

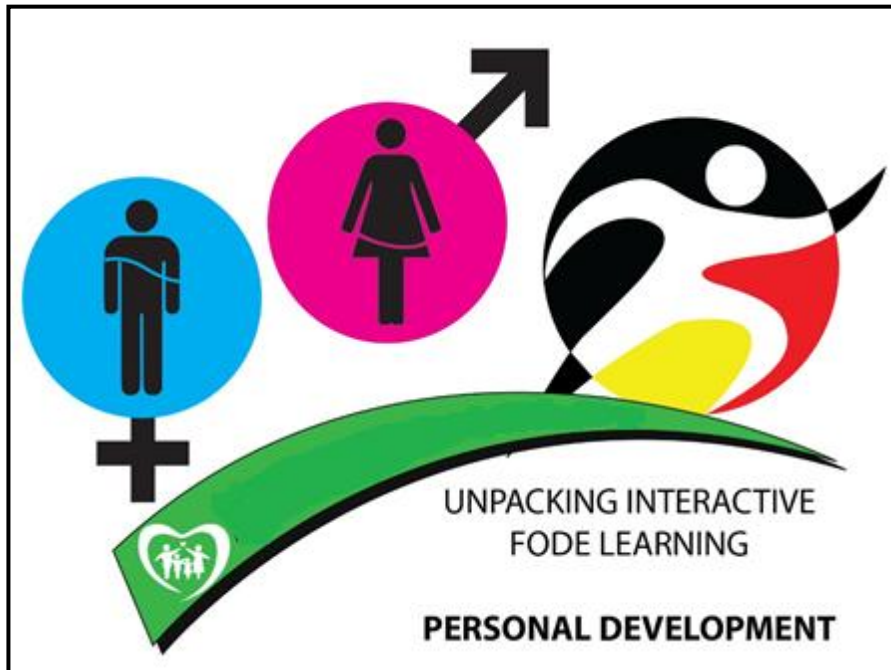


DEPARTMENT OF EDUCATION

GRADE 10

PERSONAL DEVELOPMENT

UNIT 3



UNIVERSAL VALUES



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

PERSONAL DEVELOPMENT

GRADE 10

UNIT 3

UNIVERSAL VALUES

TOPIC 1: VALUES

TOPIC 2: INFLUENCES OF UNIVERSAL VALUES

TOPIC 3: ROLE MODELS

ACKNOWLEDGMENTS

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DIANA TEIT AKIS

PRINCIPAL



Flexible Open and Distance Education
Papua New Guinea

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CONTENTS

Title Page	1
Acknowledgment	2
Table of content	3
Secretary’s message	5
Unit Introduction	6
Study Guide	
Topic 1: Values	
Topic Introduction.....	
<input type="checkbox"/> Lesson 1: Culture and Values	9
<input type="checkbox"/> Lesson 2: Personal Values	19
<input type="checkbox"/> Lesson 3: Religious Values	24
<input type="checkbox"/> Lesson 4: Christian Values	31
<input type="checkbox"/> Answers to Practice Exercises 1- 4	36
Topic 2: Influences of Universal Values	38
Topic Introduction.....	38
<input type="checkbox"/> Lesson 5: Universal Values	39
<input type="checkbox"/> Lesson 6: The effects of not maintaining Universal Values	45
<input type="checkbox"/> Lesson 7: Impact of Universal Values on Papua New Guinea	50
<input type="checkbox"/> Answers to Practice Exercises 5-7	55
Topic 3: Role Models	91
Topic Introduction.....	58
<input type="checkbox"/> Lesson 8: Positive Role Models	59
<input type="checkbox"/> Lesson 9: Choosing Role Models	66
<input type="checkbox"/> Lesson 10: Impact of Role Models	70
<input type="checkbox"/> Answers to Practice Exercises 8-10	75
<input type="checkbox"/> Answers to Unit Lesson Activities	
<input type="checkbox"/> Reference	

SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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



UKE KOMBRA, PhD

Secretary for Education

UNIT 3: INTRODUCTION



Dear Student,

Welcome to Unit 3 of Grade 10 Personal Development Course. This Unit is called Universal Values. You will study it, using the steps suggested in the **Study Guide** on the next page.

This Unit is based on the National Department of Education approved Syllabus for conventional high school Personal Development. So you will study at home what High school students study in school.

The three Topics you will study are:

1. **Values**
2. **Influences of Universal Values**
3. **Role Models**

In Topic 1 – **Values** – You will learn about Culture and Values, Personal Values, Religious Values and Christian Values.

In Topic 2 – **Influences of Universal Values** – You will learn about Universal Values, The effects of not maintaining Universal Values and Impact of Universal Values on Papua New Guinea.

In Topic 3 – **Role Models** – You will learn about Positive Role Models, Choosing Role Models and Impact of Role Models.

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

We hope you will enjoy studying this Unit for your Personal Development.





STUDY GUIDE

- Step 1:** Start with Topic 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 Activities and Practice Exercise 1, turn to the end of Topic 1 in the Unit Book to correct your answers. The answers for your Practice Exercises are at the end of the Topic while the answers for your Lesson Activities are at the end of the Unit Book.
- Step 3:** If you make any mistake, go back to the lesson and revise well and try to understand why you gave an incorrect answer.
- Step 4:** When you have completed steps 1-3, tick the box for Lesson 1 on the Contents' page (page 3) like this,

Lesson 1: Culture and Values

- Step 5:** Go to Lesson 2 and repeat the same process until you complete all the Lessons in Topic 1
- Step 6:** After completing your Lessons and Practice Exercises in Topic 1,2 and 3 then complete each Topic 1, 2 & 3 Test in the Assessment Book 3.
- Step 7:** After you have studied the whole Unit, do also the Unit Examination in the Assessment Book 3.
- Step 8:** Check through your Assessment Book 3 when you are satisfied then forward it to your provincial center for marking. The provincial center will advise you on how to apply for your external examinations.

Icons

 Introduction	 Target of the Lesson	 Lesson Activity Practice Exercise	 Summary
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Assessment

You will do three (3) Topic Tests and a Unit Examination.

Your assessment book will be marked by your distance teacher. The marks you score will count towards your final mark and grade.

If your score is less than 50% in any assignment, you must repeat that assignment. If you continue to score less than 50% in your assignment three consecutive times, then, your enrolment will be cancelled, and you need to re-enroll if you wish to continue this Course.

Study Schedule

Here is a Study Schedule. It will guide you on a weekly basis. The Study Schedule will help you to complete your Course Book and its Assessment.

WEEKS	TOPIC/ LESSON NUMBER	ASSESSMENT	COMMENTS
1-2	Topic 1: Lessons 1- 4	Topic 1 Test/15	
3-4	Topic 2: Lessons 5-7	Topic 2 Test/15	
5-6	Topic 3: Lessons 8-10	Topic 3 Test/15	
7-8	Revise on the topics for your examination		
9-10	Submit your Assignment 2 to your Provincial Centre for marking.		

As you complete each lesson, tick the box on the contents' page. This helps you show what you have done and what you still have to do in each Topic.

ALL THE BEST

TOPIC 1

VALUES

TOPIC 1	CULTURE AND VALUES
TOPIC 2	PERSONAL VALUES
TOPIC 3	RELIGIOUS VALUES
TOPIC 4	CHRISTAIN VALUES

TOPIC 1: VALUES



Welcome to Topic 1 on Values. In this topic you will learn about Culture and Values and values based on Culture, Personal, Religious and Christian.

There are four lessons:

Lesson 1: Culture and Values

In this lesson you will define culture and value, identify cultural values and its importance.

Lesson 2: Personal Values

In this lesson you will define personal values, identify personal values and its importance

Lesson 3: Religious Values

In this lesson you will define religious values and identify religious values and its importance.

Lesson 4: Christian Values

In this lesson you will define Christian values and identify Christian values and its importance.

In doing so, you will find out more about what value is, the different kinds of values and their importance. You will also explore and learn about your personal values.

We hope you will enjoy studying this topic.

Lesson 1: Culture and Values



Welcome to lesson 1 of unit 3. In this lesson you will learn about culture and values.



Your Aims:

- define culture and values
- identify cultural values
- identify the importance of cultural values

What is a culture?

Firstly, let us define culture.

Culture is the viewpoint, mind -set, values, goals, and practices shared by a society. People can reflect the culture of their country, region, and or subgroups. Culture describes people's way of life, meaning the way they do things.

Different groups of people may have different cultures. Culture is more than just material goods, or the things the culture uses and produces. Culture is also the beliefs and values of the people in that culture. It includes the way people think about and understand the world and their own lives.

Culture can also vary within a region, society or subgroup. A work place may have a specific culture that sets it apart from similar workplaces.

What is a Value?



Now that I know what Culture is what then is value?

Well, continue reading to find out more.



A **value** is a standard or principle that people use to guide them and make decisions in their lives. A **value** is also a belief, mission, or way of life that is

When values help people to know what is right and wrong and work out what to do, they are known as a value system. People often say or believe that values are important, but sometimes the way they behave does not agree with the things they say are important.

Value systems are set of values or a set of personal/societal principles and standards that guide people to know the difference between right and wrong.

Whether we are consciously aware of them, every individual has a core set of personal values. Values can range from the most commonplace, such as the belief in hard work and punctuality, to the more physiological, such as self-reliance, concern for others, and harmony of purpose. When we examine the lives of famous people, we often see how personal values guided them, propelling them to the top of their fields. For example, one actor was motivated by his commitment to social justice, which led to important acting roles related to value that made him world famous. Likewise a business CEO was motivated by the personal value that technology should be easy to use, which caused his company to generate technology revolution. Whatever one values, when we take them to heart and implement them in the smallest details of our lives, great accomplishment and success are sure to follow. The key point to keep in mind about values is that implementing and applying values releases fresh energies, which always attract success, achievement, and well-being. Likewise, when companies or other institutions adopt values, individuals working at the organization become energized, as do its customers, its products and services, and everyone and everything else associated with that organization.



Let us continue to look at some common characteristics of values and how these values can affect our lives.

Characteristics of Values

In order for something to be a value, it must have certain characteristics.

- ✓ **You must freely choose your values.** A value is not just something that your parents, teachers, school or church tell you are important. Other people will help you to learn about values but in the end a value is something that you choose freely after thinking about different alternatives.
- ✓ **You must believe each value is important.** You should feel proud of your values and be ready and willing to tell other people how you feel about them.
- ✓ **You must act on each value.** You should put your values into practice in your daily life. A value is not just something that you say or believe is important but is shown in the way you live and behave.

Let us continue and look at how values affect our lives.

Values affect our lives

We all have values that determine our decisions and guide our lives. For example;

- Those who value *individuality* take responsibility, are self-reliant and act with self-respect.
- Those who value truthfulness cannot bring themselves to tell a lie.

- Those who value family or friendship sacrifice their personal interests for the good of others.
- Those who value goodness cannot bring themselves to do something they know is wrong.

When we express values in our relations with other people, we are loyal, reliable, honest, generous, trusting, trustworthy, feel a sense of responsibility for family, friends, co-workers, our organization, community, or country. On a more physical level, we may place great value on cleanliness, punctuality, orderliness, accuracy, and physical perfection in whatever we do.



Figure 1.1: Expressions of Core Values that affect our lives.



Activity 1.1: Complete the questions given below.

1. Explain briefly the terms;

(a) Culture

(b) Value

2. Explain why individuals have different;

(a) Cultures

(b) Values

Cultures and Cultural Values

Now that we have looked at characteristics of values, let us identify some cultural values in different societies.

Culture refers to the ways of life learned and shared by people in social groups. Culture differs from the simpler, inborn types of thinking and behavior to the complex behavior and contemporary (current, present, modern) lifestyles that govern the lives of many people. The people in a human society generally share common cultural patterns, so anthropologists may refer to particular societies as cultures, making the two terms somewhat interchangeable (similar).

Anthropology is the study of humankind, especially human culture and human development. Anthropologists are people who study anthropology (Encarta, 2009)

Culture is tied to people's ability to use language and other symbolic forms of representation, such as art to create and communicate complex thoughts. Symbolic representation allows people to pass a great amount of knowledge from generation to generation. People use symbols to give meaning to every thought, every kind of human interaction and everything around them. Different groups of people may have different cultures and different cultural values



So, how different are cultures and cultural values in Papua New Guinea?

The culture of Papua New Guinea is many-sided and complex. It is estimated that more than 800 different cultural groups exist in PNG, and most groups have their own language. Because of this diversity, in which they take pride, many different styles of cultural expansion have emerged; each group has created its own expression forms in art, dance, weaponry costumes, singing, music, architecture and much more.



Figure1.2: Dancers from East New Britain.



Figure 1.3: Dancers from New Ireland.

On the Sepik River, there is a world – recorded tradition of wood carving. These carvers create forms of plants and animals, because they feel these are their ancestors and they are beautiful. They also create traditional skull portraits. Traditional values are often painted in the form of designs and patterns. An example can be seen in the front rear of the National House of Parliament. Also well represented in the collections of museums around the world is the Malaggan art tradition of New Ireland.



Figure 1.4: Wood Carving from Sepik and the Haus Parliament.

Even though sea shells were abolished as currency in 1933 and are no longer the currency of PNG, this heritage is still valued and present in local customs.

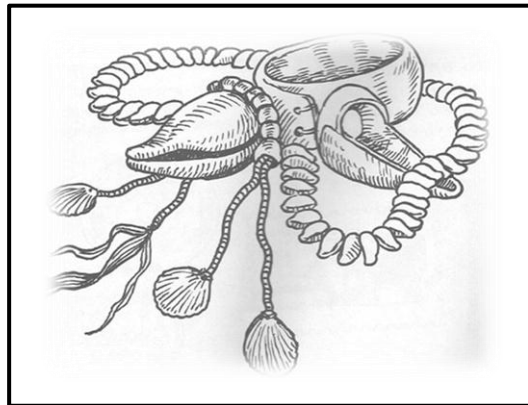


Figure 1.5: Sea shells.



Figure 1.6: Singing group from Highlands Region Of PNG.

In some parts of Papua New Guinea, people engage in colourful rituals that are called 'sing sings'. They paint themselves and dress up with feathers, pearls and animal skins to represent birds, trees or mountain spirits. Sometimes an important event, such as legendary battle, would be enacted at such a musical event.



So what are cultural values? Let us continue reading to find out what cultural values are.

A culture's values are its ideals about what is good, right and just. Sociologists disagree, however, on how to conceptualize values. Conflict theory focuses on how values differ between groups within a culture, while functionalists focus on how values differ within a culture. Functionalist are people who believe in how things function.

Sociology is the study of society. It is the study of the origin, development, and structure of human societies and the behavior of individual people and groups in society. Sociologists are people who study sociology. Functionalist are people (social scientists) who argue that any belief or practice held and any activity done in a society by a group of people, is done according to the function (role) that group performs in society, for example, the family is seen as an institution (establishment/organization) for social stability which means, to remain constant or steady and cohesion which means unity or staying together (Encarta 2009).

A culture, though, may harbour conflicting values, for instance, the value of material success may conflict with the value of charity. Or the value of equality may conflict with the value of individualism. Such contradictions may exist due to an irregularity between people's actions and their professed values, which explain why sociologists must carefully distinguish between what people, do and what they say. Real culture refers to the values and norms that a society actually follows, while ideal culture refers to the value and norms that a society professes to believe.

Cultural values are the commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable etc. in a community or society.

Every Papua New Guinea community has a traditional culture which is usually very unique to each other. We have about 840 different languages and our traditional cultures are almost the same number. These traditional cultures are part of our Melanesian way of life style that our ancestors have been living with for many years ago.

In the wake of modernization, we have heard comments that our cultures and traditions are old –fashioned; they hold back progress in nation building and we should completely forget about them and adopt new ways of life. Some say they are dirty and primitive.

Many disagree because these cultures have helped us develop and mould our attitudes and characters to be productive, useful, purposely and lead progressive lives. Papua New Guinea's rich cultures and indigenous systems may be lost if not regularly and practiced with passion, properly recorded and preserved, and proudly and widely promoted.

In Asian countries like China, Thailand, Taiwan and Korea, people treasure their cultures and traditional values very much that they still keep them despite travelling through the midst of transition from buffalo agriculture to highly computerized agro-agriculture.



Activity 1.2: Complete the questions given below.

(a) List down some values that different cultures have.

(b) How have cultures influenced the values people have?

Summary



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

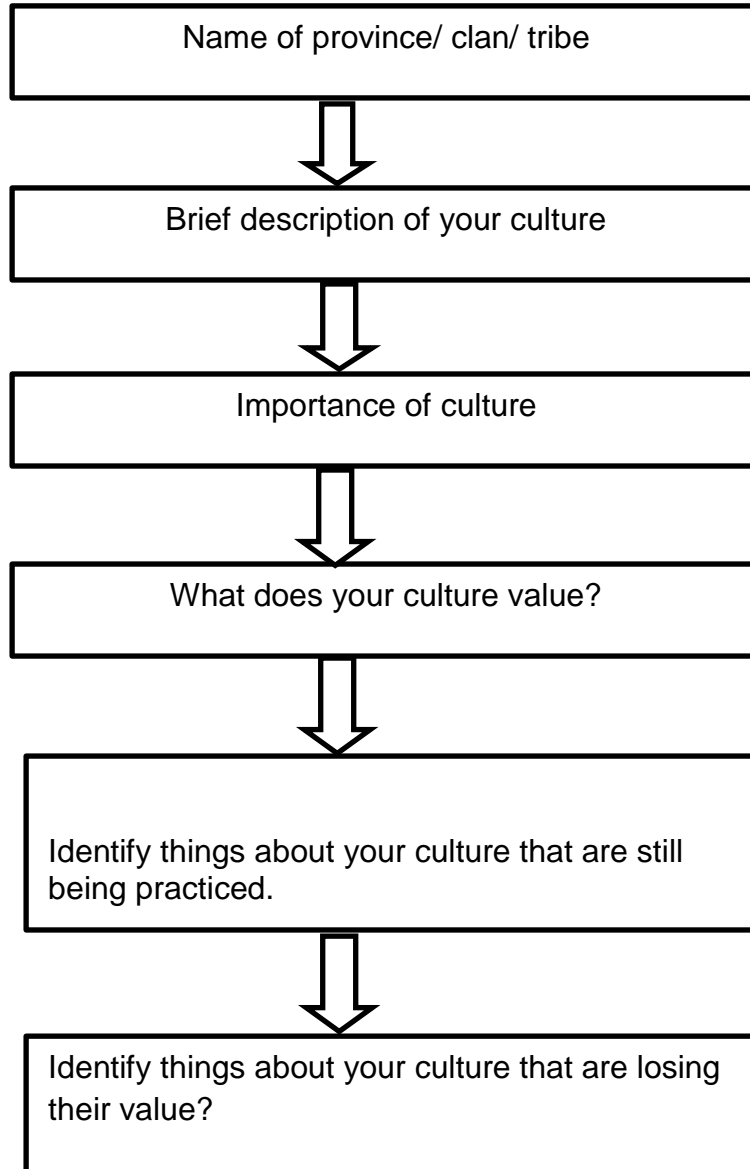
- Culture refers to people's way of life, their viewpoints, mind-sets, values, goals, and practices shared by a society.
- The culture of Papua New Guinea is many-sided and complex.
- Because of this diversity, in which they take pride, many different styles of cultural expansion have emerged; each group has created its own expression forms in art, dance, weaponry costumes, singing, music, architecture and much more.
- A culture's values are its ideals about what is good, right and just.
- Cultural values are the commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable etc. in a community or society.
- Every Papua New Guinea community has a traditional culture which is usually very unique to each other. We have about 840 different languages and our traditional cultures are almost the same number. These traditional cultures are part of our Melanesian way of life style that our ancestors have been living with for many years.
- A value is a standard or principal that people use to guide them make decisions in their lives.
- When values help people to know what is right and wrong and work out what to do, they are known as a value system. People often say or believe that values are important, but sometimes the way they behave does not agree with the things they say are important.
- There are three characteristics of a value.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE



Practice Exercise 1

1. Copy and complete the flow chart below.



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

Lesson 2: Personal Values



Welcome to lesson 2 of unit 3. In the last lesson you learnt about culture and values. In this lesson you will learn about personal values.



Your Aims:

- define personal value
 - identify personal values
 - identify the importance of personal values
-

What are personal Values?



In our last lesson, we defined a value as a standard or principal that people use to guide them make decisions in their lives. Now, we will look at personal values.

People believe that some things are important and other things are less important, but not everyone has the same ideas about the value of different things.

Personal Values therefore refer to beliefs, ideas, behaviors and things that people say are important to them as individuals. These aspects are considered to be valuable and useful to personal decision making. These aspects are also very important as they guide the way things are done by people as individuals.

(i) How do people form their personal values?

People may have developed or formed personal values based on different reasons such as;

- a) belief systems and ideas they hold such as equity, independence, freedom of speech/religion/culture
- b) possessions they own, such as cloths, cars houses and musical instruments
- c) intellectual developments and achievements such as acquired education qualifications at different levels
- d) perceptions and values acquired from different life experiences
- e) observations, interactions and relationships encountered in their life and
- f) Exposure to information/other cultures/environment etc.

An intellectual activity or quality involves a person's ability to understand or deal with ideas and information. Putting your personal values into action must have certain characteristics; you must freely choose your values, you must believe each value is important and you must act on each value.

(ii) Types of personal values

There are two kinds of personal values: those that are acquired from self-experience and those that are acquired from others. When these two types of personal values

are practiced or exist together, we can refer to them as co-ethical values. The self is the aspect (part) of your personality that shows a person's perceptions and values.

Importance of Personal Values



So, why are personal values important to us as individuals?

(i) To help us mature in behaviour and character

Values that arise from experience are the ones that most commonly contribute to your personal growth and self-knowledge. Some values that we have gained from experience are most influential and often form our personal qualities. These values help us to grow and mature in our behaviour and character to a standard that is desired and acceptable to everyone in our life. Other values that are gained through experience help us to be aware and knowledgeable of whom we are as individuals.

(ii) To develop our identity

Values are also important as they help us develop a sense of personal identity. Our values make us unique and give us confidence as individuals in our own rights. Our personal values guide us in the way we do, say and design things. They also influence our decision making.

(iii) To maintain our individual relationships

Our personal values are important in establishing and maintaining our interpersonal relations with other people. Personal values give us the ability to fit in to any groups, institutions, situations or cultures, to adapt to changes and to overcome any threats that we may encounter in our lives.

(iv) To develop life and survival skills

Our personal values drive us and give us the energy to perform better, to develop and adapt to complex problem solving skills, give us the urge to acquire high levels of intelligence, to strive to success and to survive.

Negative influence of some acquired values

On the other hand, Values that are acquired from others may be a source of confusion and conflict. This means, the values from other people, cultures, societies, beliefs and ideas can mislead us and create conflict within ourselves, our relations, cultures, families and societies. This happens when values from outside other than our own, are not valued the same way by a group of people or certain individual or certain practices.

(i) Acquired values can be conflicting to our personal values

- The “wantok” system and the profit making business

The Melanesian practice of “wantok” system is an example of a conflicting value. While the “wantok” system or nepotism is favourable to our cultural societies, it may not be good and favourable in a profit making institution or organisation like a store/shop. This means, in a traditional or cultural setting, we can give and share freely our earnings, harvests, catch, or hunting with our families.

However, we can't be able to give and share freely everything we buy from the shop which cost us money or goods we are selling in our shop to try to make a profit.

When we don't share these things freely, our relatives or other people see us as selfish, greedy or self-centred. But from an economical point of view, we see ourselves as self-reliant, independent, successful and profitable.

- The 'wantok' system and employment

A relating conflicting value of "wantok system" is when a person in authority employs his relatives or family members, without merit but on the value of personal relationship in a public government office that he works in. Traditionally, it is common practice for a person to engage family relations in his traditional non-profit farming business, but not acceptable in profit making business or the entrepreneurial (pronounced on-tra-pre-niu-ral/ en-tre-pre-niu-rol) businesses.

(b) Acquired values can be confusing to our personal values

- Introduction of many religions

An example of an acquired value that may be a source of confusion is the introduction of the many religions of the world. People can live confused lives if they are not as sure as to which religion to belong to. Even further, the different doctrines of the different churches in Christianity may cause confusion amongst individuals causing them to continue changing their personal values.

- Choosing marriage partners as opposed to arranged marriages

In traditional Papua New Guinea societies, marriage partners used to be arranged by the parents and relatives of both the young girl and boy. However, with the introduction of western influences and education, young people value choosing their own life partners more than marrying a partner that has been arranged traditionally.

These are just a few examples of acquired personal values that can be conflicting and confusing to an individual. While we are free to choose our personal values, we need be knowledgeable about our own needs. We must understand our potential and ability to deal with ideas, information and other peoples' values that we would like to acquire.

Personal values develop over time from observations, experiences, exposures and intellectual developments. These personal values come to form our personal qualities over time. We can acquire any value if we believe it is important to us as individuals and that it will help us to grow and mature in our personal behaviour and character.

Examples of Personal Values that can make our Personal Qualities

Listed are some personal values that can be developed from observations, experience, exposures and intellectual development that can contribute to individual achievement and success.

<i>Accomplishment</i>	<i>Competition</i>	<i>Faithfulness</i>
<i>Accountability</i>	<i>Concern for Others</i>	<i>Family</i>
<i>Accuracy</i>	<i>Connection</i>	<i>Freedom, Liberty</i>
<i>Adventure</i>	<i>Content over Form</i>	<i>Friendship</i>
<i>Beauty</i>	<i>Continuous Improvement</i>	<i>Fun</i>
<i>Calm, Quietude, Peace</i>	<i>Cooperation</i>	<i>Generosity</i>
<i>Challenge</i>	<i>Creativity</i>	<i>Gentleness</i>
<i>Change</i>	<i>Customer Satisfaction</i>	<i>Global View</i>
<i>Charity</i>	<i>Decisiveness</i>	<i>Goodwill</i>
<i>Cleanliness</i>	<i>Democracy</i>	<i>Goodness</i>
<i>Collaboration</i>	<i>Discipline</i>	<i>Gratitude</i>
<i>Commitment</i>	<i>Discovery</i>	<i>Hard work</i>
<i>Communication</i>	<i>Diversity</i>	<i>Happiness</i>
<i>Community</i>	<i>Efficiency</i>	<i>Harmony</i>
<i>Competence</i>	<i>Enjoyment</i>	<i>Health</i>
<i>Equality</i>	<i>Honour</i>	<i>Human- Centred</i>
<i>Excellence</i>	<i>Independence</i>	<i>Intelligence</i>
<i>Fairness</i>	<i>Justice</i>	<i>Kindness</i>
<i>Faith</i>	<i>Knowledge</i>	<i>Leadership</i>
<i>Love, Romance</i>	<i>Loyalty</i>	<i>Merit</i>
<i>Oneness</i>	<i>Openness</i>	<i>Patriotism</i>
<i>Others Point Of View</i>	<i>Peace, Non-Violence</i>	<i>Perseverance</i>
<i>Pleasure</i>	<i>Power</i>	<i>Preservation</i>
<i>Privacy</i>	<i>Prosperity</i>	<i>Punctuality</i>
<i>Quality of Work</i>	<i>Reliability</i>	<i>Resourcefulness</i>
<i>Respect For Others</i>	<i>Responsiveness</i>	<i>Results-Oriented</i>
<i>Satisfying Others</i>	<i>Security</i>	<i>Self -Giving</i>
<i>Self- Reliance</i>	<i>Self-Thinking</i>	<i>Sensitivity</i>
<i>Simplicity</i>	<i>Skill</i>	<i>Solving Problems</i>
<i>Spirit, Spirituality in Life</i>	<i>Stability</i>	<i>Status</i>
<i>Teamwork</i>	<i>Tradition</i>	<i>Trust</i>

Figure 2.1: shows some examples of personal values.


Activity 2.1: Complete the following activities.

1. This activity will help you list some things that are important and other things that are less important. What do you value?

State your important and less important personal values in the box below. An example has been done for you.

No	Important personal values	No	Less important personal values
e.g.	Good attitudes like spending money on things <u>I need</u>	e.g.	Bad attitudes like spending too much money on things <u>I want</u>
e.g.	Good attitudes like respecting others point of view	e.g.	Bad attitudes like arguing that I am always right
1		1	
2		2	
3		3	

2. Write a short sentence to each of the following questions.

(a) What are your personal values?

(b) How can you interact with others?

(c) Where do young people learn values from?

Summary



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

- Personal Values are things that are important to an individual
- People form personal values based on reasons such as beliefs, ideas, possessions, intellectual development, perceptions, interactions experiences and exposures.
- Some things are important and other things are less important, but not everyone has the same ideas about the value of different things.
- The qualities that involves a person's ability to understand or deal with ideas and information.
- The aspect of your personality that shows a person's perceptions and values.
- About values – the things that people say or do are important/the importance or usefulness of something.
- Some values that contribute to your personal growth and self-knowledge.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE



Practice Exercise 2

You may start Practice Exercise 2

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

a. Personal Values

b. Self-experience

c. Personal qualities

d. Belief system

2. Describe your personal strengths

3. Evaluate one quality that you think is important to your personal quality.

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

Lesson 3: Religious Values



Welcome to lesson 3 of unit 3. In the last lesson you learnt about personal values. In this lesson you will learn about religious values.



Your Aims:

- define religious value
 - identify different religions and their core values
 - identify the importance of religious values in society
-

What are religious values?



In order to help us understand what religious values are, let us define the two words; “religious” and “values” separately.

Religious comes from the word religion which refers to people's beliefs and faith concerning the existence, nature, and worship of a deity (divine being/holy being) or deities, and divine involvement in the universe and human life. It can mean the ways of worshipping or believing in a supernatural being (Encarta, 2009).

Values are standards or principles that people use to guide them and make decisions in their lives. Values also refer to a belief, mission, or way of life that is meaningful. Values help people to know what is right and wrong (Encarta, 2009).

Therefore; Religious values means all of the principles and standards relating to people’s beliefs, faith and a way of living their lives.



Okay!! Now that we have defined religious values, how can I understand what religious values are, when there are so many religions in the world?

Well, let us first look at some major ones instead of trying to look at all of them



Some facts and values about major religions of the world

Religion	Christianity	Islam	Hinduism	Judaism	Buddhism
Name of God	God	Allah/God	Brahman	God	None
Belief	Monotheistic	Monotheistic	Henotheistic	Monotheistic	None
Founder	Jesus Christ	Mohammed the prophet	No single person	Abraham	Siddharta Gautama
Date it Started	2000 years ago 1,980 years old 4 th oldest religion	622 BC 1389 years old, youngest	6,000 years oldest religion	4,011 years old 2 nd oldest	2, 511 years ago
Rules	10 commandments	5 pillars	Nirvana/ Karma	10 commandments	4 Noble Truths
Book	Bible	Qu'ran	Gita	Torah	
Place of Worship	Church	Mosque	Guru	Synagogue	Temple
Followers	Christians	Muslims	Hindus	Jews	Budhists
Number of Worshipers	2 billion Largest	1.5 billion. Small but growing fast	950 million 3 rd smallest	15 million	350 million

The core believes of different religion

1. Core values of Christianity

There are eight (8) fundamental moral values of Christianity. Each of the values is based on a particular importance to human life as indicated in the table.



To help us develop a better understanding of core values of different religions, let us focus now on the three major religions; Christianity, Hinduism and Islam to better understand the concepts.

No	Value	Importance/Significance
1	Grace	A gift of God to humankind. It is the gift of infinite love, mercy, favor, and goodwill shown to humankind by God
2	Hope	A feeling of desire and belief that guarantees believers to expect that good things are yet to happen and will definitely happen to them.
3	Faith	Trust in God
4	Love	A unconditional show of kindness to mankind and nature
5	Justice	To treat with fairness, equality and reasonable laws/rules that is in favor for all (not just one) and especially those in need or the disadvantaged.
6	Joy	A spiritual feeling of great happiness that is easy to share with other people without any form of discrimination
7	Service	Serve or help others than help ourselves I all aspects of life. People-centered rather than self – centeredness.
8	Peace	free from all forms of mental and physical violence, war, hostilities, disturbances, conflicts, disagreements, anxieties and not just the absence of fighting but positive well- being that fosters positive spiritual growth

2. Hinduism and Moral values

Hindus place greater emphasis on the attitudes of the mind rather than on the elaborate assumptions of what is right and what is wrong. This attitudes are closely guided by (1) self-control (*yama*) which involves truthfulness, abstinence, avoidance of theft, refusal of gifts, and not doing injury to living things. (2) Religious observance (*niyama*) embraces austerity, poverty, contentment, purification rites, recital of the Vedic hymns, and devoted reliance on the Supreme Being. Vedic hymns are magical hymns or prayers that are derived from Veda (Hindu sacred text).

No	Value	Importance/Significance
1	No injury	Do not harm others by words, ideas and thoughts
2	Truthfulness	Refrain from lying and betraying promises
3	No stealing	Do not steal, covet or enter into debt
4	Controlling sex	Observe celibacy when single, and faithfulness in marriage
5	Forgiveness	Refrain from intolerance and ill will
6	Firmness	Overcome fear, indecision and fickleness
7	Compassion	Conquer callous and insensitive feelings
8	Remorse	Be modest and show remorse for misconduct
9	Contentment	Don't be a slave to the senses. Seek joy and peacefulness in self
10	Faith	have unwavering faith in God's grace
11	Worship	perform daily worship and meditation.
12	Scriptures	Study scriptures, listen to teachings of the wise – The Guru
13	Cognition	Sharpen the intellect with Guru's advice
14	Sacred vows	Observe scriptural injunctions faithfully
15	Chanting	Chant God's name and sacred mantras daily
16	Austerity (seriousness)	Perform spiritual discipline as outlined by the Guru
17	Purity	Observe purity of the body, mind and intellect

C. Islam and Moral Values

Islamic values can be divided in three groups.

These basic values and needs which define the foundation for good individuals and social life are classified into three levels, or chain of command, namely (1).

Necessities (*dharuriyyat*); (2) convenience (*haji*); and (3) refinements (*kamaliat*). In the legal theory of Islam there is a maxim "the general aim of legislation" in Islam is to realize values through protection and guaranteeing their necessities as well as fulfilling their importance and their embellishments. The human basic values consist of life, reason, descent, property and religion. Islam protects these primary human values and prohibits any violation of them.

No	Value	The Five Basic Values for all Mankind according to Islam
1	1. Life (Physical Self)	means all those things that could provide a healthy body to lead a purposeful life which includes basic items such as food, clothing, shelter, transport, health, etc. The human soul is held in high esteem and considers the attack against innocent human beings as a grave (serious) sin.
2	Religion	is considered a basic value or fundamental right of every individual one is free to practice their choice of religion

		there should not be any compulsion (force or pressure) in choosing one's religion, nor obstruction (barrier, blockade, hindrance, impediment) to practice it
		provides guidance, peace, tranquility, comfort and purpose in life
		teaches man to uphold the truth, justice and all the virtues (values/good qualities).
		teaches man to avoid vices (sin, immorality, corruption, iniquities, wickedness etc.).
3	Intellect or Knowledge	nature is made up of the mind or intelligence or reasoning power
		builds the intellectual structure of man on most sound foundations
		Classifies knowledge into two; the basic or fundamental knowledge and the specialized knowledge
		Basic or fundamental knowledge must be secured by every individual
		Specialized knowledge must be secured by only a few in society
4	Family Life and Offspring	Family life is the heart of society
		Fear that new ideas and trends about marriage will end family life
		Fear that prostitution (selling and sharing sex with anyone other than husband/wife) will contribute to disorderly offspring
		Acknowledges the strong desire by majority of young men and women who prefer having a wedding
		Values of family life and offspring that have implanted in human nature from time immemorial (ancient or very old) have been able to withstand the temptations of outside/external influences
5	Wealth	A basic human value.
		White collar crimes such as money laundering, embezzlement (misuse of entrusted money or property) and corruption threaten wealth.
		Globalization has contributed to maximum wealth being calculated in few hands. The Muslim world controls only 5.3% of the world trade.
		The global economy and computer revolution is eroding the value of wealth and worsening poverty.

D. Morality: The greatest core value in all religions

After studying the three religions of our focus, we have discovered that there are some differences in their core values. However, there is one core value; “morality” that is common to all three religions and to other religions as well . Let us briefly look at morality to understand why it is important to everyone.

Morality is the common and most important core value that governs most religions. It is one value that human beings share despite their many differences. To better understand why morality is the most common value in most religions of the world, let us define morals and moral to understand this.

i. Moral (as an adjective or describing word)

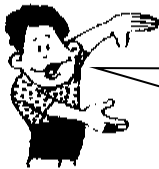
Moral means being able to distinguish right from wrong and to make decisions based on that knowledge. It also refers to the ability of making decision based on what somebody's conscience suggests is right or wrong, rather than on what rules or the law says should be done (Encarta Dictionary, 2009).

ii. Morals (as a plural noun)

Morals or Moral Values refer to the standards of behaviour. Morals are based on principles (religious/cultural/global) of right and wrong as they govern standards of general or sexual behavior. So morals tell us what is right and wrong and how individual people should behave (Encarta Dictionary, 2009).

Morality

Morality refers to the accepted moral standards of conduct that are generally accepted as right or proper. These conducts are in accord (agreement) with accepted moral standards of a particular group of people or society (Encarta Dictionary, 2008).



Now that we have defined morality, let us identify the importance of religious values in society.

Importance of Religious Values in Society

Although, there are some differences in the core values of different religious, there are religious values that are common to almost all the different religions of the world. The core values listed below are considered important in any society.

a. Common core values shared by all religions

No	Aspect of Value	What all religions value
1	God/god/goddess	A divine being
2	Faith/Belief	A certain belief
3	Morals/Morality	Morals
4	Life	Human Life and Nature/Environment
5	Relationships	Good relationships
6	Love, Joy, Peace and Forgiveness	Four main qualities
7	Holy Place	A Holy Place of Worship
8	Rules	Rules that govern the religion
9	Books/Scripts/Manuscripts	A book that holds teachings and provides guidance

b. How important are religious values in our societies?

i. Religious Values;

- promote an important part of the core ethical values that govern our societies.
- are basic values for humanity, which are advised to be protected every time.
- help to build up harmony and universal peace.

- helps to preserve the five basic values; love, truth, peace, right conduct and no-violence at the lowest level or the barest minimum for an acceptable level of living
- includes the ability to perform moral responsibilities; protection of life, securing food, clothing and shelter; education, the right to earn a living, to set up a family, etc
- guides and advices individuals and states to protect or at least to respect the basic values.

ii. Religion;

- plays a major role in most societies where the norms and values become the basic foundations of how the society should function.
- is a universal value that is valued by all.
- is a basic value for humanity
- preaches that a human being cannot live without the basic values of humanity.
- makes people believe and observe the same values
- Religious communities are strongest when we look at personal beliefs and morals



Figure 3.1: Religious Values And Morals Help Build World Peace

c. Globalization affecting religious values

It is evident that there is erosion (breakdown) in religious values caused by many reasons. However, the immoral character of the global economy is becoming more apparent and is the major factor contributing to reduced appreciation of religious values. Globalization, aided and abetted (backed up) by the removal of national controls over cross- border financial flows and the computer revolution, has resulted in short term capital entering and existing markets at lightning speed. This has resulted in millions of women and men losing their jobs; millions more are struggling to survive as hunger and poverty ravage home and hearth. It is not just the tragic consequences of capital volatility (instability) that religion would regard as a blot on the human conscience.



Activity 3.1: Complete the given activities.

List and compare the common values shared by the different religions listed in the table below.

Religion	Similarities in their core values
Christianity	
Islam	
Hinduism	

Summary



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

- Religious communities are strongest when we look at personal beliefs and morality.
- Most religions share common core values although there are very few differences.
- Morality is the most core value that governs religious values
- There are eight core moral values of Christianity: grace, hope, faith, justice, love, joy, service and peace.
- There are over 15 core moral values of Hinduism: non- injury, faithfulness, non- stealing, controlling sex, forgiveness, firmness, compassion, remorse, contentment, faith, worship through to purity. These are very important values that Hindu strongly believes in.
- There are also five basic values for all mankind according to Islam: life (physical self), religion, wealth, intellect or knowledge.
- Religious values are basic values for human kind
- Religious values are important for world peace and harmony

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE



Practice Exercise 3

1. Complete the table below by filling in the missing information about the facts and values of each religion.

Religion	Devine Being	Belief	Rules	Book	Followers	Place of Worship
Christianity	1. _____	Monotheistic	4. _____	Bible	Christians	9. _____
Islam	Allah/ God	Monotheistic	5 pillars	Qu'ran	8. _____	Mosque
Hinduism	2. _____	3. _____	Nirvana/ Karma	Gita	Hindus	10. _____
Judaism	God	Monotheistic	5. _____	7. _____	Jews	Synagogue
Buddhism	Buddha's memoriam	None	6. _____	Buddha's Life	Buddhists	Temple

2. Explain in your own words, why the four (4) common core values listed below are important to all human beings regardless of their religions.

(a) Morals/Morality

(b) Human Life and Nature/Environment

(c) Good Relationships

(d) The Four main Qualities

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

Lesson 4: Christian Values



Welcome to lesson 4 of unit 3. In the last lesson you learnt about religious values. In this lesson you will learn about Christian values.



Your Aims:

- define Christian values
 - identify Christian values
 - identify the importance of Christian values
-

What are Christian values?



To better understand Christian Values, first let us take a brief look of where Christianity came from.

a. How Christianity began

The story of Christianity begins with Jesus. He was born about 2,000 years ago in Bethlehem, a town in the ancient Middle Eastern region of Judea.

Jesus preached that God is love. He told people to love even their enemies. He also spoke about the Kingdom of God. Jesus said God was coming to Earth to be with his people in the Kingdom of God. He urged his followers to ask God to forgive them for their sinful ways so they could enter the Kingdom of God.

The teachings of Jesus were popular. He won many followers. But the Roman rulers of Judea feared Jesus. They thought he wanted to overthrow their government, and they accused him of treason.

Jesus was crucified, or nailed to a cross, to die. Crucifixion is how the Romans executed criminals. But Jesus' followers believed that he came back to life and rose into heaven. This event is called the Resurrection. The crucifixion and resurrection of Jesus are central to Christianity.

Christians honor the anniversary of the Crucifixion on Good Friday. They celebrate the Resurrection on Easter Sunday.

b. The Bible and Christianity

After Jesus died, his followers, called apostles, spread his message. They gathered everything they remembered about Jesus into a collection of writings. This collection is called the New Testament. Christians refer to Hebrew sacred writings composed before Jesus' birth as the Old Testament. Together, the New Testament and the Old Testament form the Christian Bible. The Bible is the holy book of Christianity.

c. What Christians believe

Most Christians see God as a Trinity—a being that exists as three persons. There is God the Father, Jesus Christ his Son, and a guiding force known as the Holy

Spirit. Christians believe that anyone who accepts Jesus as the Savior will live forever in heaven after death.

People accept Jesus in a ceremony called baptism. During this ceremony, they are sprinkled with water or dipped in water.

Most Christians go to religious services on Sunday. It honors the resurrection of Jesus, which most Christians believe occurred on a Sunday.

A community of Christians with shared beliefs is called a church. The building in which they worship is also called a church.

d. How Christianity grew

The first Christians were poor people living in the Roman Empire. After a time, richer Romans started converting, too. As Christianity gained more followers, Roman leaders began to see the religion as a threat. Christians refused to worship the Roman emperor. The Roman leaders treated the Christians cruelly, but their actions only strengthened the beliefs of Christians.

Rome became a Christian empire in AD 312, when the Roman emperor Constantine the Great, himself converted to Christianity.

e. How Christianity came to be in the Roman Empire

Constantine the Great was the son of the commander Constantius Chlorus (later Constantius I) and Helena a camp follower who later became Saint Helena. Constantius became co-emperor in 305. Constantine, who had shown military talent in the East, joined his father in an invasion of the British Isles in 306. He was popular with the troops, who proclaimed him emperor when Constantius died later the same year. Over the next two decades, however, Constantine had to fight his rivals for the throne, and he did not finally establish himself as sole ruler until 324.

Constantine the Great, like his father and earlier 3rd-century emperors, in his early life was a solar henotheist (people who worship the sun with other gods). Solar henotheist believed that the Roman sun god, Sol, was the visible manifestation of an invisible "Highest God" (*summusdeus*), who was the principle behind the universe. This god was thought to be the companion of the Roman emperor. Constantine's faith in the sun is obvious from his claim that he had a vision of the sun god in 310 while in a grove of Apollo in Gaul.

In 312, on the eve of a battle against Maxentius, his rival in Italy, Constantine is reported to have dreamed that Christ appeared to him and told him to inscribe the holy sign XP, the first two letters of the Greek word XPISTOS (Christos), on the shields of his troops. The next day he is said to have seen a cross superimposed on the sun and the words "in this sign you will be the victor" (usually given in Latin, *in hoc signovinces*). Constantine then defeated Maxentius at the Battle of the Milvian Bridge, near Rome. The Senate hailed the victor as savior of the Roman people. Thus, Constantine, who had been a pagan solar worshiper, now looked upon the Christian deity as a bringer of victory. Persecution of the Christians was ended, and Constantine's co-emperor, Licinius, joined him in issuing the Edict of Milan (313), which mandated toleration of Christians in the Roman Empire. As guardian of Constantine's favored religion, the church was then given legal rights and large financial donations.

f. Many kinds of Christianity

Priests called bishops had special authority in both the eastern and western churches. In the west, the bishop of Rome became the top religious leader. He is known as the pope.

In 1512, a man named Martin Luther protested against the power of the pope and the traditions of the Roman Catholic Church. Luther believed that the church had strayed from the teachings of Jesus. He said people needed only faith and the Bible to live Christian lives. His ideas spread.

Groups that left the Roman Catholic Church to form their own churches were called Protestants. In England, King Henry VIII led the protest. He established the Protestant Church of England and made himself the head of it.

The movement to reform Christianity is remembered as the Protestant Reformation. As a result of the Reformation, there are Baptists, Lutherans, Methodists, Presbyterians, and many other Protestant groups. Today, about 2 billion people in the world call themselves Christians

g. Different churches/denominations

Different churches/denominations have different doctrines or principles that people use to guide them and make decisions in their Christian beliefs. Christianity is a very important part of people's lives. Christian values help people to know what is right or wrong and to work out what to do.

Different churches/denominations also have different principals on the days of worship but share a common belief in serving God determines. People believe that Christian values are important to all humans, but sometimes, the way that they behave conflicts with what they believe and say.

What are Christian Values?

Christian values refer to the principles and standards based on the teachings and the life of Christ Jesus. Christian values relate to people's belief and faith in God as the ultimate divine being, Jesus Christ as the Saviour and the Holy Spirit as the spiritual helper of all Christians.

The term Christian values historically refers to the values derived from the teachings of Jesus and taught by Christians throughout the history of the religion. Christian values are based on God and the work of Jesus Christ. The most important Christian value is for a Christian to just value God more than anything, anybody, or any idea. Christian values are based on spiritual things versus material things. Even though Christian values are spiritual in nature, the evidence of these values comes through deeds and actions.

1. Core Christian Values

A core Christian value is having God first in our lives. This means continuously seeking His righteousness and totally relying on Him. As humans we have the freedom of choice to decide what is right and what is wrong, but if we value God we will look to Him for what is right and wrong. Most of us have the resources and means to take care of ourselves, but if we value God we will rely on Him to take care of our needs. We value God when we acknowledge that He knows better than we do on what we need in our lives. Core Christian values include hope, righteousness, love, and putting God first in our lives.

a. Hope

Hope is a core Christian value. A Christian's hope is based on Jesus Christ's promises that He can redeem mankind and provide mankind eternal life. The Christian value of hope enables a Christian to be patient and persevere even though Jesus' promises of eternal life are unseen and unrealized in this present time.

b. Righteousness

Righteousness is a core Christian value. When a Christian accepts Jesus Christ as their Lord and Savior, he or she is now in right standing with God. They are a "new man". A Christian is now set-aside for God to be holy and righteous. Righteousness becomes more and more precious as a Christian grows in his or her love of God. A Christian seeks to do God's will and do what is right in God's eyes because he or she desires to strengthen their relationship with God.

c. Love

Love is a core Christian value. Christian love is called "agape" love which means unmerited favor. Christians realize this type of love through God. Because of God's unmerited favor and grace, He offers all of mankind eternal life through Jesus Christ. This is true love that comes from God. Christians in turn value God's love and have a desire to provide this Godly love of unmerited favor to others.

3. Significance of Christian Values

One of the most important Christian values is directly linked to the belief that all people are made in the image of God and all members of the faith are said to be united in the Body of Christ. This core belief is central to Christian teachings, which express that there is value to be found in all people, no matter their appearance or social status. Christians are commonly taught to respect the people around them, to help those in need and to treat others as they themselves would want to be treated. Christian values that govern your actions and decision making include the following;

- self-respect, personal integrity, respects dignity of others, respect values of the community.
- responsibilities including obligations to church, family and community welfare.
- showing concern including being caring, loving, compassionate, loyal, tolerant, and considerate, cooperate and share in decision making.
- grace is a gift of infinite love, mercy, favor, and goodwill shown to humankind by God. It is only fair that all human share the same gifts with one another
- being hopeful and giving hope to others satisfies and guarantees their desires and beliefs that good things are yet to happen and will definitely happen to them.
- Love is a Christian value of unconditional kindness shown and shared with mankind and nature
- Treating others with fairness, equality and reasonable laws/rules that are in favor for all (not just one) and especially those in need or the disadvantaged
- Having faith and trusting in God
- Sharing joy as a spiritual feeling of great happiness that is easy to share with other people without any form of discrimination
- Serving and helping others rather than serving and helping ourselves in all aspects of life.
- Being people-centered rather than self – centeredness. In other words, thinking of others first before ourselves.

**Activity 4.1: Complete the activities given.**

1. This activity will help you list some impacts of maintaining Christian values in life. How can Christian values be maintained throughout one's life?

2. Write a short sentence to each of the following questions

(a) How can Christian values help people to know what is right or wrong and to work out what to do?

(b) Where do young people learn values to prosper in their lives?

(c) List 3 Christian values that govern individuals actions and decision making

Summary

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

- Different standards or principles that people use to guide them and make decisions in their Christian beliefs.
- The beliefs and values that people use to make decisions about what is right and wrong and that help people to decide how to behave.
- Christian values govern your actions and decision making.
- That Christian values are an important part of everyone's life.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

a. Christian values.

b. Christianity:

c. Core Christian Values:

2. Describe how Christian values can motivate people's lives in Papua New Guinea.

3. Evaluate the importance of value systems to many people, community and the religions.

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

TOPIC 1
PRACTICE EXERCISE ANSWERS
LESSON 1- 4

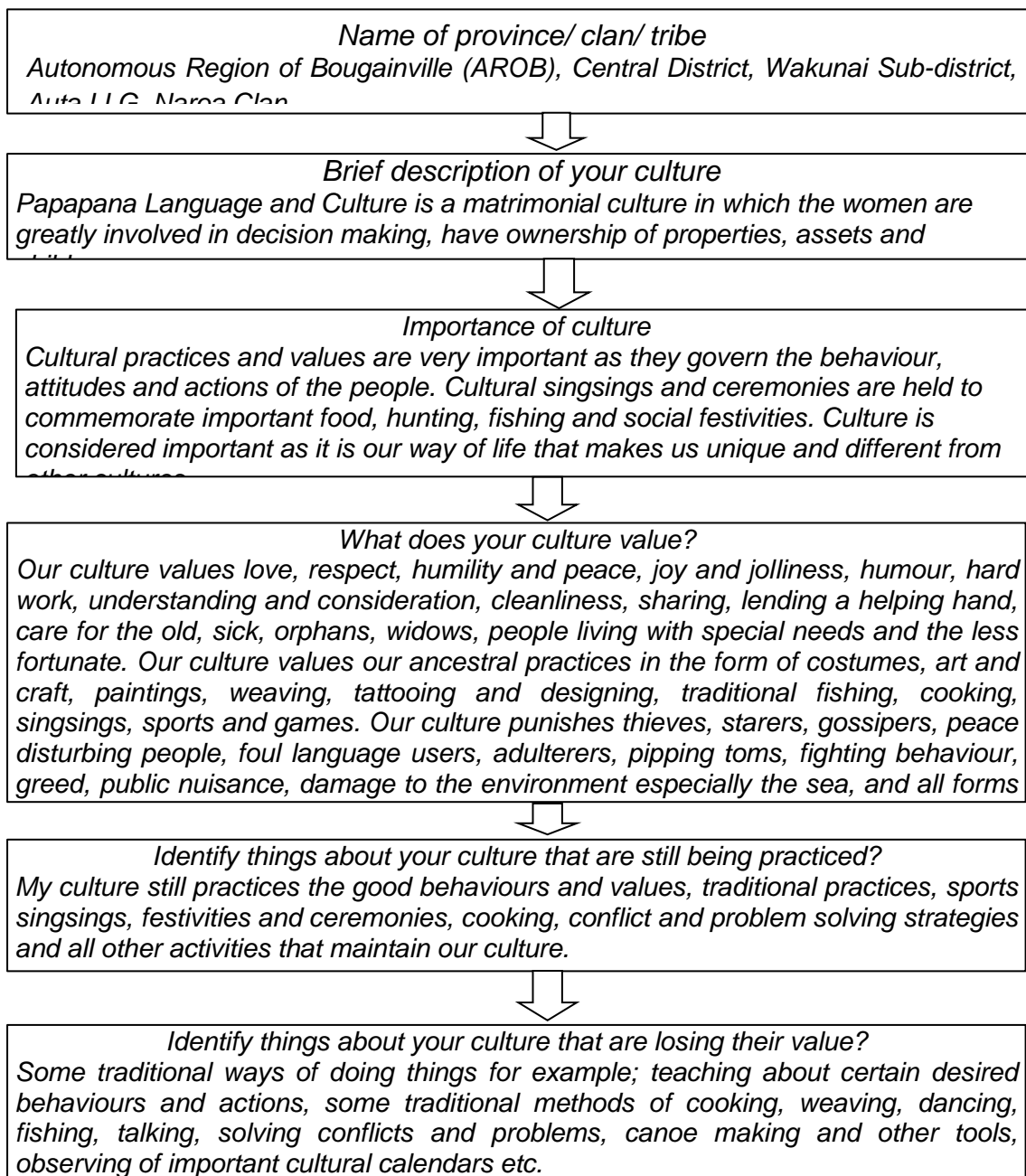
ANSWERS TO PRACTICE EXERCISE 1 - 4

Practice Exercise 1

Use the checklist to check your answers.

1. *Able to name province/ clan/ tribe*
2. *Able to give a Brief description of culture*
3. *Able to identify and list the Importance of culture*
4. *Able to identify the value of their culture*
5. *Able to Identify things about your culture that are still being practiced*
6. *Able to Identify things about your culture that are losing their value*

1. Copy and complete the flow chart below.



Practice Exercise 2

Sample Answers only

- a) *Personal Values refer to beliefs, ideas, behaviors and things that people say are important to them as individuals.*
- b) *Self-experience refers to all of the knowledge, skills, exposures, characters, values and relations that are acquired and gained by an individual in their life.*
- c) *Personal qualities are also referred to as personal qualities. They enable us to understand and deal with our lives and help us maintain our characters and relationships. Some common personal qualities and values that people should be aware off include; tolerance, love, honesty, peace, respect, love and others may include possessions.*
- d) *Belief systems refer to a set of beliefs organised or designed by society, a group of people, religion, political group or a group of individuals*

Practice Exercise 3

Activity a.

Religion	Devine Being	Belief	Rules	Book	Followers	Place of Worship
Christianity	1. <u>God</u>	Monotheistic	4. <u>10 commandments</u>	Bible	Christians	9. <u>Church</u>
Islam	Allah/ God	Monotheistic	5 pillars	Qu'ran	8. <u>Muslims</u>	Mosque
Hinduism	2. <u>Brahman</u>	3. <u>Henotheistic</u>	Nirvana/ Karma	Gita	Hindus	10. <u>Guru</u>
Judaism	God	Monotheistic	5. <u>10 commandments</u>	7. <u>Torah</u>	Jews	Synagogue
Buddhism	Buddha's memoriam	None	6. <u>4 Noble Truths</u>	Buddha's Life	Buddhists	Temple

Activity b.

- i. *Morals/Morality*
Morality is important because it governs the standards of conduct that are moral and generally accepted as right or proper. These conducts or ways of behaving are acceptable moral standards of a particular group of people or society. This value is upheld by most religions for the good of everyone.
- ii. *Human Life and Nature/Environment*
All activities in life must respect human life and the natural environment. Peoples ways of life must not harm or destroy human life or the natural environment
- iii. *Good Relationships*
All established relationships must be good, appreciates human life and nature and must beneficial to all involved in the relationship. The value of good relationships must be upheld by all people to avoid conflict and war
- iv. *The Four main Qualities*

The four main qualities of love, joy, peace and forgiveness are universal and are basic values for human beings. It is believed that these qualities are important for world peace, unity, togetherness and oneness.

Practice Exercise 4

Sample Answer

4. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

a. Christian values

The principles and standards based on the teachings and the life of Christ Jesus

b. Christianity

Christianity relates to people's belief and faith in God as the ultimate divine being, Jesus Christ as the Saviour and the Holy Spirit as the spiritual helper of all Christians.

c. Core Christian Values

The core Christian value of Christianity is having God first and valuing his existence in our lives. As Christians, we rely on God to take care of our needs and we acknowledge that He knows better than we do on what we need in our lives. Core Christian values include hope, righteousness, love, etc.

d. Describe how Christian values can motivate people's lives in Papua New Guinea.

Christian values motivate people to share life together and live peacefully. Christian values also encourage understanding, forgiveness and consideration for one another. It is through Christian values that that we are able to see Christ in others. The Christian values also have a big impact on our ability to make decisions, to solve conflicts and to distinguish between wrong and right. Knowing that all Christians value God in our lives makes everyone become one big Christian family.

e. Evaluate the importance of value systems to many people, community and the religions.

Value systems are set of societal principles and standards that guide people to know the difference between right and wrong. This principles or ideas determine how communities, religions or societies are organized. These value systems can be personal, organizational, religious, cultural or universal systems but all are concerned about keeping order, peace and harmony within the society.

TOPIC 2

INFLUENCES OF UNIVERSAL VALUES

TOPIC 1	UNIVERSIAL VALUES
TOPIC 2	IMPACTS OF VALUES IN PNG
TOPIC 3	VALUES AND CHOICES

TOPIC 2: INFLUENCES OF UNIVERSAL VALUES



Welcome to Topic 2 on Influences of Universal Values. In this topic you will learn about Universal Values, its impact on values in Papua New Guinea and values and choices.

This topic consists of three (3) lessons. They are;

Lesson 5: Universal Values

In this lesson you will define universal values and identify universal values and its importance.

Lesson 6: Impacts of values in Papua New Guinea

In this lesson you will identify impact of culture in Papua New Guinea and identify how culture influences values.

Lesson 7: Values and Choices

In this lesson you will explain how values influence people's choices. You will also identify the influences of values on decision making.

Lesson 5: Universal Values



Welcome to lesson 5 of unit 3. In the last lesson you learnt about Christian values. In this lesson you will learn about universal values.



Your Aims:

- define universal values
 - identify universal values
 - identify the importance of universal values
-

Universal Values

Universal value could mean two importantly different things. First, it could be that something has a universal value when everybody finds it valuable. Second, something could have universal value when all people have reason to believe it has value.

A universal value is something regarded highly by all people in the world regardless of race, gender, religion, age and class. When people have common or universal values it allows them to live peacefully in unity.

Different individuals and communities have different values. Different religions can also have different values. However, there are some values that are shared by people from different places. When something has the same value for all or almost, all people, then we say that is a universal value. For example, people all around the world agree that it is wrong to kill other human beings.

a. The origin of universal values

During the Second World War, between 1939 to 1945, many countries were fighting and after the war the United Nations Organization wanted to lay the foundation for a more peaceful world. The member nations wrote down a list of human rights and freedoms that was called the Universal Declaration of Human Rights (UN, 1948). Five of the thirty articles or universal values are shown below.

Article 1 – all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 3 – everyone has the right to life, liberty and security of a person.

Article 7 – all are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 24 – everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holiday with pay.

Article 28 – everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

When we learn about values we need to live together peacefully as a community, but also as part of the family of nations in the world. We need to understand people from other cultures and faiths and religions.



Examples of universal values	Descriptions
tolerance	Recognising and accepting differences in people (diversify) Treating people fairly Treating all people equally (equity)
love	Loving your family Loving friends Loving your community Loving all people in the world
honesty	Making ethical decisions Being open and not hiding anything Not being corrupt Standing firm in your values (personal integrity) Knowing and following the right thing to do (conviction and conscience)
peace	Solving conflict and making peace (peace process) Understanding different ways to maintain peace Thinking of ways to help other people and not just thinking about yourself (public spirit)
respect	Valuing other people Valuing yourself Valuing property
trust	Being reliable - being on time, doing what you are expected to do Being consistent – steady and not always changing Being faithful so that people will believe you.

Importance of Universal Values

Universal values are important for the good of all mankind. Universal values are important for world concerns and issues. Universal values are common within families or communities as they benefit everyone in the same way, and everyone perceives them in the same way.

However, sometimes, people's cultural practices may conflict with the universal values if they perceive them differently.



Figure 5.1: Shows People Who Find And Believe In Universal Values.

Reading newspapers and magazines, listening to the radio and watching films and television can also have an effect on your values. For these reasons, people sometimes say that we catch values from other people rather than being taught to them directly.

Likewise universal values also have an impact on the decisions and choices that individuals have to make. Unlike personal values that are endless, there are 30 universal values that were discussed and agreed on by the United Nations Organization as these are all shared by all its member nations and are contained in the Universal Declaration of Human Rights (UN, 1948).



Activity 5.1:

1. Briefly list down four universal values

- a) _____

- b) _____

- c) _____

- d) _____

2. Briefly discuss how universal values may be common within families or communities or may differ.

Example of Universal Value	How it may be common between families and communities	How it may vary between families and communities
Tolerance	Recognize diversity and accept the differences that come with it	The rich may treat the poor unequally
Love	Love for family, friends and community	More love may be given to material things and less given to human and the natural environment
Honesty	Standing firm in your values and not corrupt	The “wantok” system may cause people to compromise their values and make way for corruption
Peace	Thinking of peaceful ways to solve conflict	Fight first then make peace later.
Respect	Valuing yourself, other people, properties and the environment	Using other people, destroying properties and environments for own personal gains and glory
Trust	Being faithful and doing what we are expected to do	Be faithful and work hard when the supervisor or the boss is around and is watching you. Play when the boss is not around

Summary



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

- When something has the same value for almost all people, then we say that it is a universal value.
- A universal value is something regarded highly by all people in the world regardless of race, gender, religion, age and class.
- Universal values also have an impact on the decisions and choices that individuals have to make.
- The Universal Declaration of Human Rights contains a list of 30 human rights and freedoms.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.



Practice Exercise 5

Choose your community or another community that you know well

1. Describe the universal values that are shared by members of your community or another community.

2. Give examples of the things people do to show their values and explain why you chose this example.

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

Lesson 6: Impacts of Values on Papua New Guinea



Welcome to lesson 6 of unit 3. In the last lesson you learnt about universal values. In this lesson you will learn about impacts of values on Papua New Guinea.



Your Aims:

- identify the impact of values in Papua New Guinea
 - identify how culture influences values
-

Clash of values

People believe that some things and other things are less important, but not everyone has the same ideas about the value of different things. Different people have different values. They will have different ideas about what is right or wrong and what is important. So, there may be a **Clash of values** between different people, and this can often be the cause of conflict between two people.

Clashes of values

A **clash of values** is a disagreement between two people because they have different ideas about what is right or wrong and what is important.

Influences of Universal Values

a. Positive influences of Universal values

When people in a community share universal values and use them in daily life, then it usually has a **positive effect** on the community. The positive effects of maintaining universal values can be personal achievements, high self-esteem, healthy and happy families, friendly schools, safe communities, positive peer relations and a sense developing the country's **identity**.

b. Negative influences of ignoring Universal Values

The negative effects of ignoring universal values are corruption, war and conflict, greed and stealing, unequal distribution of wealth and services, violence, and breakdown in law and order and disrespect for humility and the environment. The absence of universal value in our daily life can have negative effects.

c. Accepting influences can cause discomfort

Acknowledging and accepting universal values in our societies and communities can create some discomfort and a feeling of intrusion into cultural beliefs and traditional practises. These traditional practices and cultural beliefs sometimes violate human rights, but are considered to be acceptable practises within our society.

For example; the universal value of gender equality has caused discomfort to some of Papua New Guinea's cultural practice of the "big men". Another discomfort, that the introduction of universal value of gender equity has caused, is towards the practice that women must do all the house work, cooking and child-rearing. Men can't do that because it is shameful and it's unlikely of being a man in traditional PNG.

Other impacts can be on traditions, bride price practices, funerals and lifestyle practices in a changing society or environment.



Activity 6.1

This activity will help you list some influences of universal values that have negative effects on everyone's life.

a. What is the impact of ignoring universal values?

b. Write a short sentence to each of the following questions

I. How can universal values cause discomfort and conflicting values on PNG?

II. Why should people use values to decide what is important?

III. Why are values sometimes known as ideals?

Summary



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

- A Clash of values between different people can often be the cause of conflict between two people.
- There are positive impacts of accepting and maintaining universal values on daily life situations.
- There are also negative impacts for ignoring universal values on daily life situations.
- Accepting and maintaining universal values can cause discomfort and conflict to cultural practices that violate human rights such as; traditions, bride price, funerals and the lifestyle in a changing environment and changing society.
- When people in a community share universal values and use them in daily life, then it usually has a positive effect on the community
- The absence of universal value in our daily life can have negative effects.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE



Practice Exercise 6

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

a. Impact

b. influence

c. Universal values

d. Clash of values

2. Describe the universal values that are shared by the members of that community.

3. Evaluate the impacts of values on Papua New Guinea.

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

Lesson 7: Values and Choices *To relook at the lesson*



Welcome to lesson 7 of unit 3. In the last lesson you learnt about impact of values on Papua New Guinea. In this lesson you will learn about values and choices.



Your Aims:

- explain how values influence people's choices
 - identify the influence of values on people's choices
 - identify the influence of values on decision making
-

How do values influence people's choices in life?

When you are young you learn about values from your parents and family members. You also learn about values from your teachers. In this way you learn about the belief system of your culture. You also learn about values from people from your church or religion. Most children will gradually accept the values of the community without thinking too much about them.

People learn values from other groups of people as well. These groups of people include; friends and peers, colleagues at work, school community, village community, a town or urban community where people live and work, an organisation or company, actors and movie stars, people in the political arena, religious groups, international groups, etc. Values influence people's choices in life in many ways. Described below are some examples of how values influence people. Values influence how people;

- act/behave and think- talk, walk,
- learn and live life
- make their decisions
- show and express themselves
- understand and articulate ideas
- relate to others
- believe and hold their faith
- participate in certain activities
- organise their life, house, work
- decide what sort of qualities they need to develop

Values influence people's choices in so many other ways. The most important thing to remember is that, "When people become clear on what their values in life are, they stop making bad choices that harm them. Knowing their values is like having a road map to what makes them and others happy."

Ways in which values influence people's decisions in life

The values we learn influence the decisions we make in our lives, and these values play an important part in the types of choices we make. In fact, these values make us and determine our decisions and choices.

Below are some ways that values determine our decisions and influence our choices in life. People who value;

- individuality take responsibility, are self reliant and act with self- respect.
- truthfulness cannot bring themselves to tell a lie.

- family or friendship sacrifice their personal interests for the good of others.
- goodness cannot bring themselves to do something they know is wrong.
- relationships express and appreciate having other people in their lives
- other people when they are loyal, reliable, honest, generous, trusting, trust worthy
- responsibility feel responsible for their family, friends, co-workers, our organizations, community, country, the environment and the world.
- Universal values make decisions and make choices that are of world concern

What are some effects of not maintaining universal values in life?

When people in a community do not share universal values and use them in daily life, it can have a negative effect on the community. If people fail to maintain universal values in life, it can allow for bad practices in their lives. These bad practices may include corruption, war and conflict, environmental abuse, communication and encouragement of violence through media, bad role modeling, abortion, greed and theft, unequal distribution of wealth, etc.

Some examples are described below.

i. Corruption

People in positions of power are dishonest and may want money before they will do the job they are normally supposed to do.

ii. Conflict and war

Conflict in relationships is quite common and it is not always possible to avoid it. Conflicts can be between two individuals, a group of people, two nations or a group of nations. Conflicts between two or a group of nations often results in war. It is helpful to deal with a conflict before it turns out into war. Conflicts must be dealt with as soon as they arise.

For most people conflict is the result of differences of opinions with their parents, teachers and friends. But conflict can also be caused by discriminatory attitudes or when we think of people less worthy than us, because they have different background, religion, sexuality, gender, or come from another country, the potential of conflict increase. No- one has the right to treat others badly.

If people are unable to sort out small problems in ways that keep the peace, these small problems can become big problems. When a small conflict arises, it is important to confront it and deal with the problem quickly. This will prevent a small conflict from becoming a dangerous situation – say from a difference of opinion with our family, friends, peers in the community or school, with teachers to the extreme situations such as the world wars that claimed thousands of lives and destroyed properties of people. Ignoring conflict does not help, in fact, it can make things worse. Resolving conflicts takes certain skills that we all need to learn with experience.

Having universal values in our life is basic as this can help us deal with conflicts and wars.

iii. Greed and stealing

People want too much for themselves and are willing to break the law in order to get it. The lack of not maintaining values in life often encourages and allows for such bad practices of self-centeredness.

iv. Unequal distribution of wealth and services

Some people get more than their fair share of wealth. In any place, there is a great margin between the poor and rich. The rich minority explore most of the wealth and keep getting richer while the poor keep getting poorer and poorer. Similarly, the few rich nations keep getting richer, while the poor nations keep getting poorer. In the same way, there is unequal distribution of services to all people. While a few people have efficient delivery and provision of services, most people have poor and deficient service delivery. For example, some people may have no working aid posts or schools nearby and have to walk miles to access services. Others have no services of any kind at all. The absence of these basic services indicates the unequal distribution of wealth and services in the world.

v. Violence, rape and murder

Violence to humans, properties, and environment are all examples or forms of violence. When people are not able to talk about their problems or issues and sort them out peacefully, they can become violent and cause other forms of harm to other people. When a person rapes or murders another person, s/he takes away the basic human rights of another person.

Some examples of violation of basic human rights are described below.

According to an article published by the **Sydney Morning Herald, 1993**, in March, three students from a Sydney high school were stabbed during a fight near the school. In April, a gang of six attacked a school student during morning recess at another school. Earlier this month, a 13 –year- old student allegedly stabbed a 14-year-student at a bus stop near the school. Also the same year a Parramatta travel agent was assaulted, robbed, threatened with rape by six school boys.

Domestic violence within the family or community is common in all countries. This violence is inflicted on people of all ages and may occur to any one despite their race from the wealthy to the poor. Some people think that because domestic violence happens in people's homes, it isn't anybody else's business. This is not true. Domestic violence is against the law. It is a crime.

Domestic violence is related to many factors. People who have difficulty talking about their feelings of hurt, anger, and frustration, or who do not deal with the conflicts in their relationships, or believe their rights are more important than anyone else's, are more likely to be violent. People who believe their partners and children are their possessions, and who believe that they should have all the power and control their families or other people are more likely to be more violent. When they are rebelled against some people inflict pain or are seriously injured.

vi. Breakdown in law and order

Some people may feel that they have to break the law in order to get money to survive and some do not care about the rights of others.

If problems are not dealt with or if needs are not met, they may lead to negative feelings and reactions. Thus, people engage in unpleasant activities such as breaking the law in order to get what they want in order to survive.

vii. Ignorance

Ignorance can allow and encourage all forms of violence and bad practices

Our ignorance can allow and encourage violence, rape, murder, abuse of all forms, corruption, conflict, theft and most bad practices. Our ignorance is a result of absence in values. The decisions and choices we make to ignore the very existence of such bad practices shows that the desired universal values for peace, love, trust, unity, respect and honesty are of no importance. Below are some examples of

situations that our ignorance allows and gives the okay for such to be practiced and continue.

Example One:

A violent domestic argument could be occurring in your neighbourhood. It could even be right next door. You could probably say, "It's none of my business". The fact is it is your business. Because by turning our backs we are allowing and encouraging it to continue. Sadly and tragically, almost half of the population will always know someone involved with domestic violence. That someone could even be your sister, daughter or niece. Turning our backs to the occurrences of such violence means we are ignorant. This is not a good value. So next time you hear your neighbour in trouble, encourage her to seek help. If you are worried that you could get involved in the spillover effects, call the police.

Example Two:

Elections are just around the corner and our current political member is hand delivering cash and goods to different individuals, including ourselves. We accept the cash and goods and become part of the recipients. Our clinics lack medical supplies and classrooms lack teachers and student resources, but that doesn't matter as the rice and tinned fish is free and money is used to buy lamb flaps and beer. This shows our ignorance to bribery.

Example Three

At the bank, a banker who is not serving at the counter gets to attend to their relative who just arrives a minute ago, while the people waiting to be served and attended to have been standing on the queue for two hours. This shows ignorance of "respect, inconsideration, professionalism and humility on the part of the banker and the relative." If people in the queue say nothing about it, then their ignorance has just allowed that to happen and in a way encourage it to continue.

The use of Universal Values to deal with bad and ill practices that cause harm

Below is a table that indicates some examples of bad practices and how to use universal values in making decisions on how to deal with them:

Bad Practices	Example of Bad Practice	Universal Values that can influence the decisions and choices people make to deal with the bad practices
1.corruption	<ul style="list-style-type: none"> • People in positions of power are dishonest and may want money before they will do the job they are normally supposed to do. 	Love <ul style="list-style-type: none"> • a leader must love his /her country honestly. When there is no love people are selfish and think of themselves only. • a leader must make ethical decisions. Lack of this leads to corrupt deeds.
2.war and conflict	<ul style="list-style-type: none"> • People are unable to sort out problems in ways that keep the peace. Small problems can become big problems 	Peace <ul style="list-style-type: none"> • people do not understand the different ways of solving conflicts or problems and resort to violence or unpleasant ways to solve their problems

3.greed and stealing	<ul style="list-style-type: none"> • People want too much for themselves and are willing to break the law in order to get it 	<p>Honesty</p> <ul style="list-style-type: none"> • When people in positions of authority are selfish, greedy and not satisfied with what they have, they steal or take too much for themselves <p>Respect</p> <ul style="list-style-type: none"> • people do not respect other people thus steal from them
4.unequal distribution of wealth and services	<ul style="list-style-type: none"> • some people get more than their fair share of wealth of the country. • Some people may have no working aid posts or schools nearby 	<p>Honesty</p> <ul style="list-style-type: none"> • people are not being transparent and do not distribute or give equally • some people have more and others get less or none in terms of service provision or wealth etc.
5.violence, rape and murder	<ul style="list-style-type: none"> • When people are not able to talk about their problems and sort them out peacefully. • When person takes away the basic human rights of another person 	<p>Respect</p> <ul style="list-style-type: none"> • lack of respect for people by other people result in people getting hurt, injured, raped or even killed. • People lack the ability to sit down and talk about their problems, thus take it out on other innocent people.
6.break down in law and order	<ul style="list-style-type: none"> • Some people may feel that they have to break the law in order to get money to survive • some do not care about the rights of others. 	<p>Respect</p> <ul style="list-style-type: none"> • when we do not value people or property we take the rights of people away for our personal gains. • At times, people do not have the money to buy food, thus feel the need to steal to survive, however, this is stealing and not the right and appropriate thing to do.



Activity 7.1: Complete the activities given below.

1. List and describe 3 ways values influence the decisions you make in life

i. _____

ii. _____

iii. _____

2. Discuss and outline three (3) effects of not maintaining universal values

i. _____

ii. _____

iii. _____

Summary



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

- When people in a community do not share universal values and use them in daily life then it usually has a negative effect on the community.
 - Some of the negative effects of not maintaining universal values include corruption, war and conflict, greed and stealing, unequal distribution of wealth and services, domestic violence, rape and murder and breakdown in law and order.
-

DO PRACTICE EXERCISE 7 ON THE NEXT PAGE



Practice Exercise 7

Look at the table on “**The use of Universal Values to deal with bad and ill practices that cause harm.**”

1. Discuss and outline at least three (3) universal values and examples of what will happen if universal values are not maintained.
values in making decisions on how to deal with them:

Bad Practices	Example of Bad Practice	Universal Values that can influence the decisions and choices people make to deal with the bad practices
1		
2		
3		

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

TOPIC 2**ANSWERS TO PRACTICE EXERCISES
LESSON 5-7**

ANSWERS TO PRACTICE EXERCISES 5-7

Practice Exercise 5

Individual answers may vary. No standard answers for the exercise

Use the following checklist to check your answers

- a. Name of own community or another community
 1. Able to briefly describe more than four universal values that are shared by own community or another community.
 2. Able to give examples of the things that people in own community or another community do to show the mentioned values.

Practice Exercise 6

Sample Answer yet to provide

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- a. *Impact*
- b. *influence*
- c. *Universal values*
- d. *Clash of values*

2. Describe the universal values that are shared by the members of that community.

3. Evaluate the impacts of values on Papua New Guinea.

Values in making decisions on how to deal with them:

Practice Exercise 7

Sample Answer. Accept any of the following.

Bad Practices	Example of Bad Practice	Universal Values that can influence the decisions and choices people make to deal with the bad practices
1.corruption	<ul style="list-style-type: none"> • People in positions of power are dishonest and may want money before they will do the job they are normally supposed to do. 	Love <ul style="list-style-type: none"> • a leader must love his /her country honestly. When there is no love people are selfish and think of themselves only. • a leader must make ethical decisions. Lack of this leads to corrupt deeds.
2.war and conflict	<ul style="list-style-type: none"> • People are unable to sort out problems in ways that keep the 	Peace <ul style="list-style-type: none"> • people do not understand the different ways of solving conflicts or

	peace. Small problems can become big problems	problems and resort to violence or unpleasant ways to solve their problems
3.greed and stealing	<ul style="list-style-type: none"> • People want too much for themselves and are willing to break the law in order to get it 	<p>Honesty</p> <ul style="list-style-type: none"> • When people in positions of authority are selfish, greedy and not satisfied with what they have, they steal or take too much for themselves <p>Respect</p> <ul style="list-style-type: none"> • people do not respect other people thus steal from them
4.unequal distribution of wealth and services	<ul style="list-style-type: none"> • some people get more than their fair share of wealth of the country. • Some people may have no working aid posts or schools nearby 	<p>Honesty</p> <ul style="list-style-type: none"> • people are not being transparent and do not distribute or give equally • some people have more and others get less or none in terms of service provision or wealth etc.
5.violence, rape and murder	<ul style="list-style-type: none"> • When people are not able to talk about their problems and sort them out peacefully. • When person takes away the basic human rights of another person 	<p>Respect</p> <ul style="list-style-type: none"> • lack of respect for people by other people result in people getting hurt, injured, raped or even killed. • People lack the ability to sit down and talk about their problems, thus take it out on other innocent people.

TOPIC 3

ROLE MODELS

TOPIC 1	POSITIVE ROLE MODELS
TOPIC 2	CHANGING ROLE MODELS
TOPIC 3	IMPACT OF POSITIVE ROLE MODEL

TOPIC 3: ROLE MODELS



Welcome to Topic 3 on Role Models. In this topic you will learn about positive role models, changing role models and the impact of positive role models.

This topic consists of three (3) lessons.

Lesson 8: Positive Role Models

In this lesson you will define role models and identify qualities of positive role models.

Lesson 9: Changing Role Models

In this lesson you will identify how individuals choose their role models and identify roles models.

Lesson 10: Impact of Positive Role Models

In this lesson you will identify influences of role models and also identify the kinds of impacts of role models.

Lesson 8: Positive Role Models



Welcome to lesson 8 of unit 3. In the last lesson you learnt about values and choices. In this lesson you will learn about positive role models.



Your Aims:

- define positive role model
 - identify the qualities of positive role models
-

What is a positive role model?

A positive role model is a person who has the qualities that you would like to have and who affects you in such a way that you want to be a better person. For example, a role model might be a person from your community who lives his or her life in a way that you admire and respect. Local role models such as these often inspire other people to be like them and can have an important effect on the people around them.

A positive role model can also be someone who is well-known in the country or who is famous in the world. Leaders who do their job well, people who work for the church, musicians, sportsmen and sportswomen can all make an impression on people by example so they show to others.

Examples of positive role models

- ✓ *People in the local community.*
- ✓ *Sportsmen and sportswomen such as MowenBoino and Mae Koime (athletics), Jack Willie (boxing), Ryan Pini and Anna-Liza Mopio Jane (swimming), Theresa Tona (taekwondo) and DikaToua (weightlifting).*
- ✓ *Musicians such as Tony Subam, George Telek, Airi Ingram and Moab String Band.*
- ✓ *Missionaries and church leaders such as priests and pastors*
- ✓ *Community leaders, national leaders and international leaders such as*
- ✓ *Dr. Naomi Martin, Dame Carol Kidu, Sir PauliusMatane, Barack Obama, Sir MichealSomare, Nelson Mandela.*


Positive role models are those who possess the qualities that we would like to have and those that affected us in a way that make us want to be better people to advocate for ourselves and our goals.

Qualities of a Role Model *yet to complete this stopped here*

Types of Role models	Qualities and Values	How they impact people

Examples of Potential Role Models and their impacts in society (PNG)

We are going to take a look at various role models in the following pages and explain the qualities that each of these role models possess and also look at examples of the values those they demonstrate in the work they do.



DR.NAOMI MARTIN

Doctor Naomi Martin has been an inspiration and role models to the many people that she has worked with in various institutions. In her conduct and approach towards the way she handled situations for the good of the people in the country.

People in her province and community respected her for her bold stand to carry on her mother's political titles and responsibilities and also localizing jobs.

Apart from her busy and demanding job, she was very supportive, courageous and caring mother to her daughter and husband.

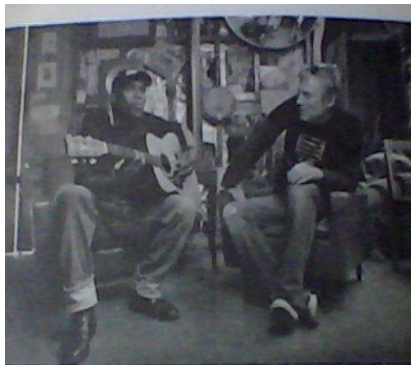
She is one of the most dedicated and committed person. She is interested in her job as an Educationist because She does not believe that there are "women's jobs and "men's jobs" but there are "professional jobs to be done". She sets high standards for herself, likes challenges and tries to achieve things that many people believe cannot be achieved by women and she is interested in what is best for society and reaches out to other people and ideas and includes them in her thinking and she does not like to criticize other people.

DIKA TOUA

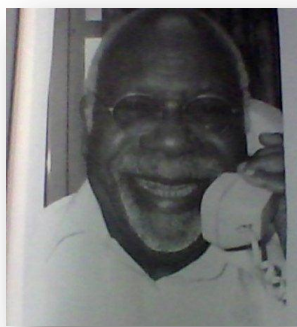
Dika Toua has become household name in the sports fraternity. She has been described as a “pocket dynamo” “the Queen of weightlifting” and a “a broad smiling splendor”. Having earned her reputation as a respected weightlifter in 2006 she has not turned back. She is respected in her family, community and sports community because of her commitment and her notable achievements for her personally and for the country. She is a determined individual. Having to make a decision between family and work commitments is one that is very challenging for every mother but sacrifice have to be made to fully commit to whatever that one has to achieve.



She is interested in her sport as a weightlifter and a coach because she believes that the sport is not for males only and women can also venture in and it brings with many opportunities. She is a certified coach and wishes to use her experiences to help aspiring weightlifters.

**SIR GEORGE TELEK**

George Telek is a household name in the music industry both nationally and internationally. He has recorded three successful albums. The first album relieved international recognition. His songs are traditional songs about daily life, songs that the people sing when they pick the bananas or go fishing.

**SIR PAULIUS MATANE**

Many have watched this man, watched him, how he talks amongst the people, both young and old, in his community, to the general public on television and his books about life experiences and for a better future.

Everything he says is encouraging and challenging to people. He is respected and honoured in his village, community and Papua New Guinea. He is supportive, courageous, hardworking, understanding and caring husband to his wife, children and grandchildren.

With his experience and knowledge, and having written over forty books, He has helped many individuals to write their own books. He is very interested and keen on all Papua New Guineans to read more books so that they have a better understanding of the world.

He uses harmonies that are typical of the Tolai people. After retiring from the Public Service in 1985, he went home and continued to work for the local community. For many years he wrote for the National newspaper giving advice to younger people based on the experience he has had in his life.



Activity 8.1

Look at the role models discussed in your book.

Name two (2) role models of your choice. List at least three (3) positive qualities they possess and 3 ways they have impact on society.

No	Role Model	Positive values	Qualities and	Impact on Society
1				
2				

Summary



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

- Positive role models are those who possess the qualities that we would like to have and those that affected us in a way that make us want to be better people to advocate for ourselves and our goals.
- Positive role models impact society through their contributions in the areas they are serve or through what they love to do
- Positive role models impact our lives in different areas such as, public services, community services, politics, sports, music, business, education, charity work etc.
- People's choices of role models are based on their personal choices.
- Positive role models display positive qualities and values that are often admired by most people.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE

Lesson 9: Choosing Role Models



Welcome to lesson 9 of unit 3. In the last lesson you learnt about positive role models. In this lesson you will learn about choosing role models.



Your Aims:

- Identify how individuals choose their role models
- identify the reasons for choosing role models

Choosing Role Models

In most communities, there are people who are admired and respected because of things that they have done in the past and the things that they continue to do. For example, we might admire and choose people who are very good at sports or people who play music, or we might admire and choose people who have been successful in their education and their jobs as our role models.

As we learnt in our previous lesson, a role model may mean different thing to different people. Different people have different thoughts and opinions about what a role model is.

Below are some examples of how people see a person to be a role model.

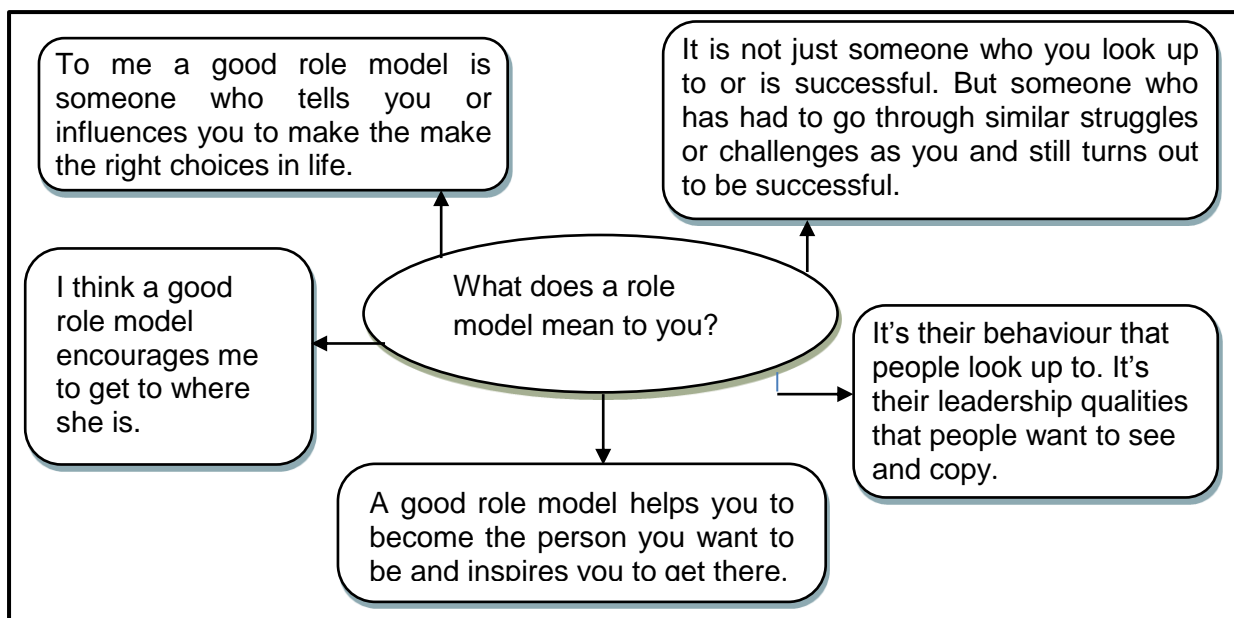


Figure 9.1: Types of role models.

Reasons for choosing Role Models

Role models are the people that we look up to because we often want to be like them. Role models might be well known in your province, in Papua New Guinea or in the world. However, a role model might also just be someone who is not well known but whom you admire and respect such as an auntie or an uncle who has never been

to school but works very hard for her/his family and is always cheerful and makes fun even when life is very difficult. Other reasons could include;

- Having a dream or a goal and working hard to achieve it
 - Facing up to problems and finding solutions to deal with them
 - Being well organized
 - Recovering from setbacks when things go wrong
 - Having persistence and determination to keep going and not to give up easily.
-



Activity 9.1: Complete the activities given below.

1. Who is your role model?

2. State your reason for choosing this person as your role model?

3. State at least 4 qualities of your role model.

a. _____

b. _____

c. _____

d. _____

Summary



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

- Role models are the people that we look up to because we often want to be like them.
 - Not all role models are well known, there are some who not well known but have had an impact on your life.
-

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE



Practice Exercise 9

Look at the reasons for choosing role models

Give an example of a situation in your life in relation to these reasons.

- Having a dream or a goal

- Facing up to problems

- Being well organized

- Recovering from setbacks when things go wrong

- Having persistence and determination to keep going and not to give up easily.

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

Lesson 10: Impacts of Positive Role Models



Welcome to lesson 10 of unit 3. In the last lesson you learnt about choosing role models. In this lesson you will learn about impacts of positive role models.



Your Aims:

- identify the influence of positive role models
 - identify kinds of impact of role models
-

Role Model

As we have learnt in our previous lesson, a role model is a person who has the qualities that you would like to have and who affects you in such a way that you want to be a better person. It can also be someone whose behaviour and relationships with others sets an example for other people to follow or is a person who is admired because of his or her personal qualities and the things that he or she has achieved. Examples of role models can be; - people in the local community, sportsman and sportswoman, musicians, missionaries, community, national and international leaders.

Impact of Positive Role Model

There are number of influences that young people can adopt when they try to follow an example set by other people. Like abuse and violence in relationship can have an impact on a person trying to set good examples for others. Honest, trust and respect are good examples that people. But when people do not respect and trust each other, or when one person uses or exploits another, or if one person fights or uses violence, then these are some impacts of role models.

Role models are sometimes sporting heroes or musicians who are well known to the general public, but role models can be also be people who quietly get on with their everyday lives. For example;

- People who have had many problems or unhappiness in their lives but continue to work cheerfully.
- People who come from a disadvantage background but manage to overcome those disadvantages and achieve their goals.

(Case study of Sir Michael Somare to be provided by WH)

Role



Role – the part that a person plays in a family, at school, at a sports team or the position or responsibility of a person.

**Activity 10.1: Complete the activities given below.**

This activity will help you list some impacts of relationships that affect a person being a good role model.

1. Name a role model of your choice and state why you choose him/her.

2. How can you change your behaviour so that you become like your role model?

3. Why should people use other people's personal qualities?

Summary

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

- The qualities that you would like to have which inspires you to be a better person.
- The influences that young people can adopt when they try to follow an example set by other people.
- The struggles or challenges that a person takes in order to be a good role model.
- By identifying a role model for healthy relationships which is a good way for young people to learn what healthy and safe relationships are.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE



Practice Exercise 10

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

i. Role _____ :

ii. Exploits:

iii. Healthy relationship:

iv. Abusive relationships:

2. Explain why role models are important.

3. What are your weaknesses in relationships? How can you improve these weaknesses?

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

TOPIC 3**ANSWERS TO PRACTICE EXERCISES****LESSONS 8-10**

ANSWERS TO PRACTICE EXERCISES 8 - 10

Practice Exercise 8

There are no standard answers. Student's answers may vary.

Use the following check list to check your answers

- a. Able to identify and choose a role model.
- b. Able to identify and state reasons for choosing the role model.

Answers on page 65 previously answers to activity 8.1

Practice Exercise 9

Individual answers may vary. No standard answers for the exercise.

Practice Exercise 10

Individual answers may vary. No standard answers for the exercise.

TOPIC 3**ANSWERS TO LESSON ACTIVITIES****LESSONS 1-10**

ANSWERS TO LESSON ACTIVITIES 1-10

Lesson 1

Activity 1.1

1. Explain briefly the term;

(a) Culture

Culture refers to people's way of life or the way they do things. It also refers to their viewpoints, mind-sets, values, goals, and practices shared by a society.

(b) Value

A value is a standard or principle that people use to guide them and make decisions in their lives. A value is also a belief, mission, or way of life that is meaningful.

2. Explain why individuals have different

(a) cultures

Every individual have different cultures for the following reasons;

- (a) They belong to a different tradition, subgroup, society, country or region
- (b) They speak a different language/ or
- (c) They have different practices, norms, beliefs and values
- (d) They have different ancestral origin, history

(e) They have different development stages

(b) values

Individuals have different values because of their different cultures, languages and beliefs.

Accept any of the responses stated above.

Activity 1.2 Sample Answers

1. List down some values that different cultures have;

- *Standard principles or guidelines that tell between right and wrong.*
- *Belief in certain characters for example; hard work, punctuality, self-reliance, concern for others, respect, honesty, generous, trustworthy etc.*
- *Appreciation of ancestors, spirits and environment in the form of paintings, art, music dance etc.*
- *Expressions of identity, legendary battles, ancestral origins in the form of art, weaponry costumes, singsings, architecture (building), carvings etc.*

2. How have cultures influenced the values people have?

- *Guide them to tell right and wrong*
- *Helps build their characters and behaviour conduct*
- *Developed a sense of personal identity*
- *Encourages positive relationships amongst human life*

Lesson 2

Activity 2.1 Sample Answer

1. State your important and less important personal values in the box below. An example has been done for you.

No	<i>Important personal values</i>	No	<i>Less important personal values</i>
e.g.	<i>Good attitudes like spending money on things I <u>need</u></i>	e.g.	<i>Bad attitudes like spending too much money on things I <u>want</u></i>
e.g.	<i>Good attitudes like respecting others point of view</i>	e.g.	<i>Bad attitudes like arguing that I am always right</i>
1	<i>Experiences like to be able to cope with challenging situations</i>	1	<i>Experiences like unable to cope with challenging situations</i>
2	<i>Qualities such as love, peace, equality humility, , tolerance, intelligence, friendship, gentleness, etc.</i>	2	<i>Qualities like hate, anger, unfair, greed, too self-centered, jealousy, feeling of stupidity etc.</i>
3	<i>Possessions such as clothes, house, cars, jobs etc</i>	3	<i>Desire to have luxurious possessions that could lead you to steal, murder, hurt or abuse others and yourself</i>

2. Sample Answer

(a) What are my personal values?

My personal values refer to my beliefs, ideas, behaviours, thoughts and the way in which I do things. My personal values help me to develop my personal qualities such as love, respect, honesty, humility, tolerance, peace. It helps me appreciate other qualities such as possessions and experiences.

(b) How can you interact with others?

Be honest in your emotions with others and with yourself, respect and value yourself *and then you will be able to respect and value other people and also accept responsibilities.*

(c) Where do young people learn values?

Young people learn values from their parents, other family members, friends, teachers and others can be acquired from self-experience, media, through education and exposure.

Lesson 3

Activity 3.1

The common values that are held by the various different religions include:

Religion	Similarities
<i>Christianity</i>	<i>Six of the commandments concern matters of personal morality, especially within or between families. Individuals and states are advised to protect or at least to respect these basic values held by different religions.</i>
<i>Islam</i>	<i>Individuals and states are advised to protect or at least to respect these basic values held by different religions.</i>
<i>Hinduism</i>	<i>Individuals and states are advised to protect or at least to respect these basic values held by different religions.</i>

Note: Accept answers expressing similar ideas in their own words.

Lesson 4

Activity 4.1 Sample Answer

1. How can Christian values be maintained throughout one's life?

People can just value God more than anything, anybody, or any idea throughout their lives.

2. (a) How can Christian values help people to know what is right or wrong and to work out what to do?

- *By reading and understanding scriptures: - it can help people to live a happy and purposeful life.*
- *Through fellowship with other Christians*

(b) Where do young people learn values from to prosper in their lives?

Parents, teachers and other family members. They also learn about values from people they go with to the church.

(c) List 3 Christian values that govern individuals' actions and decision making

Being righteous, kind, faithful, honest, cooperative, truthful, caring, loving, compassionate, loyal, tolerant, considerate, graceful, joyful, respectful, being just and being of service to others in your actions and in decision making.

Note: accept any 3 of the above values listed

Lesson 5

Activity 5.1

Sample answer. Accept any four from the listed answer.

- a. Briefly list down four universal values.
- i. *Article 1 – all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*
 - ii. *Article 3 – everyone has the right to life, liberty and security of a person.*
 - iii. *Article 7 – all are equal before the law and are entitled without any discrimination to equal protection of the law.*
 - v. *Article 24 – everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holiday with pay.*
 - vi. *Article 28 – everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.*
- b. Briefly discuss how universal values may be common within families or communities or may differ. Sample answer only. No standard answers as students' answers may vary.

Example of Universal Value	How it may be common between families and communities	How it may vary between families and communities
Tolerance	<i>Recognize diversity and accept the differences that come with it</i>	<i>The rich may treat the poor unequally</i>
Love	<i>Love for family, friends and community</i>	<i>More love may be given to material things and less given to human and the natural environment</i>
Honesty	<i>Standing firm in your values and not corrupt</i>	<i>The “wantok” system may cause people to compromise their values and make way for corruption</i>
Peace	<i>Thinking of peaceful ways to solve conflict</i>	<i>Fight first then make peace later.</i>
Respect	<i>Valuing yourself, other people, properties and the environment</i>	<i>Using other people, destroying properties and environments for own personal gains and glory</i>
Trust	<i>Being faithful and doing what we are expected to do</i>	<i>Be faithful and work hard when the supervisor or the boss is around and is watching you. Play when the boss is not around</i>

Lesson 7

Activity 7.1

Sample answer. Accept any of them.

1. List and describe 3 ways values influence the decisions you make in life.

Values influence how people;

- *act/ behave and think- talk, walk,*
- *learn and live life*
- *make their decisions*
- *show and express themselves*
- *understand and articulate ideas*
- *relate to others*
- *believe and hold their faith*
- *participate in certain activities*
- *organise their life, house, work*
- *decide what sort of qualities they need to develop*

2. Discuss and outline three (3) effects of not maintaining universal values. Accept any of them

1. *Corruption- when People in positions of power are dishonest and may want money before they will do the job they are normally supposed to do.*

2. *War and conflict- when People are unable to sort out problems in ways that keep the peace. Small problems can become big problems*

3. *Greed and stealing- when People want too much for themselves and are willing to break the law in order to get it*

4. *Unequal distribution of wealth and services- when some people get more than their fair share of wealth of the country. Some people may have no working aid posts or schools nearby*

5. *Domestic violence, rape and murder- when People are not able to talk about their problems and sort them out peacefully. A person takes away the basic human rights of another person*

6. *Break down in law and order- when some people may feel that they have to break the law in order to get money to survive and some do not care about the rights of others.*

Lesson 8

Activity 8.1

Sample Answer. Accept any two of the four role models listed below.

Look at the role models discussed in your book.

Name two (2) role models of your choice. List at least three (3) positive qualities they possess and 3 ways they have impact on society.

No	Role Model	Positive Qualities and values	Impact on Society
1	<i>Dr. Naomi Martin</i>	<i>Inspirational, supportive, courageous,</i>	<i>Caring mother to daughter and husband</i>
		<i>Bold with political titles</i>	<i>Fights for people's rights in politics</i>

		<i>Responsible citizen</i>	<i>Advocating for gender equality</i>
		<i>Respectful and considerate</i>	<i>Educates community</i>
2	<i>Dika Toua</i>	<i>Sacrificed family time to be the nation's representative in international sport</i>	<i>Influenced sports fraternity in weight lifting</i>
		<i>Inspirational, hard working</i>	<i>Coaches aspiring sports men and women</i>
		<i>committed</i>	<i>Inspired up-coming female weight lifters</i>
3	<i>George Telek</i>	<i>Confident,</i>	<i>Influenced music industry</i>
		<i>committed</i>	<i>Promotes local songs and cultures</i>
		<i>Influential, promotes culturally oriented music</i>	<i>Features PNG music in the international music industry</i>
4	<i>Sir Paulias Matane</i>	<i>Respectful, honourable</i>	<i>Influence people's lives through his writings</i>
		<i>Challenging but Supportive</i>	<i>Walks and talks against corruptions and supports charity organization</i>
		<i>Very influential</i>	<i>Served in politics, public service and currently serves his community</i>

Answers to Activity 9.1

JN to provide answers

Activity 10.1

Individual answers may vary. No standard answers.

Activity 10.2

Individual answers may vary. No standard answers.

1. Why do we choose a particular role model?

- We a particular role model by qualities that they posses, their success stories, values that they demonstrate, type of work they do and etc...

2. What is the impact of healthy relationship?

- When people do not respect and trust each other, or when one person uses or exploits another, or if one person fights or uses violence.

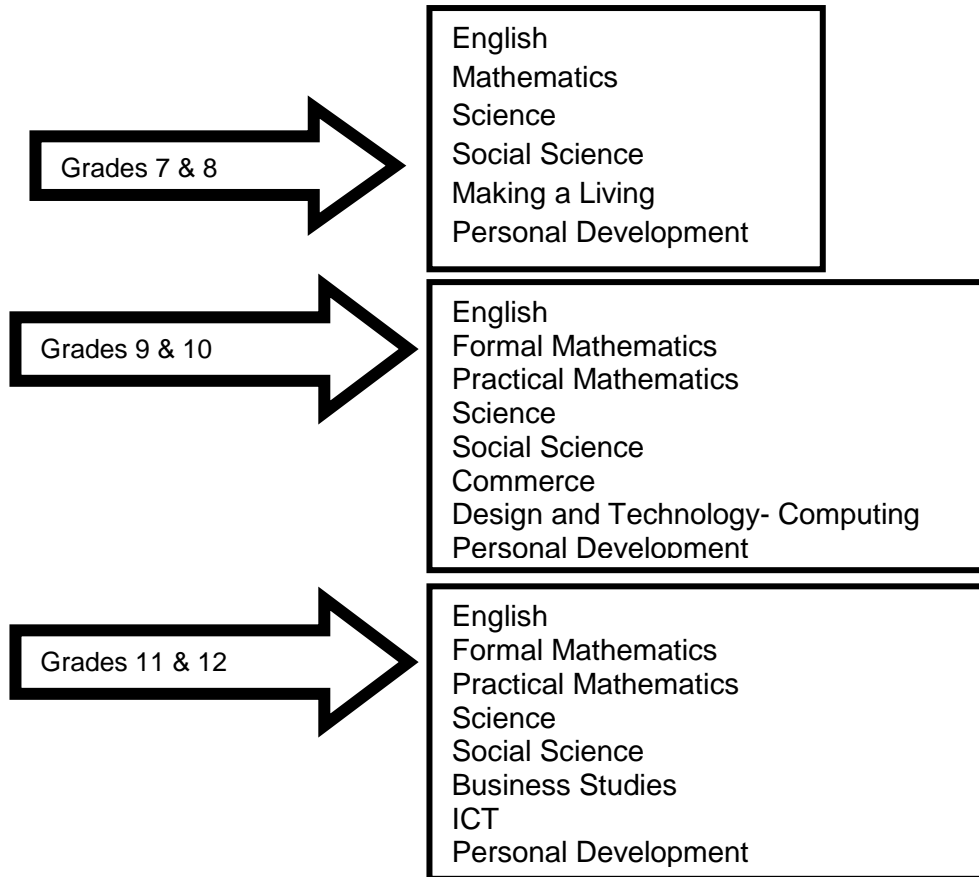
3. Why should people use other people's personal qualities?

- Because it's their behaviour that people look up to. It's their leadership qualities that people want to see and copy

References:

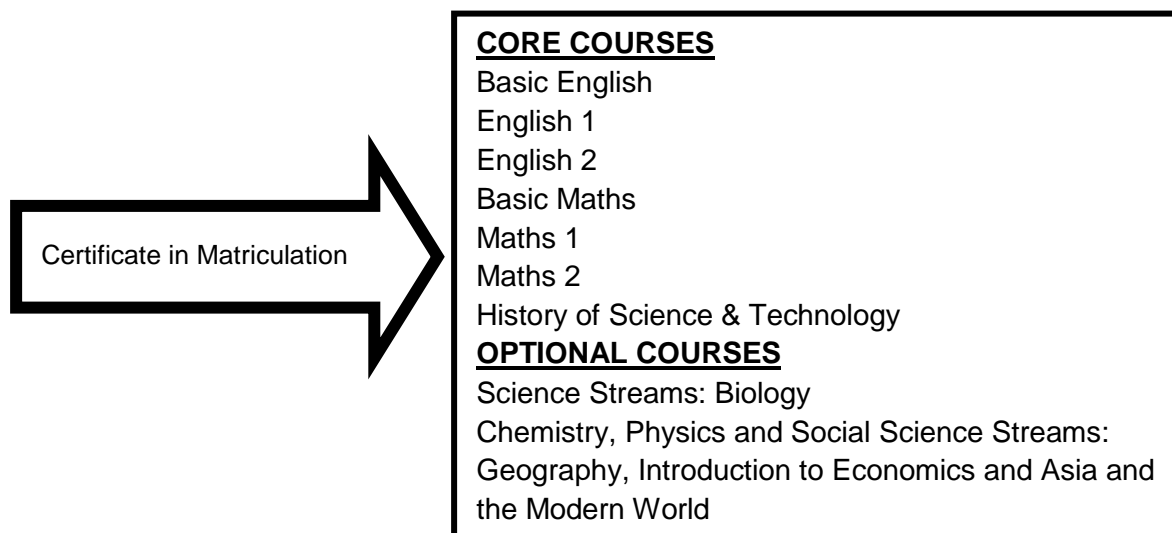
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4. Personal Development Lower Secondary Syllabus 2005
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SUBJECT AND GRADE TO STUDY



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.



REMEMBER:

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

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