by law.
2. As a student I should play my part to learn as much as I can to acquire the knowledge on parental behaviours and responsibilities that are useful for the family as expected of me as a student. I will try my best to achieve the core areas of this important subject for bring up children for better life in the futures. If I don't perform my responsibilities, then I will not be able to broaden my basic knowledge of the subject that makes up my daily life. Learning about positive parental behaviour and responsibility should be encouraged in families and communities.

Reference:

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Lesson 4: Changes in Growth and Development



Introduction

Welcome to Lesson 4. In the previous lesson you learnt about parental behaviours and responsibilities. In this lesson, you **will** learn about changes in growth and development especially changes in child growth and development.



Your Aims

- Identify issues arising from differences in rates of growth and development
 - Identify ways to manage changes in growth and development
-

What are Changes in Growth and Development?

When people are growing, they go through a progression of stages from infancy, childhood, puberty, adolescence, adulthood and old age. This progression is called “life cycle’, that we all go through and should complete as expected. Development is also influence by environmental factors or surroundings, **for** example, food, water and air we take into our bodies. Changes in growth and development are influenced by the environment.



I've heard of the words “growth and development” But I don't know what they mean. Can you explain?

Sure! continue reading to find out more.



Changes in growth refer to **the** ‘life cycle’ or stages the body goes through from infancy, to childhood, to puberty, to adolescence, to adulthood and to old age. Development refers to surroundings, living conditions, environment or the place where we live. Environment factors influence changes in our body development.

What then is environment factor?

Environment factors refer to the living conditions or surroundings including houses, food, water, air and forestry. These factors influence our body growth and development. Eating healthy food, drinking fresh and clean water, breathing in fresh and clean air, **and**

living in clean house and beautifully clean environment make your life healthier and you live longer.

So individuals or people in families and communities should know the changes occurring in their growth and development and the factors that influence these changes. When every person knows their roles and performed as expected then everyone will live harmoniously and happier in various societies



Activity 4.1 Answer the question.

(a). Define the following

(i) Changes in Growth

(ii) Changes in Development

The Difference between Growth and Development

What is the difference between growth and development?

Growth is the stages of life or life cycle. It progresses through different stages from infancy and ends at old age. For example, life begins, after the sperm has fertilized the egg. **After fertilization**, the embryo **is** formed and **grows in the womb as a foetus**. **After birth**, the new born **develops from an** infant **to** childhood, **to** puberty, **to** adolescence, **to** adulthood and **finally to** old age.

Development is the changes of personalities or characteristics that are usually, influenced by the environment and surrounding factors. For example, food, water, air, people and forest. To **be** strong **and** healthy must eat balanced diet and drink clean water and breathe in fresh air.

Changes in growth and Development usually depend on your genetic makeup and environment.

Most people in Papua New Guinea live in rural villages and many live close to other members of **the** same family. This is called extended family setting. Now, people are more educated and moving away from villages to live in towns and cities. We grow and develop in different ways. As we grow up our bodies change in appearance. Our body change in size and shape. For example, we grow taller and stronger. During puberty, girls start **to** develop breasts and boys start to grow hairs such as beards and under armpits. This kind of development is known as physical development. As **we** grow and develop, we learn to think properly, to carry out more difficult tasks and understand difficult ideas. This kind of development is known as intellectual development. **Social Development is when we grow and learn how to behave and interact or mix people. When we grow with our feelings and learn to express our needs, this is called emotional development.**

Now look at the table below to better understand the stages of the life cycle and the differences in Growth and Developmental changes that occur in a person.

Stages (of the Life Cycle)	Growth (characteristics)	Development (bold) (characteristics)
Infancy Childhood Puberty Adolescence Adulthood Old age	Appearance Size Height Weight Shape Voice	Bigger Stronger Intellectual ability Social development Emotional/feeling Skills in play/work



Activity 4.2: Answer the questions

- (a). What is the importance of people knowing their growth and development?

- (b) List the different stages of the life cycle and the changes in growth and developmental that a person goes through in life

Stages	Changes in Growth	Changes in Developmental

Summary



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

- People should know their changes in growth and development so as to understand themselves better. ~~as expected,~~
- Growth refers to stages or life cycle starting from infancy to old age,
- Development refers to personality characteristics or intellectual or social and emotional changes,
- Environmental factor refers to living conditions or surroundings or place or house where we live,
- Knowing your changes in your growth and development helps you to live strong and happier,
- Difference between growth and development is that growth is the changes in body or stages or life cycle. Development refers to changes in intellectual **Mental**, Social and emotional development.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

1. What is environmental factor?

2. You are a student learning through the distance mode. Write a paragraph explaining the following;

(a) Changes in growth and development

(b) Life cycle

CHECK YOUR WORK. ANSWERS AT END OF STRAND 4

Answers to Lesson 4 Activities and Practice Exercises



Activity 4.1

- (a) Growth refers to stages of growing up or life cycle that start from infancy and ends at old age.
- (b) Development refers to intellectual, emotional and social changes **that** happen in **people's** life.



Activity 4.2

- (a) People will understand themselves well and grow stronger and live harmoniously and happier and live longer in their societies.

(b) Sample answer

Stages (of the Life Cycle)	Growth (characteristics)	Development (characteristics)
Infancy Childhood Puberty Adolescence Adulthood Old age	Appearance Size Height Weight Shape Voice	Bigger Stronger Intellectual ability Social development Emotional/feeling Skills in play/work

Practice Exercise 4

1. Environmental factors refer to living conditions or surroundings or place or house where **you** **we** live and having food, water and air to survive.

2 Sample answer

As a student I will try my best to study this important subject which affect my everyday life. The growth and development of a human being moves through a sequence of stages from infancy, **to** childhood, puberty, **to** adolescence, **to** adulthood and **to** old age. This progression from one stage to another is also known as the life cycle. Important ways to care for our body are eating balanced diet, keeping our bodies and surroundings clean, taking exercises, not smoking and not chewing betel nuts with lime. Influences on our growth and development can be inherited or environmental. Inherited characteristics come from our genes contained in **the** egg and sperm from our parents.

This information decides characteristics such as our appearance and intelligence, although these are also influenced by environmental factors. The living things and surrounding provide us with basis for our way of life and culture. **Our surrounding or the environment provides us with** air, water, soil, plants and animals **we need**. Our resources include mountains, rivers, lagoons, plants, animals and agricultural systems. If we don't look after these resources and our surrounding, **we may cause problems of shortages, pollution and poverty for ourselves. We will also** lose part of our culture that we value so much. In development, our bodies go through important changes such as sexual development, **social development, cognitive (mental or thinking) development, intellectual development, behavioural development and emotional development.**

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Lesson 5: Coping with Changes in Growth and Development



Introduction

Welcome to Lesson 5. In the previous lesson you learnt about Changes in growth and development. In this lesson you will learn about coping with growth and development especially in modern Papua New Guinea life style



Your Aims

- **Define** coping
- **Identify** issues regarding adolescence
- **Identify** strategies of coping with changes

Coping with Changes in Growth and Development

To plan a healthy life **style**, everyone needs to live in a **clean** environment. When people live in clean and healthy **environment**, they are able to cope with growth and development **changes** in their bodies, families and communities. Knowing and coping with changes in our bodies and family can help us live healthier and happier **in our families and** communities.



I've heard the words changes in growth and development. But don't know what they mean. Can you explain?

Sure! Continue reading to find out more



Growth refers to **the** changes in stages or progression from infancy, **to** childhood, **to** puberty, **to** adolescence, **to** adulthood and to old age or life cycle.

Development refers to physical, **social, emotional, mental (cognitive=thinking), intellectual changes**. Examples of physical development include changes in appearance, shape, weight, height or voice. How well we develop depends on food, water, air, **the support given to us by people we live with and the type of families and communities we live in**. Characteristics **development, personality development, intellectual development** and emotional development are influenced by surroundings in our environment. It is so important to take care of where we live and work to maintain the standard of living.

What then is our environment?

Environment refers to the physical living conditions or surroundings that are guided by natural law in relation to food, water, air, forest, soil and sea. For instance, high level of intelligence and emotional development are influenced by eating healthy food or balanced diet, drinking clean water, breathing good fresh air and having clean surrounding including clean house. So individuals or people in families and communities should know the environment factors. When each person knows and performs their required tasks in relation to uptake of food, water, air and keeping house and surrounding clean, then everyone should live harmoniously and happier in their various societies.



Activity 5.1

(a). Define the following,

(i) Changes in Growth

(ii) Changes in Development

Difference between changes in Growth and Development

What is the difference between changes in growth and development?

Changes in growth are the changes in the different stages of life cycle that progresses from infancy to old age. For example, our life starts from infancy, to childhood, to puberty, to adolescence, to adulthood and old age. The life cycle ends at death. The changes that take place are slow and usually take several years to complete.

Changes in development refer to physical, social, mental, intellectual and emotional changes. Physical changes include changes in the sizes and shapes or appearances of people. For example, people grow taller and stronger. Babies and children steadily grow heavier and taller and should stay healthier. During puberty girls develop breasts and boys start to grow hair or beards.

The changes in growth and development usually depend on age and environment.

Most people begin their life from birth and ends at death. **Early childhood stages of growth and development** are the important changes in the life of young people. The changes in young people are more distinct and visible than old people in the process of growing and developing human beings. It is therefore, important for parents ~~in~~ to provide required food, water and air for better life. The young people also need to be taught and to learn a lot of things in life skills so they become more useful members of their families and communities. **It is important** to maintain and sustain the standard level of growth and development in young people as they will shape the future of their communities and societies. Environment changes in growth and development are similar for both the young and old people, **although** old people may need less attention in some of these things. For example, old people **may not** need a lot of energy food to move around in their homes **while children and adolescence on the other hand may need a lot of energy food to do so.**

Now look at the table given below to understand better the **stages of the life cycle and the** difference between changes in growth and development.

Stages	Growth changes	Developmental changes
Infancy	Appearance	Ability
Childhood	Size	Skills
Puberty	Height	Intelligence
Adolescence	Weight	Emotions
Adulthood	Shape	Social
Old age	Voice	Habits

Summary



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

- People's growth and development go through certain changes in their life that they should know and understand,
- Changes in growth refers to physical changes or stages of progression from infancy to old age,
- Changes in development refers to characteristics or personality differences happen in our body or changes in appearance and shape,
- Environment factors refer to surrounding or living conditions which include food, water, air, soil, forest and house in which people live,
- Knowing your growth and development changes help you and your family to live harmoniously and happier in your community.
- The difference between growth and development is that growth changes are physical **changes in the different** stages of **the** life cycle that we all go through. Development changes are characteristics and personality that people develop and go through in their life.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE

Practice exercise 5

What is Environmental factor?

2. You are a student learning through distance mode. Write a paragraph explaining the following;

(a) Your task as a student to this subject growth and development

(b) What will happen to you as a student if you do not perform your expectation to learn?

CHECK YOUR WORK. ANSWERS AT THE END OF LESSON 5

Answers to Lesson Activities

Answers to lesson 5 Activities

Activity 5.1

(a). (i) Changes in growth **refers** to **the progression in the different** stages of life cycle **that starts** from infancy and ends at old age.

(ii) Changes in development refer to characteristics or personality that show **differences** in appearance, in behaviour, in body shape, weight and height, in intelligence, in thinking capabilities and in emotions.

Activity 5.2

(a). People will live harmoniously and happier within their families and communities.

(b) **Sample Answer**

Person	Growth changes	Development changes
Infancy (Bobby)	Size, Weight, Shape, Appearance	Emotions (feelings), Sight, Movement, Intelligence
Childhood (Rita)	Size, Weight, Shape, Appearance, Height,	Emotions (feelings), Sight, Movement, Intelligence, Social Skills, Speech
Puberty (Allan)	Size, Weight, Shape, Appearance, Height, Voice	Emotions (feelings), Sight, Thinking, Movement, Intelligence, Social Skills Intelligence, Speech
Adolescence (Jagger & Stadlar)	Size, Weight, Shape, Appearance, Height, Voice	Emotions (feelings), Movement, Intelligence, Social Skills, Thinking Skills, Speech, Sight
Adulthood (Mum & Dad)	S Size, Weight, Shape, Appearance, Height, Voice	Emotions (feelings), Sight, Movement, Intelligence, Thinking Skills, Social Skills, Speech
Old age	Size, Weight, Shape, Appearance, Height, Voice	Emotions (feelings), Sight, Movement, Intelligence, Social Skills, Thinking Skills, Speech, Sight

Practice Exercise 5

1. Environmental factors refer to living conditions or surroundings that provide food, water, air, soil and people around us. These factors influence intelligence and emotional growth in people.

2. Sample Answer

As a student I will try to learn as much as I can about this interesting subject which that will helps me to understand better the changes in the general growth and development of human beings. Knowing the growth stages progression from infancy, to childhood, to puberty, to adolescence, to adulthood and old age is surely very interesting indeed for student like me. This is beneficial for any student who intends to live a healthy life and wants to participate in healthy growth of people in families and communities. At the different stages of growth people need to be careful about our food intake so we are growing and developing as expected. As a student, if I am not doing what I am supposed to do, I will not learn and broaden my basic knowledge about that subject that makes up my daily life

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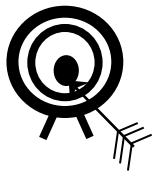
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Lesson 6: Cultural beliefs and Values about Sexuality



Introduction

Welcome to lesson 6. In the previous lesson you have learnt about changes in growth and development. In this lesson you will learn a little about cultural beliefs and values in regard to sexuality, especially in puberty stage of growth and development.



Aim: By the end of this lesson **your** aim should be able to:

- Define sexuality
- Identify cultural beliefs and values about sexuality
- Identify attitudes towards sexuality

What are Cultural Beliefs and Values about Sexuality?

People live together in families and communities **and** are guide by set of cultural beliefs and values that bind them in the daily activities. Everyone perform tasks or roles according to the norms of their tradition which must be **adhered** to if the family is to live as expected in their community. People are assigned work to share or divide and we say that each person have different tasks to do.



I've heard of the words beliefs and values. But I don't know what they mean. Can you explain?

Sure! continue reading to find out more



A **belief** is the general acceptance of something to be true which is usually based on a doctrine, faith, idea, spirits or principle. Unwritten laws (oral rules) that contain directions, instructions and advices that are given to a particular group of people in a society are examples of a belief. **Cultural beliefs** refer to believing certain actions or behaviours of super natural beings like spirits (puripuri in the highlands, sanguma and masalai in the coast) sorcery and magic. **Values** refer to accepted practices, behaviours and attitudes that are considered important, desired by society and are beneficial to everyone in the same way. Cultural practices like ceremonies or food preparation are examples of values. Attitudes like being sober, confident and assertive are also desired values. Morals like being considerate, peaceful, respectful and courageous are also desired values.

What is the Norm of their tradition?

Norm refers to action guided by traditional law. For instance, tattooing is an initiation for young people before marriage with certain designs during puberty and adolescence stages. Tattooing is a symbol or sign indicating that the tattoo girls are maturing into adulthood. It will eventually results in either a small or a large number of girls getting married. This is traditional and unwritten law that guide most Papua New Guineans in the past and still at present. So individuals or people in families and communities should know their cultural beliefs and values. When each person knows and performs **the accepted norms** or do as expected, then everyone will live harmoniously and in peace in their various societies



Activity 6.1

1. Define the following:

(i) Cultural beliefs

(ii) Values

Difference between Cultural beliefs and Values

What is the difference between cultural beliefs and values?

Beliefs are the decisions on certain behaviours or action that people perform within their families or communities. For example, man must not sleep with woman before the hunting and other related activities that are performed by men in their communities. Not abiding by these cultural beliefs may contribute to bad luck in such activity in some communities in Papua New Guinea.

Values are the rules or things **that** people accept or reject. **There is acceptable** behaviour **that** people say and think are important in their unwritten **or oral** cultural laws. Values of unwritten oral laws guided people in the past to live and survive in their daily lives. These values were used as law of nature for survival in relation to good harvest, hunting, fishing and protection in their families and communities.

The cultural beliefs and values are usually influenced by place of residence (where people live), exposure to outside information, age of people and education. Most people in Papua New Guinea live in rural villages and many people live close to other members of their family. People in communities have their cultural beliefs that include such things as our language, customs, ceremonies, beliefs, and traditions; our stories, art, music and dance; the food we grow and eat; the way we communicate; and the way we use transport. Many cultures in PNG maintain their traditions and appear to have changed a little; however, all cultures changed over time. This change is the impact of the first missionary coming, followed by traders and government officials that brought education into the country. For example, traditional dancing, modern paints, and other modern materials may be used together with feathers and leaves or; temporary tattoo may be drawn with a marker or with a pen.

Now look at the table given below to understand better the difference between beliefs and values.

Culture	Belief	Value
Initiation for boys and girls	Manhood/Womanhood or adulthood	Independence, Pride, Identity
Hunting rituals	Spirits will assist hunters for a good hunt	Food for feasting or special ceremonies
Fishing Rituals	Spirits will direct fishermen to good hunting spot for a good catch	Food for feasting or special ceremonies
Tattoo (Tattooing)	Protection, Guidance and Good fortune	Identity, Attraction, Impressive appearance, Beauty and Handsomeness
Bride price	Good standing in society Good family and children Long lasting relations Riches/gifts	Relationship, Appreciation, Compensation, Respect, Fame, Status, Power
Gardening Practices	Good yield and harvest Restore soil fertility Good reputation Avoid hunger Prevent food shortages	Status, Healthy living, Power, Sharing knowledge and food
Feasting	Good standing in community Togetherness Sharing & Giving	Celebrations, Fame Appreciation, Recognition, Unity



Activity 6.2:

(a). What is the importance of people knowing their beliefs and values?

(b) List the beliefs and values of your cultures that you know well.

Culture	Beliefs	Values

Summary



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

- People have cultural beliefs and values that they should know and follow as expected,
- Beliefs refer to rules or unwritten customary direction or advice for everyone to follow in their communities for orderly living,
- Values refer to things or behaviours that people think are important in their communities and societies for peaceful living,
- Norms refer to acceptable way of living for people in their families and communities or the way everyone behave and act in their lives.
- Knowing your beliefs and values help the family and the community live in harmony,
- The difference between beliefs and values is that beliefs are the rules or unwritten direction or advice for people to follow. Values are the things or behaviours that are important in their communities and societies.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE



Practice Exercise 6

1. What is norm?

2. You are a student learning through distance mode. Write a paragraph explaining the following;

a) Your beliefs and values as a student.

b) Your values as a student.

c) If you do not perform your expected beliefs and values as a student, what happens?

CHECK YOUR WORK. ANSWERS AT END OF STRAND 4

Answers to Lesson 6 Activities

Activity 6.1

- (a). A cultural belief is an idea, principle or way of life (unwritten directions or advice) that is generally followed and accepted by all members of the society to live peacefully.
- (b) Values refer to accepted practices, behaviours and attitudes that people think are important for orderly living in society and are desired for the benefit of everyone.

Activity 6.2

- (a). People are able to live in harmony and in peace
- (b) Sample Answer.

Culture	Belief	Value
Initiation for boys and girls	Manhood/Womanhood or adulthood	Independence, Pride, Identity
Hunting rituals	Spirits will assist hunters for a good hunt	Food preparation for feasting or special ceremonies
Fishing Rituals	Spirits will direct fishermen to good hunting spot for a good catch	Food preparation and gathering for feasting or special ceremonies
Tattoo (Tattooing)	Protection, Guidance and Good fortune	Identity, Attraction, Impressive appearance, Beauty and Handsome
Bride price	Good standing in society Good family and children Long lasting relations Riches/gifts	Relationship, Appreciation, Compensation, Respect, Fame, Status, Power
Gardening Practices	Good yield and harvest Restore soil fertility Good reputation Avoid hunger Prevent food shortages	Status, Healthy living, Power, Sharing knowledge and food
Feasting	Good standing in community Togetherness Sharing & Giving	Celebrations, Fame Appreciation, Recognition, Unity

Practice Exercise 6

1. Norms refer to the way people live and behave in their communities which **are** guided by their traditional rules and advice for peaceful living.

2. Sample Answer

As a student, I will try my best to learn as much as I can to participate in this important subject that I think is very useful in my personal life. Basically the cultural beliefs and values are still the lifeline for most people in Papua New Guinea, as about 80 % of our population **live** in rural villages that surely provide **avenues** to practice customs. **However**, most of these cultures and traditions **have** died out **and were** not practiced after the missionaries, traders and administration officials came to the country. Today, our people see the need for revival of these cultural beliefs and values. **The modern** world through **the** United Nations **encourages and empowers** nations to revive and keep these traditions. **As** a student, if I don't perform my expected task **to be attentive and learn about my cultural beliefs and values**, I will not be able to broaden my basic knowledge of the subject that make up my daily life within my family and community.

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SUB-STRAND 2

NUTRITION

Lesson 7: Nutrition and Health

Lesson 8: Peoples Food Changes

Lesson 9: Myths and Beliefs about Food

Lesson 10: Nutritional Issues in Schools and Communities

Lesson 11: Nutritional Checklist

SUB-STRAND 1**INTRODUCTION**

Welcome to sub-strand 1.

Lesson 7 is standards of behavior. You will learn some new things about the standards of behaviour in the family, community, group, society and country. You will also learn about code of conduct. Each one of the above wants acceptable behaviour from every individual in a given situation.

Lesson 8 is Assertive behavior. You will learn where each person asserts himself and behaves differently in the way he speaks and does and acts. Gender, age and status play a part in this kind of behaviour.

Lesson 9 is aggressive behavior. You will learn that some people's behaviour and attitude are rough and intolerable. In other words their behaviour is like attacking someone's emotion. People cooperate and work together because they feel threatened and unsafe.

Lesson 9 is submissive behavior. You will come to realize what it is important for human beings. In this lesson you will learn that people who are wise sit back and listen to authority. You will come to realise someone who is humble and submits to another person in authority.

In Lesson 10 and Lesson 11, these topics you will also learn many new things which are all related to each other. People behave in certain ways on different occasions depending on cultural values and beliefs. They have their own ways of doing things. You will learn more of that when you complete the sub-strand.

Lesson 7: Nutrition and Health



Introduction

Welcome to Lesson 7. In the previous lesson you learnt about Cultural Beliefs and Values. In This lesson you will learn about Nutrition and Health of members of a family.



Aim

Your aim should be to:

- Define Nutrition and Health
- Identify the difference between Nutrition and Health
- **Describe and** discuss the importance of Nutrition and

What are Nutrition and Health?

When people live together in families and communities each person needs to eat a balance meal or a nutritious meal so they are strong and healthy to do work. Our health depends on what we eat in families and communities. The nutritious food that our body needs to eat is divided into three food groups. **They** are carbohydrates, proteins and protective foods. Nutritionists or people who study nutrition say that; “We are what we eat.” People who eat balanced diet are happier and healthier in their communities. People who lack a balanced diet are unhealthy and unhappy.



I've heard of the words nutrition and health. But I don't know what they mean. Can you explain?

Sure! continue reading to find out more.



Nutrition refers to food and means eating food from the three food groups. Our body needs nutrients from food to grow well and strong. **Health** refers to our body condition, especially when it is free of disease and is looking clean, stronger and healthier and not sick and weak.

What **is** the meaning of balance nutrition?

Balanced nutrition means taking nutrients from the three food groups that are needed by our body. For example eating too much starch food with insufficient vitamins causes a disease called **Beriberi**. *Beriberi* is a disease characterized by mental confusion, muscle weakness, skin disease and inflammation of the heart caused by not eating enough of foods that contain Vitamin B1 nutrient. A **balanced nutritious meal** contains carbohydrates, proteins and protective foods. For example; carbohydrate in your meal is rice, fish gives you protein while aibica and orange provides you with the vitamins and minerals (protective food) your body needs.

So individuals or people in families and communities should know their nutrition and health. When each person knows their required nutrition and health and eat as expected, then everyone will live happier and healthier in their various societies.



Activity 7.1

a) Define the following terms

I. Nutrition.

II. Health.-

b) Difference between Nutrition and Health

What is the difference between nutrition and health?

Nutrition is the study of food. It also refers to the different foods we eat, the different nutrients that our body absorbs and the way our bodies use the food. People who study food are called **nutritionists**. Nutritious food contains food from the three food groups and they are carbohydrate, protein, protective food including vitamins and minerals. If everyone is eating food that contains nutrients from the three food groups, everyone in families and communities will be healthy and fit.

Health is the general condition of the body or mind, especially **in terms of the presence or absence of illnesses, injuries, or impairment (damage, abnormality)**. For example; we can say we have a healthy body if our body is clean, strong and disease free. We need healthy people in our families and communities **to have a healthy nation**.

For example, people including children, parents and old people have to learn a lot of health issues that contribute to healthy living in the communities. To live well and happier, each person needs to eat balanced **m**-and keep bodies clean and **healthy**. **The idiom (saying), "Prevention is better than cure" implies that we should learn about health and do things that will help us to prevent diseases or illness, instead of looking for a cure for something we could have prevented from happening to our health.** Another idiom (saying), **"We are what we eat" implies that the health of our body is a result of the type of food or type of nutrients that we eat in our everyday meals.** Learning about prevention and nutrition are important to the health of our bodies.

Nutrition and Health usually determine the quality of life.

Most people in Papua New Guinea still live in rural villages and many of them live **with** other members of the same family. This means, children, parents grandparents, uncles and aunties are living in the same house **or living in houses that are** close together. This type of family is called **an** extended family. **As a result**, families in the communities may not have enough food **to share** and eat. **The shortage and high cost of food may cause people to continue to eat food from only one of the three food groups, usually carbohydrates.** This traditional and cultural practice of extended families living together and sharing what is in the house, though, it is good, it is again creating health problems in families and communities in PNG. **Not eating a balanced meal contributes to an imbalance in the nutrient intake in people's diets which may result in malnutrition, especially in young children and old people.**

Now, look at the table below to understand better the difference between nutrition and health.

Table 7.1.1 Difference between Nutrition and Health Ratings in food intake

Food taken in a Meal	Nutrition Rating	Health Rating	Nutrition Missing
kaukau/fish/kumu/ water	balanced	good	Protective (fruits)
fish/kumu/water	not balanced	poor	Carbohydrate, protective (Fruits)
Rice/a cup of tea	not balanced	poor	protein, protective (fruits and vegetables), water
vegetable/rice/kulau chicken/ water	Balanced	good	Protective (fruits)
sago/banana/kumu/ water	not balanced	poor	protein

yam/pig/kumu/peanut/ water	Balanced	excellent	none
corn/kumu/taro/meat/ pawpaw/water	Balanced	excellent	none
Bread/cheese/egg/ tomato/peanuts/water	Balanced	excellent	none
Snax biscuit/ Tang Juice	Not balanced	poor	Protein, protective, water
Taro/kumu/prawns/ Pineapple/water	Balanced	excellent	none

Food Groups

Food can be divided into three groups according to the nutrients they contain. The three food groups are carbohydrates, proteins and vitamins and minerals. However, latest studies and research have expanded the three food groups with fats and sweets included and foods made from milk. Animal fats that contain saturated and high cholesterol fats and sweets must be consumed in fewer amounts as too much can cause serious health issues.

Table 7.1.2: Table showing the three food groups with the fats and sweets.

Carbohydrates	Proteins		Protective		Fats and Sweets
	Animal Protein	Plant Protein	Vegetables	Fruits	
Starches: Sweet potato, yam, tapioca, Kaukau, Banana, Bread Corn (matured), rice, cereal, sago, pasta, biscuits, bread fruit,	Meat-fresh & tinned e.g lamb, beef, pork	Beans-winged beans, soya beans	Green and Dark green leafy vegetables: Pumpkin tips, aibika, , water cress, ferns, pitpit, beans, cabbage, broccoli,	Citrus fruits: oranges, mandarins, lemons, pamelos, grapefruits	Animal Fats: margarine, butter, breast milk, lamb flaps
	Fish-fresh and tinned	Peas			Fats from Fries & hamburgers
	Birds- e.g chicken, pigeon	Nuts- Peanuts, pandanus nuts, galip nuts, coconuts			Vegetable/Nut Fats: palm oil, pandanus oil, coconut, olive, peanut oil,
Sugars: sugar, sugar cane, honey, sweet fruits, jam, syrup	Insects		Red and yellow vegetables: Tomatoes, young corn, pumpkin, carrots	Red and yellow fruits: pawpaw, pineapple, guava, mango,	Sweets: candy (hard, soft, sticky, creamy, chewy), cakes, chocolate bars, ice cream, cookies, lollipops, jellybeans, caramels,
	Milk, egg, cheese				
	Crabs, prawns				



Activity 7.2

1. a. What is the importance of people **learning** about nutrition **in relation to their** health?

- b. Bill decided to keep a record of the meals he ate for a week, as seen below. Complete the table below by identifying and listing the missing nutrition and health ratings for each of the food intake.

Bills record of Nutrition and Health Ratings in food intake

Food taken in a Meal	Nutrition Rating	Health Rating	Nutrition Missing
kaukau/fish/kumu/ water	balanced		Protective (fruits)
Rice/a cup of tea	1. _____	poor	protein, protective (fruits and vegetables), water
Pumpkin tips/rice/ Kulau/chicken/ water	2. _____	good	Protective (fruits)
sago/banana/aibika/ water	not balanced	3. _____	protein
corn/kumu/taro/meat/ pawpaw/water	balanced	excellent	4. _____
Bread/cheese/egg/ tomato/peanuts/water	5. _____	6. _____	none
Snax biscuit/ ice cream/Tang Juice	Not balanced	poor	Protein, protective, water
Taro/beans/cocnut/ Pineapple/water	7. _____	excellent	none

C. list down 5 different foods found in each of the three food groups

	Carbohydrates	Proteins	Vitamins and Minerals
1			
2			
3			
4			
5			

Summary



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

- People **need to eat balanced meal with high** nutrition if they are to stay healthy as expected.
- Nutrition refers to food or what we eat in our meals or diet.
- Health refers to our body condition or keeping bodies clean, strong and free from diseases.
- Nutrition refers **to the intake of food from the** three food groups **that** our body **needs** in our meals or diet so that our body is kept clean, strong and healthy.
- Knowing our nutrition and health helps the family and the community live happier and healthier in their society.
- The difference between nutrition and health is that nutrition is the food or what people eat in their meals to keep their bodies strong and healthy in their community. Health is the body condition or keeping our bodies free from diseases, illnesses and other natural destruction in communities.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE



Practice Exercise 7

-
1. What is nutrition? Write a short paragraph explaining a balanced meal in your own understanding.

2. You are a student learning through the distance mode. Write a paragraph explaining the following;

- (a) Three Food Groups that make your meal as balanced.
- (b) If you do not eat these foods as expected as a **student**, what happens?

CHECK YOUR ANSWERS AT THE END OF THE TOPIC

ACTIVITY ANSWERS

Answers to Lesson 7 Activities

Activity 7.1

- (a) Nutrition refers to food or what our body needed in our meals to keep fit and healthy.
- (b) Health refers to our body condition or keeping our body clean, strong and healthy free from diseases

Activity 7.2

- (a) What is the importance of knowing their nutrition and health?

Learning about nutrition is important as it helps us to understand the different food types and nutrients so we can eat the right kinds of foods for the health of our bodies and prevent diseases and illnesses.

- (b) Sample Answer

Table 1 Balance or Unbalance Nutrition and Health rating

Bill's record of Nutrition and Health Ratings in food intake

Food taken in a Meal	Nutrition Rating	Health Rating	Nutrition Missing
kaukau/fish/kumu/ water	balanced		Protective (fruits)
Rice/a cup of tea	<u>1. not balanced</u>	poor	protein, protective (fruits and vegetables), water
vegetable/rice/kulau chicken/ water	3. <u>orange</u> (any fruit)	good	Protective (fruits)
sago/banana/kumu/ water	not balanced	3. <u>fish (any</u> <u>protein)</u>	protein
corn/kumu/taro/meat/ pawpaw/water	balanced	excellent	<u>4.none</u>
Bread/cheese/egg/ tomato/peanuts/water	<u>5. balanced</u>	<u>6.excellent</u>	none
Snax biscuit/ Tang Juice	Not balanced	poor	Protein, protective, water
Taro/beans/cocnut/ Pineapple/water	<u>7.balanced</u>	excellent	none

- (c) List down 5 different foods found in each of the three food groups

Sample Answer: (any of the food in the table)

Carbohydrates	Proteins		Protective		Fats and Sweets
	Animal Protein	Plant Protein	Vegetables	Fruits	
Starches: Sweet potato, yam, tapioca, Kaukau, Banana, Bread Corn (matured), rice, cereal, sago, pasta, biscuits, bread fruit,	Meat-fresh & tinned e.g lamb, beef, pork	Beans-winged beans, soya beans	Green and Dark green leafy vegetables: Pumpkin tips, aibika, , water cress, ferns, pitpit, beans, cabbage, broccoli,	Citrus fruits: oranges, mandarins, lemons, pamelos, grapefruits	Animal Fats: margarine, butter, breast milk, lamb flaps
	Fish- fresh and tinned	Peas			Fats from Fries & hamburgers
	Birds- e.g chicken, pigeon	Nuts- Peanuts, pandanus nuts, galip nuts, coconuts			Vegetable/Nut Fats: palm oil, pandanus oil, coconut, olive, peanut oil,
Sugars: sugar, sugar cane, honey, sweet fruits, jam, syrup	Insects		Red and yellow vegetables: Tomatoes, young corn, pumpkin, carrots	Red and yellow fruits: pawpaw, pineapple, guava, mango,	Sweets: candy (hard, soft, sticky, creamy, chewy), cakes, chocolate bars, ice cream, cookies, lollipops, jellybeans, caramels,
	Milk, egg, cheese				
	Crabs, prawns				

Practice Exercise 7

- 1 Nutrition refers to as the food we eat and the nutrients that our body absorbs. Eating a balanced meal means eating the right amounts of food from the three food groups.

2 Sample Answers

As a student I should eat a meal that gives my body the nutrition it needs to grow and stay healthy. I should also help people to carry out awareness about nutritional food and health issues that would improve the general welfare and health of the people in the communities. I, as a student would do my best to learn as much as possible about the nutrition and health issues and help improve the life of people in my communities. Helping people is helping the communities in nutrition and health care issues.



Hey! Double check! Rewrite answers you got wrong, and then go over them. When you are happy with yourself, go to **lesson 8**.

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Lesson 8: People s' Food Choices



Introduction

Welcome to Lesson 8. In the previous lesson you learnt about Nutrition and Health. In this lesson you will learn about Peoples' food choices especially those negative or poor choices by Members of a family.



Your Aims:

- Define or explain food choices
- Identifies peoples' food choices

What are the differences between good and poor choices of food?

When people live in their families and communities each person makes choices about what to eat and drink. The choices are divided into good and poor. For example, person has a choice of eating a balance meal as oppose to another person prefers to eat without protein. Often time a person may decide to drink more beer and other strong drinks than foods are likely to have poor health resulting malnutrition and diseases.



I've heard of the phrase peoples' food choices. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Peoples' food choices refer to what to eat or drink in their meals in families. Sometimes, it is hard to make good choices in food we eat and water we drink. Our health depends on our food choices. Having good food choices makes people happier, stronger and healthier in families.

What then is Good Choice of Food?

Good choice of food refers to balance diet or eating food containing three food groups. For instance, having fish, yam and **aibica** with ripe banana is a very good choice of food because this meal had three food groups or balance nutrition. Three food groups are carbohydrate (yam), Protein fo od (fish) and Protective food (**aibica** / ripe banana).Making such a choice will eventually result in either a person grow stronger and healthier free from disease or enjoy life and live longer.

Poor choices of food refers to not selecting balance nutrition or eating only one of the three food groups as expected in our food needs. Not knowing what food to eat and what to drink will certainly result in poor health in persons' life and may contribute to various body diseases causing death.



Activity 8.1 Answer the questions.

- a) Define or explain people food choices

- b) What is the difference between good food choices and poor food choices?

Difference between good food choices and poor food choices

What is the difference between good food choices and poor food choices?

Good food choices are balanced nutrition or healthy food choices that people make in their families or communities. For example, parents making choices about what food to cook for both, children and old people in the family. The good choices of food by mothers will result in families having good living standard thus, everyone enjoying healthy living in their communities. Poor food choices are unbalanced or unhealthy food or drink. For example, chuck food or too much or too little of food our bodies need in order to grow. Unhealthy food and not enough water or no water but taking too much alcohol drinks has very high health risk. This will eventually result, in malnutrition and diseases causing death in families.



The good food choices and poor food choices usually depend on age and aender.

Most people in Papua New Guinea still live in rural villages and many live close to other members of same family. This means parent, children, grandparents, uncles and aunties may live in the same house that are closed together. Now, life is changing due to modernisation and urbanisation. People moving into towns and cities to live and work there.

Wise choices are always made by older people whilst young or youths are seen to have negative attitude towards life causing them to make wrong choices on what to eat and drink. Women and the girls are next lot of people who always make sound and realistic choices in food their families needed to eat. Most venerable people are youths who needed a lot support and skills training in order to improve their lives. The quality of life is determined by choices made by people in food that their family needed to eat or selecting to eat good food and drink clean water. This is good and healthy choices that will make the lives of those who made them to have sound living standard in their families and communities.

Now look at the table below to understand better the difference between good food choices and poor food choices.

Good Food Choices and Poor Food Choices of Family in Communities

Member of family	Good choice	Poor choice	Result	What action to take	Future outcome
Peter/brother		Smoke/drink	Sick	Put in heath/skill train	Improvin g his life
Mary/mother	Cook balance meal to eat		Growing strong/healthy	Keep on doing it	Good life continue
Cathy/sister		Eat little/drinking	Weak at sick	Take her to health care	Stop drinking
John/grandpa	Help in Fish for meal		Still active/well	Helpin g him when needed	Give positives of life
Joyce/aunty		Eat too much protein	Too fat to do anything	Seek Dr advice	Still going for treatment
Kwalu/uncle	Fish/potato/ juicy green in his food		Very strong at clean/healthy	Keep on what's doing	Excellent health
Andrew/cousin		Lazy/argue over food	Not well/lose weight	Skills training city missio n	improving

Summary



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

- People have good food choices and poor food choices that they should know and eat as expected.
- Good food choices refer to as balance food choice or eating three groups of food that needed by our bodies.
- Poor food choices refer to unbalance food choice or selecting unwisely of food that they eat in their meals
- Choices of good food depend on age and gender, with older people and women and girls do make better choices.
- Knowing your food choices helps to guide the family and the community live happily and healthier in their communities.
- The difference between good food choice and poor food choice is that good food choice are balance nutrition or three food groups required by our bodies as expected in our diet. The Poor choice of food is the unbalance or unhealthy food that people must not eat in their meal.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.



Practice Exercise 8

1. What is good food choice?

2. You are a student of learning through the distance mode. Write a paragraph explaining the following;

(a) Your food choices as a student.

(b) If you don't practice selecting good food as expected as a student what happens?

CHECK WHAT YOU WRITTEN ANSWERS ON THE NEXT PAGE.

Answers to Lesson Activities

Answers to lesson 8 Activities

Activity 8.1

- a). *People's food choices are refer to as choices on what food to eat or selecting good balance meal that our bodies needed in order to grow strong and healthy.*
- (b) *The difference between good food choice and poor food choice is that good food choice refer to balance nutrition or food that contain three food groups that are needed by our bodies for better and healthy growth. The poor food choice refer to unbalance food choice or selecting unhealthy food that does not have three food groups as expected in nutritious meal.*

Activity 8.2

- (c) *The importance of people knowing their choices of food is to help them to select balance nutrition for their meal so that they grow stronger and healthier in the families and communities.*
- (d) *Type of Food choices each member of family made*

Person	Good food choice	Poor food choice	Result
<i>Peter/brother</i>		<i>Smoke/drink</i>	<i>Sick and very weak, refer to hospital</i>
<i>MAY/mother</i>	<i>Cook balance meal</i>		<i>Growing strong/healthy</i>
<i>John/grandpa</i>	<i>Help in fish</i>		<i>Still going strong and helping around</i>
<i>Joyce/aunty</i>		<i>Eat little/drink a lot</i>	<i>Thin/weak/sick and refer to hospital</i>
<i>Kwalu/uncle</i>	<i>Fish/Potato/juicy green in his food</i>		<i>Very strong and clean /healthy</i>
<i>Andrew/cousin</i>		<i>Lazy and arguing a lot over food</i>	<i>Involved in stealing and other illegal act</i>

Practice Exercise 8

- (a) Good food choice is a balanced nutrition or selecting food from three food groups that contain carbohydrate, protein, and vitamins and minerals which are needed by our bodies for good healthy growth.
- (b) As a student learning through the fode I should know my food choices. I will try my best to practice eating these foods. Knowing that rich foods come from a balanced nutrition or food consisting of three food groups. They are carbohydrate, protein and protective food including minerals and vitamins.

I should always eat the balance meal so that I grow stronger and healthier. But at the same time I should observe the demand for safety on cooked, manufactured and imported foods” Lot of counterfeit food products without proper labels arriving in the country.” Fast food outlets, kaibar and restaurants not abiding with the food laws and putting the biggest threat on human beings.

It is our job as students to go around and help people with their health care, especially their food choices. Helping people and communities with health awareness programs that are designed by Health Sector. I want to make a difference in the lives of the people and campaign to improve the food choices for them their communities.

People who know their food choices are likely to live a better, useful and productive life. The healthy people will have the healthy community, thus economy of a country will be strong with a higher standard of living for all. As a student I will be doing injustices to the country if I am not contribution meaningful in a small way in my community and that is a sad thing, I think in a big picture globally.

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Lesson 9: Myths and Beliefs



Welcome to Lesson 9. In the previous lesson you learnt about peoples' food choices. In this lesson you learn about myths and beliefs especially personal opinion about those myths and beliefs in families and communities in rural Papua and New Guinea.



Your Aims:

- Identify myths and beliefs associated with certain food.
- Identify personal opinion about those myths and beliefs.

What are myths and beliefs?

People live together in families and communities each community has its own myths and beliefs about particular food in their area that help the people in their family and community. These myths and beliefs are shared or used and we say that people follow their customs and traditions.



I've heard of the words myths and beliefs. *But don't know what they mean. Can you explain?*

Sure continue reading to find



Myths refer to legend or story about certain food that people follow in different communities of PNG. Beliefs refer to practices or ways and or things one required to do as part of a job, role or customary obligation.

What then is customary obligation? Customary obligation refers to an activity that is guided by the customs. For instance, Python. The python diet is good for longer span of life like an act of belief or eating ritually, herbal and traditional food for life. It will eventually result in either people that follow this belief lives longer or do not live as expected since not many who believe, live long in certain societies of the country.

So individuals or people in families and communities should know or respect their myths and beliefs, but those practices need to be carefully assessed and then form an opinion

on pros and cons before accepting for action to avoid false expectation happens in families and communities of Papua New Guinea.



Activity 9.1: Answer the questions.

(a) Define the following:

(i) Myths

(ii) Beliefs

Difference between Myths and Beliefs

What is the difference between myths and beliefs?

Myths are the legend or story that people tell within their families or communities. For example, myth about certain food is prohibited or certain food is not given to young children in some areas of PNG. Old people may eat better valued food than young people and girls in some communities due to their myth associated with that food, but many young people perform household activities as well as garden work. Beliefs are practices or the ways people do live and work for whatever they believe is suitable and best way to go in their families and communities. For example, children have to learn a lot as they grow up like how to cook for the old or big people in their families and communities and it is their traditional duty to love and respect the parents. Older children learn to take more responsibility and help take care of younger children in families and in communities of PNG.



The myths and beliefs usually depend on age and where people live.

The myths and beliefs usually depend on age and where people live.

Most people live in rural villages of Papua New Guinea and many people live close to other members of same family. This means children, parents, grandparents, uncles and

aunts may live in the same house. The living together in this way is extended family setting where work is shared, household activity, caring for younger children and garden work. Cooking food and how to prepare it, based on certain myths and beliefs of their community and they are to practice it. The extended families in this way live and perform their traditional duties in associated with certain food and how they are cook or prepared. The cooking and preparation of food for bride price is always done differently, as it is a special activity that people practice and carry on in their families and communities of certain communities of the country.

Now, look at the table to understand the difference between myths and beliefs.

MYTHS AND OF BELIEFS OF MEMBERS OF A FAMILY

Members	Myths	Beliefs
Grandparents	Tell stories about certain food and provide link with the past.	Practices beliefs about certain food preparation link to who eat it.
Parents	Teach children stories associated with food and ensure stories are respected.	Set good example for their children.
Sisters	Assist young children to understand these stories and practice them.	Learn from and respect older people and their sisters and brothers.
Brothers	Assist young children to understand these stories and practice them	Learn and respect older people and their sisters and brothers.
Aunts	Take active part in the family.	Act as role model for girls and young women in the family.
Uncles	Help nieces and nephews	Act as role model young people



Activity 9.2

- (a) What is the importance of people knowing their myths and beliefs

- (b) List the duties each member of family play in defining the myths and beliefs that you know well.

Type of duty each member of family do			
Member	Myths	Beliefs	Other

Summary

- Myths are legends or stories about how the universe, nature and the world works, how human beings were created, how bad and good things happen and how certain things must be done.
- Myths try to offer explanations for why things happened the way they do, while others give instructions about certain foods or behaviours that people follow in different communities.
- Some myths and beliefs encourage eating healthy foods and healthy eating habits, while others contribute to a lack of nutrients intake in daily meals which often results in malnutrition diseases.
- Myths and beliefs about food are determined by such factors as; cultures, traditions, environment, age and generations, where people live, people's level of education and the exposure to the external influences.
- People need to know and understand the different myths and beliefs about food so they can analyse and assess practices that can actually contribute to malnutrition and other nutrient deficiency diseases.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE



Practice Exercise 9

1. What is a myth?

2. What is a belief?

3. You are a student learning through distance mode.

Write a paragraph explaining the following;

a) Your myths and beliefs as a student in relation to food and eating habits.

b) If you do not perform expected myths and beliefs a student, what happens?

Answers to Lesson Activities



Activity 9.1

- (a) Myths** are legends or stories about how the universe, nature and the world works; how human beings were created; how good and bad things happen and how certain things must be done. While some myths try to offer explanations for why things happened the way they do, others give instructions about certain food or behaviours that people must follow in different communities of PNG and the world.
- (b) A belief** refers to a statement, principle, doctrine or practice that a person or group of people regards as true and as acceptable by common understanding within society. They are the ways people do things, how they live and work for whatever they believe is suitable and best for their way of life. It also refers to ways of doing things as part of a customary requirement or obligation.

Activity 9.2

- (a) It is important for people to know and understand the different myths and beliefs associated with different foods in their societies. If people's myths and beliefs about food are not analysed and assessed well, these practices can actually contribute to malnutrition and other nutrient deficiency diseases. Some cultural practices restrict certain foods for certain groups of individuals as myths and beliefs restrict them. When these happens, certain groups of people especially children, the sick, the old, and pregnant or feeding mothers are denied the intake of very vital nutrients in their diets which cause a lot of unnecessary and self-inflicted health related problems that could be prevented from happening.

People need a lot of education and exposure on the knowledge and facts about food and nutrition rather than be ruled by myths or beliefs. However, those myths and beliefs that promote healthy lifestyle and healthy eating habits must be encouraged to be practiced and continue to be passed on from generation to generation.

- (b) Sample Answer

MYTHS AND OF BELIEFS OF MEMBERS OF A FAMILY

Members	Myths	Beliefs
Grandparents	Tell stories about certain food and provide link with the past.	Practices beliefs about certain food preparation with regard to who gets to eat it.
Parents	Tell children stories associated with food	According to the parents and cultural standards, these stories have good

	and ensure stories are respected.	practices and set good examples for their children, although it may not be widely acceptable.
Sisters	Assist young girls to understand these stories and practice them.	Younger sisters learning from their older sisters and older women to foster customary obligations and respect.
Brothers	Assist young boys to understand these stories and practice them.	Younger brothers learning from their older brothers and older men to foster customary obligations and respect.
Aunts	Take active part in the family.	Act as role model for girls and young women in the family.
Uncles	Help nieces and nephews	Act as role model for boys and young men

Practice Activities

1. What is a myth?

A myth is a legend or story about how the universe, nature and the world works; how human beings were created; how good and bad things happen and how certain things must be done. Myths also try to offer explanations for why things happened the way they do, while others give instructions about certain traditional practices in relation to food or behaviours that people must be followed in different communities.

2. What is a belief?

A belief refers to the ways people do things, how they live and work for whatever they believe is suitable and best for their way of life. It also refers to ways of doing things as part of a customary requirement or obligation. Beliefs can be formed from a statement, a guiding principle, a doctrine or a practice that a person or group of people regards as true and as acceptable by common understanding within society.

3. You are a student learning through distance mode.

Write a paragraph explaining the following;

a) Your myths and beliefs as a student in relation to food and eating habits.

It is important for me to know and understand the different myths and beliefs associated with different foods in my society or at the place I reside in as much as

possible, I must try my best to gain an education and have exposure to the knowledge and facts about food and nutrition rather than be ruled by myths or beliefs. However, I must also those encourage the practice and continuity of the myths and beliefs that promote healthy lifestyle and healthy eating habits in my community.

b) If you do not perform expected myths and beliefs as a student, what happens?

As a FODE student who has acquired knowledge about health and nutrition, I must perform the task of passing on vital knowledge and information to the people of the community I live in. I must try to analyse and assess well people's myths and beliefs about food and eating practices that can actually contribute to malnutrition and other nutrient deficiency diseases. I have to try my best to educate village people about bad cultural practices that restrict certain foods for certain groups of individuals because myths and beliefs restrict them. I will have to educate people that certain groups of people especially children, the sick, the old, and pregnant or feeding mothers are denied the intake of very vital nutrients in their diets because of the common myths and beliefs. This bad practices cause unnecessary and self-inflicted health related problems that could be prevented from happening.

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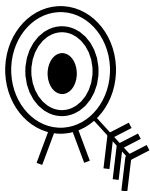
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Lesson 10: Nutritional Issues in Schools and Communities

Introduction



Welcome to Lesson 10. In the previous lesson you learnt about Myths and you will learn about Nutritional Issues in Schools, families and in the Communities or societies that you are living as a whole.



Aim:

- Identify issues related to the type of food eaten in schools and communities
 - Identify how these foods affect peoples' health
 - Identify ways to improve food offered in communities
-

What are Nutritional Issues?

The Nutritional issue is important in schools and communities for students. "Focusing on education because it's a game changer and nothing gives children opportunities like education." People should know what food to give to their children in schools and communities. Some of these foods are not nutritional balanced and it is not good for children health.

What then is improved food offered in communities?

Improve food offered refer to ways to improve or make available needed healthy foods in communities that is guided by health regulations or laws. For instance, Chuck foods have health risks and should not be encouraged in schools and communities. We should improve food offered in schools and communities as it will make children stronger and healthier so that better performance outcome may result in schools. Peoples in communities are focusing education for their children because it's a game changer and nothing will give children the opportunities like education. So individual or people should know the nutritional issues relating to improvement of foods offered in schools and communities. The Foods contain vitamins, minerals, protein and carbohydrate are the balanced diet that must be included in the improved food given to children in schools.



I've heard the words nutritional issues. But don't know what they mean? Can you explain?

Sure, continue reading to find out more



Nutritional issues refer to food issues or issues related to type of food eaten in schools and communities or how these foods affect peoples' health or ways to improve food offered in communities.



Activity 10.1 Answer the questions.

- (a) Identify issues related to the type of food eaten in schools and communities how they affect peoples' health.

- (b) Identify ways to improve food offered in communities

Difference between Nutritional issues and Improve food offered in communities.

What is the difference between nutritional issues and improve food offered in community?

Nutritional issues are food issues or nutrient issues that deals with food and how the body uses it. People like all living things, they need food to live. For example, food gives the energy for every action we do, reading a book or running a race. Food also provides substances that the body needs to build and repair its tissue and regulate its organs and systems.

Improve food offered in communities are the foods that are proper food our body needs to function normally or foods that are nutritious and healthy for people in communities to grow healthier and stronger and happier in their life. The communities have responsibility as guideline under health regulations and laws especially recent passing of Liklik pikinini Act which empower children to be care for and be looked after by their parents.

In this in mind, people will be encouraged to learn about proper and nutritional foods for the children in schools, improper or unhealthy food or chunk food should not be given to school aged children. Improper and chunk foods will affect children health with diseases such as nutritional diseases, heart diseases, cancer, deficiency diseases. Now look at the tables below to understand better difference between nutritional issues and improve food offered in communities.

Table 1: A balanced diet for a child

Time/type of meal	Type of food	Amount eaten
Breakfast	Sweet potato, dripping, tinned fish, green leaves	248g or 2 small ones, 8g or 1 teaspoon, 19g or 2 eating spoons, 40g or small handful
Snack	Ripe banana	75 g or 1 small one
Lunch	Sweet potato, dripping, tinned fish, green leaves	243g or 2 small one. 8g or 1 teaspoon, 19g or 2 eating spoons, 40g or small handful
Snack	Pineapple	75g or 1 slice
Meal	Sweet potato, dripping, peanut flour(made from $\frac{1}{4}$ cup peanuts), greens leaves	364g or 3 small ones, 8g or 1 teaspoon, 28g or 3 eating spoons, 40g or small handful

Table 2: A balanced diet for a Highland

Time/type of meal	Type of food	Amount eaten
Breakfast	Sweet potato, tinned fish, winged beans, green leaves	425g or 3.5 small, 16g or 1.1/16 teaspoons, 40g or 1/16, 40g or 1/16 or small handful
Lunch	Sweet potato, tinned dripping, winged beans ,green leaves pumpkin	425g or 3 $\frac{1}{2}$ small, 16g or 1. 1/16teaspoon, 40g 1/16 cup, 40g small handful, 75g or 1.1/2 match box pieces
Meal	Sweet potato, tinned dripping, winged beans, green leaves, pumpkin	

Table 3: A balanced diet for a person living in town

Time/type of meal	Type of food	Amount eaten
Breakfast	Taro, margarine, tinned meat, green leaves	422g 2 small, 20g or 1 1/2teaspoons, 38g 1 slice, 40g or 1/3 handful
Lunch	Taro, margarine, tinned meat, green leaves, banana	422g 2 small, 20g or 1 $\frac{1}{2}$ teaspoons, 38g 1 slice, 40g or small handful, 120g or 1 medium
Meal	Rice, margarine, fresh fish, green leaves, banana	240g or 1 $\frac{1}{2}$ cup, 20g 1 $\frac{1}{2}$ teaspoon, 100g or cup, 40g or small handful, 180g or 1 $\frac{1}{2}$ medium
Snack between meals	Fruits	

Table 4: Improved Food to be offered to Schools

Carbohydrate	Protein	Vitamins	Minerals
Rice/coconut oil	Chicken/duck	Orange/pea/cucumber	Iron/water
Bread	Butter/peanut	Ripe banana/pineapple	Calcium/
Potato/Kaukau	Beef meat	Cabbages/tomato/onion	Zinc/iron/w
Sago/coconut oil	Fish/five finger	Aibica/kumu/onion	Iron/water
Yam/mummy	Ox palm/tin-fish	Apple/mango/carrot	Zinc/water
Banana {cooking}c.oil	Pig/Wallaby	Lemon/watermelon	Iron/water
Taro/tapioca/c.cream	Egg/clam/crab	Cabbages/onion/aibica	Zinc/iron/w
Pumpkin/Flour/rice	Tuna/turtle	Vegetables/all varieties	Zinc/iron/w
Kalapua banana/c. oil	Wild fowl meat	Onion/carrot/egg plant	Zinc/calcium
Aigil/riga/karamap	Cow meat/Fish	Pawpaw/capsicum/chill	Iron/zinc

Table 5: Drinks to go with Food

Water	Fruits drink	Milk/other/option
Water bottle/boiled water	Orange/peps/7up/coca cola	Long life/indo/powder milk
Tea/Milo/coffee	Orange/peps/7up/coca cola	Powder milk/long life
Lemon leaf	Orange/peps/7up/coca cola	
Green coconut/kulau	Pineapple/mango/lime	

Table 6: Meals Package

Breakfast	Lunch	Dinner
Egg/Bread/Butter/Jam /lettuce/tea	Rice/beef/fish/onion/cabbage/coca cola	Potato/banana/rice/chicken/vegetable/soup/tea with milk{coconut cream}
Sausage slice/Bread/with butter/milo/peanut butter	Sago/kaukau/coconut/cream/kumu/lamb chop/7up	Veges/pig/rice/yam/coconut/kumu/onion/tomato/tea milk
Beacon/bread/butter/egg honey/tea with milk	Rice /chicken stew/cabbage/orange/watermelon	Tapioca/pumpkin/potato/crab/seafood/venges/aibica/milo/tea/milk/ripe banana
Wit-biix/rice bubble/bread butter jam/tea with milk	Potato chips/fish/apple/peps/pawpaw/peanut or other nuts	Tuna/777 tin fish/mummy/ yam/ Kumu/ coconut cream/rice/tea with milk/apple/orange/ripe banana

Cream buns/egg/rice bubble/milo with milk	Sago/ fish/veges/orange/apple/nuts	Ox palm/rice/banana/cabbage/onion/lettuce/coconut cream/tea with milk
Bread with butter/slice sausage/peanut butter/onion/lettuce/tea	Rice with lamb chop stew/vegetable/orange/coca cola/ galip nut/watermelon	Kalapua banana/rice/Wild fowl meat/carrot/ onion/Eggplant/coconut cream/kumu/tea with milk/pawpaw
Rice bubbles/egg/milk/buns/ tea with milk	Kaukau/fish/prown/vegetable/peanut/ripe banana/apple	Aigil/riga/karamap/cow meat/chille/pawpaw /fish/vegetable/tea with milk/orange



Activity 10.2: Answer the questions.

(a): What is the importance of people knowing their nutritional issues and improved food offered in communities?

(b) List the nutritional issues {balanced diet} and improved food offered in communities

A balanced diet for a child

Type meal	Nutritional issues {type of food}	Improved food offer (amount)

Summary



You have come to the end of lesson 10. In this lesson you have learnt that:

- People have nutritional issues and improved food offered in communities that they should know and improve as expected,
- Nutritional issues refer to as food issues or nutrients needed by our body to function well or without proper food, body will feel weaker and ill or sick,
- Improved food offered in communities are refer to as a balanced diet or eating food that are nutritious and healthy containing chemical and substances called nutrients that make body functions well,
- Unhealthy foods are junk food that are nutritious low valued and should be discouraged in communities and schools,
- Children in schools be fed with nutritious and balanced diet (food) as most people want their children to do well in school as nothing will give these children opportunities like education,
- The difference between nutritional issues and improved food offered in community is that nutritional issues are associated with food or related to healthy and unhealthy food that affect people life. Improved food offered in community are a balanced diet or healthy food containing three food groups with nutrients the body needs to function properly

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE



Practice Exercise 10

(1) What then is the improved food offered in communities?

(2) You are a student learning through the distance mode. Write a paragraph explaining the following

(a) Your nutritional issues and improved food in community as a student

(b) If you do not participate in nutritional issues and to improve food for community as a student what happens

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

Answers to lesson 10 Activities

Activity 10.1:

- (i) Nutritional issues include:
- chunk food that can cause obesity
 - food cooked in unhygienic conditions and sold to students can cause typhoid, etc..
- (ii)
- encourage people to eat balanced diet
 - encourage more organically grown food to eaten at homes
 - authorities must be vigilant on preparation and handling of all cook food to meet the required health standards.

Activity 10.2:

- a. People will live harmoniously, happier and healthier in families and communities. Healthy people create strong and healthy economy for their societies and their country.

- b. Sample answer Table 1: (A balanced diet for a child):

Type of meal	Nutritional issues{Type of food	Improved food offer(amount}
Breakfast	Sweet potato, dripping, tinned fish, greens	248g or 2 small ones, 8g or 1 teaspoon, 19g or 2 eating spoons, 40g or small handful
Snack	Ripe banana	75g or 1 small one
Lunch	Sweet potato, dripping, tinned fish, greens	243g or 2 small ones, 8g or 1 small teaspoon, 19g or 2 eating spoons, 40g or small handful
Snack	Pineapple	75g or 1 small ne
Meal	Sweet potato, dripping, peanut{ made from ¼ cup peanut} green	344g or 3 small ones, 8g or 1 teaspoon, 28g or 3 eating spoons,40g or 3 small handful

Practice Exercise 10

1. Improved food offered in communities refers to as a balanced diet or food contains three food groups that are needed by our body to function properly.

2. Small Answers

As a student I will try to assist in in the community to identify ways to improve food offered in communities so that the children in the community enjoy the balanced diet in order to grow strong and healthier. Healthy children do well in their school work and many people are focusing to education as it is a game changer, nothing can give children opportunities like education. So it is an obligation for me as a student to participate in campaign to find ways to improve food eaten in our communities now, not later if we want to have better future for the young generation. If, as a student ignored this opportunity to be involved in community development activity then I am surely failing my moral and social responsibility. I believe this type of activity is worthwhile, because we are working together for a better community. It is only by working together better things will come to our families and communities.

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Lesson 11: Nutritional Checklist



Introduction

Welcome to lesson 11. In the previous lesson you learnt about Nutritional issues in schools and communities. In this you will learn about nutritional checklist



Aim: In this lesson, you will:

- Define what nutritional checklist is
- Identify the items in the checklist

What is Nutritional Checklist?

Nutritional checklist refers to a list of foods that give us balanced diet which our body needs in order to function properly or refer to how much food we eat for proper growth or healthy food to prevent us getting sick. People grow and live healthy life because they eat balance diet in every meal.

People living in communities each person play an important task so that everyone is living happily and well. Each person should know the nutritional checklist or sharing knowledge and skills on certain food that helps individuals in their life. We say that everyone is responsible and concern about their nutrition need.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



What then is proper growth?

Proper growth refers to healthy growth guided by health regulation and laws. For instance, eating three times a day is an act of health policy or eating food that included three food groups. This will eventually result in either the people who follow nutritional checklist grow healthier or those don't will get sick and die. It is a choice between life and death for every person in Papua New Guinea.

So individual or people in families and communities should know their Nutritional food checklist. When each person knows and performs their required tasks as expected then everyone will live healthier and peace in their various societies.



Activity 11.1

Can you identify the concept or the meaning of the following phrase?

(i) Nutritional checklist

(ii) Proper growth

Check your answers at the end of the lesson before moving on to the next part of this lesson.

What is the difference between nutritional checklist and proper growth?

The nutritional checklist is a list of healthy food or balanced diet or nutrients that make body function properly. For example, body needs energy to do work, protein food to grow and protective food to prevent diseases into body. Providing checklist to helps families and communities to prepare balanced diet for everyone and care of children become easier and people then grow strong and healthy.

Proper growths are healthy growth or growing well and strong to do every day work for families and communities for their various societies. People will take ownership and responsibility of their health in relation to what they eat and drink. Healthy people make their communities better place to live and will live longer.

The nutritional checklist and proper growth usually depend on your education and profession.

The most people in Papua New Guinea still live in rural villages and many people live close to their family members. This means Children, parents, Grandparents, uncles and

aunties live in the same house. This type of family shares everything in the house, this is where education and professional experience comes in to budget for family foods need so that everyone have food on the table daily. The educated people will have more food on their table, but whether these foods are the right ones, so the nutritional health checklist is important for everyone in communities. It is always people with limited education will have no access to the nutritional checklist that certainly gives low health level in their families. But the most important focus will be to develop a nutritional checklist for your family, relatives and for your school.

Now look, look at the table given below to understand better the difference between nutritional checklist and proper growth.

Table 1 Nutritional Checklist

Nutritional Checklist	Meals for proper growth	Meals for poor growth
(a): Carbohydrate	(a): Breakfast	(a) Breakfast
Rice	Rice	Rice
Sweet potato	Greens	
Potato	Tinned fish	
Sago	Ripe banana	
Yam	(b): Lunch	(b) Lunch
Banana	Bread	Fried bread
Tapioca	Lettuce	
Wheat	Butter	
Corn	Pawpaw	
Flour	Orange drink	
Taro	(c): Meal:	(c): Meal
(b): Protein foods	Rice	Yams
Fish	Sweet potato	Rice
Meat fresh	Fresh fish	Pig
Tinned meat	Garlic	
Tinned fish	Onion	
	Broccoli	
Sea foods	Greens	
Pork/sheep/other meats	Apple/orange	
Mud crab/shells	Tea with milk	
(a): Protective foods		
Garlic	(d) Snack	(d)
Onion	10 am: Ripe banana	10 am: nil
Broccoli	2.30 pm: Pineapple	2.30 pm: nil
Cabbage		
Cucumber		
Tomato		
Greens		
Aibica		
Pumpkin leaves		

Check your answers at the end of the lesson before moving on to the next part of this lesson.

Summary



You have come to the end of the lesson 11. In this lesson you learnt that in order to grow healthy and strong, people need to:

- know the value of their nutritional checklist.
- Eat balance meals every day in order to have proper growth.
- Have sufficient funds/resources to access required food for a balanced diet
- Have smaller family size therefore adequate food and resources to feed all family members hence proper growth.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE



Practice Exercise 11

1. What is proper growth?

2. You are a student learning through the distance mode. Write a paragraph explain the following:

(a).Your duty as a student to relate the nutritional checklist in healthy growth (b) If you do not perform your expected duties as a student what happens?

CHECK YOUR WORK. ANSWERS AT THE END OF LESSON 11

Answers to Lesson 11 Activities

Activity 11.1

- (i) Nutritional Check list : refers to a list of foods that will give us balanced diet. If this list is adhered to should see us having proper growth and minimise health problems associated with bad nutrition.
- (ii) Proper growth refers to healthy growth as required by policies and health laws

Activity 11.2

- (a) The importance of people knowing their Nutritional Checklist is so that They can have proper growth.
- (b) Refer to Table 1 , page 100 for the answer.

Answers to Practice Exercise 11

1. Proper growth is a healthy growth that meet the Health standard. Example of healthy growth is when your height matches your weight. If there is an imbalance between your height and your weight than your growth is not a healthy growth.
2. As a student I will lead by example in eating balanced diet and then promote Proper Growth through awareness and promotion of food check list

SUB-STRAND 3

PERSONAL HEALTH AND SAFETY

Lesson 12: Health and Safety

Lesson 13: Young People and Health Issues

Lesson 14: Safe Sexual Behaviours and Responsibilities

Lesson 15: Values and Decision-making

Lesson 16: Risky Sexual Behaviour

Lesson 17: Dealing with Unsafe and Emergency Situations

SUB-STRAND 3 INTRODUCTION

Welcome to sub-strand 3.

Lesson 12 is standards of behavior. You will learn some new things about the standards of behaviour in the family, community, group, society and country. You will also learn about code of conduct. Each one of the above wants acceptable behaviour from every individual in a given situation.

Lesson 13 is Assertive behavior. You will learn where each person asserts himself and behaves differently in the way he speaks and does and acts. Gender, age and status play a part in this kind of behaviour.

Lesson 14 is aggressive behavior. You will learn that some people's behaviour and attitude are rough and intolerable. In other words their behaviour is like attacking someone's emotion. People cooperate and work together because they feel threatened and unsafe.

Lesson 15 is submissive behavior. You will come to realize what it is important for human beings. In this lesson you will learn that people who are wise sit back and listen to authority. You will come to realise someone who is humble and submits to another person in authority.

In Lesson 16 and Lesson 17, these topics you will also learn many new things which are all related to each other. People behave in certain ways on different occasions depending on cultural values and beliefs. They have their own ways of doing things. You will learn more of that when you complete the sub-strand.

Lesson 12: Health and Safety



Introduction

Welcome to lesson 12. In the previous lesson you learnt about cultural beliefs and values. In this lesson you will learn about health and safety especially those practices that prevent diseases into our bodies, either by keeping our environment and the houses clean or eating balanced diet.



Your Aims:

- Define health and safety
- Identify the relationship between health and safety
- Identify reasons for health and safety promotion

What are Health and Safety?

People live together in families and communities should play basic health care issues such as keeping the environment and houses they live clean. Washing hands before eating, always eat balanced diet, drink plenty of water and breathe fresh air. Houses should always have good ventilation and sanitation and keep rubbish in a pit and cover when it is full. Safety purposes keep a basic first Aid kit for home, and having the security gate that is to be kept locked if people were going out somewhere.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Health refers to conditions of living surrounding or bodies that are showing cleanliness and free from diseases. Clean environment and houses are symbol of healthy life. Un hygienic environment with dirty and unclean homes is unhealthy living condition. Safety refers to action or rules to prevent diseases striking or fire or thief or natural disaster or damage happen to people and their homes.

What then is to prevent diseases? Prevent diseases refer to an action that is guided by health regulation or traditional herbal practices to prevent or stop from spreading or getting worse. For instance, "Prevention is better than cure" this is very important slogan which encourages primary health care and basic hygiene in our homes and environment. If everyone practices these basic health rules we will live a healthy and happier life in our communities.

So individuals or people in their families and communities should know their health and safety. When each person knows and performs their required tasks as expected then they will live healthier and happier in their various societies.



Activity 12.1 Answer the questions.

Define the following;

- (i). Health-----

- (ii) Safety-----

Difference between health and safety.

Health is the body conditions or living conditions or surrounding and houses where we live. For example, healthy people eat balanced diet, have plenty fresh water, good fresh air to breathe, good soil to plant food crops, forest and sea. All these things are in our environment thus we must manage and sustain it that eventually resulting in better living standard for everyone in families and communities.

Safety is the rules or ways or things that can preventive or stop outbreak of diseases or danger and keep ourselves free and safe. The safety refers to protection for our body, house and environment as we know that unhygienic or dirty environment contribute to unhealthy life style. Healthy people have clean house and beautiful and safety environment so they live longer.

The health and safety usually depend on your age and gender,

Most people live in rural villages and they should have in homes a list emergency phone numbers posted on or the telephone. Telephone directory is a must, but due to age, the old people may not have the drive to do as it is expected. Sometimes, health care issues are not practiced and encouraged again it is apparent because of the age differences younger generation would be less likely to do that than older people. Generally, women are more likely to adhere to such health care issues than men. *In traditional times and olden days the women were expected to keep their bodies clean and tidy so they could be valued highly in their communities. The health and safety issues are now practiced at different levels from the young children to middle age for both male and female.*

Now look at the table given below to understand better the difference between health and safety,

Persons	Health	Safety
Mother	Balanced diet	Prevention better than cure
Father	Inadequate diet = diseases	Thoroughly cooked food
Uncle	Clean water supply	Safe drinking water
Aunty	Live in clean house	Pit toilet
Brother	Have clean environment	Emergency phone numbers
Sister	Good personal hygiene	Fire distinguisher
Cousin	Fitness/exercise	First aid kit


Activity 12.2: Answer the questions.

- (a) What is the important of people knowing their health and safety?

- (b) List the health and safety of a member of your family you know well.

Persons	Health	Safety

Summary



You have come to the end of lesson 12. In this lesson you learnt that;

- People should know their health and safety and perform as expected
- Health refers to body conditions or living conditions or surrounding and houses we live as well as food, water, air, soil and forest,
- Safety refers to rules or things or ways we think important to prevent danger or diseases in our bodies or families,
- Knowing your health and safety help families and communities live healthier and happier life and will live longer,
- The difference between health and safety is that health is the conditions of our bodies or living conditions or conditions of houses and the surrounding. Safety is the rules or things or ways we think important to prevent danger or disease in our bodies and in families or in houses and or in our surrounding.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE



Practice Exercise 12

1 What then is to prevent diseases?

.....
.....
.....

2 You are a student learning through distance mode. Write a paragraph explaining the following:

(a). Your duties as a student.

(b) If you do not perform your expected duties as a student what happens?

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CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 12 Activities

Activity 12.1

(a). (i) Health refers to conditions of our bodies or living conditions including houses and surrounding and food we eat.

(ii) Safety refers to rules or things or ways we think are important to prevent diseases, danger and or disasters.

Activity 12.2

(a). People will live healthier and happier and live longer in families and communities.

(b) Sample Answer

Persons	Health	Safety
	Balanced diet	Prevention better than cure
	Inadequate diet	Thoroughly cooked food
	Clean water supply	Safe drinking water
	Live in clean house	Emergency phone numbers
	Have clean Environment	Fire distinguisher
	Fitness/exercise	First aid

Practice Exercise 12

1 Prevent diseases refer to stop or not letting diseases into our bodies or houses and the surrounding.

2 Sample Answer

As a student my duty is to learn as much as possible so that I will be able to understand better the health care issues which is paramount importance for everyone in families and communities. Health is a daily living business and to have a healthy life style, I as a student must try my best to learn and participate in health promotion activities to encourage people to take part. Healthy people live in healthy community that makes them more educated in their lives as they are too creating high standard of living in their various societies. If I don't perform my tasks, than I will not be learning and will be at home doing home cores or something else. I will not be able to broaden my basic knowledge of subject that my makeup daily life within and outside of my country.

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Lesson 13: Young People and Health Issues

Introduction

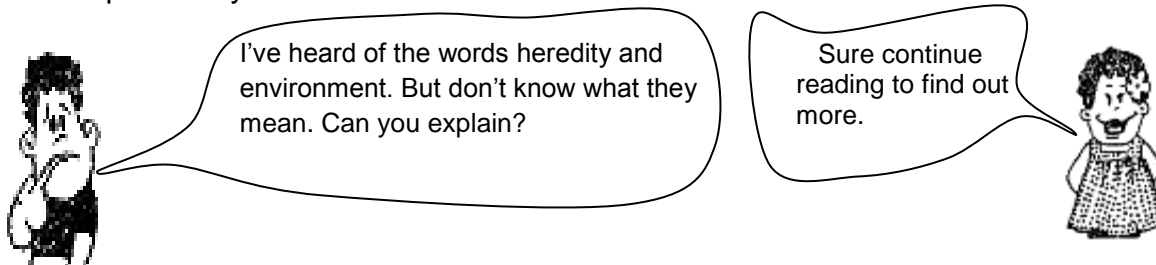
Welcome to lesson 13. In previous lesson you learnt about health and safety. In this lesson you will learn about young people and health issues especially early childhood stage of growing up that they are expected to learn a lot of things in their young life.

Your Aims:

- Identify health issues that are of concern to young people
- Identify groups that provide help to young people with health issues

What are young people health issues?

When people live together in family and community the young people have a lot to learn from the older generation of people who lived a longer life, with a lot experiences and knowledge that we say young people perform their expected traditional moral obligation and responsibility.



Young people refer to people who are still growing up and have not reached adulthood stage or in their puberty and adolescence stages. Health refers to conditions of body or living conditions or surrounding and house that we live.

What then is puberty and or adolescence? Puberty refers to stage of life cycle at between 10 to 15 years and adolescence at 15 to 20 years old. During adolescence young people learn to think and behave as an adult. Adolescence can last for ten years or more and can be a difficult time for some young people, their parents and teachers. During this time some young people find their feelings are mixed up and don't know what to do. At this point in time some of these young peoples' moods change very quickly.

So individuals, especially young people in families and in communities should know their health issues that help to in their life. When every young person knows his health care issues and personal hygiene all should live harmonious life style in their societies.



Activity 13.1 Answer the questions.

(a) Define the following;

(i) Young people-----

(ii) Health issues-----

Difference between Young People and Health Issues

What is the difference between young people and health issues?

Young people refer to puberty and adolescence stages of development of people or life cycle at 10 to 20 years old. At this time of life, the young people go through a very rapid change in their lives and sometimes don't know what to do with their lives. For example, young people growing up have changes in their bodies and start to have different feeling. Boys and become more interested in each other. They often want to find out the answers to many questions

Health issues refer to the conditions of body or living conditions especially surrounding and houses we live and food we eat. Good water, fresh air, fertile soil and forest are also important in healthy life. Basically, eating balanced diet will contribute to healthy living families and in communities. Personal hygiene always compliment the health care issues and brings in healthy life and living longer.

The young people health issues usually depend on family and environment.

Most people in rural villages but it is now changing as more and more people get better education. The people are moving into towns and cities for better life style with decent employment for themselves and their families. As we learnt from previous lessons that everyone inherited genes from their parents that contained characteristics and personality with certain level of intelligence. Some people in their families will accept the health issues well because of their education and status in community. Some young people in families who usually have less educational opportunities having to struggle during this period and fall into many negatives of life. Most important factor in case is the place where we live or environment that impact and determined changes that happens in these young people lives.

Summary



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

- People especially young ones should know of their health issues and perform as expected,
- Young people refers to life cycle or stages between 10 to 20 years old or people who have not matured into adulthood,
- Health issues refers to conditions of body or living conditions including house and environment and food, water, air and soil,
- Puberty refers to life cycle or stages of growth between 10 to 15 years old. Adolescence refers to stages between 15 to 20 years old,
- The difference between young people and health issues is that young people are the human being or have not matured to adulthood. Health issues are the body conditions or living conditions or environment that we live including house, food, air and soil.

NOW DO YOUR PRACTICE EXERCISE 13 ON THE NEXT PAGE



Practice Exercise 13

1 What is puberty and adolescence?

2 You are a student learning through the distance learning mode. Write a paragraph explaining the following;

(a).Your duties as a student

(b) If you do not perform expected duty as a student what happens?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 13 Activities

Activity 13.1

(a). Young people refer to human beings or people in their puberty and adolescence stages or life cycle at 10 to 20 years old.

(ii) Health issues refer to body conditions, or living conditions including environment and houses or food, water, air and soil are also included as basic healthy issues.

Families	Young people	Health issues
	Human beings	Balanced diet
	Boy or girl	Clean water
	10 to 20 years old	Personal hygiene
	Good family	Fresh air
	Poor family	Toilets
	Have educated parents	First aid kit
	Less educated parents	Prevention is better than cure
	Have good house/food	Wash hands before eating
	Have good environment	Follow health rules

Practice Exercise 13

1 Puberty refers to stages of grow or life cycle at 10 to 15 years old and Adolescence refers to stages at 15 to 20 year old in life line.

As a student will try my best to study and learn as much as I can to improve my basic knowledge on this important subject that affect my daily life. Also Knowledge of this subject especially life line of people at puberty and adolescence stages. Knowing my young stages in relation to health issues will make a better person within my family and the community. To have healthy life style is more enjoyable at this age because a lot of things happening that influence negative things in our lives. If I don't perform my duty as a student than I will be learning and will at home going home cores or something else. I will not be able to broaden my basic knowledge of subject that make up my daily life within outside my country.

Reference:

1 ROUSE KENNETH< Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSE KENNETH, Personal Development, Book 1, 2005, Oxford Press, Australia

3 ANDREW SOLIE, Healthy Living, 2005, Oxford University Press, Australia

4 ANDREW SOLIEN, Healthy Relationships, 2005, Oxford University Press, Australia

5 ANDREW SOLIEN, Basic First Aid, 2005, Oxford University Press, Australia'

Lesson 14: Safe Sexual Behaviours and Responsibilities



Introduction

Welcome to lesson 14. In the previous lesson you learnt about young people and health issues. In this lesson you will learn about safe sexual behaviours and responsibilities especially those young people in their adolescence stage of the life cycle.



Your Aim:

- Identify safe sexual behaviours and responsibilities
- Develops strategies to promote safe sexual behaviour
- Describe responsible sexual behaviour and how to protect oneself against pressure,

What are safe sexual behaviour and responsibilities?

When people live together in families and communities should behave in a way that is acceptable to others in the community. The way people behave and speak to others is very important. Expected behaviour may include honest praises and compliment, listening and supporting and standing up for your rights and the rights of others. Putting your choice in the friendship circle based on trust, respect and affection. It is your choice to who you are sexually active with. You always have rights to refused sexual contact of any kind and to say no or stop at any time.



Can you explain what is safe sexual behaviour?

If you want to know safe sexual behaviour read to find out more.



Safe Sexual behaviour refers to ways sex is practice or who is your sex partner or you are the only person who has the rights to decide who will be in your “me” circle. If a person forces themselves into your “me” circle this is also a sexual abuse. If someone forces you to have sex with them this is rape. Safe sexual responsibilities refer to a thing which one is required to do as part of a job or role or legal obligation. Having sex with a person you are in love, have high respect and trust. You have the rights to say no if you are forced to have sex with someone you do not know.

What then is legal obligation? Legal obligation refers to an action that is guided by law. For instance, “me” circle meaning nobody from the relative side of your relationship having sexual activity. Sexual activity of any kind should only be with someone from the non-relative side. If a relative touches you in sexual manner this is sexual abuse. If a person forces themselves into your “me” circle is also sexual abuse. If someone forces you to have sex with them this is rape. So individuals or people should know their sexual rights under the so called “me” circle or their responsibilities in relation to safe sex In families and communities. When each person knows their safe sexual behaviours and responsibilities everyone should live harmoniously in their communities.



Activity 14.1 Answer the questions.

(a). Define the following’;

(i) Safe sexual behaviour -----

(ii) Safe sexual responsibilities-----

Difference between Safe Sexual behaviour and Responsibilities.

What is the difference between safe sexual behaviour and responsibilities?

Safe sexual behaviours refer to ways or practices of sex in a safe and respectful manner or proper under rights of “me’ circle. For example, sex is not to be practice within family or circle “me”, it is to be the outside of the relatives relationships. If a person forces themselves to have sex with you it is sexual abuse If a relative touches you in a sexual manner this is sexual abuse. You have the right to refuse the sexual contact of any kind and say no or stop at any time.

Safe sexual responsibilities refer to duties or tasks that people must do. For example, children have a lot to learn as they grow up especially sex related pressures from peer mates or other young people in family circle ”me” or outside of relative relationships. Responsible safe sex is important for everyone in families and communities if they want to live harmoniously in their societies.

Safe sexual behaviours and responsibilities depend on age and education.

Each of your relationships is put into a particular circle based on the trust, respect and affection for that person. It is your choice who you put in which circle and choose to put them there. It is your responsibility and right to decide you are sexually active with. Young people as growing and developing have their feeling mixed up and don't know who and what to do with their sexual drive and activities. This is the period known as adolescence the young people moods changes fast that drive them to behaviour unusually improper towards safe sex. Most times unprotected sex is committed causing HIV /aids disease. Having sex responsibly and behave appropriately in your sexual activity and having respect and understanding towards others. Educated girls are more likely to delay sex in their life.

Now look at the table given below to understand better the difference between safe sexual behaviours and responsibilities.

Persons	Safe sexual behaviours	Safe sexual responsibilities
	Protected sex	Romantic love
	Have sex with person you love	Plan your family
	No sexual activity with relatives	Sex for husband/wife
	No sex before marriage	sex with agreement by both
	Have one partner	No sex outside marriage
	Delay sex/marriage	No sex with relative
	Safe sex obligation by custom	Teach sex education in family



Activity 14.2: Answer the questions.

- (a). What is the importance of people knowing their safe sexual behaviours and responsibilities?

- (a) List the Safe sexual behaviours and responsibilities of your family member you know well.

	Safe sexual behaviours	Safe sexual responsibilities

Summary

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



- People have safe sexual behaviours and responsibilities that they should of and perform as expected,
- Safe sexual behaviours refer to an activity or behaviour are done in restful and lawful way,
- Safe sexual responsibilities refer to a thing which is required to do as part of legal obligation or having sex responsibly.
- Legal obligation refers to an action guided by law,
- Knowing your safe sexual behaviours and responsibilities help the family and community live harmony.
- The difference between safe sexual behaviours and responsibilities is that safe sexual behaviours are the activities or behaviours toward sex which are proper and safe. Safe sexual responsibilities are the duties or work that people must perform according to right and guided by safe sex laws. It is better to have sex responsibly.



Practice Exercise 14

1. What is legal obligation?

2. You are a student learning through distance mode. Write a paragraph to explain the following

(a). Your safe sexual behaviours and responsibilities,

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 14 Activities

Activity 14.1

(a). Safe sexual behaviours refer to an action or behaviour that promote safe sex or having sexual activity based on rights and understanding.

(b) Safe sexual responsibilities refer to duties or thing which one required to do in relation to safe sex with person you love or having sex responsibly

Activity 14.2

(a). People are able to live harmoniously or peace within their families and communities.

(b) Sample Answer.

Persons	Safe sexual behaviours	Safe sexual responsibilities
	Protected sex	Romantic love
	Have sex with person you love	Plan your family
	No sexual activity with relatives	Sex for husband/wife
	No sex before marriage	Sex with agreement by both
	Have one partner	No sex outside marriage
	Delay sex/marriage	No sex with relatives
	Safe sex obligation by custom	Teach sex education in family

Practice Exercise 14

1 Legal obligation refers to an action that is guided by law.

2 Sample Answer

As a student I will try my best to study hard to learn as much as I can so that I understand this important subject which affect each and every one in my family and our community. Also to participate in health promotion and awareness programs which focuses on protected sex in families and communities. My duties would be to do my studies and assigned tasks like set activities and study the subject materials provided. If don't perform my task and duties than I will not be learning and will be at home doing home cores or something else. I will not be able to broaden my basic knowledge of that subject make up my daily life within and outside of country.

Reference

1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSE KENNETH, Personal Development, Book 1, 2005, Oxford University Press, Australia

3 ANDREW SOLIEN, Healthy Living, 2005, Oxford University Press, Australia

4 ANDREW SOLIEN, Healthy Relationships, 2005, Oxford University Press, Australia

5 ANDREW SOLIEN, Basic First Aid, 2005, Oxford University Press, Australia

Lesson 15: Values and Decision Making

Introduction



Welcome to lesson 15. In the previous lesson you learnt about safe sexual behaviours and responsibilities. In this lesson you will learn about values and decision making especially those performed by young people.

Your Aims



- Identify values that influence our behaviour and decision making
- Identify ways of developing values to improve decision making
- List values that influence our behaviour in decision making

What are Values and Decision making?

When people live in families and communities everyone including children have rights to achieve and fulfil his or her potential in life. Values are thing or price for everything we have in our possession especially in relation to traditions and customs context. Decision making is very important process where every decision is made with all possibilities have been considered.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Values refer to things or price people used in relation to their traditions and customs. Everyone have rights to achieve his or her potential in life that are valued highly in most communities in Papua New Guinea. Decision making refers to an action or decision process someone to perform.

What then is decision making process? Decision process refers to an action that is guided by traditional ritual or law. For instance, relationships involving “me” circle meaning sexual activity with outside people is morally and legally wrong. Sex with relatives is seen as sexual abuse. If a person, forces themselves to have sex with you it is sexual abuse. If a relative touches you in sexual manner it is also sexual abuse. However, decision making is quite an important process in relation to who you can have sexual relation with and who you can't have that relationship.

So individuals or people in families and communities should know the values and decision making process. When each person knows and performs their required duties and tasks as expected then everyone will live harmoniously and peace in their various societies.



Activity 15.1 Answer the questions.

(a). Define the following;

(i) Values-----

(ii) Decision making -----

Difference between Values and decision Making

(What is the difference between values and decision making) circle=++

Values are the things we put price or thing we think are important in our lives. For example, bride price has very important and significant value in some provinces such as Central, where this has a valuable traditional activity. This binds families together in their communities for rest of their lives. In the past, money was not important commodity for bride price. Exchange or gift made in the ceremony are for having good time to mark the relationships between two families.

Decision making are the action or process we follow to make good rules or ways to do things or to live in families or communities for the betterment for all. For example, everyone in the family have task assigned to perform to contribute to have better living. When each person performs their task then everyone should have harmonious life in their families and communities.

The values and decision making usually depend on age and gender

Most people live in Papua New Guinea still live rural villages and many of them live close their other members of the same family. When everyone live together, someone will have to set or make family values and makes fair and acceptable decision for each person to adopt and follow accordingly. Older people or grandparents will have less able to make important decisions. Most decisions were made by men in the past, thought, it is changing now, as more and more women are educated and empower by our country constitution. The cultural values are basis for strong family living therefore, each person is required to strictly follow decision made by parents. Family values are always maintained and respected by every member of the family if they were to live peacefully in societies.

Summary



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

- People have values and decision making process they should know of and perform as expected.
- Values refer to things we think are important in our lives or price we put on certain items of importance.
- Decision making refers to processes or actions or choices we make that is vital in our lives,
- Decision making process refers to an action that is guided by traditional ritual or by law,
- Knowing your values and decision making help the family and the community to live in peace,
- The difference between values and decision making is that values are the things or action we think important in our lives. Decision making are the actions or process that help the family to make right choices.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE



Practice Exercise 15

1. What is the decision making process?

2. You are a student learning through distance mode. Write a paragraph explaining the following:

(a). Your values and decision making process.

(b) If you do not perform your expected values and decision making as a student what happens?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 15 Activities

Activity 15.1

(a). (i) Values refer to things or price we put on an action we think are important in our lives.

(ii) Decision making refers to action or process that we act on which improve our family and community.

Activity 15.2

(a). People are able to live harmoniously or in peace within their families and communities

(b) Sample Answer

Persons	Values	Decision making
	More/better education for boys	Protected sex
	Less education for girls	Food (balanced diet
	Bride price for central	Garden
	Shell money	Hunting
	Land	Fishing
	Food	Marriage

Practice Exercise 15

1 Decision making process refers to an action guided by traditional and written laws or rituals.

2 Sample Answer

My duties as a student learning through distance mode will try my best to study hard to learn as much as I can so I will contribute to my family decision making. As a student I will perform my expected to apply the knowledge and skills involve in this subject that are useful in family and community life situations. I will attend tutorials and ask for assistance from my distance teachers when needed. My responsibility would be to do my assigned tasks like set activities. If I don't perform my duties, than will not be learning and will be at home doing home cores or something else. I will not broaden my basic knowledge of subject that make up my daily life within and outside of my country.

Reference

- 1 ROUSE KENNETH, Personal Development, Teachers Resource, 2005. Oxford University Press, Australia
- 2 ROUSE KENNETH, Personal Development, Book 1, 2005, Oxford University Press, Australia
- 3 ANDREW SOLIEN, Healthy Living, 2005, Oxford University Press, Australia
- 4 ANDREW SOLIEN, First Aid, 2005. Oxford University Press, Australia

Lesson 16: Risky Sexual behaviour



Introduction

Welcome to lesson 16. In the previous lesson you learnt about values and decision making. In this lesson you will learn about risky sexual behaviour especially young people who are going through the adolescence stage of life cycle or life line that everyone go through in their life time.



Your Aim:

- Identify unsafe sexual behaviour
- Describe the effects of unsafe sexual behaviour

What is Risky Sexual Behaviour?

When people live in families and communities each person should take responsibility to help their family to live responsibly by not taking risky sexual behaviours in their life. When everyone behaves responsibly in their sexual activities then they will all be living happier and healthier in their various societies.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Risky sexual behaviour refers to an action or behaviour people have in relation to sex. Risky here refers to not careful or not taking notice of the effects of that sort of behaviour. This undisciplined action is traditionally and legally wrong and it is the society legal obligation to protect common people of our country.

What then is traditionally and legally wrong? Traditionally and legally wrong refers to breaking or wrong doing. When each person knows their code of conduct and avoid risky behaviour then everyone should live happily and peacefully in families and communities. For instance, young people take sexual behaviour for granted that it is ok. Soon or later, either of the two will get disease such as HIV/Aids and eventually die. It is now common knowledge that the government is enforcing the measures to prevent such risky sexual behaviours or unprotected sex in our society. So individuals or people in families and communities should know their risky sexual behaviour. When each person knows and performs their required tasks and duties as expected then everyone will live harmoniously in their various societies.



Activity 16.1 Answer the questions.

Define the following;

(a) Risky-----

(b) Sexual-----

(b) Behaviour-----

Difference between Risky and behaviour

(Icon) What is the difference between risky and behaviour?

Risky refers to unplanned action or unacceptable thing to do or against the law of the land that may destroy or break families and communities in their lives. For example, sexual violence is against our country law and anyone who commits that offence will eventually go to jail or be punished. Risky behaviour is a serious issue and should be discouraged in families and communities.

Behaviour refers to an action or doing things right or wrong that may offend another person or people that will have certain responses in families and communities. Some of these behaviours are positives while others are negatives. For good of everyone, we recommend to accept best and positive behaviours in our families and communities.

The risky sexual behaviours usually depend on age and gender.

Most people live rural villages and this situation is changing as more and more people have been educated. The educated people are moving to towns and cities for better life where it is not always possible to have what people to have. Life can be difficult at time, if people are not employed and have nothing to eat. This is the time to expect the risky behaviour especially younger generation than older aged. The men are also more likely to commit risky behaviour offence than the women. So it is now, apparent that vulnerable people who are committing this behaviour are in the adolescence and young adults. School aged people are the targeted group of people who should be guided and counselled. But it must be remembered that men are the culprit of this risky behaviour.

Summary

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



- People have risky sexual behaviours that they should know of and perform as expected,
- Risky refers to an action or act that is against the traditional and written laws,
- Behaviour refers to an action or assuming to do or not to do,
- Traditionally or legally wrong refer to breaking law or doing wrong
- Knowing your risky sexual behaviour helps the family and communities to live in peace,
- The difference between risky and behaviour is that risky is an action or thing against the laws. Behaviour is the things or assumption that people accept or do that can be good or bad

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE



Practice Exercise 16

- 1 What is traditionally and legally wrong?
- 2 You are a student learning through distance mode. Write a paragraph explaining the following;
 - (a). Your duties as student.
 - (b) If you do not perform your expected duties what happens?

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CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 16 Activities

Activity 16.1

(a).(i) Risky refers to an action or act to do something against traditional or common laws.

(ii) Behaviour refers to an action or assuming to do it right or not to do it wrong.

(b) Sample Answer

Persons	Risky	Behaviour
	Hitting	Being respectful
	Sexual touching	Listening to others
	Unacceptable act	Helping other
	Swearing	Stay calm
	Drinking in public	Ask for help when needed
	Carrying weapon in public	Sharing

Practice Exercise 16

1 Traditionally or legally wrong refer to breaking law or doing wrong

2 Sample Answers

As a student I will try my best to study hard and learn as much I can to broaden my basic subject knowledge that will help me in my to do my expected duty as a student better. I will attend tutorials and ask for assistance from distance teachers when needed. My duty and task is to do assigned tasks to such as set work and study the subject materials. The risky behaviour is an exciting and interesting subject which I will try my best to understand and apply it in real life situation. Knowing these risks will help me and family to appropriately behaviour and do things as model for the communities where I live. If I don't perform my duty then I will not be learning and will be at home doing nothing and or doing home cores.

Reference

1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSE KENNETH, Personal Development, BOOK 1, 2005, Oxford University Press, Australia

3 ANDREW SOLIEN, Healthy Relationships, 2005, Oxford University Press, Australia

4 ANDREW SOLIEN, First Aid, 2005, Oxford University Press, Australia

Lesson 17: Dealing with Unsafe and Emergency Situation



Introduction

Welcome to Lesson 17. In the previous lesson you learnt about risky sexual behaviour. In this lesson you will learn about dealing with unsafe and emergency situation especially injuries people get or house and surrounding.



Your Aims:

- Identify ways to respond to unsafe and emergency situations,
- Develop effective strategies to respond to unsafe or emergency situations
- Identify ways on how to minimise potential risks

What are Unsafe and Emergency Situations?

When people live together in families and communities each person takes on different tasks to help communities we say people shared duties and tasks to find out about the situations. Dealing with such situations required cooperative and coordinated task.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Unsafe refers to situations or conditions of people or surrounding and or house or families and communities. Emergency refers to an action required quick act or priority to do it. This emergency situation is to be treated seriously as damage can be done if it is not acted upon as quickly as possible. In health emergency case, someone may die or lose his life, if it is not attended to as soon as it happens. Dealing with unsafe and emergency situations must always be treated with speed and caution as damage or loss can be very dear or very expensive.

What then is speed and caution? Speed and caution refers to an action that is guided by the law. Under the disaster and emergency and health regulations of our government has empower these agencies to act to control such situations when they arose. For instance, swallowing poison follow DRABC, do not induce vomiting, wash corrosive substance off mouth and face with water or wipe off and seek medical emergency. This is called dealing with unsafe and emergency situation that required caution, careful and step by step responses then seek medical or other appropriate authorities.

So individuals or people in families and communities should know their unsafe and emergency situations. When each person knows and performs their required roles and duties as expected then everyone will live harmoniously and healthier in their various societies.



Activity 17.1 Answer the questions.

(a). Define the following;

(i) Unsafe-----

(ii) Emergency -----

Difference between unsafe and emergency



What is the difference between unsafe and emergency?

Unsafe refers to situations or conditions of people or house or surrounding or families or communities. For example, snake bites required quick action and response in such unsafe situation as this is dead or alive situation. Eventually either a person die or not, depending our response. So everyone in families and communities should know their unsafe situations and where they can seek help.

Emergency refers to an action or response to certain danger or sickness or priority to do something for whatever the situation is and remember the safety precaution and rules for emergency. So it is better to keep in mind that “prevention is better than cure” to help families and communities safety living in their societies. For example, It is an idea to keep emergency phone numbers, medical kit or First Aid kit in your house.

The unsafe and Emergency Situations depend on age and gender.

Most people in Papua New Guinea still live rural villages and many of these people live close to other member of the same family. This means, children, parents, uncles, aunties and grandparents. This is our extended family setting situation where we share work and every things including food. However, this situation is now changing as more and more people are educated and seek better employment and life. The young generation will have better understanding of these unsafe and emergency situations

than older one as modern life has many ways or technologies in dealing with these situations. Women sometimes may not handle the situation as effective as men and can be seeing as negative aspect of dealing with unsafe emergency situations.

Now look at the table given below to understand better the difference between unsafe and emergency situations.

Persons	Unsafe	Emergency
	Drinking unsafe water	Snake bite
	Dirty food	Food poisoning
	Unprotected sex	Broken neck
	Unclean environment	No water
	Untidy and unclean house	Sick
	Not seeking medical advice	House on fire



Activity 17.2: Answer the questions

(a). What is the importance of people knowing their unsafe and emergency situations?

(b) List the Unsafe and Emergency situations of member of your family you know well

Persons	Unsafe	Emergency

Summary



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

- People have unsafe and emergency situations they should know of and perform as expected,
- Unsafe refers to conditions or things or not acting in safely manner.
- Emergency refers to situation or action that required quick response to solve it,
- Speed and caution refers to an action or quick response with care and step by step act
- Knowing your unsafe emergency situations help families and communities in time danger or serious injury.
- The difference between unsafe and emergency is that unsafe are the things or events that may cause serious injury or damage or dead, Emergency refers to situations or conditions or response to danger or sickness.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE



Practice Exercise 17

1 What is speed and caution?

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2 You are a student learning through distance mode. Write a paragraph explaining the following;

(a). Your unsafe and emergency situations as a student;

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CHECK YOUR WORK, ANSWERS AT THE END OF STRAND \$,

Answers to Lesson Activities

Answers to lesson 17 Activities

Activity 17.1

(a).(i) Unsafe refers to thing or events that may cause serious damage or sickness

(ii) Emergency refers to situations or conditions of people, surrounding, house of outbreak of diseases.

Persons	Unsafe	Emergency
	Drinking unsafe water	Snake bite
	Dirty food	Food poisoning
	Unprotected sex	Broken neck
	Unclean environment	No food
	Untidy and unclean house	House on fire
	Not seeking medical advice	Sickness

Activity 17.2

(a) When people know their unsafe and emergency situations, they can stay away from danger and avoid being hurt.

(b) Varied answers. Compare table 1 in activity 17.2 (a) above.

Practice Exercise 17

1. Speed and caution refer to quick response to emergency situations while at the same time take precaution of danger.

2. Sample answer

As a student I will try my best to study hard to learn as much as I can to understand the subject as it is very important to my everyday life. The unsafe and emergency situation is a subject which will help many families and communities in their lives if they can participate in activities related to it. As a student I will attend to tutorials and ask for assistance from distance teachers when needed. My responsibility would be to do my assigned tasks like set of work and study the subject materials provided. If I don't perform my duties I will not be learning and will be at home doing nothing. I will not be able to broaden my basic knowledge of subject that make up my daily life within and outside of my country.

SUB-STRAND 4

COMMUNITY HEALTH

Lesson 18: Community Health Concerns

Lesson 19: Promoting Healthy Living

Lesson 20: Family Size and Health Services

Lesson 21: Illegal and Harmful Drugs in PNG

Lesson 22: Effects of Drugs in the Community

Lesson 23: Roles of Support Agencies

SUB-STRAND 4 INTRODUCTION

Welcome to sub-strand 4.

Lesson 18 is standards of behavior. You will learn some new things about the standards of behaviour in the family, community, group, society and country. You will also learn about code of conduct. Each one of the above wants acceptable behaviour from every individual in a given situation.

Lesson 19 is Assertive behavior. You will learn where each person asserts himself and behaves differently in the way he speaks and does and acts. Gender, age and status play a part in this kind of behaviour.

Lesson 20 is aggressive behavior. You will learn that some people's behaviour and attitude are rough and intolerable. In other words their behaviour is like attacking someone's emotion. People cooperate and work together because they feel threatened and unsafe.

Lesson 21 is submissive behavior. You will come to realize what it is important for human beings. In this lesson you will learn that people who are wise sit back and listen to authority. You will come to realise someone who is humble and submits to another person in authority.

In Lesson 22 and Lesson 23, these topics you will also learn many new things which are all related to each other. People behave in certain ways on different occasions depending on cultural values and beliefs. They have their own ways of doing things. You will learn more of that when you complete the sub-strand.

Lesson 18: Community Health Concerns

Introduction



Welcome to lesson 18. In the previous lesson you lesson about dealing with unsafe emergency situations. In this lesson you will learn about community health concerns.

Your Aims:



- Identify common **community** health concerns,
- Identify actions to respond to these health concerns
- **identify** to deal with these common health concerns

What are Community Health Concerns?

When people live in families and communities each person should take responsibility and task to adhere to the health concerns of their family and community. Many communities have some of these common health concerns, which are growing, if nothing is done to stop or minimize it from spreading at this rate, it will become a serious health problem. These concerns are water, sanitation, unhygienic or dirty surroundings, malnutrition, drug abuse, teenage pregnancy.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Common refers to things or happening or situation relating to life in families, communities. Health refers to conditions of bodies or living conditions or surrounding, house, food, water, air and soil. Concerns refer to things or inaction relates problems in persons or family or community.

What then is inaction? Inaction refers to an action not performed or not carried out as expected. Many problems are not always solved because of inaction by relevant authorities and stakeholders as well as NGO. Community health concerns are becoming everyone problem including in families, communities and the nation as a whole. If each person contributes to these concerns as expected in their societies then they will have a better place to live and work. Enumerate means of funding should be requested through WHO and other foreign aid sources by our government

So individuals or people, in families and communities should know their community health concerns. When each person knows and performs his/her required duties and tasks, as expected then everyone will live healthier and happier in their communities.


Activity 18.1 Answer the questions.

(a). Define the following;

(i) Community-----

(ii) Health-----



What is the difference between
community and health?

The Difference Between Community and Health.

Community refers to place or environment or where people meet or people live in families and communities. When each person knows their community problems or community good or positive things and perform required tasks to cater for these things then everyone will be able to live harmoniously in their communities. Community concerns relate health problems and basically diseases or unhealthy food or unclean houses and surroundings.

Health refers to condition of body or living conditions or surrounding where people live. To live a healthier life, people should consider their food, especially balanced diet that contains required nutrients the body needs. Body needs energy food to move and do work, protein food for growth and development and protective food for prevention is better than cure.

The community health concerns depend on age and gender

Most people in PNG live in rural villages and this is where we have most of the community health concerns that needed to be tackled and handled in order to reduce or minimize it for the good of the families and communities. Everyone, children, parents, uncles and aunties must all put their energies and times to contribute to the betterment of their various communities. Older people may not take part in these activities as well as women in some cases will not be required to perform certain jobs. Again, children will be required to do basic duties as expected in families and

communities such as health promotion program and awareness sessions to improve community health concerns and problems. When each person knows and performs his/her roles and duties then everyone will have a better place to live and work.

Now look at the table given below to understand better the difference between community and health concerns.

Persons	Community	Health
	Unclean Environment	No drug/ medicine
	Water shortage	No health service
	No community toilet	No road access
	No road access	Outbreak of diarrhoea
	No Aid post	HIV/AIDS
	No health worker	Chewing betel nut



Activity 18.2: Answer the questions.

(a). What is the importance of people knowing their community health concerns?

.....

.....

.....

.....

.....

(b) List the community health concerns of your family and community

Person	Community	Health

Summary



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

- People have community health concerns they **should be aware of and address as expected.**
- Community refers to thing or happening or situation in relation to problems or positives,
- Health refers to conditions of body or living conditions or house, food, water, air and soil,
- Inaction refers to community concerns or problems relate to health and are not solve,
- The difference between community and health concerns is that community are the things or situations either positives or negatives. Health concerns are the basic health problems in families and communities.

NOW DO PRACTICISE EXERCISE 17 ON THE NEXT PAGE.

Answers to Lesson Activities

Answers to lesson 18

Activity 18.1

(a). (i) Community refers to place or surrounding where people live or village district or province or country.

(ii) Health refers to conditions of person or surrounding or house or food, water, air, diseases and soil.

(a) The importance of people knowing their community health concerns is so that they can be prepared for emergency situations or to avoid getting affected by those health problems./issues.

(b) Sample answers only

Persons	Community	Health
	Unclean environment	No medicine
	Water shortage	No health service
	No community toilet	No road access
	No road access	Outbreak of diarrhoea
	No Aid Post	HIV/AIDS
	No health worker	Chewing betel nut

Practice Exercise 18

1. In-action refers to on respond to do something or not act on problem or work

2. Sample Answers

AS a student I will try my best to do my study and learn as much as I can to understand better the basic subject knowledge that will help my family and community to accept the health concerns and participate. I will attend tutorials and ask for assistance from my distance teachers when needed. My responsibility would be to do my assigned tasks like set work and study the subject materials provided. If don't perform my duties than I will not be learning and will be home doing nothing. I will then not able to broaden my basic knowledge of community health concerns that make up my daily life within and outside of my country.

Reference

1 ROUSE KENNETN, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSE KENNETN, Personal Development, Book 1, 2005, Oxford University Press, Australia

3 ANDREW SOLIEN, Healthy Living, 2005, Oxford University Press, Australia

4 ANDREW SOLIEN, First Aid, 2005, Oxford University Press, Australia

Lesson 19: Promoting Healthy Living



Introduction

Welcome to Lesson 19. In the previous lesson you learnt about community health concerns. In this lesson you learn about promoting healthy living especially personal hygiene that everyone should be involved in families and communities.



Your Aims:

- Define healthy living,
- Identify ways to promote healthy living,
- Design a personal plan to promote healthy living in your home or community.

What is promoting and health living?

When people live in families and communities each person should take a responsibility to promote healthy living or make their home and community a better place to live and work. Personal health care and hygiene are primary or basic health issues that is very important for everyone to be involved with if they want to live healthier and happier life. Cleanliness is the name of this game; environment, house, our body, clothes, keeping rubbish away, toilets and always wash hands before eating.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Promoting refers to an action or performing to have something done or doing activity on issues that are important to people and their families and communities. Healthy living refers to conditions of body or living conditions or conditions of our surrounding. It is a health issue for families to have a clean toilet. Diarrhoea comes from germs found in human faeces.

What then is health issue? Health issue refers to things or conditions of our body or house or our surrounding that is guided by department of Health policies. For instance, people must wash their hands before they eat. Not washing our hands eventually results in getting sick or diarrhoea germs enter our bodies. Dirty water is the host of germs and uncovered food that is unhygienic must be avoided at all time. So people or individuals in families and communities should know their primary health issues and promote them appropriately. When each person knows and performs their required health issues, as expected then everyone will live healthier and harmoniously in their various societies.



Activity 19.1 Answer the questions'

.Define the following;

(a). Promoting-----

(b) Healthy Living-----

Difference between Promoting and Healthy Living



What is the difference between promoting and healthy and living?

Promoting refers to an activity or doing something that is important for people in families or communities. For example, promote primary health care, washing hands, wearing clean clothes, house is clean and tidy. Always eat balanced diet and have good toilet. It is important to remember to have this in mind,“ prevention is better than cure” basic health prevention slogan for all of us.

Healthy refers to conditions of body or living conditions or house and surrounding, food, water, air, soil and friendship in community. For example, healthy living issues will improve people life style is everyone know and perform their expected responsibilities and duties in families and communities. Healthy people eat healthy and balanced diet and have clean house and surrounding. Also rubbish and toilet are taken care of when it is appropriate.

The promoting healthy living depend on age and gender

Most people in Papua New Guinea still live in rural villages and many of these people live close to other member of the same family. Promoting healthy living in rural villages is actually difficult for many people as villagers in these villages are old people. Promoting healthy living in towns and cities are more relevant and will achieve positive results than in villages. The women who live these urban settings are educated and would easily participate in the health issues in their families and communities. To promote healthy living required resources that will make it possible for the promotion and awareness programs to achieve good outcome for everyone in their families and communities. Eating balanced diet or good and healthy food is the basic health care need for every person in Papua New Guinea.

Now look at the table given below to understand better the difference between promoting and healthy living.

Persons	Promoting	Healthy living
	Healthy diet	Clean water
	Personal hygiene	Balanced diet
	Healthy life style	First Aid Kit
	Disease control	Clean house
	Prevention is better	Healthy environment
	Safe drinking water	Seek medical advice



Activity 19.2: Answer the questions.

- (a). What is the importance of people knowing their promotion roles or duties in healthy living issues?

- (b) List the promoting and healthy living issues and programs that you know well.

Persons	Promoting	Healthy living

Summary



You have come to the end of lesson 19. In this lesson you learnt that;

- People have promoting healthy living issues that they should know of and perform as expected.
- Promoting refers to thing or performing an activity or doing something to brief or tell people about certain issues,
- Healthy living refers to conditions of body or living conditions or surrounding or house, food, water, air and soil.
- Healthy issues refer to issues or conditions of body or house, living conditions that are guided by Department of Health policy and regulations,
- Knowing your roles and duties on promoting healthy living issues,
- The difference between promoting and healthy living is that promoting is the action or doing something to brief or tell people about certain issues. Healthy living refers to living conditions or condition of our bodies or our surrounding and food and other necessities.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE



Practice Exercise 19

1 What is healthy issue?

2 You are a student learning through distance mode. Write a paragraph explaining the following;

(a). Your duties as a student;

(b) If you do not perform your expected duties as a student what happens ?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 19 Activities

Activity 19.1

(a). (i) Promoting refers to things or important things in life that help people to live peaceful and healthier in communities.

(ii) Healthy refers to conditions of body or living conditions or surrounding and houses or food, water, air and soil,

Activity 19.2

(a). People are able to live healthier and harmoniously within their families and their communities.

(b) Sample Answer.

Persons	Promoting	Healthy living
	Healthy diet	Clean water
	Personal hygiene	Balanced diet
	Healthy life style	First aid kit
	Diseases control	Clean house
	Prevention is better	Healthy environment
	Safe drinking water	Seek medical advice

Practice Exercise 19

- 1 Healthy issue refer to thing or issues or condition of our body or living condition including house, surrounding, food, water and soil.
- 2 AS a student I will try my best to study hard to learn as much as I can to understand the subject g nothing.know his/her responsibility and perform as expected. Health living required a daily healthy diet as our needs food with nutrients that make body function properly. Personal hygiene is importance for our lives as clean hands, bodies, houses and surrounding will provide that primary health care needed to promote healthy living. Safe drinking water is another health commodity that you can rely on if you are planning healthy living. Healthy life style is basis for longer life. Having regular exercises is very good body function and development at daily basis for healthy mind and control. Our environment provides all needed things such as food, water, soil, air and many more. First Aid kit and emergency phone numbers are every day safety and security need and requirement for good life. If I don't perform my duties as a student to assist in promotion of healthy living then I will be not learning and will be home doing home cores or something else.

Reference:

1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSE KENNETH, Personal Development, Book1, 2005, Oxford University Press, Australia

3 ANDREW SOLIEN, Healthy Living, 2005, Oxford University Press, Australia

4 ANDREW SOLIEN, First Aid Kit,2005, Oxford University Press, Australia

Lesson 20: Family Size and Health Services

Introduction



Welcome to lesson 20. In the previous lesson you learnt about promoting healthy living. In this lesson you will learn about family size and health services especially bigger families in communities.



Your Aims:

- Explain reasonable family size,
- Discuss advantages and disadvantages of big families in Papua New Guinea.

What are family and health services?

When people live in families and communities each person take on responsibility and task to help family to and community and say that work is shared or divided. Family refers to people from same parents or links to person to person or from community to community. The health services are the government service or work that is to help people in families and communities to have health care issues improve for everyone.

Family size refers to number of people within family or children and father and mother in one set of people. Health services refer to government work or program to help people in families and communities in their health care issues they are guided by government of the day through the department of health.

Advantages of big families in rural villages is that strong family influence, labour, defend s family in time of danger or fight, contribute more wealth or assets and important status. Modern life in towns and cities it is difficult to look after big families. It's expensive and can contribute law and order problem. Family size: $\frac{3}{4}$, $\frac{4}{6}$, $\frac{6}{8}$, $\frac{7}{9}$, 10, $\frac{10}{12}$ (small, $\frac{3}{4}$, $\frac{4}{6}$) (average: $\frac{6}{8}$, $\frac{7}{9}$) in PNG, unofficial

What then is guided by government? Government guided activities are the Act of parliament or laws passed in parliament empowering departments to carry out its work in serving the people in families and communities for everyone to live in peace and harmony in their various societies. These services are very important in peoples' lives and must be provided for the betterment of the people in the country.

So individuals and people in families and communities should know their responsibilities and duties to assist in the service delivery. When each person knows and performs their required duties as expected then everyone will live in healthier harmonious life. The healthier and happier life is the result of needed health services that eventually come and making a difference ii families and communities.



Activity 20.1: Answer the questions.

(a). Define the following;

(i) Family

(ii) Services

Difference between family and services



What is the difference between family and services?

Family refers to people including father, mother, children, uncles and aunties or group of people in same interest area. For instance, RSL members is sometimes called themselves a family or clan is refers to family group or sub clan in most villages in Papua New Guinea. The family unit in most communities in our country are extended families, though this is changing to nucleus families as people becoming more educated and securing good jobs.

Services refer to an action or something or help coming to people or plans that, is guided by government policies and priorities. For instance, DSIP and PSIP are service delivery programs in which the health services are included to contained health issues in families and communities. The family health services are currently improving as more and more free care funding are forthcoming in the budget.

The family and health services usually depend on your age and education

Most people live in Papua New Guinea still live in rural villages. Many families and communities are also living close to family members in extended family setting and still needed family services. Older people are vulnerable and required more help than the young people. Less fortunate people with little education would again seek more family health services to sustain their life. The services in villages are more difficult to access than the towns and cities a more educated people live in these places with varieties other of services are always available to them. The money will buy these services so older people and less educated people will always have vulnerability in their life so the government must consider family health services with higher priority in their budget.

Summary



You have come to the end of lesson 20. In this lesson you learnt that;

- People have family health services they should seek assistance from and participate in these services that are available;
- Family size refers to number of father, mother, children or total can be small or big.
- Health services refer to an action or responding to something or serving to help.
- Guided by government refers to an action or policy to help to bring service to people,
- Knowing your family and health services help family and community to live harmony and healthier,
- The difference between family and health services is that family is the people including father, mother and children. Health services are the an action or responding to something or serving to help.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE



Practice Exercise 20

1 What is guided by government?

2 You are a student learning through distance mode. Write a paragraph explaining the following.

- (a). Your family and health services duties as a student.
- (b) If you do not perform your duties what happens?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 2o Activity

Activity 20.1

(a)(i) Family size refers to number of people or father, mother and children, family may be small or big.

(ii) Health services refer to an action or responding to something or problem or serving to help or give a hand.

Activity 20.2

(a) It is important for the people to know the effect of families and the community health services is so that they can; (i) plan for the family size and (ii) plan how they can have maximum access to the community health services.

(b) Sample answer

Persons	Family size	Health service
Father, mother, 2	$\frac{3}{4}$ (very small)	Excellent
Father, mother, 4	4/6(small)	Very good
Father, mother, 6	6/8(medium)	Good
Father, mother, 7	7/9(large)	Fair
Father, mother, 8	10(large)	Poor
Father, mother, 10	10/12(very large)	Very poor

Practice Exercise 20

1.What is guided by government refers to policy or law or right to do a job'

2 Sample Answers

As a student I will try my best to study hard and learn as much as I can to understand better the subject: Family size and Health Services. Everyone in families and communities will assist in promoting family planning and control so that health services are shared fairly for everyone. It is always to plan your family and should aim for small family. Health services will benefit small families more than the bigger families. Knowing your family size and the health services that the government provides will help families to have small families. As a student I will be more willing to

participate in awareness programs focuses on health issues which I think will make difference. If don't perform my duties as a student I will not be learning and will be home doing nothing. I will not be able to broaden my basic knowledge of subject that make up daily life within and outside my country.

.

Reference:

- 1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia,
- 2 ROUSE KENNETH, Personal Development, Book 1, 2005, Oxford University Press, Australia
- 3 ANDREW SOLIEN, Healthy Living, 2005, Oxford University Press, Australia
- 4 ANDREW SOLIEN, Basic First Aid,2005, Oxford University Press, Australia

Lesson 21: Illegal and Harmful Drugs I PNG

Introduction



Welcome to lesson 21. In the previous lesson you learnt about family size and health services. In this lesson you will learn about illegal and harmful drugs in PNG.



Your Aims:

- Defines illegal and harmful drugs,
- Identify illegal and harmful drugs in PNG,
- Identify consequences of being caught by police while in possession of illegal and harmful drugs.

What are Illegal and Harmful Drugs?

When people live in families and communities each person takes task or duty to perform to help family live properly. Illegal drugs are harmful to people and families and communities. Some drugs are legal and others are illegal. Illegal drugs are cannabis, marijuana, heroin, cocaine and amphetamines and they are harmful drugs. Some drugs are legal but can be harmful such as, tobacco, alcohol and betel nut with lime. Other drugs like caffeine found in coffee, tea, coca cola drinks are legal not harmful.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?



Sure continue reading to find out more.

Illegal refers to unlawful or offence or prohibited or breaking the guided rule of law in the country. It is wrong to do what is illegal and people should know their law to help families and communities to live harmoniously. Harmful refers to body conditions or painful or have negative effect in people, families and communities.

What then is negative effect? Negative effect refer to conditions of our bodies or behaviour may show abnormal and not doing as expected. People who had taken harmful drugs are usually, experience irregular pains in their heads and stomach. Each person should know their illegal and harmful drugs that will help families and communities to learn to avoid taken them or to "say no."

So individuals or people in families and communities should know their illegal and harmful drugs. When each person knows their illegal and harmful drugs and perform their duties as expected then everyone will live harmoniously in their various societ



Activity21.1 Answer the question.

(a). Define the following;

(i) Illegal-----

(ii) Harmful-----

Difference between illegal and harmful



What is the difference
between illegal and harmful?

Illegal is the unlawful or an action to prohibit people to break laws or against our laws that people should know and respect and obey them accordingly for the good of everyone in families and communities. For instance, illegal drug such as marijuana must not be taken by young people or anyone, because, at the end, either someone goes to jail or get mental sickness. So it is better to “say no” then taken it.

Harmful is the condition of bodies or effects on us or causes are very serious and can be painful in minds as well. For example, harmful drugs are illegal and should be banned from public outlets that are to be control if we are to reduce the use of these harmful of drugs in families and communities.

The use of illegal and harmful drugs usually depend on age and gender

Most people in Papua New Guinea live rural villages and many of them live close to other members of the same family. This means children, in their adolescence in families and communities will have to be told about the illegal and harmful drugs, People use drug for different reasons. Some of these uses are beneficial since they prevent or cure illness, but some are harmful- even though the drug may make the person feel good when they are taking it. Drugs that are used to feel good are sometime called recreational drugs. There are many factors that affect the decision people make about whether or not to take drugs. There is always younger people take these illegal drugs and it changes s they get older. We in families and communities should encourage our children to make reasonable and intelligence decision about taking these drugs or not as the effects are long term and very damaging in families. Boys are culprits of these addiction and needed huge efforts from all of us in families and communities.

Now look at the table given below to better understand the difference between illegal and harmful drugs.

Persons	Illegal drugs	Harmful drugs
	Cannabis	Tobacco
	Marijuana	Betel nut with lime
	Heroin	Alcohol
	Cocaine	Methylated spirit
	amphetamines	Home brew



Activity 21.2: Answer the questions.

(a). What is the importance of people knowing their illegal drugs harmful drugs?

(b) List the illegal and harmful drugs that you know well.

Persons	Illegal drugs	Harmful drugs

Summary



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

- People have illegal and harmful drugs they should know of and to discourage it from use in families and communities.
- Illegal drugs refer to prohibited drugs or unlawful drugs or not allowed to use.
- Harmful drugs refer to strong drugs or damaging or painful and sickening in body,
- Negative effect refers to condition of body after drugs taken may show weaken and sick,
- Knowing your illegal and harmful drugs help the family and the community to live in harmony and peace,
- The difference between illegal and harmful is that illegal drugs are prohibited or not allowed or unlawful. Harmful drugs are strong and damaging or painful.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE



Practise Exercise 21

1 What is negative effect?

2 You are a student learning through distance mode. Write a paragraph explain the following;

(a) Your illegal and harmful drugs as a student

(b) If you do not perform your duties as a student what happens?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 21 Activities

(a). (i) Illegal drugs refers to prohibited or not allowed or unlawful drugs.

(ii) Harmful drugs refer to strong or damaging or painful and dangerous.

(b) Sample Answer

	Illegal drugs	Harmful drugs
	Cannabis	Tobacco
	Marijuana	Betel nut with lime
	Heroin	Alcohol
	Cocaine	Methylated spirit
	Amphetamines	Home brew

Practice Exercise 21

1, Negative effect refers to condition of body after drugs taken may show weaken and sick.

2 Sample Answers

My duty as a student is to try my best to study hard to learn as much as I as can to understand this dangerous subject that I think, is important for families and communities. Illegal drugs are becoming the basis of law and order breakdown in many families and communities and it's about time to plan community awareness program. Drug abuse is increasing in many communities so schools' curriculum should be used to teach students about drugs. As a student I will very much involve myself in this very dangerous subject. If don't perform my duties than I will not be learning and will be at home doing home cores or something else. I will not broaden my basic knowledge of subject that calls for everyone business.

Reference:

1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSE KENNETH, Personal Development, Book 1, 2005, Oxford University Press, Australia

3 ANDREW SOLIAN, Healthy Living, 2005, Oxford University Press, Australia

4 ANDREW SOLIEN, First Aid Kit, 2005, Oxford University Press, Australia

Lesson 22: Effects of drugs in the Community



Introduction

Welcome to lesson 22. In the previous lesson you learnt about illegal and harmful drugs in PNG. In this lesson you will learn about effects of drugs in the community especially in rural villages.



Your Aims:

- Identify effects of drugs use in the community,
- Develop strategies to make awareness to reduce use of drugs in the community

What are the effects of drugs in the community?

When people live together in families and communities each person should takes on task to make sure that drugs are not to be used and entertained to help the family and community. The work is shared or divided so that everyone has duties and tasks to carry out awareness programs to inform people about the effects of drugs in communities. For example, chewing betel nut with lime for many years can cause bad sore called cancer, tobacco will also cause health problem, marijuana certainly cause serious health situation in families and communities. Result of using drugs either someone pick up mental illness or die.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Effects refer to results of doing something or outcome of activity either showing positive or negative in families and communities. For drugs use in communities has very bad effects because it either long term illness or kill person permanently disabled those who abused harmful drugs. Some drugs are illegal drugs and it is against the law. When police caught people with illegal drugs they can be taken to court and punished.

What then is permanently disabled? Permanently disabled refers to an action or causing bad results that cannot be cured or treated to be normal again. The permanently disabled people are showing the effects of illegal and harmful drugs and now guided by law to reduce the use of it. For instance, person who uses these illegal and harmful drugs eventually either have bad health problem or die.

So individuals or people in families and communities should know the effects of use of illegal and harmful drugs. When each person knows and performs or behave accordingly as expected then everyone live harmoniously and peacefully in their various societies.



Activity 22.1 Answer the questions.

(a). Define the following;

(i) Effects-----

(ii) Harmful-----

Difference between Effects and Drugs



What I the difference between effects and drugs?

Effects are the results or outcome of an action that has been permed or showing sign of positive or negative of doing something. For example, role of a parent is to provide advice and protection to take care of children. Older children are culprits in this activity and should be discouraged to get involve. It is better to prevent it than cure these harmful effects in families and communities our country. Drugs are the things or drinks or smokes that caused bad health problems or deaths in families and communities. For example young people have a lot to learn as they grow up like taking or accepting offer in life. What to accept or not is vital in their peer group and its pressure in time of “circle me”. Older children must learn to take more responsibility and help themselves and their families especially younger children.

The effects of drugs usually depend on age and gender

Most people in Papua New Guinea in rural villages and the effects of drugs use is evidently serious. Many young people are having mental illness in relation their involvement in drug use. A lot of families are faced with the effect that the harmful drugs having in their children as an investment. Education and employment opportunities have been missed and family life is destroyed as a result of these illegal and harmful drugs. Example of these harmful drugs are cannabis, marijuana, heroin, cocaine and amphetamines, Other harmful effects are spending a lot of money, hard to find job, mental illness, lost control, family breakdown and not always eating properly and so they lose weight and become very skinny.

Now look at the table given below to understand the difference between effects and drugs.

Persons	Effects	Drugs
	No money	Cannabis
	No job	Marijuana
	Mental illness	Heroin
	Lost control	Cocaine
	Breakdown in family	Amphetamine

Summary

You have come to the end of lesson 22 In this lesson you have learnt that;



- People have seen and hear of the effects of drugs use and they should know of and perform or do as expected;
- Effects refer to outcome or results of doing something or positive or negative of an act,
- Drugs refer to things or drinks or smoke that cause a lot of illness or problems in families and communities,
- Permanently disabled refers to damaged or diseased or disadvantaged,
- Knowing the effects of harmful drugs helps family and community to live harmoniously and peace in their various societies.
- The difference between effects and drugs is that effects are the outcome or results of doing something. Drugs are the things or drinks or smoke that cause a lot health problems or damages.

NOW PRACTICE EXERCISE 22 ON THE NEXT PAGE



Practice Exercise 22

1 What is permanently disabled?

2 You're a student learning through the distance mode. Write a paragraph explaining the following;

(a). Effects of drugs to you as a student.

(b) If you do not perform your duty as expected what happens?

CHECK YOUR WORK AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 22 Activities

Activity 22.1

- (a)(i) Effects refer to outcome or result of doing something or positive or negative.
 (ii) Drugs refer to thing or drinks or smoke that cause harm or health problems to people

Activity 22.2

(a). People will live harmoniously and healthier in their various societies

(b) Sample Answer

Persona	Effects	Drugs
	No money	Cannabis
	No job	Marijuana
	Mental illness	Heroin
	Lost control	Cocaine
	Breakdown in family	amphetamine

Practice Exercise

1 Permanently disabled refers to damaged or diseased or disadvantaged.

2 Sample Answers

As a student I will try my best to study hard to learn as much as I can to understand better this medically important subject. Knowing the effects of harmful drugs help me to assist people who are likely to fall into this problem. Attend to the awareness programs that involve control of drugs use in communities in our country. My responsibility as a student would be to do my assigned tasks in my study and set work provided. I will use my role as a student to assist in family and community to reduce drugs in general. By involving myself in such community activities will make me a worthwhile member of the community and the society. If I don't perform my duties and tasks, than I will not be learning and will be at home doing nothing. My basic knowledge would not be broaden if I do not do my school work properly.

Reference

1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia

2 ROUSEKENNETH, Personal Development Book 1, 2005, Oxford University Press, Australia,

3 ADREW SOLIEN, Healthy Living, 2005, Oxford University Press, Australia,

4 ANDREW SOLIEN, First Aid, 2005, Oxford University Press, Australia.

Lesson 23: Roles of Support Agencies

Introduction



Welcome to lesson 23. In the previous lesson you learnt about effects of drugs in the community. In this lesson you will learn about roles of support agencies especially in NGO and health departments.



Your Aims:

- Identify support agencies and their roles,
- Identify types of programs offered by support agencies such as Anglicare PNG.

What are Roles of Support agencies?

When people live families and communities always lack support from the government and causes a lot of development problems including health and education. Roles of support agencies are to organise awareness, meeting and distribute training materials. Also can develop and prepare workshops or training in communities. Working with local churches, local level government, provincial and national leaders. Schools, teachers, students, medical professionals, police force, social workers and law and order agencies. NGOs like Anglicare and others can be involved.



I've heard of the words heredity and environment. But don't know what they mean. Can you explain?

Sure continue reading to find out more.



Roles refer to an activity or role assigned or given to somebody to do. Performing an act in family or community. Support agencies refer to an action by groups or people or action by NGO and others to help in families or communities..

What then is NGO? NGO refers to agency or group or organisation that is guided by law to operate to help families and communities. For instance, Anglicare programs providing health care service in Papua New Guinea. Anglicare is carrying out an activity that will benefit a lot of people then eventually either most people improve their health lives or many support agencies come to help in this cause. So individuals or people in families and communities should know their roles and to perform. When each person knows and performs their required duties as expected then everyone will live harmoniously and healthier in their various societies.



Activity 23.1: Answer the questions.

(a).Define the following;

(i) Roles-----

(ii) Agencies-----

Difference between Roles and Agencies



What is the difference between roles and agencies?:

Roles are the functions or parts that people perform within or group perform in their respective organisations or families or communities. For example, role of a health worker is provide or attend to sick persons or people and take care of people who needed it. Old people may be weak and not strong needed health care that can be provided by health worker or doctors or NGO.

Agencies are the groups or organisations whose aims are to help people who needed the services in areas of health and education. For example, Anglicare have been providing health care service in PNG which is very effective and commended by government of our country. There are also number of such agencies doing the same and people in families and communities are should know this so that they know where to go to seek help.

The roles and support agencies usually depend on local leader and funding

Most people in PNG live in rural villages, that is where a roles of support agencies really required as families and communities usually don't have many of these services. The in villages live together in same house as a extended family. Support agencies can do more to serve the people in rural village situations are than in urban. In urban setting would have variety of agencies that are always available when needs arose. The local leaders can make a lot of difference if they are keen and willing to help their people in families and communities. Sometimes people are

handicapped because of lack of funding to carry out work in their communities and this one main weaknesses in service delivery system in the government.

Now look at the table given below to understand better the difference between roles and agencies.

Persons	Roles	Agencies
	Training	Anglicare
	Awareness	World mission
	Distribution	EU
	Workshops	Aussaid
	Expertise	JICA

Summary



You have come to the end of lesson 23. In this lesson you learnt that;

- People have roles and should seek support from agencies,
- Roles refer to an activity or role assigned or given to someone to do.
- Agencies refer to groups or organisation or NGO and government stakeholders.
- NGO refer to support agencies such as Anglicare or JICA or AussAid
- Knowing your roles and agencies help you to seek assistance when you want it,
- The difference between the roles and agencies is that roles are the functions or parts that people perform. Agencies are the groups or organisation who provide assistance to people.

NOW DO YOUR PRACTICE EXERCISE 23 ON THE NEXT PAGE



Practice Exercise 23

1 What is NGO?

2 You are a student learning through distance mode. Write a paragraph explaining the following;

(a). Your roles and Agencies as a student.

(b) If you do not perform your expected roles as a student what happens?

CHECK YOUR WORK. ANSWERS AT THE END OF STRAND 4

Answers to Lesson Activities

Answers to lesson 23 Activities

Activity 23.1

(a). (i) Roles refer to an activity or role assigned to someone to do.

(ii) Agencies refer to groups or organisation or NGO or government stakeholders

Activity 23.2:

Sample Answers

Persona	Roles	Agencies
	Training awareness	Anglicare
	Awareness	World mission
	Distribution	EU
	Workshop	JICA
	Expertise	AossAid

Practice Exercise 23

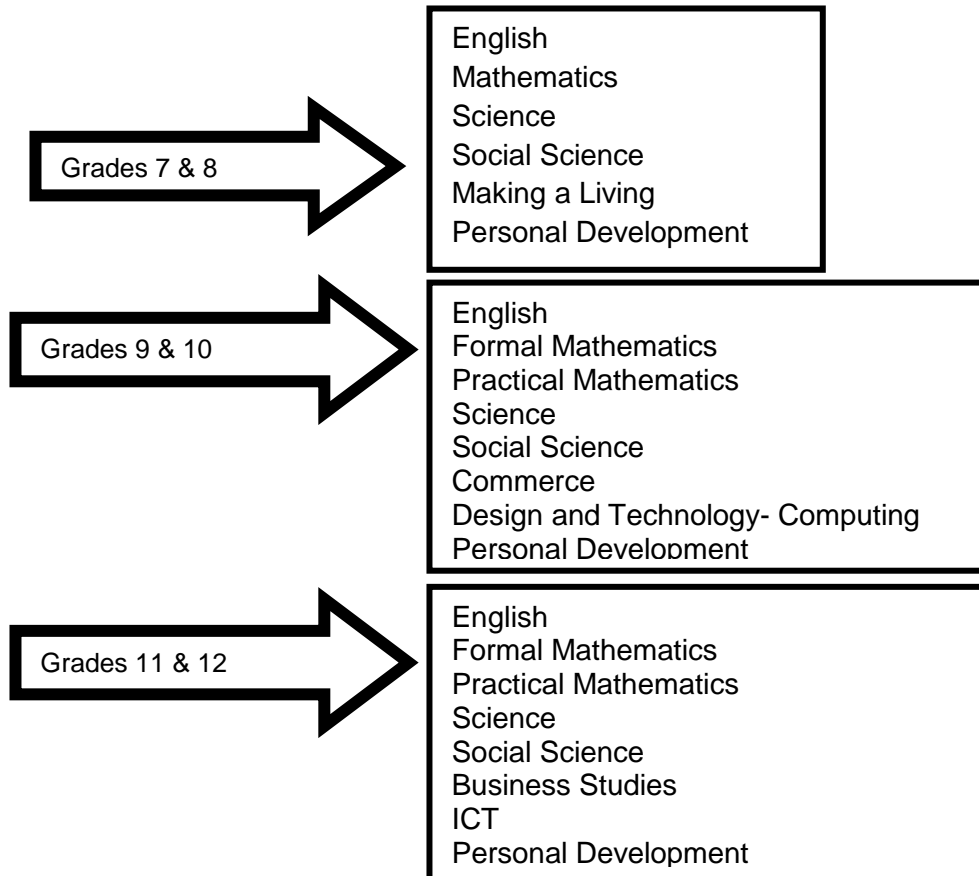
1 NGO refer to agencies or organisation or government stakeholders that provide assistance

2 Sample Answers

As a student I will try my best to learn as much as I can to understand this subject so that I will assist my family and community to seek support from agencies that are available but people not aware of and missing out. With this basic knowledge I as a student could involve my family and the community to conduct awareness programs. My responsibility and role as a student would be to do my assigned tasks like set of activities and study the subject materials provided. If I don't perform my roles and duties, than I will not be learning and will be at home doing nothing. I will not be able to broaden my basic knowledge of subject that make up my daily life.

Reference

- 1 ROUSE KENNETH, Personal Development, Teachers Resource Book, 2005, Oxford University Press, Australia,
- 2 ROUSE KENNETH, Personal Development Book 1, 2005, Oxford University Press, Australia,
- 3 ANDREW SOILEN, Healthy Living, 2005, Oxford University Press, Australia,
- 4 ANDREW SOLIEN, First Aid, 2005, Oxford University Press, Australia.

SUBJECT AND GRADE TO STUDY**REMEMBER:**

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

CORE COURSES

Basic English
 English 1
 English 2
 Basic Maths
 Maths 1
 Maths 2
 History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology
 Chemistry, Physics and Social Science Streams:
 Geography, Introduction to Economics and Asia and the Modern World

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional

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