



DEPARTMENT OF EDUCATION
GRADE 12 PERSONAL DEVELOPMENT
UNIT 3 I THINK, THEREFORE I AM



FODE DISTANCE LEARNING



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GRADE 12

PERSONAL DEVELOPMENT

COURSE MODULE

UNIT 3 I THINK, THEREFORE I AM

TOPIC 1: SOCIAL ISSUES IN THE FAMILY

TOPIC 2: SOCIAL ISSUES IN THE WIDER COMMUNITY

TOPIC 3: MORAL REASONING AND PERSUASIVE SKILLS

TOPIC 4: THE SOURCE OF OUR VIEWS ON SOCIAL ISSUES

TOPIC 5: EMPATHY

TOPIC 6: SELF-CONFIDENCE AND MUTUAL RESPECT FOR DIFFERENT VIEWS



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DIANA TEIT AKIS
PRINCIPAL

Published in 2017

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CONTENTS

Contents.....	3
Secretary’s Message.....	5
Course Introduction.....	6

12.3.1: SOCIAL ISSUES IN THE FAMILY

<input type="checkbox"/> 12.3.1.1: Marital Problems.....	8
<input type="checkbox"/> 12.3.1.2: Family Planning	12
<input type="checkbox"/> 12.3.1.3: Family Obligations/expectations	18
<input type="checkbox"/> 12.3.1.4: HIV and AIDS and common diseases such as TB.....	26
<input type="checkbox"/> 12.3.1.5: Gambling and its effects.....	31
Summative Activity 12.3.1.....	36
Answers to Learning Activities.....	38

12.3.2: SOCIAL ISSUES IN THE WIDER COMMUNITY

<input type="checkbox"/> 12.3.2.1: Sex work.....	42
<input type="checkbox"/> 12.3.2.2: Incest.....	45
<input type="checkbox"/> 12.3.2.3: Capital punishment.....	51
<input type="checkbox"/> 12.3.2.4: Punishment vs rehabilitation.....	58
<input type="checkbox"/> 12.3.2.5: Squatter settlement.....	60
<input type="checkbox"/> 12.3.2.6: Alcohol and drug abuse.....	65
<input type="checkbox"/> 12.3.2.7: Sorcery and witchcraft.....	70
<input type="checkbox"/> 12.3.2.8: Land ownership and registration.....	75
<input type="checkbox"/> 12.3.2.9: Teenage pregnancies.....	78
<input type="checkbox"/> 12.3.2.10: Night clubs.....	82
<input type="checkbox"/> 12.3.2.11: Gambling and its effects on the wider community.....	84
<input type="checkbox"/> 12.3.2.12: HIV and AIDS testing.....	89
Summative Activity 12.3.2.....	92
Answers to Learning Activities.....	94



12.3.3: MORAL REASONING AND PERSUASIVE SKILLS

<input type="checkbox"/> 12.3.3.1: The steps in moral reasoning.....	102
Summative Activity 12.3.3.....	103
Answers to Learning Activities.....	105

12.3.4: THE SOURCE OF OUR VIEWS ON SOCIAL ISSUES

<input type="checkbox"/> 12.3.4.1: Where do our views on social issues come from?	106
Summative Activity 12.3.4.....	107
Answers to Learning Activities.....	108

12.3.5: EMPATHY

<input type="checkbox"/> 12.3.5.1: Analysing and critically evaluating other views	110
<input type="checkbox"/> 12.3.5.2: Reasons for people making the decisions they do when faced with a dilemma.....	112
Summative Activity 12.3.5.....	113
Answers to Learning Activities.....	114

12.3.6: SELF-CONFIDENCE AND MUTUAL RESPECT FOR DIFFERENT VIEWS

<input type="checkbox"/> 12.3.6.1: Respecting the views and decisions of others	117
<input type="checkbox"/> 12.3.6.2: Open to discussion on opposing views	119
<input type="checkbox"/> 12.3.6.3: Self-confidence	122
Summative Activity 12.3.6.....	124
Answers to Learning Activities.....	125

SUMMARY.....	128
---------------------	------------

REFERENCES	129
-------------------------	------------

GLOSSARY	130
-----------------------	------------



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: I THINK, THEREFORE I AM

INTRODUCTION

The Personal Development course encompasses a variety of topics including family and health, human rights and responsibilities, social justice, social issues which all project towards your social, moral and spiritual development.

The purpose of this unit is to empower you to develop your skills of moral reasoning, and examine issues in the family and the wider society. You will be empowered to build confidence in articulating your personal views and values on local and global social issues. You will also be able to show empathy for and understanding of the dilemmas of other people, and can use your moral reasoning skills to explore and provide realistic solutions to problems.

Take note that activities are found at the end of every module lesson and summative exercises after every topic. All answers to activities are found after the summative exercises.

The following icons are used in this module:



Student Aims



Student Activity



Time Frame



Note



Practical Student Activity



Answers to Learning Activities



Objectives or aims

On successful completion of this module, you will be able to:

- articulate personal values on moral issues and explore religious practices within different faiths.



Time Frame

This unit should be completed within 10 weeks.

If you set aside an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not skip any question without solving it first.



12.3.1 Social Issues in the Family

12.3.1.1 Marital Problems

A marriage is a binding relationship between two people. A marriage is the bonding of a man and a woman, who agreeable live together as husband and wife and are recognized by their community as being a married couple. When a man and a woman are married, they usually settle down to live together and begin to raise a family.

This relationship is built on love, affection, commitment and agreement. When a man and a woman are married this is known as a **monogamous** marriage. However, in some societies and communities of Papua New Guinea, a man may have more than one wife, or a woman may have more than one husband, this is called **polygamy**. Polygamy is widely accepted among different societies worldwide. There are two types of polygamy and they are:

- polyandry – one woman with more than one husband, common in many Indian societies.
- Polygyny – one man with more than one wife, common in many African and PNG societies.

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

When married couples do not understand each other, and are not ready for the responsibility and obligations of being married they encounter social issues in the family. There are many reasons marital problems such as divorce and polygamy come about in some marriages.

What is Divorce?

Divorce is the termination of a marriage between a married couple under the rule of law of the particular country. Divorce laws vary considerably around the world, but in most countries it requires the sanction of a court or other authority in a legal process.

The legal process of divorce may also involve issues such as:

- alimony (spousal support),
 - child custody
 - child visitation / access
 - parenting time
 - child support
-



- distribution of property
- division of debt.

In most countries monogamy is required by law, so divorce allows each former partner to marry another person. Where polygyny is legal but polyandry is not, divorce allows the woman to marry a new husband.

Divorce should not be confused with **annulment**, which declares the marriage null and void; with legal separation or **de jure separation** (a legal process by which a married couple may formalize a de facto separation while remaining legally married) or with **de facto separation** (a process where the spouses informally stop **cohabiting**). Reasons for divorce vary, from sexual incompatibility or lack of independence for one or both spouses to a personality clash.

The only countries that do not allow divorce are the Philippines and the Vatican City. Examples of countries that have legalized divorce are; Italy, Portugal, Brazil, Spain, Argentina, Paraguay, Colombia, Andorra, Ireland, Chile and Malta. Divorce can be a stressful experience, affecting finances, living arrangements, jobs, schedules and parenting.

When is it okay to divorce your spouse?

Making the decision to divorce can be a complicated matter. Most divorces take place due to marital problems. Some of those issues or problems can be solved if the husband and wife are willing to sit down together to come up with solutions. However, sometimes they lack the skills to solve those problems. That is when issues set complicated and need services of a divorce lawyer.

1. Physical or Emotional Abuse

Domestic abuse comes in different forms. Your spouse may physically or emotionally abusive. Yelling, screaming, name calling and put-downs are not acceptable forms of behavior. If these behaviors occur very regularly then it is a sign that a divorce should be considered. For safety purposes you need to leave.

2. Infidelity

Infidelity is much like domestic abuse; it is a behavior that will repeat itself. A spouse will cheat for many reasons, but it needs to be understood that there is never a good reason. Yes, it is possible to restore trust in a marriage after a spouse has an affair. But, if your spouse is a serial cheater you need to examine why you are choosing to stay in a marriage with someone who has little to no respect for their marriage vows.

3. Economic Tension

Have you encountered the term “financial infidelity?” If your spouse is putting an economic strain on the family through unwise spending he/she is committing financial infidelity. Your spouse may have a shopping or gambling addiction they are hiding from you. He/she may be running up debt that you do not know about. The question for you



is, do you allow someone else's problem to bury you in debt? Therefore, economic tension can cause a divorce.

4. Drug or Alcohol Addiction

You cannot fix an addict. For some reason those married to addicts stay in the marriage believing they can somehow bring about change in the addict's behavior. An addict changes when they make the choice to change. An addict does not change because they see their spouse or children suffer. They do not change until they hit rock bottom and only the addict knows what his/her rock bottom is.

Many divorces occur because of addiction to drugs and alcohol.

Ways of dealing with marital problems

Being married is not always easy, and both husband and wife have to learn how to live together and make their marriage work. They have to develop personal qualities that will enable them to have a strong and lasting marriage. It takes two people to make any relationship work and strong marriages do not happen by accident. Each spouse should have important qualities such as:

- Commitment
- Positive thinking
- Communication
- Affection
- Kindness
- Understanding and respect
- Having a shared purpose

While possessing personal qualities as such, they must also understand and be aware of their rights and responsibilities. When they make a commitment to each other, they must also understand what is their right, and what is their responsibility towards each other. In doing so they will live in love, peace and harmony with each other. If they encounter problems or issues in their marriage they will know how to deal with those issues. The following are rights and responsibilities in marriage:

- The right to receive support from your spouse for yourself and any children you may have.
 - The responsibility or duty to provide support for your spouse and children.
 - The responsibility to help family members of your spouse.
-



- The responsibility to be faithful and not commit adultery.
- The right to take over the property of a spouse when he/she dies.
- Rights to a divorce.
- Sharing and dividing property after a divorce.
- Care and support of children after a divorce.



Activity 12.3.1.1

Answer these questions.

1. What is a marriage?

2. Define these terms.

a. Monogamous

b. Polygamy

c. Polyandry

d. Polygyny

3. What is divorce?



4. State four reasons why married couples divorce.

- i. _____
- ii. _____
- iii. _____
- iv. _____

12.3.1.2 Family Planning (abortion, adoption, family size)

Family planning is a process of deciding on the number of children and the timing of pregnancy for each child. In order for couple to acquire their desired family size, and to prevent unplanned pregnancies, they can use one of the methods of family planning.

Raising a child requires significant amounts of resources such as time, social, financial and environmental. The parents must be in a position to provide for the child's basic needs for food, shelter, clothing, education, healthcare, love and affection. Planning for when to have children can help assure that resources are available. The purpose of family planning is to make sure that any couple, man, or woman who has the desire to have a child has the resources that are needed in order to provide for the child.

Family planning involves a range of methods. Some of them come in the form of services provided by organizations. In Papua New Guinea family planning services are provided for free by the Government through the Department of Health. Couples can get help, advice and supplies from Maternal and Child Health (MCH) clinics run by the Department of Health in the provinces. Family planning services are defined as educational, medical and social services which enable individuals, including teenagers, to determine freely the number and spacing of their children as well as the means to achieve it.

Methods of Family Planning or Contraception

Family planning benefits the health and well-being of women and families throughout the world. Using modern methods of contraception can help to avoid unwanted pregnancies and space births. Such methods can also protect against STDs, including HIV/AIDS, reduce the number of abortions, and lower the incidence of death and disability related to complications of pregnancy and childbirth.



Study the table below for the different methods of contraceptives and their possible side effects.

Description	How it works	Possible side effects	Suitability	How it is obtained
The Pill – a small tablet made up of two female hormones, oestrogen and progestin	The pill stops an egg from being released from the ovaries each month. One pill must be taken every-day, starting from the first day of the menstrual cycle.	<ul style="list-style-type: none">• Irregular bleeding between periods.• Sore breasts.• Nausea.• Weight gain.	Safe to be used by most women. Women with heart conditions, high blood pressure, liver problems, certain migraines or who are heavy smokers should talk to their doctor first.	It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.
Progestin Only Pill (POP) or mini-pill – like the pill but containing only progestins.	This pill makes the mucus at the entrance of the uterus thicker so sperm cannot get through it, it also alters the lining of the uterus.	<ul style="list-style-type: none">• Spotting between periods.• Irregularity in menstrual cycles.	Safe to be used by most women except those with cancer of the reproductive organs or those who have had an ectopic pregnancy.	It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.
IUD (intrauterine device) – a small plastic device that is placed inside the uterus.	The IUD hampers the sperm's survival in the uterus. It also causes changes in the uterus lining so an egg cannot	<ul style="list-style-type: none">• Cramps and bleeding after insertion.• Period pain and heavier periods.	Can be used by women who have had a baby. It should not be used by people who have more than one sexual partner or who	It is inserted and removed by a doctor. A local anaesthetic is often used when it is



	grow in it.		change partners regularly.	inserted.
Condom – a rubber sheath that goes over the penis when erect.	The condom is rolled over an erect penis before sex so semen and the sperm in it are collected inside the condom when ejaculation occurs.	The condom is then removed after sex. There are no side effects.	Suitable for all women.	It can be purchased from various outlets such as chemists, supermarkets, vending machines and sexual health clinics.
Female Condom (femidom) – a long polyurethane tube with a flexible ring at each end.	It is inserted into the vagina before intercourse to act as a barrier for sperm.	No side effects	Suitable for all women.	It is available from most sexual health clinics, some women’s health centers and pharmacies or chemists.
Contraceptive Implant – a small plastic rod containing progestin that is inserted under the skin of the upper arm.	The slow release of progestin stops ovulation occurring while also changing the uterus lining so an egg cannot grow.	<ul style="list-style-type: none"> • Irregular bleeding. • Headaches. • Weight gain. • Sore breasts. 	Suitable for most women.	It is inserted and removed by a doctor. A local anaesthetic is usually used.
Diaphragm – a small rubber dome that is inserted into the vagina.	When placed in the vagina, it covers the cervix so sperm are unable to	A small number of women may be allergic to the rubber in the diaphragm	Suitable for any woman who is comfortable fitting and removing it.	It is obtained by prescription from a doctor.



	reach an egg.	material.		
Depo-Provera (injections) – is a contraceptive that is given to a woman every three months as an injection by a doctor or nurse.	It works in the same way as the pill by stopping ovulation so the woman will not produce any eggs.	<ul style="list-style-type: none"> • Irregular bleeding between periods. • Sore breasts. • Nausea. • Weight gain. 	Suitable to be used by most women. Women with heart conditions, high blood pressure, liver problems, certain migraines or who are heavy smokers should talk to their doctor first.	It is obtained by prescription from a doctor or a nurse.
Sterilization – both men and women can have an operation that prevents them from having children.	In men the sperm tubes are cut or tied, this is called vasectomy . In women, the egg tubes are cut or tied. This is called tubal ligation .	There are no side effects.	These operations cannot usually be reversed and so they are given to either the man or the woman when they have decided that they do not want to have any more children.	It is obtained by prescription from a doctor.
Natural methods – these involve various methods of determining the fertile phase of woman’s menstrual cycle and avoiding intercourse at	<p>Calendar method – recording dates of periods to determine when ovulation may take place.</p> <p>Temperature method – recording</p>	None – there are no side effects.	Can be used by anyone. However, time, patience, and commitment are required to learn how to recognize signs of fertility and calculate ‘safe’ times for sex.	Advice on how to recognize and record signs of ovulation should be obtained from a doctor.

<p>these times. Natural methods are the least effective contraceptives and should be used in conjunction with other forms of contraception.</p>	<p>temperature daily to monitor changes that occur with ovulation.</p> <p>Mucus changes – recognizing and recording changes in the texture and appearance of cervical mucus.</p>		<p>Discipline is also needed by both partners to avoid intercourse at unsafe times.</p> <p>The calendar method can be unreliable, particularly if menstruation is irregular.</p>	
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Family planning awareness by Marie Stoppes Staff in PNG, 2015

Abortion

Abortion is the ending of pregnancy by removing a **fetus** or **embryo** from the **womb** before it can survive on its own. Abortion is not normally used as a method of family planning. It is only permitted in some countries on cases of sexual violence such as rape and/or incest, or if the pregnancy has complications and if the mother or baby’s life is at risk.

In Papua New Guinea abortion is illegal. It is not allowed under any circumstances, even in rape cases.

Adoption – is sometimes used to build a family. There are seven steps that one must make towards adoption. These procedures are more common in developed countries and they are:



- You must first of all decide to pursue an adoption
- Apply to adopt from foster care agencies or orphanages
- Complete an adoption home study
- Get approved to adopt
- Be matched with a child
- Receive an adoptive placement
- Legalize the adoption

However, these procedures are not strictly followed in Papua New Guinea, due to various factors like cultures.



Activity 12.3.1.2

Answer these questions.

1. What is family planning?

2. Explain the term contraceptives.

3. The pill contains two female hormones, what are they?

- a. _____
- b. _____

4. Vasectomy and tubal ligation are the two methods of sterilization in men and women. Explain how they work.

a. Vasectomy



b. Tubal ligation

12.3.1.3 Family obligations/expectations

The word obligation from the oxford advanced learner’s dictionary means: (i) you are to do something because it is your duty, or (ii) you are forced to do it or (iii) you are required to by law. For example, it is your obligation to take care of and protect your children. Therefore, family obligations and expectations means responsibilities you are expected to perform or required to carry out. It is what is expected of you by your family, other people and the society.

In Papua New Guinea and other Melanesian societies, we have what we call the ‘wantok system.’ It is systems of interdependence where by people help each other and rely on each other. This system is linked to the extended family tree through which Melanesians strengthen their linkage with their culture and people. It is also a reason why Melanesians have cultural obligations in addition to their family obligations.

Our cultures and traditions are an important part of identity. Many traditions are still strong, especially in rural areas. However, cultures are a part of us regardless of where we live. Study some examples of obligations in the table below:

Family Obligations	Cultural Obligations
a. Children’s education and school fees b. Bride price c. Support spouse’s family members in time of need	a. Assist /support wantoks or tribesmen in their time of need b. Assist with cash or kind during ceremonies and rituals such as initiations, death, feasts, traditional dancing and other cultural festivities. c. Participate and contribute towards the cultural land tenure/ownership system so that you have access to land.

The Wantok System

The wantok system is a well-known system in Papua New Guinea. People who speak the same language and share the same cultural heritage can easily identify with each other. There is an unwritten cultural law or norm that has existed from generation to generation where individuals and families automatically know that they must help their wantoks when they need help. At the same time they know that when they need help their wantoks are



expected. There is a **social contract** that is embedded in every society and people automatically know what to do in times of need.

There is this understanding of **reciprocity** and mutual benefit for one another. This system helps people to care for each other and it has many advantages, especially for those who are living in rural communities. There is a system of network where people share resources with each other, particularly in times of natural disasters and other socioeconomic activities such as:

- When building a house
- When building a canoe
- When making a garden
- Bride price payments
- Death ceremonies
- Droughts
- Landslides
- Floods
- Cyclones and tsunamis

Wantok system also has a number of disadvantages which can create problems too. Examples include situations such as the following:

1. When a person gets a job in town, many wantoks may want to come and stay for very long periods of time even though without reason. They know that they have no way to support themselves while in town. It becomes a burden on the working person to take care of the wantoks as well as his/her own family. When there is not enough food and money to take care of a lot of people. Immediately family members such children may suffer.
2. When a person is in a position of authority his wantoks may expect to get special treatment. For example, when applying for a job, a person can easily get the job even though they are not qualified for the position. That is one of the greatest hindrances to the economic development and progress of our country.

Bride Price: A Case Study from the Yangoru-Boiken Society of Papua New Guinea

The following is a brief synopsis by the author on the Yangoru-Boiken custom of Bride-price in the face of Globalisation.



Traditional money known as 'Yua' from the Yangoru area of Papua New Guinea

“Cultural change is like changing sea-water into fresh-water...salt-water fish must adapt in-order to survive.”

The Institution of Bride Price in the Yangoru Society

Bride price is the paying of dowry to a spouse's family at marriage and has been an important custom and institution in the traditional culture of the Yangoru-Boiken people of East Sepik Province. In this traditional society, bride price was, and is still seen, as an important aspect of the overall lifecycle of the life of a man and a woman. For a man, bride price stands as one of the most important and indispensable rites of passage to becoming a member of the exclusive group of village elders or 'aseyava'. Any man who has not paid his wife's bride price brings shame to his parents, clan, and village for sleeping with another man's daughter, resulting in child bearing, without having paid for the privilege. Because this custom has been practiced for generations it has become almost a law. Failure to adhere to the requirements of this law almost always bring about negative and sometimes punitive repercussions from the wife's family. For example, the wife may be withdrawn from the husband's village and family at any-time without notice. The paying of bride price in the Yangoru-Boiken society is therefore seen as an important moral and cultural value and obligation that must be fulfilled.

As an institution bride price in traditional Yangoru Society is observed quite strictly and is ritually conducted according to fixed protocols. When a wife is selected and brought to the husband's village or home an initial payment or engagement dowry is paid to her family. This is to show that the husband's family are satisfied with the bride and courting between the partners can begin. This event also kick-starts the whole bride-price process which involves



accumulation of traditional shell money of different kinds and various denominations, as well as the arduous process of back and forth negotiations over the amount of bride price and the number of recipients. This process can take up to one or two years depending upon prevailing circumstances. In Western society however, which is more or less organised along the values of individualism, the social groupings of extended families is non-existent and so the inevitable process of finding a mate, courtship, romance, engagement, and marriage is almost exclusively an individual's burden.

Being an important step in socio-cultural mobility to the upper levels of male society in Yangoru, bride price becomes a necessary burden which must be shouldered by the groom and his family. For a Yangoru man, the paying of his wife's bride price moves him up one level in a paternalistic male dominated society and automatically bestows upon him certain rights, privileges, and respect from within his society. Delay or even failure to pay results in serious social, political, and even economic repercussions, including some degree of stratification and stigmatisation. For example, only men who have fulfilled certain cultural and customary obligations such as bride price are sanctioned to speak in the political arena, regardless of age and experience. For a Yangoru man therefore, the paying of bride price is not only a cultural and socio-political requirement, but also a duty to his wife's as well as his own family, as well as a moral obligation to the whole Yangoru society, especially to younger men who are observing and learning from older men whom they view as role models.

The Impact of Globalisation on Bride Price in Yangoru Society – Case Study

Since the time of first contact with western civilisation the pure forms of traditional culture have been on the decline and bride price as a cultural form and institution is no exception. One of the greatest examples of change is the emergence of the ideology of feminism and its inherent proposition of 'gender equality'. The acceptance of this ideology into mainstream PNG society has broken down the cultural structure of bride price as an institution. Women have now been exposed to newer ideas through education and socialisation and are more than eager to explore and exploit the opportunities laid before them. The cultural values associated with bride price and the related virtues of a proper customary marriage have been exchanged for freedom, liberation and permissiveness.

In the film 'Tukana', the girl Lucy perfectly portrayed the new modern Melanesian woman mindset of the woman who doesn't want to be weighed down by the conventions of tradition, but who wants to experience the new fresh air of everything Western. The character of Josephine on the other hand exemplifies the typical traditional village girl who is obedient to parental dictates of settling down as a married woman as expected of her by traditional culture. The main character of Tukana also showed the dilemma of young men in a transiting modern society. The challenges and conflicts portrayed in the movie clearly showed the state of PNG society during that era.



In Yangoru society the effects have been quite similar. As more and more Yangoruan boys and girls became exposed to westernisation, their desire to marry outside of Yangoru society have been made possible due to the erosion of the strong customs and authority associated with traditional marriages. Marrying into Yangoru society is no longer a must but is now just an option. However the custom of bride price and its associated rituals still remain and are practiced by those who do marry within the society.

Lately however the trend has been changing as more and more Yangoruans are being educated and have had the opportunity of realizing the negative effects of westernisation on their culture and consequently many have opted to once again marry into their traditional society to spouses from similar educational and even economic backgrounds. Hence many educated Yangoruan men are now marrying educated Yangoruan women. In the process, the institution of Yangoru bride price continues to thrive albeit at a whole new modern level with bride price payments already passing the K100,000-00 mark for educated professional Yangoruan women like lawyers and accountants.

The Modernisation of Bride Price in Yangoru Society – Case Study

The intrusion of Westernisation impacted Melanesian culture and traditions to a large extent. In Yangoru society, the institution of bride price felt the impact of these changes and witnessed a somewhat breaking-down of the strong rules and traditions associated with it. Westernisation and the subsequent arrival of globalisation, as the new social, political, and economic phenomena impacting the world, have impacted bride price in whole new ways. The information revolution has opened up the way information is produced and disseminated to the world. For Yangoruans, many have been enlightened about the benefits and evils of rapid modernisation and globalisation and so have opted to return to their cultural roots and have decided to marry into their own traditional society.

With Yangoruans now marrying Yangoruans the challenge has been to maintain the traditions associated with bride price in modern society. The first most obvious change in the form and practice of bride price is the legal tender. The traditional form of money has been shell-money of various denominations called 'yua' (large shell money of a higher denomination) and 'wenga' (smaller shell money of lower denominations). Today's bridal payments are part traditional money and part modern legal tender (Kina and Toea).

The second obvious change in Yangoru bride price is the amount demanded by the wife's family. The mechanism for setting the bridal price is the menstruation ritual of the bride when she had her first menstruation. At this point in her physical growth and development, the recipients of her 'blood money' by custom are her maternal uncles. The group making the payment to the maternal uncles at this juncture would be her paternal uncles on behalf of their sons, (*her paternal male cousins*), who will be the recipients of her bridal payment when she marries. Traditionally the final sum of the bridal price would be double the amount paid to the maternal uncles. It is this amount that is communicated to the husband's family during bride price negotiations, with which they must meet.



Today however the worth or value of a bride has extended to include the amount of money and resources spent in educating her, on top of menstrual payments made to her maternal uncles. Furthermore, her profession and career and her future long-term contribution and benefit to her husband's family in her professional capacity is another major consideration in the determination of the final price. Yangoruan husbands and their families have undauntingly risen to the occasion as a matter of family and village pride, to pay often challenging bride-price price tags. The highest amount to date was made in 2012 to the tune of K120,000-00 to the family of a female Yangoruan lawyer.

Yangoru culture and the institution of bride price continues to be adapted to modern forms as more and more Yangoruans marry one another and continue to practice their culture. As a cultural form what significance does bride price have in this globalisation era, and more so, what significance does it hold for those young Yangoruans who have decided to come back home, so to speak.

The Significance of Bride Price in this era of Globalisation

Bride price's importance as a social institution cannot be emphasised enough. It stabilises customary marriages and is also by practice, legally recognised as the event that legally establishes a customary marriage. In other words, the law has demonstrated in numerous cases that a customary union between a man and woman can only be recognized as a legal customary marriage when and after the payment of bride price has been successfully paid to the recipient spouse' family as dictated by custom of one or either party. This is a very significant issue and point in law as many people do not want to opt for statutory marriages. As many Yangoruans enter into matrimony by way of custom a whole host of legal questions and issues relating to Family Law arise. Issues relating to ownership of property, divorce, custody of children and so forth. It is here that bride price quite significantly becomes the determining factor in the stability and longevity of the marriage. The connections, ties, and relationships between the spouses extended families, built through the union of this couple and legally recognised through the paying of bride price, is often the social network and safety net that helps stabilise the marriage during times of difficulty. Thus as a deterrent to marriage breakdown and divorce, bride price as a social institution plays a crucial role in stabilising not only customary marriages but Yangoru society as a whole.

Bride price also provides cultural stability in an age of endless ideas and influences competing for one's attention. It gives a Yangoruan the opportunity to connect with his or her traditional cultural roots. This is especially significant for those raised outside of the village setting. One sure way of becoming 'culturalised' would be to marry somebody from the same society and be drawn into the heart and soul of one's culture and traditions. As portrayed in the film, 'The Shark Callers of Kontu', the ways and culture of the people of Kontu began to be lost with the passing of elders with no hope of transfer when the younger generation are not encouraged to learn, appreciate, and practice their traditional culture. For the Yangoru people, the practice of bride price is an important cultural institution that continues to afford the younger generation an opportunity to practice some of their culture in an ever changing world.



Bride price in Yangoru culture also gives Yangoru women a sense of value in a global society where the norms of permissiveness and rampant, no-holds-barred sexuality has become the order of the day. Prostitution, free and easy sex, and pornography have denigrated, devalued, and reduced women to mere commodities, like chocolate bars in a candy store. Women in Yangoru society are valued for their utilitarian value to the whole family, clan, and society, and as such, is the duty of parents and other members of society to see that no abuse, harm, or free-sex willy nilly comes to the female child or girl. Brothers are inculcated from early childhood the value and privilege of having a sister. Without wanting to sound derogatory, a Yangoru sister is like a “Save-card” to her brother and the brother is like a “Provider” and “Security Guard” to his sister and her children. Brothers therefore become naturally protective of their sisters because of the great economic value they possess.

This value and worth accorded to Yangoru women allows them to be shielded from the vices that proliferate society and gives a married woman a sense of responsibility and loyalty to her husband and his family when tempted with infidelity. This virtue of *responsibility* can only be effective in a woman whose family has received bride price as she will be compelled to walk the straight path rather than the crooked one.

The Way Forward

Culture continues to change, and as one author put it, ‘*culture is an organism not an organisation*’. The Yangoru institution of bride price is one societal value that has had its fair share of western influence and impact. For bride price as a traditional custom to continue to exist and be relevant in an ever changing world, it becomes incumbent or rather, mandatory, for today’s young crop of Yangoruan to value, hold on to, practice, and live the traditional culture of bride price. It is they, the succeeding generation that decides the fate of the society they leave behind upon their exit.

If therefore the current trend of young Yangoruan wanting to get married to their own kind continues, there will be hope for the survival of this unique cultural institution that is central to Yangoruan social, political, and economic life. Such is its importance and place in Yangoruan society that to lose it would result in rapid social decline, as the influence of foreign cultures and westernisation pillage and plunder traditional Yangoruan society, resulting in the destruction of its unique value systems, norms, and customs.

Thus whilst globalisation may be a good thing, the human experience of cultural diversity may be lost forever into a slowly metamorphosing homogenous global capitalist village. It is our hope that this cultural merging does not take place too fast without allowing for the natural processes of adaptation and change to take their natural course. Whatever the future holds, Yangoruan will no doubt find a way to adapt and sustain their traditional culture to accommodate the rigours and demands of globalisation, in-order to remain a truly unique society in this emerging global village.



Activity 12.3.1.3

Answer the following questions.

1. What are family obligations?

2. Explain the 'wantok system' in your own words.

3. In a paragraph explain the significance of bride price for Yangoru people..

4. Write a paragraph about school fees.



12.3.1.4 HIV and AIDS and common diseases such as TB

HIV (**H**uman **I**mmunodeficiency **V**irus) and AIDS (**A**cquired **I**mmune **D**eficiency **S**yndrome) is a sexually transmitted disease caused by the human immunodeficiency virus. This virus is a **blood borne virus**, which means that the virus can only be transmitted from an infected person to another person through blood-to-blood contact.

Once you become sexually active, you risk contracting infections and illnesses that are caused by unsafe sexual activity. People who have **unprotected sex**, are at risk of catching a **sexually transmitted infection** (STI). Many of these infections have few or no visible symptoms but affect our health. The word acquired means obtained. Immune means the system of the body that protects us against disease. The word deficiency means lack of something, and syndrome is a group or set of conditions that shows the existence of a particular disease.

The immune system of the body helps us to fight infection caused by **bacteria** and viruses. However, the HIV virus causes the immune system to lose its ability to fight infection. The body becomes weak and so other diseases such as TB, pneumonia and cancer can easily attack the body. That is why they are known as **opportunistic infections** and diseases. These diseases continue to develop until the person dies.

How is HIV transmitted?

People who are infected with the virus are described as **HIV-positive**. When they have sex they continue to spread the virus without knowing. HIV is transmitted through:

- Unprotected vaginal intercourse
- Unprotected anal intercourse
- Sharing drug injecting equipment such needles and syringes, tattoo equipment or razor blades
- A skin wound coming into contact with the blood of an infected person
- An infected mother passing the virus to her baby during pregnancy, at childbirth or during breastfeeding

HIV can only be contracted by coming into contact with infected blood. This means that HIV cannot be transmitted through kissing or cuddling, shaking hands, sharing knives, forks, cups, plates, or toilet seats.

Most people with HIV look and feel healthy. Many people will not have any symptoms for several years after becoming infected, and some people will have no symptoms at all. When symptoms occur, they can include one or more of the following:

- Over half of people with HIV will develop flu-like symptoms one to six weeks after becoming infected.
 - Later, the infection may cause unexplained diarrhea, weight loss, rashes, fever or one of the AIDS conditions.
-



- AIDS conditions include pneumonia, brain infections and skin cancers, which occur because the immune system is too weak to defend the body.

A blood test can determine whether you have HIV. It may take three months before the virus shows up in the blood test. HIV and AIDS can be prevented by using a condom during sexual activity and not sharing drug injecting equipment. In Papua New Guinea voluntary counselling and testing (VCT) services are provided for free by the Government through the Department of Health. Those people who are living with the virus are on the anti-retroviral drug (ARV) which is also provided for free by the Government through the Department of Health.

Common diseases such as TB

Diseases usually result from a number of causes, and there are different types of diseases. There are two main groups or broad categories of diseases and they are:

- **Communicable diseases** also known as **infectious diseases** are those that can be transmitted from one person to another. They are also called **contagious** diseases.
- **Non-communicable or non-infectious diseases** are those that cannot be transmitted or spread from one person to another.

Study the following tables for more information about these two categories of diseases, how they are transmitted and ways of prevention.

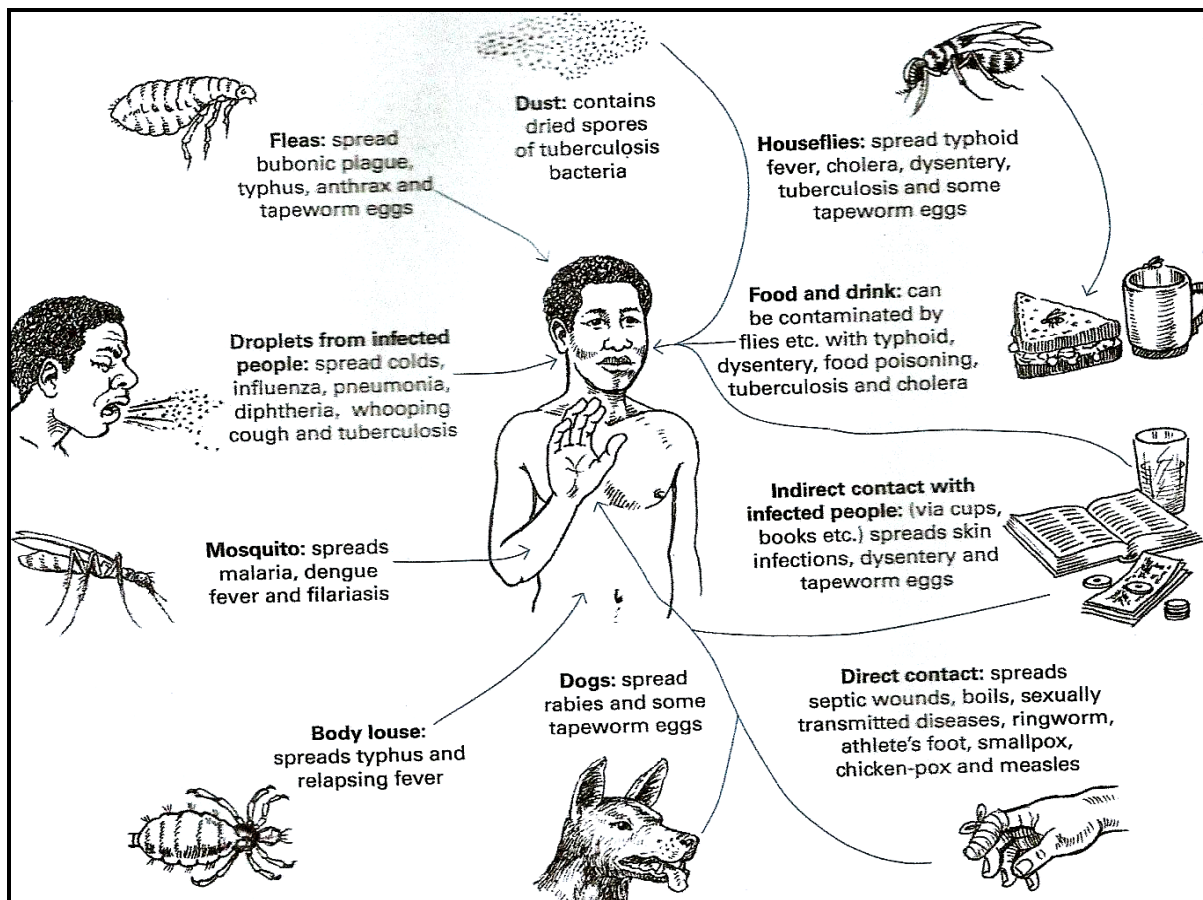
Communicable Diseases: Transmission and Prevention				
Disease	How is it caused?	How is it transmitted?	Signs and symptoms	How is it prevented?
Tuberculosis (TB)	Bacteria	Droplets in the air when people cough	Lose weight, spit blood	Cover mouth when coughing, and do not get close to infected people.
Typhoid	Bacteria	Food and drink	Vomiting and diarrhea	Good hygiene and sanitation
Scabies	Small animal called a mite	Direct contact from person to person	Itchy sores, usually between fingers	Good hygiene and sanitation
Tinea, sipoma or ringworm	A fungus that lives on the skin	Direct contact between people, sharing clothes, towels, bed sheets	Growth of rings on skin	Do not share clothes, towels and bed sheets
Malaria	Microbes called protozoa	By the female anopheles	Fever, headaches and vomiting	Sleep under mosquito nets, try



		mosquitoes that usually bite at night		to avoid being bitten, and remove mosquito breeding places
Colds and influenza (flu)	Microbes such as viruses	By droplets in the air when people cough or sneeze	Runny nose, cough, sore throat, headaches, temperature	Cover mouth when coughing or sneezing, keep five meters away from infected people
Gastroenteritis	Bacteria, viruses or food poisoning	Food and drink, cups and plates	Vomiting and diarrhea	Good hygiene and sanitation
Dengue or break bone fever	A virus	By aedes mosquitoes that bite in the day time	Fever, pains in joints	Get rid of mosquito breeding places
Sexually transmitted infections	Bacteria, viruses	Sexual contact	Pain when urinating, sores, pus, may be unable to have children in the long run	Have only one sexual partner or use condoms.

Because they are transmitted from person to person, there are many things people need to do to prevent the spread of communicable diseases. That is what was shown in the tables above. Non-communicable diseases on the other hand are not caused by bacteria or virus, and do not spread from person to person. Antibiotics or medicines that fight germs do not help or cure non-communicable diseases.

There are five main groups of non-communicable diseases. They are shown in the table on the next page.

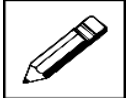


Ways in which most communicable diseases are spread

Non-communicable Diseases: Causes and Prevention	
Causes	How is it prevented?
1. Problems from within the body a. Parts wearing out (e.g. arthritis in the limbs, cataract of the eyes, heart attack) b. Parts growing too fast (e.g. cancer)	Cannot prevent parts wearing out. Exercise, diet and reducing stress can lower the risk of cancer.
2. Problems from outside that harm the body a. Poisons (e.g. drinking methylated spirits) Cough from smoking Snake bite b. Allergies (e.g. hay fever, asthma) c. Accidents and injuries	Do not drink methylated spirits Do not smoke Avoid snakes Avoid flowering plants and animals Do not take risks.
3. Lack of something the body needs (e.g. malnutrition) Anaemia Goiter (swollen neck)	Eat a balanced diet containing food from the three food groups. Eat food such as dark green leaves that contain iron. Add salt that contains iodine to food.



4. Problems people are born with (e.g. hare lip, cross eyes, other deformities)	Cannot prevent diseases that are inherited from parents.
5. Problems that begin in the mind (mental illness) (e.g. behavior disorders)	Living a balanced way of life and having support of family and friends helps to reduce risk.



Activity 12.3.1.4

Answer the questions below.

1. Define these terms.

a. Acquired

b. Deficiency

c. Syndrome

d. Bacteria

e. Virus

f. Communicable disease

g. Non-communicable disease

2. What is a blood borne virus?



3. How can the spread of HIV and AIDS be prevented?

12.3.1.5 Gambling and its effects

Gambling covers activities which involves betting of money to win more money. It is to risk losing something such as money or possession in the hope of winning. The most common methods of gambling are:

- Card games
- Horse races
- Poker machines

The Effects of Gambling

Why Cannot I Just Stop?

- How did this happen? I can't believe all the trouble I am in.
- If I stop gambling now, I will have to admit I am a total loser. There is no way I can pay back all the money I owe.
- If I had the money to invest, I am sure my luck would change. I just need one more win.
- Even if I had another win, I would probably just lose it again.
- I cannot face this mess alone, but I am too embarrassed to ask for help.
- I should be able to solve my own problems. How could I be so stupid?
- I never thought it would get this bad.

Do these statements sound familiar? Most people with gambling problems say they lost control over how much time and money they spend gambling. Meanwhile, they ignored other responsibilities. They knew they had problems, but only gambling seemed important.

Many people who gamble excessively have mixed feelings about gambling. They know they are causing problems for the people they love. They may become anxious and unhappy, and often hate themselves. But the urge to gamble seems too great to resist. They feel they cannot give up on all the time, money and emotion they have put into gambling. They cannot accept that they will never win back what they have lost. Some people still believe



their system will pay off, their luck will change or they are due to win. Others believe that continuing to gamble is the only way out of a situation they are ashamed about.

Other people promise to quit, but cannot. They fear their loved ones will find them out. This drives them deeper into hiding and further into debt. They keep hoping a big win will end their problems. Once in a while they may win, which keeps their hope alive until the losses mount up again. If they quit now, they will feel like a loser. They will have to face all the problems gambling has caused.

If you are like most people who gamble excessively, you may have tried to cut down or stop many times. It is hard to change your gambling on your own. Counselling can help you find long-term solutions to your problems.

Risks and Rewards of Gambling

Many people have mixed feelings about gambling. You may not want to give up gambling. At the same time, you may see it is causing you harm. Mixed feelings like these can be very confusing. Through counselling, you can assess your situation and consider ways to restore balance. Perhaps you recognize yourself in statements on both sides of this list.

Rewards

I gamble because:

- I love the thrill of playing.
 - I know a big payout could solve all my problems.
 - Gambling is my only shot at becoming a millionaire.
 - I feel important when I win. I love being able to treat my family and friends.
 - I have a sure system. It is just a matter of time before I win again.
 - When I am on, I can make money fast and easily.
 - Gambling lets me forget my problems and pain for a while.
 - Gambling is the one thing in my life that is just for me. When I gamble, I'm in control.
 - Gambling gets me out of the house. I feel safe and welcome.
 - All my friends gamble.
-



Risks

I am thinking about getting help because:

- My partner is threatening to leave me if I don't stop.
- We fight all the time about my gambling.
- I'm tired of sneaking around, lying and hiding my losses.
- My reputation has been hurt.
- Creditors are hassling me. I'm looking at bankruptcy.
- Gambling is all I ever think about. It has taken over my life.
- I've stopped caring about things that should be important to me.
- I've borrowed money from so many people. I feel ashamed to face them.
- I'm afraid I'll lose my job because I'm always so distracted.
- My health is suffering.
- I don't even enjoy gambling most of the time.
- I feel like such a loser. Sometimes I hate myself so much I want to end it all.

Impact on Families

Gambling problems hurt families in many ways. Study some of the examples below:

1. **Money problems:** When family members learn that savings, property or belongings have been lost, it can make them feel scared, angry and betrayed.
 2. **Emotional problems and isolation:** Gambling problems cause strong feelings among family members, which make it harder to solve problems. Many partners of those with gambling problems do not want to be emotionally or physically close with the person who has hurt them. Family members may avoid other people, because they feel ashamed. This makes it hard to get love and support.
 3. **Physical and mental health:** The stress of gambling problems sometimes causes health problems, for both the person who gambles and the family. This can include anxiety, depression and stress-related problems such as poor sleep, ulcers, bowel problems, headaches and muscle pains.
 4. **Burnout:** Many families under stress have trouble coping. One member may try to keep things in control by taking on more tasks. This can lead to burnout. Family members often forget to take care of themselves or to have fun.
-



5. **Impact on children:** When a parent or caregiver has a gambling problem, children can feel forgotten, depressed and angry. They may believe they caused the problem and that if they are good, the problem will stop. Children may believe they must take sides between their parents. They may stop trusting a parent who makes promises he or she doesn't keep. Some children may try to draw attention away from the parent with the gambling problem by misbehaving.
6. **Physical and emotional abuse:** Family violence is more common when families are in crisis. Gambling problems can lead to physical or emotional abuse of a partner, elder parent or child. If this is happening in your family, get help right away.

Anxiety and Depression

Many people who gamble excessively feel stressed, anxious and depressed. This can make sleeping, thinking and solving problems more difficult.

If you have some of the following symptoms for more than two weeks, making your day-to-day life difficult, you may have chronic depression:

- You have lost interest in usual activities.
- You feel depressed, down in the dumps or irritable.
- Your sleep has changed (e.g., you have problems falling asleep or staying asleep, or you sleep too much).
- Your appetite has changed. You have lost or gained weight.
- You feel helpless, hopeless or despairing.
- It is hard to think and to remember things, and your thoughts seem slower.
- You go over and over guilty feelings. You can't stop thinking about problems.
- You have lost interest in sex.
- You feel physically tired, slow and heavy; or you feel restless and jumpy.
- You feel angry.
- You think about suicide.

If you have any of these difficulties, speak to your family doctor or other health care professional (a gambling counsellor can also make sure you get the help you need). Tell him or her about your gambling problems too. Treatment may include medications and/or counselling and other support.

Suicide Risk

Rates of suicide are higher for people who gamble excessively, and for their family members. The people most likely to attempt suicide are those who also have mental health problems (like depression) or who heavily use alcohol or other drugs. People who have threatened

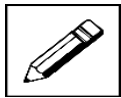


suicide or hurt themselves in the past are also more at risk. If you feel suicidal or are making plans to end your life, get help right away. You don't have to deal with your problems alone.

What to do if you Feel Suicidal

If you are thinking about ending your life:

- Remove any means for ending your life (e.g., firearms, medications).
- Let your family or a friend know how you are feeling.
- Call the local Distress Centre for support and information.
- Let your doctor know what is going on, including your gambling.
- Do not drink alcohol or take other drugs as it will make matters worse.
- Talk to someone you trust, such as a friend or spiritual advisor.



Activity 12.3.1.5

Answer the following questions.

1. What is gambling?

2. What are the most common methods of gambling?

i. _____

ii. _____

iii. _____

3. State four examples of problems faced by families who gamble.

1. _____

2. _____

3. _____

4. _____



Summative Exercise 12.3.1

Answer the following questions.

1. Explain the difference between a de jure separation and a de facto separation in marriage.

2. State at least one of your right and responsibility in marriage.

Right:

Responsibility:

3. Explain the term abortion.

4. Why are natural methods of family planning and birth control not always reliable?

5. How has western influence affected bride price in the Yangoru society?



6. State three ways in which HIV cannot be transmitted.

I. _____

II. _____

III. _____

7. Name the organism that causes Tuberculosis (TB).

8. Is arthritis a communicable or non-communicable disease? State your reason.

9. State five reasons why people gamble.

a) _____

b) _____

c) _____

d) _____

e) _____

10. What is one thing you can do to save your life, if you are a chronic gambler, and you feel like committing suicide?



Answers to Activity 12.3.1

Activity 12.3.1.1

1. A marriage is a binding relationship between two people.
2.
 - a. Marriage between a man and a woman.
 - b. A marriage where a man or woman may have more than one wife or husband.
 - c. One woman with more than one husband.
 - d. One man with more than one wife.
3. The termination of a marriage between a married couple under the rule of law of the particular country.
4.
 - a. Physical and Emotional Abuse
 - b. Infidelity
 - c. Economic Tension
 - d. Drug and Alcohol Addiction

Activity 12.3.1.2

1. A process of determining the number of children a couple would like to have, and to control the timing of pregnancy for each child.
2. Drugs, equipment or methods that are used to prevent a woman becoming pregnant.
3.
 - a. Oestrogen
 - ib. Progestin or Progesterone
4.
 - a. An operation in men where the sperm tubes are tied up. It permanently stops men from having children.
 - b. An operation in women where the egg tubes are tied up. It permanently stops women from having children.

**Activity 12.3.1.3**

1. Roles or responsibilities you are required or expected to perform whether you like it or not. For example, paying your children's school fees is your parental duty or obligation.
2. The 'wantok system' is a system of interdependence where by people help each other and rely on each other.
3. In the Yangoru society the Bride Price is seen as the medium that legally establishes the customary marriage between a man and a woman. It is the factor that determines the stability and longevity of the marriage. The connections, ties, and relationships between the couple's extended families, built through the union of this couple and legally recognized through the paying of bride price, is the social network and safety net that helps stabilize the marriage during times of difficulty.

Activity 12.3.1.4

1.
 - a. Acquired means obtained.
 - b. A lack of something.
 - c. A group or set of conditions that shows you have a particular disease.
 - d. An organism that causes disease. It is the simplest and smallest form of pathogen.
 - e. A microscopic organism that causes infectious diseases in people, animals and plants.
 - f. A disease that can be transmitted from one person to another.
 - g. A disease that is caused by certain internal and external conditions that the body experiences.
2. A virus that can only be transmitted from an infected person to another through blood to blood contact.
3. By using a condom during sexual activity and not sharing drug in injecting equipment.

Activity 12.3.1.5

1. An activity where people play games of chance for money.
 2.
 - a. Card games
 - b. Horse races
-



- c. Poker machines (Pokies)
3. Any four answers from the list below are correct:
 1. Money problems
 2. Emotional problems and isolation
 3. Physical and mental health
 4. Burnout
 5. Impact on children
 6. Physical and emotional abuse.



Answers to Summative Activity 12.3.1

The following are sample answers only. Students may have similar answers.

1. A de jure separation means that the married couple are separated, however, they are still legally married to each other. A de facto separation is when the couple do not live together and are no longer in a sexual relationship with each other.

2. Any one of the following answers are correct.

Right:

1. The right to receive support from your spouse for yourself and any children you may have.
2. When your spouse dies, the right to take over the property that you both shared when your spouse was alive.
3. Rights about how a couple may divorce.

Responsibility:

1. The responsibility or duty to provide support for your spouse and children.
 2. The responsibility to help family members of your spouse.
 3. The responsibility to be faithful and not commit adultery.
 3. Abortion is the ending of pregnancy by removing a fetus or embryo from the womb before it can survive on its own.
 4. Discipline is needed by both partners to avoid sexual intercourse at unsafe days. Also the calendar method is unreliable if menstruation is irregular.
-



5. Today bride price payments are a mixture of traditional money and cash (kina & toea). The bridal amount demanded by the bride's family has also increased because of the cost of raising the girl child which includes her education and upbringing.
 6.
 - i. Kissing and cuddling
 - ii. Shaking hands
 - iii. Sharing knives, forks, cups, plates or toilet seats.
 7. Bacteria
 8. Arthritis is a non-communicable disease because it is not transmitted from one person to another by bacteria or viruses. It is an auto-immune condition of the body because of lack of something by the body.
 9. Any five reasons from the following list are correct.
 - I love the thrill of playing.
 - I know a big payout could solve all my problems.
 - Gambling is my only shot at becoming a millionaire.
 - I feel important when I win. I love being able to treat my family and friends.
 - I have a sure system. It's just a matter of time before I win again.
 - When I am on, I can make money fast and easily.
 - Gambling lets me forget my problems and pain for a while.
 - Gambling is the one thing in my life that is just for me. When I gamble, I'm in control.
 - Gambling gets me out of the house. I feel safe and welcome.
 - All my friends gamble.
 10. Any one of the following is correct.
 - Remove any means for ending your life (e.g., firearms, medications).
 - Let your family or a friend know how you are feeling.
 - Call the local Distress Centre for support and information.
 - Let your doctor know what is going on, including your gambling.
 - Do not drink alcohol or take other drugs as it will make matters worse.
 - Talk to someone you trust, such as a friend or spiritual advisor.
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12.3.2 Social Issues in the Wider Community

12.3.2.1 Sex work

Sex work or prostitution is the business or practice of engaging in sexual relations in exchange for payment or some other benefit. Prostitution is sometimes described as **commercial sex**.

A person who works in this field is called a prostitute. Prostitution is one of the branches of the sex industry. The legal status of prostitution varies from country to country ranging from being permissible but unregulated, to an enforced or unenforced crime, or a regulated profession. It is sometimes referred to as "the world's oldest profession". Estimates place the annual revenue generated by prostitution worldwide to be over \$100 billion.

Prostitution occurs in a variety of forms:

- **Brothels** - are establishments specifically dedicated to prostitution.
- **Escort prostitution** - the act may take place at the client's residence or hotel room (referred to as out-call), or at the escort's residence or a hotel room rented for the occasion by the escort (in-call).
- **Street prostitution** - A *streetwalker* solicits customers on the streets or in public places, while a *call girl* makes appointments by phone, or in today's time and age, through email or the internet.
- **Virtual Sex** - that is, sexual acts conveyed by messages rather than physically, is also the subject of commercial transactions. Commercial phone sex services have been available for decades. The advent of the Internet has made other forms of virtual sex available for money, including computer-mediated cybersex, in which sexual services are provided in text form by way of chat rooms or instant messaging, or audio visually through a webcam.
- **Sex tourism** - refers to traveling to engage in sexual relations with prostitutes. Some rich clients may pay for long-term contracts that may last for years.

Although the majority of prostitutes are female with male clients, there are also:

- gay male prostitutes,
- lesbian prostitutes, and
- heterosexual male prostitutes.

There are about 42 million prostitutes living all over the world. The top sex tourism destinations are:



- Central Asia
- Middle East
- Africa

Commonly used words for Prostitutes

The word *prostitute* has been carried down through various languages to the present-day Western society. Most sex worker activists groups reject the word *prostitute* and since the late 1970s have used the term *sex worker* instead. A variety of terms are also used for those who engage in prostitution, some of which distinguish between different types of prostitution or imply a value judgment about them.

Common terms include:

1. Women Prostitutes – whore, hooker, call girl, business girl, street walker, trollop, strumpet, courtesan, escort, lady of the evening, working girl, doxy, scarlet woman, harlot, drab.
2. Men Prostitues – rent boy, male escort, gigolo, lad model, gent of the night, sporting boy, hustler, weeping willy.



A prostitute with the pimps

Organizers of prostitution may be known as **pimps** (if male) and *madams* or *Mama-san* (if female). The clients of prostitutes are known as *johns* or *tricks* in North America and *punters* in the British Isles. These slang terms are used among both prostitutes and law enforcement for persons who solicit prostitutes. The term *john* may have originated from the frequent customer practice of giving one's name as "John", a common name in English speaking



countries, in an effort to maintain anonymity. In some places, men who drive around *red-light districts* for the purpose of soliciting prostitutes are also known as *kerb crawlers*.

Reasons for prostitution

Prostitution or sex work is really an effect of the socio-economic disparity that exist among the rich and the poor in society. Social or inequality is a major cause of why people getting involved in activities as such. When peoples' basic need for survival (food, shelter, clothing, love) is not met, they can go to extreme means and ways just to survive.

The following are some socio-economic issues that lead people into prostitution.

- Illegal immigration – when people migrate illegally to another country, their right to goods and services as a citizen of that country will be denied because they are illegal migrants. They will not be able to find jobs also because they are living illegally in another land.
- Survival sex – extreme poverty is a major reason why people have no choice but to sell their own bodies just to survive.
- Use of children – in some parts of the world parents' use their children for prostitution to make money.
- Violence – violence in the home including sexual abuse, negligence by parents and/or guardians, broken homes/families causes some people, especially young people to resort to prostitution.
- Human trafficking – some people are being kidnapped and transported to other countries for purposes of prostitution as a commercial trade/business.

Effects of prostitution or sex work

The impact of prostitution on the individual ranges from stigma and discrimination, questioning their moral and ethical values and belief systems, to their spiritual and Christian values. Persons who have been involved in prostitution will tend to encounter, in their later years, social issues such as:

- Difficulty in establishing personal intimate relationships
- Very low self-esteem and self-respect
- Difficulty in settling down and getting married
- Struggle in their personal relationship with their spouses
- Feeling of guilt and embarrassment that their spouse will find out about their past

**Activity 12.3.2.1**

Answer the following questions.

1. What is prostitution?

2. Define these terms.

- a. Prostitute

- b. Pimp

- c. Sex-worker

12.3.2.2 Incest

Incest is sexual activity between family members or close relatives. This includes sexual activity between people in a **consanguineous relationship** (blood relations), and sometimes those related by **affinity**, such as individuals of the same household, step relatives, those related by adoption or marriage, or members of the same clan or lineage.

The incest taboo is and has been one of the most widespread of all cultural taboos, both in present and in many past societies. Most modern societies have laws regarding incest or social restrictions on closely consanguineous marriages.

In societies where it is illegal, consensual adult incest is seen by some as a victimless crime. Some cultures extend the incest taboo to relatives with no consanguinity such as milk-siblings, step-siblings, and adoptive siblings. Third-degree relatives (such as half-aunt, half-nephew, first cousin) on average share 12.5% genes, and sexual relations between them is viewed differently in various cultures, from being discouraged to being socially acceptable. The children of incestuous relationships were regarded as **illegitimate**, and are still so regarded in some societies today. In most cases, the parents did not have the option to marry to remove that status, as incestuous marriages were and are normally also prohibited.



A common justification for prohibiting incest is avoiding **inbreeding**: a collection of genetic disorders suffered by the children of parents with a close genetic relationship. Such children are at greater risk for congenital disorders, death, and developmental and physical disability, and that risk is inversely proportional to their parents' **coefficient of relationship**—a measure of how close the parents are related genetically. But inbreeding is not the sole basis for the incest taboo for two reasons. First, most prohibitions on incest cover affinity relationships—that is, relationships created by marriage (for example, father-*in-law* and *step-father*)—as well as relationships created by adoption. And second, the incest taboo also applies to non-procreative sex—for example, sex between infertile relatives and sex performed with birth control.

In some societies, such as those of Ancient Egypt and others, brother–sister, father–daughter, mother–son, cousin–cousin, aunt–nephew, uncle–niece, and other combinations of relations were practiced among royalty as a means of perpetuating the royal lineage. Some societies, such as the Balinese and some Inuit tribes, have different views about what constitutes illegal and immoral incest. However, sexual relations with a first-degree relative (such as a parent or sibling) are almost universally forbidden.

Prevalence and statistics

Incest between an adult and a person under the age of consent is considered a form of child sexual abuse that has been shown to be one of the most extreme forms of childhood abuse; it often results in serious and long-term psychological trauma, especially in the case of parental incest. Its prevalence is difficult to generalize, but research has estimated 10–15% of the general population as having at least one such sexual contact, with less than 2% involving intercourse or attempted intercourse among women. Research has yielded estimates as high as 20%.

Father-daughter incest was for many years the most commonly reported and studied form of incest. More recently, studies have suggested that sibling incest, particularly older brothers having sexual relations with younger siblings, is the most common form of incest, with some studies finding sibling incest occurring more frequently than other forms of incest. Some studies suggest that adolescent perpetrators of sibling abuse choose younger victims, abuse victims over a lengthier period, use violence more frequently and severely than adult perpetrators, and that sibling abuse has a higher rate of penetrative acts than father or stepfather incest, with father and older brother incest resulting in greater reported distress than stepfather incest.

Types of Incest

The following are some of the different forms and types of incest that is common in societies around the world:

- Between adults and children
 - Between childhood siblings
 - Between consenting adults
-



- Aunts, uncles, nieces, nephews
- Between adult siblings
- Cousin relationships
- Defined through marriage

Statistics between adults and children

Incest between an adult and a child is usually considered a form of child sexual abuse and for many years has been the most reported form of incest. Father–daughter and stepfather–stepdaughter incest is the most commonly reported form of adult-child incest, with most of the remaining involving a mother or stepmother.

Many studies found that stepfathers tend to be far more likely than biological fathers to engage in this form of incest. One study of adult women in San Francisco estimated that 17% of women were abused by stepfathers and 2% were abused by biological fathers.

Father–son incest is reported less often, but it is not known how close the frequency is to heterosexual incest because it is likely more under-reported. Prevalence of incest between parents and their children is difficult to assess due to secrecy and privacy.

In a 1999 news story, *BBC* reported, "Close-knit family life in India masks an alarming amount of sexual abuse of children and teenage girls by family members, a new report suggests. Delhi Organization RAHI said 76% of respondents to its survey had been abused when they were children—40% of those by a family member."

According to the National Center for Victims of Crime a large proportion of rape committed in the United States is perpetrated by a family member:

Research indicates that 46% of children who are raped are victims of family members). The majority of American rape victims (61%) are raped before the age of 18; furthermore, 29% of all rapes occurred when the victim was less than 11 years old. 11% of rape victims are raped by their fathers or step-fathers, and another 16% are raped by other relatives

A study of victims of father–daughter incest in the 1970s showed that there were social issues within families before the occurrence of incest:

- conflict between the mother and the daughter
- extreme paternal dominance
- reassignment of some of the mother's traditional major family responsibility to the daughter.

Oldest and only daughters were more likely to be the victims of incest. It was also stated that the incest experience was psychologically harmful to the woman in later life, frequently leading to feelings of:



- low self-esteem
- very unhealthy sexual activity
- contempt for other women
- other emotional problems.

Adults who as children were incestuously victimized by adults often suffer from:

- low self-esteem
- difficulties in interpersonal relationships
- sexual dysfunction

They are at an extremely high risk of many mental disorders including:

- Depression
- Anxiety
- Phobic avoidance reactions
- Somatoform disorder
- Substance abuse
- Borderline personality disorder
- Complex post-traumatic disorder.

The Goler clan in Nova Scotia is a specific instance in which child sexual abuse in the form of forced adult/child and sibling/sibling incest took place over at least three generations. A number of Goler children were victims of sexual abuse at the hands of fathers, mothers, uncles, aunts, sisters, brothers, cousins, and each other. During interrogation by police, several of the adults openly admitted to engaging in many forms of sexual activity, up to and including full intercourse, multiple times with the children. Sixteen adults (both men and women) were charged with hundreds of allegations of incest and sexual abuse of children as young as five.

In July 2012, twelve children were removed from the 'Colt' family (a pseudonym) in New South Wales, Australia, after the discovery of four generations of incest. Child protection workers and psychologists said interviews with the children indicated "a virtual sexual free-for-all".



More on Inbreeding

Offspring of biologically related parents are subject to the possible impact of inbreeding. Such offspring have a higher possibility of congenital birth defects because it increases the proportion of zygotes that are **homozygous** for deleterious **recessive alleles** that produce such disorders. Because most such alleles are rare in populations, it is unlikely that two unrelated marriage partners will both be heterozygous carriers.

However, because close relatives share a large fraction of their alleles, the probability that any such rare deleterious allele present in the common ancestor will be inherited from both related parents is increased dramatically with respect to non-inbred couples. Contrary to common belief, inbreeding does not in itself alter allele frequencies, but rather increases the relative proportion of homozygotes to heterozygotes. However, because the increased proportion of deleterious homozygotes exposes the allele to natural selection, in the long run its frequency decreases more rapidly in inbred population.

In the short term, incestuous reproduction is expected to produce:

- increase in spontaneous abortions of zygotes
- perinatal deaths
- postnatal offspring with birth defects.

This also means that the closer two persons are related, the more severe are the biological costs of inbreeding. This fact likely explains why inbreeding between close relatives, such as siblings, is less common than inbreeding between cousins.

There may also be other deleterious effects besides those caused by recessive diseases. Thus, similar immune systems may be more vulnerable to infectious diseases.

A 1994 study found a mean excess mortality with inbreeding among first cousins of 4.4%. Children of parent-child or sibling-sibling unions are at increased risk compared to cousin-cousin unions.

Studies suggest that 20-36% of these children will die or have major disability due to the inbreeding. A study of 29 offspring resulting from brother-sister or father-daughter incest found that 20 had congenital abnormalities, including four directly attributable to autosomal recessive alleles.



Activity 12.3.2.2

Answer these questions.

1. What is incest?

2. Why is incest a 'taboo' in many cultures and societies around the world? Explain in a paragraph.



12.3.2.3 Capital Punishment

Capital punishment, death penalty or execution is punishment by death. The sentence is referred to as a **death sentence**. Crimes that can result in a death penalty are known as **capital crimes or capital offences**.

Capital punishment has, in the past, been practiced by most societies, as a punishment for criminals, and political or religious dissidents. Historically, the carrying out of the death sentence was often accompanied by torture, and executions were most often public.

Thirty-six countries actively practice capital punishment, 103 countries have completely abolished it de jure for all crimes, 6 have abolished it for ordinary crimes only (while maintaining it for special circumstances such as war crimes), and 50 have abolished it de facto (have not used it for at least ten years and/or are under moratorium).

Nearly all countries in the world prohibit the execution of individuals who were under the age of 18 at the time of their crimes. Since 2009, only Iran, Saudi Arabia, Sudan and Pakistan have carried out such executions. Executions of this kind are prohibited under international law.

Capital punishment is a matter of active controversy in various countries and states, and positions can vary within a single political ideology or cultural region. In the European Union member states, Article 2 of the Charter of Fundamental Rights of the European Union prohibits the use of capital punishment. The Council of Europe, which has 47 member states, also prohibits the use of the death penalty by its members.

The United Nations general Assembly has adopted, in 2007, 2008, 2010, 2012 and 2014 non-binding resolutions calling for a global moratorium on executions, with a view to eventual abolition. Although many nations have abolished capital punishment, over 60% of the world's population live in countries where executions take place, such as China, India, the United States and Indonesia.



Methods of capital punishment in human history



Hanged, drawn and quartered: the execution of Hugh Despenser the Younger in the 14th century in Europe

Execution of criminals and political opponents has been used by nearly all societies—both to punish crime and to suppress political dissent. In most countries that practice capital punishment it is reserved for:

- Murder
- Espionage
- Treason
- as part of military justice.

In some countries sexual crimes, such as:

- Rape
- Adultery
- Incest
- Sodomy

carry the death penalty, as do religious crimes such as apostasy in Islamic nations. In many countries that use the death penalty, drug trafficking is also a capital offense. In China, human trafficking and serious cases of corruption are punished by the death penalty. In militaries around the world courts-martial have imposed death sentences for offenses such as:

- Cowardice



- Desertion
- Insubordination
- Mutiny.

The use of formal execution extends to the beginning of recorded history. Most historical records and various primitive tribal practices indicate that the death penalty was a part of their justice system. Communal punishment for wrongdoing generally included:

- compensation by the wrongdoer
- corporal punishment
- Shunning
- Banishment and execution.

Usually, compensation and shunning were enough as a form of justice. The response to crime committed by neighboring tribes or communities included a formal apology, compensation or blood feuds.

A **blood feud** or vendetta occurs when arbitration between families or tribes fails or an **arbitration system** is non-existent. This form of justice was common before the emergence of an arbitration system based on state or organized religion. It may result from crime, land disputes or a code of honor. "Acts of retaliation underscore the ability of the social collective to defend itself and demonstrate to enemies (as well as potential allies) that injury to property, rights, or the person will not go unpunished." However, in practice, it is often difficult to distinguish between a war of vendetta and one of conquest.

Severe historical penalties include:

- Breaking wheel
 - Boiling to death
 - Flaying
 - Slow slicing
 - Disembowelment
 - Crucifixion
 - Impalement
 - Crushing (including crushing by elephant)
-



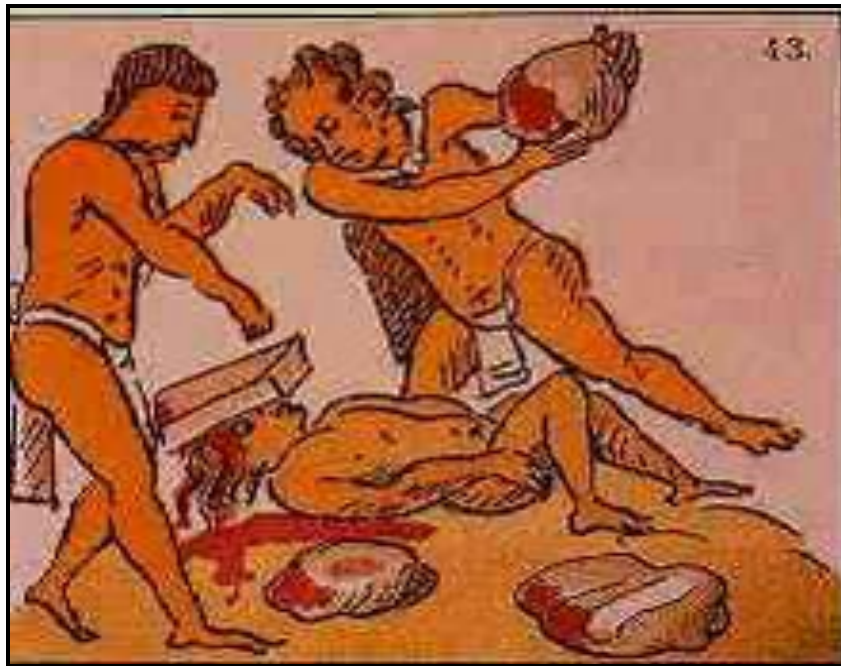
- Stoning
- Execution by burning
- Dismemberment
- Sawing
- Decapitation
- Scaphism
- Necklacing
- Blowing from a gun.

The more recent and less painful methods include:

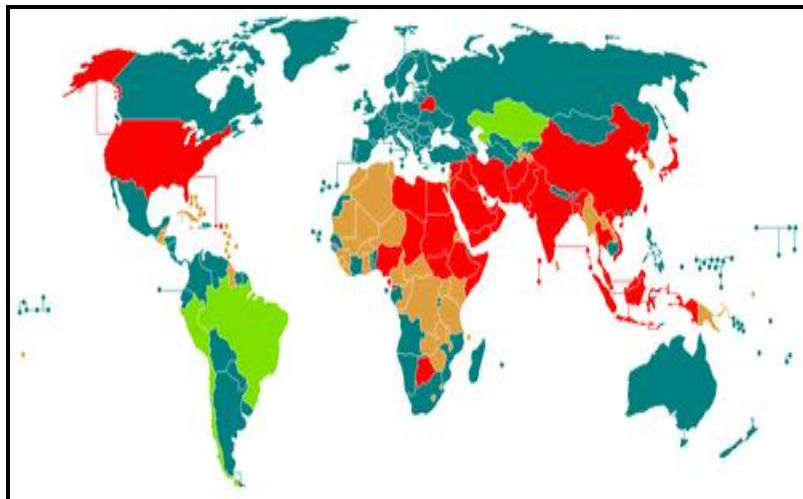
- Gas chamber
- Electric chair
- Lethal injection



Anarchist Auguste Vailant guillotined in France in 1894







An Aztec adulterer being stoned to death in the 19th century



Capital punishment by country

Legend

-  Abolished for all crimes – 103 (53%)
-  Abolished for all crimes except under exceptional/special circumstances (such as crimes committed in wartime) – 6 (3%)
-  Not used in practice (under a moratorium or have not used capital punishment in at least 10 years) – 50 (26%)
-  Retainers of the death penalty in law and practice – 36 (18%)

*Note – Accurate as of March 2015 when Suriname abolished capital punishment.



The following methods of execution were used in 2010:

- Beheading (Saudi Arabia, Qatar)
- Electric chair (as an option in Alabama, Tennessee, Virginia, South Carolina, Florida, Oklahoma and Kentucky in the USA)
- Gas chamber (California, Missouri and Arizona in the USA)
- Hanging (Afghanistan, Iran, Iraq, Japan, Mongolia, Malaysia, Pakistan, Palestinian National Authority, Lebanon, Yemen, Egypt, India, Myanmar, Singapore, Sri Lanka, Syria, Zimbabwe, South Korea, Malawi, Liberia, Chad, Washington in the USA)
- Lethal injection (Guatemala, Thailand, the People's Republic of China, Vietnam, most states in the USA that are using capital punishment)
- Shooting (the People's Republic of China), Republic of China, Vietnam, Belarus, Lebanon, Cuba, Grenada, North Korea, Indonesia, Yemen, and in the U.S states of Oklahoma and Utah.

Capital crime

1. Murder

One crime which capital punishment is used for is murder. Supporters of the death penalty argued that death penalty is morally justified when applied in murder especially with aggravating elements such as for multiple murder, child murder, serial killing, torture, mass murder, terrorism, massacre or genocide. It is said that capital punishment for murder is and should be "an eye for an eye, a tooth for a tooth".

2. Drug trafficking



A sign at the Taiwan Taoyuan International Airport warns arriving travelers that drug trafficking is a capital crime in the Republic of China (photo taken in 2005)



Some countries that retain the death penalty for murder and other violent crimes do not execute offenders for drug-related crimes. Countries that have statutory provisions for the death penalty for drug-related offences as of 2012 include:

-  Afghanistan
-  Bangladesh
-  Brunei *
-  People's Republic of China
-  Republic of China
-  Cuba *
-  Egypt
-  Indonesia
-  Iran
-  Iraq
-  Kuwait
-  Laos *
-  Malaysia
-  Oman
-  Pakistan
-  Saudi Arabia
-  Singapore
-  Somalia
-  Sri Lanka *
-  Thailand
-  Vietnam
-  United Arab Emirates
-  United States
-  Yemen
-  Zimbabwe *

Note:

* The capital punishment was not used in the last 10 years (or has a moratorium in effect)



Activity 12.3.2.3

Answer these questions.

1. Define the term capital punishment.

2. How many countries actively practice capital punishment?

3. Explain how the decapitation method was applied to punish offenders in the past.



12.3.2.4 Punishment versus Rehabilitation

Punishment is a way of making somebody suffer because they have broken the law or done something wrong. Rehabilitation on the other hand is to help somebody to have a normal, useful life again after they have been in prison for a long time. It is when we begin to consider that somebody is good or acceptable after a long period during which they were considered bad or unacceptable.

I believe that society does have at least some responsibility to fix the “broken” person. The reason for this is the mentality of a lot of people, which is to “pass the buck down.” Well, if one is to think about it, where does this passing of the buck stop? It is usually prison and it is usually too late. Some may say: It’s not my responsibility; I live in a good neighborhood; I am a law abiding citizen, and so on.

Crime affects everyone, no matter the level of involvement, neighborhood you live in, or your ability to leave jaywalking to the jaywalkers. One must not forget that this world of ours is unpredictable at best, and that crime can happen even to the “best” of us. If society “chips in” to help in rehabilitation programs and other alternatives to prison we may see less crime on our streets, with safer neighborhoods, more law abiding citizens, and a sense of responsibility that’s emitted by all, not just few.

Punishment is not the only thing offenders understand, but a lot of “us,” regular people, do not see it this way. “We” may feel like warehousing (incarceration without rehabilitation) is the only way. It is understandable to not fully comprehend the mindset of a criminal, but criminals, like us, are people, too. Their outbursts of crime may be heavily influenced by psychological deficiencies, by inability to provide for themselves and their families, or by pure choice. Some of the offenders should have the ability to use resources like rehabilitation and early release programs with monitoring/rehabilitation. Not many have the chance to do so.

There needs to be a nationwide effort to shift the focus of corrections from incarceration to alternative programs that address the special needs of offenders. In addition, most alternative programs are far less expensive than incarceration of prisoners. Such savings can then be used for educational and preventive programs. However, there is a drawback of such a mobilization: the “buck stops here.” Individuals, communities, local, state, and federal governments must be involved in order for such programs to succeed. Once executed, these programs will benefit not only the offenders, but all parties involved: victims, various correction agencies, and local communities.

**Rehabilitation versus Punishment**

Rehabilitation versus Punishment – Table. Punishment within the Adult Justice System is referred to as **incarceration**.

Rehabilitation gives one a chance to learn about his/her debilitating problems and offers for one to learn how to change their behaviour in order to not commit crime.	Incarceration (punishment) puts the offender in a confines of a cell in order for one to think about the crime he/she committed.
Rehabilitation helps ease the offender's reentry into society.	Incarceration doesn't offer for one to be helped, unless one is in the process of rehabilitation or other alternative program while "behind bars."
Rehabilitation is less widely used on adult offenders, as it is popular with juvenile offenders.	Incarceration is widely used on adult offenders, while rehabilitation is a selective program which is not always offered to all or at a particular location.
Rehabilitation may take a form of: drug addiction rehab, alcohol addiction rehab, violent behaviour rehab, gambling addiction rehab, and others.	Incarceration doesn't offer for one to rehabilitate through programs and strictly depends on the individual efforts of the adult offender.
Most rehabilitation programs cost less than incarceration.	Incarceration mainly costs more than rehabilitation. For example, in California, in the USA, an average cost of a prisoner is \$35,000 per year to sustain his/her life, while elderly inmates, who require more care, cost an average of \$70,000 per year (Smith, 2006).

**Activity 12.3.2.4**

Answer the following questions.

1. Define these terms. You may use a dictionary if you have one.

a. Punishment

b. Rehabilitation



c. Incarceration

d. Juvenile

12.3.2.5 Squatter settlement

A squatter settlement is also known as a shanty town. A **shanty town** or **squatter area** is a settlement of plywood, corrugated metal, sheets of plastic, and cardboard boxes. Such settlements are usually found on the **periphery** of cities, in public parks, or near railroad tracks, rivers, lagoons or city trash dump sites. Sometimes called a squatter, informal or spontaneous settlement, a typical shanty town often lacks proper sanitation, safe water supply, electricity, hygienic streets, or other basic human necessities.

Shanty towns are mostly found in developing nations, but also in some parts of developed nations.



Shanty town in Soweto, South Africa, 2005



Characteristics of Squatter Settlements or Shanty Towns

Since construction is informal and unguided by urban planning, there is typically no formal street grid, numbered or named streets in settlements. Such settlements also lack some or all basic public services such as a sewage network, electricity, safe running water, rain water drainage, garbage removal, access to public transport, insect and disease control services. Even if these resources are present, they are likely to be disorganized, unreliable and poorly maintained.

Shanty towns also tend to lack basic services present in more formally organized settlements, including policing, mail delivery, medical services and fire-fighting. Fires are a particular danger for shanty towns not only for the lack of fire-fighting stations and the difficulty fire trucks have traversing the settlement in the absence of formal street grids, but also because of the high density of buildings and flammability of materials used in construction. For example, a sweeping fire on the hills of Shek Kip Mei, Hong Kong, in late 1953 left 53,000 dwellers homeless, prompting the colonial government to institute a resettlement estate system.

Shanty towns have high rates of:

- Suicide
- Drug use
- Disease.

However, one positive observation about squatter settlements is that despite their unattractive building materials, these may also be places of hope, scenes of a counter-culture, with an encouraging potential for change and a strong upward impetus". Sociologists have written, more recently, that "squatter cities are Green. For example, they have maximum density—a million people per square kilometer in Mumbai—and minimum energy and material use. People get around by foot, bicycle, rickshaw, or the universal shared taxi ... Not everything is efficient in the slums, though. In the Brazilian favelas where electricity is stolen and therefore free, Jan Chip chase from Nokia found that people leave their lights on all day. In most slums recycling is literally a way of life."



A shanty town in Jakarta, Indonesia



Cape Town, South Africa

The diagram above is a shanty town near Cape Town in South Africa. These slums were built by the **apartheid** era government to segregate people by color and ethnic origin. The above Khayelitsha Township is Africa's largest, with shanty homes served with disorganized electrical lines, with one shed showing a car parked inside.



Examples of Shanty Towns

1. Developing countries

Shanty towns are present in a number of countries. The largest shanty town in Asia is Orangi in Karachi, Pakistan. In francophone countries, shanty towns are referred to as bidonvilles (French for "can town" - can being a reference to tin metal); such countries include Tunisia and Haiti.

Other countries with shanty towns include South Africa (where they are often called Townships) or imijondolo, Kenya (including the Kibera and Mathare slums), the Philippines and Papua New Guinea (often called squatter areas or settlements), Venezuela (where they are known as barrios), Brazil (favelas), Argentina (villas miseria), West Indies such as Jamaica and Trinidad and Tobago (where they are known as Shanty town), and Peru (where they are known as "young towns"). In Russia, shanty towns called (truscoba) are present in smaller cities as well in Chelobityevo outside Moscow. There is also a major shanty town population in countries such as Bangladesh, and the People's Republic of China.

2. Developed countries

Although shanty towns are less common in developed countries, there are some cities that have them. While shanty towns are less common in Europe, the growing influx of immigrants have fueled shantytowns in cities commonly used as a point of entry into the EU, including Athens and Patras in Greece. In Madrid, Spain, a low-class neighborhood named Canada Real (which is considered a shanty town) has no formal education system, professional nurseries or modern health clinics and is considered the largest slum in Europe. In Portugal, shanty towns known as "barracas" or "bairros de lata" are made up of immigrants from former Portuguese African colonies and Roma from Eastern Europe. Most of them are located in Lisbon Metropolitan area.

In the United States, some cities such as Newark and Oakland have witnessed the creation of tent cities. Other settlements in developed countries that are comparable to shanty towns include the Colonias near the border with Mexico, and bidonvilles in France, which may exist in the peripheries of some cities.

In some cases, shanty towns can persist in gentrified areas that local governments have yet to redevelop, or in regions of political dispute. Examples of this include Ras Khamis in Israel and the Kowloon Walled City in Hong Kong.



Development



Shanty towns may be large or small settlements. Above shanty town in Hong Kong

While most shanty towns begin as precarious establishments haphazardly thrown together without basic social and civil services, over time, some have undergone a certain amount of development. Often the residents themselves are responsible for the major improvements. Community organizations sometimes working alongside NGO's, private companies, and the government, set up connections to the municipal water supply, pave roads, and build local schools.

Some of these shanties have become middle class suburbs. One such extreme example is the Los Olivos Neighborhood of Lima, Peru. The Mega plaza shopping mall, one of Lima's largest, along with gated communities, casinos, and even plastic surgery clinics, are just a few of many developments that have transformed what used to be a decrepit shanty. A few Brazilian favelas have also seen improvements in recent years, enough so to attract tourists who flock to catch a glimpse of the colorful lifestyle perched atop Rio de Janeiro's highlands.

Development occurs over a long period of time and newer towns still lack basic services. Nevertheless, there has been a general trend whereby shanties undergo gradual improvements, rather than relocation to even more distant parts of a metropolis and replacement by gated communities constructed over their ruins. Many shanty towns are starting to implement the use of composting toilets and solar panels, and many of the people living in slums may have access to cell phones and even the internet. However, in spite of all this, inequality associated with shanty towns has only increased over time.



Activity 12.3.2.5

Answer the following questions.

1. What is a shanty town or squatter settlement?

2. Name some common features or characteristics found in squatter settlements throughout the world.

3. What is the major cause of the development of shanty towns in Europe?

12.3.2.6 Alcohol and drug abuse

The term 'drug' refers to any substance apart from food, water and oxygen that alters the way in which the body works, physically and psychologically. These includes legal products such as:

- Medicines
- Tobacco
- Alcohol

And illegal substances such as:

- Cannabis
- Heroin
- Ecstasy



It is important to know and recognize that all drugs have the potential to cause harm, regardless of the type of drug and how often it is used. A drug can begin to dominate a person's life at the expense of their family, friends and school. The more frequently someone uses a drug and the more heavily they use it, the more likely they are to experience harm from their drug use.

It is a common misconception that illegal drugs such as heroin, amphetamines and ecstasy are responsible for the greatest harms associated with drugs. In fact two legal drugs – tobacco and alcohol - are the most widely used and cause the most harm.

Why young people use drugs

Young people's decision to use drugs can occur for a number of reasons. Many of these reasons are similar to the reasons adults use drugs and they include:

- Having fun – drugs such as alcohol are often associated with celebrations and social occasions
- Relaxation – some drugs provide feelings of happiness and relaxation, along with increased confidence and fewer inhibitions
- Peer association – drugs may help people feel that they are part of a group or that they 'fit in'
- Boredom – for some people, drug use give them something to do
- Curiosity – people may want to test for themselves what they have heard and learnt about drugs
- Dealing with stress – or coping with difficult times
- Perception – that drug use is normal.

Advertising of tobacco products is no longer permitted in countries such as Australia, and cigarettes must be displayed and sold with proper warnings about the health effects of smoking.

However, smoking and cigarettes continue to be promoted through the media. The marketing of alcohol is more widespread, with television, radio, magazines, websites, billboards and sponsorship commonly used to promote drinking as a social activity, with links to sport and social acceptance.

The marketing of alcohol and cigarettes fails to show any of the negative effects of their use. The cancer-causing effects of smoking are not shown, and neither are the possible harm's to a person's health or relationships from drinking too much alcohol such as:

- Vomiting
 - Violence (including domestic violence and damage to property)
 - Injuries
 - Unplanned or unprotected sex
-



- Social and financial problems.

The fact that only happy and healthy media images are associated with tobacco and alcohol means that marketing does not accurately reflect the realities of drug use.

Alcohol

Alcohol is classified in the 'depressant' group of drugs because it makes the central nervous system slow down. The effects of drinking alcohol vary between people, and they can even differ for the same person, depending on the situation.

Your body may react differently, for example, if you drink when angry or upset. Some of the factors that may influence how someone is affected by alcohol include:

- Age, weight, body size and gender
- The amount of alcohol that is drunk
- How quickly the alcohol is drunk
- Whether food has been eaten before drinking
- Whether any other drugs have been used while drinking
- How frequently a person drinks
- A person's mood when drinking.

The effects of alcohol

Young people are often more affected by alcohol than adults because their bodies are usually smaller and they have less experience drinking alcohol. This means their tolerance to alcohol is lower and they generally feel its effects more quickly. The effects of alcohol become more obvious and more serious if drinking continues. Drinking too much alcohol can result in alcohol poisoning because the body is unable to tolerate the high concentration of alcohol in the bloodstream. Some of the effects of drinking are outlined below:

- After one or two drinks...you start to feel relaxed, your body reactions start slowing down and your concentration is reduced
- If you drink even more...your vision is blurred, you have poor coordination and judgment, particularly in unexpected situations, and you experience tiredness and a loss of muscle control
- If you drink a few more...you become more confident, your reactions become even slower, speech and movement begin to slow, and your mood changes



- If you continue to drink more...you are unable to walk or talk properly, you experience nausea, vomiting and loss of memory, and you fall asleep or pass out.

The fact that young people usually feel the effects of alcohol more quickly than adults is compounded by the way in which young people drink. For example, research has found that **binge drinking** – drinking large amounts of alcohol in a short period of time or drinking continuously for a number of days, is a common drinking pattern among some young people.

For young people, alcohol related deaths result from road accidents, violence, drowning and self-harming behaviors that occur after consuming large amounts of alcohol. This is because people may have little awareness of what they are doing and who they are with when affected by alcohol.

Consequences for the individual and the community

Alcohol can have the combined effects of increasing confidence, reducing inhibitions and changing mood. These factors increase the chance of arguments and fighting when people have drunk too much. Sometimes, this violence is even directed at friends, family and partners, and can result in injuries, relationship breakdowns, loss of self-respect or criminal charges.

In addition to an increased likelihood of being involved in crime, those who consume too much alcohol are also at greater risk of becoming crime victims. The loss of coordination and the inability to react quickly in unexpected situations often make a drunk person an easy target assault or theft, particularly when they are alone, such as when walking home late at night.

Young people are also at risk of being involved in unplanned sexual behaviors after excessive drinking. Guilt, anxiety and a loss of self-respect are some of the emotions experienced following unplanned sexual behavior. Females can be particularly vulnerable to sexual harm, resulting in unwanted pregnancies, sexual assault or a sexually transmitted infection.



Activity 12.3.2.6

Answer these questions.

1. Explain these terms

a. Drug

b. Binge drinking

2. Give at least five reasons why young people use drugs.

a. _____

b. _____

c. _____

d. _____

e. _____

3. State four factors that influence how someone is affected by alcohol.

a. _____

b. _____

c. _____

d. _____



12.3.2.7 Sorcery and witchcraft

Witchcraft and sorcery are almost identical terms - both use the magic spells, mystical or paranormal means to harness occult forces to produce desired results. Ideally speaking, persons pursuing witchcraft do not aim at producing evil results. Somehow the term sorcery is used to denote the use of supernatural powers to produce unnatural and negative course of events.

Another factor that differentiates witchcraft from **sorcery** is that while sorcery can be learnt and practiced by anyone, **witchcraft** is considered to result from mystical powers and is practiced by invisible means. Modern witches, however, claim that witchcraft can be acquired through learning as well.

Both **Witchcraft and sorcery** have existed since times immemorial in all the societies and cultures around the world. In ancient Greece, witchcraft existed as early as the time when Homer lived. The legendary Medea was considered as the best known sorceress in classical times. The Roman Horace describes two witches in his famous Satires. There are several references to witches in the Bible. Saul (1 Samuel 28) consulted Witch of Endor.

Though witches were hounded and persecuted as being aligned with evil spirits in the past ages, witchcraft has acquired respectability with the passage of time. It has washed away the stigma attached to it and cleared many popular misconceptions about it.



Witchdoctor in Zimbabwe



Witchcraft as a Religion

In the twentieth century, witchcraft movement was termed as Wicca the Craft. This Wise craft is professed and practiced as religion.

The term wicca comes from an old English word wicca which has its origin from the Germanic root 'wic' and means 'to bend or turn'. A witch is supposed to bend or turn the course of events for a good cause. Earlier the female practitioners of witchcraft were called witches, while their male counterparts were called wizards. But now the term 'witch' is used both for male and female practitioners of witchcraft.

Witchcraft as a religion was developed in the United Kingdom by Gerald B Gardner, a British civil servant. Gardner had a life-long interest in occult and supernatural forces. Witchcraft is now openly and proudly practiced in almost all the English speaking countries including the United States of America besides many traditional societies and cultures around the world. In Africa people seek medical aid for external physical problems and consult witch doctors for internal illnesses.

It is now widely believed that witches cast their spells for good objectives like love, health and wealth. Genuine believers in witchcraft do not cause harm to others. They worship God or **deity** or Mother Nature which is believed to possess both male and female aspects. They, however, emphasize on the female aspect or the Goddess side of the deity. Wicca is a religion of fertility. It celebrates the seasonal cycles of the nature that are central to the farming communities. The religious rites are tied to the cycles of moon which is the symbol of the power of the Goddess and also the seasons of the year.

Religious witches use their craft for the benefit of the people. They religiously follow their golden rule called the Wiccan Rede which says: "**An' it harm none, do what ye will.**" They believe in the theory of karma that any act of witchcraft will return to its practitioner magnified three folds, whether it is good or evil.

Wicca is the most democratic and free religion in the world. There is no central authority. The witches work in loosely organized groups called **covens**. Some covens are made up exclusively of women, some of men while others have mixed membership. There are witches who do not join any coven at all and practice their faith alone as **solitaries**.

Modern witchcraft is a recreation of pagan, folk and magical rites selected from the major cultures and societies across the world such as Babylonian, Celtic, Egyptian, ancient Greek, Roman, and Sumerian Buddhism, Hinduism, and the rites of American Indians.

Sorcery and Witchcraft in PNG: A Case Study



Burnt woman suspected of practicing sorcery and witchcraft in the Highlands of PNG

The definition of sorcery in the Papua New Guinea's Sorcery Act of 1971 lumps magic and witchcraft together under the umbrella of sorcery, saying for example that, 'sorcerers have extraordinary powers that can be used sometimes for good purposes but more often for bad ones'.

This lack of clarity is further reinforced when the definition includes what is known, in various languages and parts of the country, as witchcraft, magic, enchantment, *puri puri*, *mura mura dikana*, *vada*, *mea mea*, *sanguma* or *malira*, whether or not connected with or related to the supernatural.

To capture the fact that the intent may not be to do harm, the Sorcery Act uses the notion of 'innocent sorcery', which is protective or curative only, or is not intended to produce, and does not purport to be calculated or able or adapted to produce, any harmful or unlawful result, or to exert any harmful, unlawful or undue influence on any person.

Similarly, in its 1977 paper on sorcery, the Law Reform Commission of Papua New Guinea adopts some of the definitions of the Sorcery Act — for example, in its use of the term 'innocent sorcery', though it sometimes substitutes this with 'good sorcery', and 'forbidden sorcery' with 'evil sorcery'.

Some language groups in Papua New Guinea make a clear conceptual distinction between magic and sorcery, with separate language terms — magic being considered benevolent, and sorcery malevolent.

During the colonial period, some missionaries sought to capture this distinction through referring to sorcery as 'black magic' or 'anti-social magic', which aimed to cause harm, and referring to magic as 'white magic' or 'social magic', which aimed to improve life. However, while magic generally aims to be beneficent, in some cases it can have a negative edge.



Thus, while sun magic is employed to help garden crops grow prodigiously, it can also be used to scorch and burn gardens and create famine. Similarly, love magic, which seeks to capture the heart of a woman so that she becomes besotted with a man, can just as easily be used to drive the woman to suicide through madness.

One of the first steps in speaking more accurately about the problems currently arising from sorcery and witchcraft in Papua New Guinea, and perhaps achieving a deeper understanding of them, is to define each word precisely.

Many anthropologists who have written on sorcery in the Papua New Guinea and the broader cultural region of Melanesia. Sorcery, they say, refers to the deliberate use of magical rituals to injure, kill, or cause misfortune, and witchcraft refers to an unconscious capacity to harm others.

A sorcerer's capacity to harm ... depends on his ability to control extrinsic powers; whereas a witch, who can inflict sickness or death on others simply by staring at them or willing evil on them, possesses powers — inherited or acquired — as an intrinsic part of his or her person.

Importantly, sorcery involves the purposeful actions of a person who intends to cause misfortune or harm to others (or to benefit them), and who sets about doing this through ritual means or incantations. In Papua New Guinea, a large range of techniques exist for this and these can be passed down the generations, acquired from relatives or friends, or simply purchased for cash.

Probably the most common type is personal leavings sorcery, which involves the sorcerer manipulating the victim's personal *exuviae* (excreta, hair, fingernails, etc), or items which the victim has used or touched (such as a discarded betel nut shell or the soil from a footprint). After incanting a spell, the sorcerer wraps the leavings in a parcel and disposes of this in a manner according to the desired effect.

Another type is assault sorcery, in which the sorcerer uses magic to render the victim unconscious and then insert objects such as needles into the body or removes internal organs.

Another form is projectile sorcery. It involves 'shooting' things (such as pieces of glass or wire) magically into the body of the victim. Other forms of sorcery considered particularly powerful use 'spirits' of either the dead or the living to attack the victim.

Some of the newer types of sorcery do not use any substances but work simply by uttering spells. Some forms of sorcery actually involve the use of poison or other toxic substances (such as battery acid or herbicide), which are either put on to arrows used in conflicts or added to food or water or other items that are consumed.



These descriptions make it clear that for those who believe in the efficacy of sorcery in PNG, it is a set of practices that can be learnt and is something a person sets out to do. Witchcraft, on the other hand, does not comprise a set of practices that can be learnt. Rather, it is believed to be a form of possession by the ‘witch substance’ or creature, which resides in the body (abdomen, chest, scrotum, vagina, womb, head, armpit, etc.) and takes control of the possessed person.

It ‘takes over the host’s will, impelling him or her to harbour thoughts and perform actions that are not normal to him or her’. It is best understood ‘as a parasite, an agency or being or substance that infects and inhabits persons’. One consequence of this, is that it may be transmitted from person to person, especially as a kind of inheritance, so that the children and relatives of witches are themselves often suspected of harbouring the witch.

If it were visible, the witch substance or creature ‘would look like the foetus of a tree kangaroo’, while others have said that they most often take the form of small, quick, highly mobile creatures — rats, cats, bats, birds, frogs, moths, snakes, lizards, grasshoppers, butterflies, cicadas or other insects. Regardless of its form, the witch substance is considered to cause harm and to kill.



Activity 12.3.2.7

Answer the following questions.

1. Define witchcraft and sorcery and explain the difference between these two terms.



12.3.2.8 Land ownership and registration

Land or mother earth as some people call it is the source of life and existence for thousands of people throughout the earth. Their basic need for survival such as food, clothing, shelter, fuel, come directly from the land. People receive their sustenance in life from their direct association and connection with the land in which they are part of.

Many indigenous communities and societies have lived that way through time immemorial. Without the land people would perish. Examples of such communities include:

- The American Indians from the Amazon
- The Aborigines from Australia
- Many tribes and communities from Africa, Asia and the Pacific.

Papua New Guinea is one very interesting scenario where the people own the land. Land ownership in this part of the world is communal or tribal and ownership rights and privileges is inherited or from generation to generation. Land is a very important and vital resource for many Papua New Guineans. If you are a Papua New Guinean and you do not have any land ownership rights, life for you will be twice as much a challenge than those who do have land rights. This simply means that throughout your life time you are required to pay rentals to whoever's land you will have access in order to make a living.

The traditional **land tenure** system in PNG is such that those having access to resources from another person's land will have to pay rent in the form of cash or kind to the owner during times of customary ceremonies or rituals such as:

- Bride price payments
- Initiation ceremonies such as births, deaths,
- Any other activity that is conducted by the land owning family or tribe that requires community support.

This traditional land tenure usage, expectations and requirements is very much intertwined with the Wantok System that is widely practiced throughout PNG where people live together and support one another in their villages and communities. This socio-cultural norm has been rooted into society since ancient of time and Papua New Guineans automatically know what to do when it comes to land rights and ownership.

The processes of urbanisation and development now places demands on land owning tribes and clans in PNG to free their land for purposes of embracing development. The Government of PNG, through the Land Registration Act now calls for the people to register their land by forming Incorporated Land Groups (ILGs) so that they partner with the Government in sharing any development benefits, in particular **royalty** payments.

Today in modern PNG, land is 97% owned by the people and the Government only has access to 3%. The Department of Lands and Physical Planning is the government organisation



in PNG that deals with any land ownership and land acquisition issues for development purposes.

Registering land or property with Land Registry

The following information is an explanation of the steps and procedures of how land is registered in England.

1. When you must register

You must register all land or property with Land Registry if you have:

- bought it
- been given it
- inherited it
- received it in exchange for other property or land
- mortgaged the property

You do not usually need to register **leasehold land** or property if there are 7 years or less on the lease when you take ownership.

You must register your land with the Rural Land Register as well as Land Registry if you own agricultural land.

Your property might not be registered if you owned it before 1990 and have not **mortgaged** it since. Check if your property is registered.

You must tell Land Registry if you transfer ownership of your registered property to someone else.

2. Once you are registered

Land Registry publishes information online about most registered property, including:

- the names of owners
- the price paid for the property
- a plan of the property's boundaries

You cannot opt out of your property information being published.



Activity 12.3.2.8

Answer the following.

1. Define these terms. You may use a dictionary if you have one.

a. Land tenure

b. Royalty

c. Lease hold

d. Mortgage



12.3.2.9 Teenage pregnancy

Teenage pregnancy is pregnancy in human females under the age of 18 at the time that the pregnancy ends. A girl can become pregnant from sexual intercourse after she has begun to ovulate which can be before her first menstrual period (menarche), but usually occurs after the onset of her periods. In well-nourished girls, menarche usually takes place around the age of 12 or 13.

Teenage pregnancy is pregnancy among teens and young people. Teenage pregnancy is an effect of poor decision making by young people regarding their sexuality and sexual behaviour. It is one of the risks involved in unprotected sexual activities, the other being sexually transmitted diseases such as HIV and AIDS.

As you grow up you develop a sense of your own sexuality (the way you think, feel and behave as a young man or woman). You develop values, beliefs and behaviour that may be influenced by traditional ideas as well as popular culture about what it means to be a man or a woman. You will become interested in new types of relationships, like having a boyfriend or a girlfriend. You begin to make choices and decisions about your sexual behaviour.

A very important attitude we need to develop in our sexual behaviour is **responsibility**. Sexual feelings are usually very strong. Just because your body is physically ready to have a sexual relationship does not mean that you are emotionally mature and ready to cope with the results.

You need to think carefully before having or starting a sexual relationship. For example, having sexual intercourse can lead to pregnancy and sexually transmitted disease. Having a baby that you do not want, and are not ready for the responsibility of parenting can also cause a lot of worry, especially for the girl, who may try to hide the fact that she is pregnant.

It is better to wait until you know that you are both ready to bring up a baby, and to know how to prevent pregnancy and sexually transmitted disease before you start to have sexual intercourse.

Consequences of teenage pregnancy

Pregnant teenagers face many of the same issues as other women. There are, however, additional medical concerns for pregnant girls aged under 15, who are less likely to have become physically developed enough to sustain a healthy pregnancy or to give birth. For mothers aged 15–19, risks are associated more with socio-economic factors than with the biological effects of age. Risks of low birth weight, premature labor, anemia, and pre-eclampsia are connected to the biological age itself, as it was observed in teen births even after controlling for other risk factors (such as utilization of antenatal care etc.).

Every day in developing countries, 20,000 girls under age 18 give birth. This amounts to 7.3 million births a year. And if all pregnancies are included, the number of adolescent pregnancies is much higher.



In developed countries, teenage pregnancies are often associated with social issues, including lower educational levels, higher rates of poverty, and other poorer life outcomes in children of teenage mothers. Teenage pregnancy in developed countries is usually outside of marriage, and carries a **social stigma** in many communities and cultures.

By contrast, teenage parents in developing countries are often married, and their pregnancies welcomed by family and society. However, in these societies, early pregnancy may combine with **malnutrition** and poor health care to cause medical problems.

Teenage pregnancies appear to be preventable by comprehensive sex education and access to birth control.

Case study: USA

The following case study information is the result of research carried out in the United States regarding issues of teen pregnancy.

1. Teen pregnancy is associated with negative consequences for both adolescents, and, when pregnancy is carried to term, their children. For example, results have shown that the great majority of teen pregnancies (82 percent in 2006) are unintended. In 2006, approximately 37 percent of unintended pregnancies to teens ages 15-19 ended in abortion, and almost 60 percent ended in a live birth. Overall, as of 2010, 26 percent of teen pregnancies end in abortion.

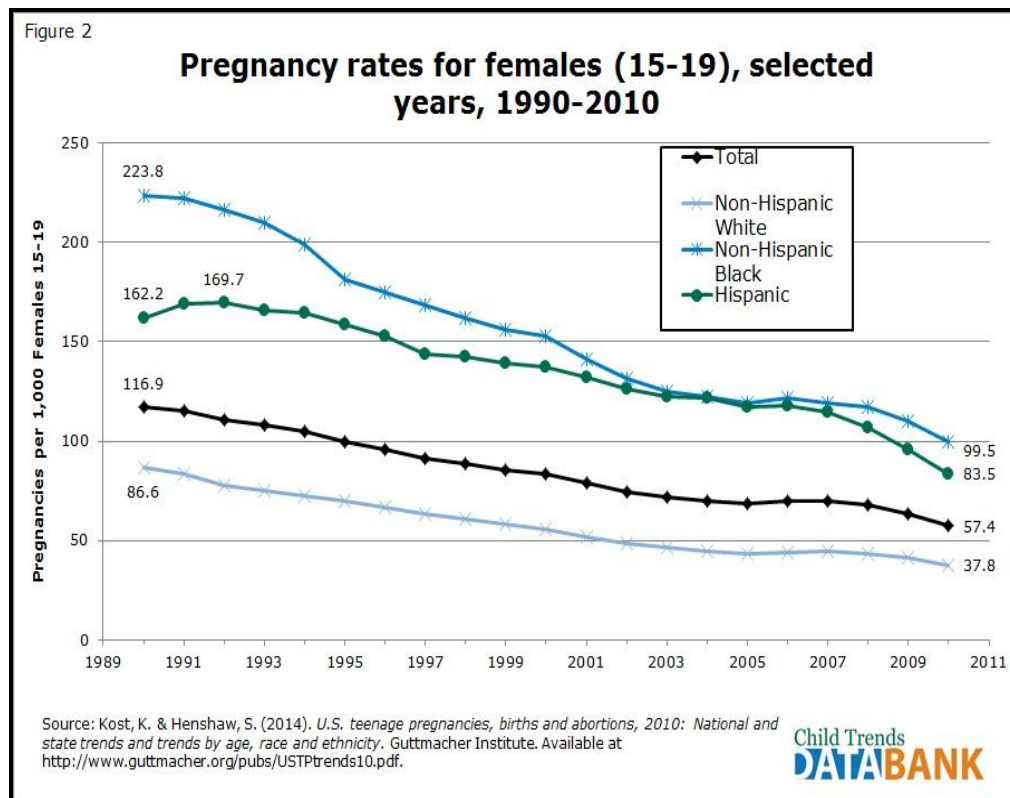
Even after accounting for the fact that teen mothers tend to be from disadvantaged backgrounds, teen parenthood is linked to greater welfare dependence soon after birth, and to poorer long-term educational outcomes, as well as instability in family structure. Moreover, research finds that children of teen mothers fare worse on cognitive and behavioral outcomes than their peers with older mothers.

2. **Trends**

In 2010, the teen pregnancy rate reached a new low in the modern era. It declined by 51 percent between 1990 and 2010, from 116.9 pregnancies per 1,000 females, ages 15 to 19, to 57.4 – the lowest rate reported since estimates begin in 1972. Among females younger than 15, there was a 66-percent decline from 1990 to 2010 (from 17.6 to 5.4 pregnancies per 1,000 females aged 14 years). Over the same time period, rates for teens ages 15 to 17 declined by 59 percent, from 74.2 to 30.1; and the rates for teens 18 to 19 declined by 44 percent, from 172.4 to 96.2.



3. Differences by Race and Hispanic Origin



Although white teens have a lower pregnancy rate (37.8 per 1,000 in 2010) than black teens (99.5 per 1,000) and Hispanic teens (83.5 per 1,000), rates for each of these subgroups declined between 1990 and 2010. Rates for white and black teens ages 15 to 19 declined fairly steadily between 1990 and 2010, although both had increases between 2005 and 2006. Pregnancy rates for Hispanic teens did not begin declining until 1992, although declines have been greater in the past four years than for other racial/ethnic groups. The race/ethnicity gap has narrowed more for younger teens than it has for older adolescents.

4. Differences by Age

Older teens have much higher pregnancy rates than younger teens. In 2010, teens ages 18 to 19 had a pregnancy rate of 96.2, compared with rates of 30.1 among teens ages 15 to 17 years, and 1.1 among teens under age 15.

5. National Goals

Healthy People 2020, a federal government initiative, includes a goal to reduce the national rate of teen pregnancy from 40.2 in 2005 to 36.2 in 2020 among 15 to 17 year-olds, and from 117.7 to 105.9 among 18-19 year-olds. There are also related goals to increase the rates of abstinence and sex education, and, among sexually active adolescents, to increase condom and hormonal birth control use.



In addition, The National Campaign to Prevent Teen Pregnancy, a nonpartisan, nonprofit organization created in 1996 to help promote reducing the teen pregnancy rate, set a goal of reducing teen pregnancies by one-third between 2006 and 2015.

In Papua New Guinea as well as other developing countries teenage girls who become pregnant also go through similar experiences. Examples of some of those consequences are as follows:

- Rejection from the boyfriend and his family while pregnant
- Not able to complete their education and studies
- Unable to get a job due to non-completion of studies and lack of proper qualifications
- Difficulty in establishing long term, healthy relationships with their partner in future



Activity 12.3.2.9

Answer the following questions.

1. Briefly explain some of the issues that lead to teenage pregnancy.

2. What are some common consequences of teenage pregnancy on the girl?



12.3.2.10 Night clubs

A **nightclub** is an entertainment venue which usually operates late into the night. A nightclub is generally distinguished from bars, pubs or taverns by the inclusion of a dance floor and a DJ booth, where a DJ plays recorded music. The busiest nights for a nightclub are Friday and Saturday night.

The music in nightclubs is either live bands or, more commonly, a mix of songs played by a DJ through a powerful PA system. Most clubs or club nights cater to certain music genres.

Many clubs have recurring club nights on different days of the week. The music festival Bangface, for example, started out as a club night. Most club nights focus on a particular genre or sound for branding effects.

Nightclub entry criteria

Many nightclubs choose who can enter, on bases other than just age, for example, dress code and guest list. This is used to make their status as a nightclub more "exclusive". Quite often, there are no clear policies governing entry to a nightclub, thereby allowing the doormen to deny entry to anybody at their discretion.

Association

Some nightclubs have been Playboy Club. A number of gay nightclubs that prefer to cater to an exclusively male clientele will deny entry to a group of lesbians but will welcome a lesbian with a number of male gay friends.

Cover charge

In most cases, entering a nightclub requires a flat fee called a cover charge. Some clubs waive or reduce the cover charge for early arrivers, special guests or women. Friends of the doorman or the club owner may gain free entrance. Sometimes, entrance fee and cloakroom costs are paid by cash and only the drinks in the club are paid using a pay card.

Dress code

Many nightclubs enforce a dress code in order to ensure a certain type of clientele is in attendance at the venue. Some upscale nightclubs ban attendees from wearing trainers (sneakers) or jeans, while other nightclubs will advertise a vague "dress to impress" dress code that allows the bouncers to discriminate at will against those vying for entry to the club. Many exceptions are made to nightclub dress codes, with denied entry usually reserved for the most glaring rule breakers or those thought to be unsuitable for the party. Certain nightclubs like fetish nightclubs may apply a dress code (BDSM) to a leather-only, rubber-only or fantasy dress code. The dress code criterion is often an excuse for discriminatory practices, such as in the case of *Carpenter v. Limelight Entertainment Ltd.*

Exclusive boutique nightclubs

Large cosmopolitan cities that are home to large affluent populations (such as Atlanta, Chicago, Los Angeles, Miami, New York City, and London) often have what are known as



exclusive boutique nightclubs. This type of club typically has a capacity of less than 200 occupants and a very strict entrance policy, which usually requires an entrant to be on the club's guest list.

While not explicitly members only clubs, such as Soho House, exclusive nightclubs operate with a similar level of exclusivity. As they are off limits to most of the public and ensure the privacy of guests, many celebrities favor these types of clubs to other, less exclusive, clubs which do not cater as well to their needs. Another differentiating feature of exclusive nightclubs is, in addition to being known for a certain type of music, they are known for having a certain type of crowd, for instance, a fashion-forward, affluent crowd or a crowd with a high concentration of fashion models.

Guest list

Many nightclubs operate a "guest list" that allows certain attendees to enter the club for free, or at a reduced rate. Some nightclubs have a range of unpublished guest list options ranging from free, to reduced, to full price with line by-pass privileges only. Nightclub goers who are on the guest list often have a separate queue and sometimes a separate entrance from those used by full price-paying attendees. It is common for the guest list line-up to be as long, or longer than the full-paying or ticketed queues. Some nightclubs allow clubbers to register for the guest list through their websites.

Security

Most nightclubs employ teams of bouncers, who have the power to restrict entry to the club and remove people. Some bouncers use handheld metal detectors to prevent weapons being brought into clubs. Bouncers often eject patrons who bring party drugs into the venue. Bouncers count the number of people admitted to a club in order to prevent stampedes and fire code violations, and also enforce a club's dress code, frequently accepting bribes to let people jump the queue. Many clubs have balcony areas specifically for the security team to watch over the clubbers.



Activity 12.3.2.10

Answer the questions below.

1. What is a night club?



2. What is the difference between a night club and other entertainment venues such as a pub, bar or tavern?

12.3.2.11 Gambling and its effects on the wider community

Gambling is an activity where by people play games of chance for money. It is to risk losing something such as money or possession in the hope of being successful. The most common methods of gambling are:

- Card games
- Horse races
- Poker machines

The Effects of Gambling

Why Cannot I Just Stop?

- How did this happen? I can't believe all the trouble I'm in.
- If I stop gambling now, I'll have to admit I'm a total loser. There's no way I can pay back all the money I owe.
- If I had the money to invest, I'm sure my luck would change. I just need one more win.
- Even if I had another win, I'd probably just lose it again.
- I can't face this mess alone, but I'm too embarrassed to ask for help.
- I should be able to solve my own problems. How could I be so stupid?
- I never thought it would get this bad.

Do these statements sound familiar? Most people with gambling problems say they lost control over how much time and money they spend gambling. Meanwhile, they ignored other responsibilities. They knew they had problems, but only gambling seemed important.



Many people who gamble excessively have mixed feelings about gambling. They know they are causing problems for the people they love. They may become anxious and unhappy, and often hate themselves. But the urge to gamble seems too great to resist. They feel they can't give up on all the time, money and emotion they have put into gambling. They can't accept that they will never win back what they have lost. Some people still believe their system will pay off, their luck will change or they are due to win. Others believe that continuing to gamble is the only way out of a situation they are ashamed about.

Other people promise to quit, but can't. They fear their loved ones will find them out. This drives them deeper into hiding and further into debt. They keep hoping a big win will end their problems. Once in a while they may win, which keeps their hope alive until the losses mount up again. If they quit now, they will feel like a loser. They will have to face all the problems gambling has caused.

If you are like most people who gamble excessively, you may have tried to cut down or stop many times. It is hard to change your gambling on your own. Counselling can help you find long-term solutions to your problems.

Risks and Rewards of Gambling

Many people have mixed feelings about gambling. You may not want to give up gambling. At the same time, you may see it is causing you harm. Mixed feelings like these can be very confusing. Through counselling, you can assess your situation and consider ways to restore balance. Perhaps you recognize yourself in statements on both sides of this list.

Rewards

I gamble because:

- I love the thrill of playing.
 - I know a big payout could solve all my problems.
 - Gambling is my only shot at becoming a millionaire.
 - I feel important when I win. I love being able to treat my family and friends.
 - I have a sure system. It's just a matter of time before I win again.
 - When I am on, I can make money fast and easily.
 - Gambling lets me forget my problems and pain for a while.
 - Gambling is the one thing in my life that is just for me. When I gamble, I'm in control.
 - Gambling gets me out of the house. I feel safe and welcome.
 - All my friends gamble.
-



Risks

I am thinking about getting help because:

- My partner is threatening to leave me if I don't stop.
- We fight all the time about my gambling.
- I'm tired of sneaking around, lying and hiding my losses.
- My reputation has been hurt.
- Creditors are hassling me. I'm looking at bankruptcy.
- Gambling is all I ever think about. It has taken over my life.
- I've stopped caring about things that should be important to me.
- I've borrowed money from so many people. I feel ashamed to face them.
- I'm afraid I'll lose my job because I'm always so distracted.
- My health is suffering.
- I don't even enjoy gambling most of the time.
- I feel like such a loser. Sometimes I hate myself so much I want to end it all.

Impact on Families and the Wider Community

Gambling problems hurt families in many ways. Study some of the examples below:

1. **Money problems:** When family members learn that savings, property or belongings have been lost, it can make them feel scared, angry and betrayed.
2. **Emotional problems and isolation:** Gambling problems cause strong feelings among family members, which make it harder to solve problems. Many partners of those with gambling problems do not want to be emotionally or physically close with the person who has hurt them. Family members may avoid other people, because they feel ashamed. This makes it hard to get love and support from family and friends or the community.
3. **Physical and mental health:** The stress of gambling problems sometimes causes health problems, for both the person who gambles and the family. This can include anxiety, depression and stress-related problems such as poor sleep, ulcers, bowel problems, headaches and muscle pains.



4. **Burnout:** Many families under stress have trouble coping. One member may try to keep things in control by taking on more tasks. This can lead to burnout. Family members often forget to take care of themselves or to have fun.
5. **Impact on children:** When a parent or caregiver has a gambling problem, children can feel forgotten, depressed and angry. They may believe they caused the problem and that if they are good, the problem will stop. Children may believe they must take sides between their parents. They may stop trusting a parent who makes promises he or she doesn't keep. Some children may try to draw attention away from the parent with the gambling problem by misbehaving.
6. **Physical and emotional abuse:** Family violence is more common when families are in crisis. Gambling problems can lead to physical or emotional abuse of a partner, elder parent or child. If this is happening in your family, get help right away.

Anxiety and Depression

Many people who gamble excessively feel stressed, anxious and depressed. This can make sleeping, thinking and solving problems more difficult.

If you have some of the following symptoms for more than two weeks, making your day-to-day life difficult, you may have chronic depression:

- You have lost interest in usual activities.
- You feel depressed, down in the dumps or irritable.
- Your sleep has changed (e.g., you have problems falling asleep or staying asleep, or you sleep too much).
- Your appetite has changed. You have lost or gained weight.
- You feel helpless, hopeless or despairing.
- It is hard to think and to remember things, and your thoughts seem slower.
- You go over and over guilty feelings. You can't stop thinking about problems.
- You have lost interest in sex.
- You feel physically tired, slow and heavy; or you feel restless and jumpy.
- You feel angry.
- You think about suicide.



If you have any of these difficulties, speak to your family doctor or other health care professional (a gambling counsellor can also make sure you get the help you need). Tell him or her about your gambling problems too. Treatment may include medications and/or counselling and other support.

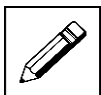
Suicide Risk

Rates of suicide are higher for people who gamble excessively, and for their family members. The people most likely to attempt suicide are those who also have mental health problems (like depression) or who heavily use alcohol or other drugs. People who have threatened suicide or hurt themselves in the past are also more at risk. If you feel suicidal or are making plans to end your life, get help right away. You don't have to deal with your problems alone.

What to do if you Feel Suicidal

If you are thinking about ending your life:

- Remove any means for ending your life (e.g., firearms, medications).
- Let your family or a friend know how you are feeling.
- Call the local Distress Centre for support and information.
- Let your doctor know what is going on, including your gambling.
- Do not drink alcohol or take other drugs as it will make matters worse.
- Talk to someone you trust, such as a friend or spiritual advisor.



Activity 12.3.2.11

1. List down and explain the impact of gambling on families and the wider community.

- i. _____

- ii. _____



iii.

iv.

v.

vi.

12.3.2.12 HIV and AIDS testing

HIV (**H**uman **I**mmunodeficiency **V**irus) and AIDS (**A**cquired **I**mmune **D**eficiency **S**yndrome) is a sexually transmitted disease and it is caused by the human immunodeficiency virus. This virus is a **blood borne virus**, which means that the virus can only be transmitted from an infected person to another person through blood-to-blood contact.

Once you become sexually active, you are at risk from contracting infections and illnesses that are caused by unsafe sexual activity. When people choose not to have **protected sex**, they are at risk of catching a **sexually transmitted infection** (STI). Many of these infections have few or no visible symptoms but can cause great damage to our health, and HIV and AIDS is no exception. The word acquired means obtained. Immune means the system of the body that protects us against disease. The word deficiency means lack of something, and syndrome is a group or set of conditions that shows you have a particular disease.



The immune system of the body protects us against disease and helps us to fight infection caused by **bacteria** and viruses. However, the HIV virus causes the immune system to lose its ability to fight infection. The body becomes weak and so other diseases such as TB, pneumonia and cancer can now use the chance to attack the body because it is weak. That is why they are known as **opportunistic infections** and diseases. These diseases continue to develop until the person dies.

How is HIV transmitted?

People who are infected with the virus are described as **HIV-positive**, and when they have sex they continue to spread the virus without knowing. HIV is transmitted through:

- Unprotected vaginal intercourse
- Unprotected anal intercourse
- Sharing drug injecting equipment such as needles and syringes, tattoo equipment or razor blades
- A skin wound coming into contact with the blood of an infected person
- An infected mother passing the virus to her baby during pregnancy, at childbirth or during breastfeeding

HIV can only be contracted by coming into contact with infected blood. This means that HIV cannot be transmitted through kissing or cuddling, shaking hands, sharing knives, forks, cups, plates, or toilet seats.

Most people with HIV look and feel healthy. Many people will not have any symptoms for several years after becoming infected, and some people will have no symptoms at all. When symptoms occur, they can include one or more of the following:

- Over half of people with HIV will develop flu-like symptoms one to six weeks after becoming infected.
- Later, the infection may cause unexplained diarrhea, weight loss, rashes, fever or one of the AIDS conditions.
- AIDS conditions include pneumonia, brain infections and skin cancers, which occur because the immune system is too weak to defend the body.

Avenues where HIV and AIDS testing is done

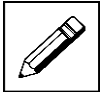
A blood test can determine whether you have HIV; it may take three months before the virus shows up in the blood test. HIV and AIDS can be prevented by using a condom during sexual activity and not sharing drug injecting equipment.

In Papua New Guinea voluntary counselling and testing (VCT) services are provided for free by the Government through the Department of Health.



All major government run hospitals, clinics and health centers offer free blood tests. Most of the VCT centers are operated and managed by the church agencies. Other organizations such as Johnson and Johnson, and City Pharmacy also offer services for blood tests.

Those people who are living with the virus are on the anti-retroviral drug (ARV) which is also provided for free by the Government through the Department of Health.



Activity 12.3.2.12

Answer the following.

1. Explain how the HIV virus affects the immune system.

2. What are opportunistic diseases and how do they affect the body?



Summative Activity 12.3.2

Answer the following questions.

1. What is a major reason why some people choose to become prostitutes?

2. Give a brief explanation as to why incestuous marriages are prohibited in terms of inbreeding.

3. For those countries that have statutory provisions for the death penalty for drug related offences as of 2012, which ones have not used capital punishment in the last 10 years?

4. What are some advantages about rehabilitation programs in prisons?



5. Khayelitsha Township in Cape Town, South Africa, is the largest shanty town in Africa. What was the reason for its establishment?

6. Why are medicine also categorized as drugs?

7. List down and give a brief explanation of the three major types of sorcery practiced by sorcerers in Papua New Guinea.

a.

b.



c. _____

8. Why is land regarded as a very important asset for Papua New Guineans?

9. What is an important medical risk for pregnant girls aged under 15? Explain.



Answers to Activity 12.3.2

These are sample answers only. Students may have similar answers.

Activity 12.3.2.1

1. The business or practice of engaging in sexual relations in exchange for money or some other benefit.
2.
 - a. A person who is involved in prostitution is called a prostitute.
 - b. A male who organizes clients for the prostitutes.
 - c. Another, more user friendly name for the word prostitute.

Activity 12.3.2.2

1. Incest is sexual activity between family members or close relatives. This includes sexual activity between those who are related by blood, and sometimes between those from



the same household, between step relatives, those related by adoption or marriage, or members of the same clan or lineage.

2. This is to avoid a genetic condition known as inbreeding. Inbreeding is a collection of genetic disorders suffered by the children of parents with a close genetic relationship. Such children are at greater risk of congenital disorders, death, and developmental and physical disability. The risk is inversely proportional to their parents' coefficient of relationship – which means that, the closer the parents are genetically related, for example, brother-sister parents, the higher the risk of inbreeding is for their children.

Activity 12.3.2.3

1. Capital punishment is also known as death penalty or execution, and it is punishment by death. Crimes that result in a death penalty are known as capital crimes or capital offences.
2. There are currently 36 countries in the world that are actively practicing capital punishment.
3. The decapitation method is also known as beheading. It is the chopping of the offender's head from around the neck. It is one of the most severe forms of capital punishment. It was used in the past, particularly in Imperial Europe, Japan, China and many traditional cultures such as the Aztec to suppress political dissent and to control crime.

Activity 12.3.2.4

1.
 - a. A way of making somebody suffer because they have broken the law or done something wrong.
 - b. To help somebody to have a normal useful life again after they have been in prison for a long time.
 - c. The process of putting somebody in prison or in another place from which they cannot escape. For example, Guantanamo in Cuba was a prison where there was maximum security where prisoners could not even dream of escaping, this was where the US Federal Government kept terrorists suspected of crimes such as the September 11th, 2001 bombing of the Twin Tower in Wall Street, New York.

**Activity 12.3.2.5**

1. A settlement area where there are makeshift houses built with plywood, corrugated metal, sheets of plastic, cardboard boxes and so forth. They are usually found on the outskirts of cities and they lack proper amenities such as electricity and water supply.
2. Common characteristics found in shanty towns include:
 - Lack of basic public services such as safe running water, garbage removal, sewage network, electricity, rainwater drainage and so forth
 - Absence of formal street grid system
 - High rate of diseases, drug use, suicides.
3. The growing influx of immigrants into Europe have fueled shanty towns in cities such as Athens and Madrid.

Activity 12.3.2.6

1.
 - a. Any substance apart from food, water and oxygen that alters or changes the way in which the body works, physically and psychologically.
 - b. Drinking large amounts of alcohol in a short period of time or drinking continuously for a number of days.
 2. Any five of the following answers are correct:
 - Having fun – drugs such as alcohol are often associated with celebrations and social occasions
 - Relaxation – some drugs provide feelings of happiness and relaxation, along with increased confidence and fewer inhibitions
 - Peer association – drugs may help people feel that they are part of a group or that they 'fit in'
 - Boredom – for some people, drug use give them something to do
 - Curiosity – people may want to test for themselves what they have heard and learnt about drugs
-



- Dealing with stress – or coping with difficult times
- Perception – that drug use is normal.

3. Any four of the following factors are correct:

- Age, weight, body size and gender
- The amount of alcohol that is drunk
- How quickly the alcohol is drunk
- Whether food has been eaten before drinking
- Whether any other drugs have been used while drinking
- How frequently a person drinks
- A person's mood when drinking.

Activity 12.3.2.7

1. Witchcraft and sorcery are identical terms and both use the magic spells, mystical or paranormal means to harness occult forces to produce desired results. The difference between the two is that, sorcery can be learnt and practiced by anyone, while witchcraft is considered to have resulted from mystical powers and is practiced by invisible means.

Activity 12.3.2.8

- a. A land ownership system of how land is acquired and used.
 - b. Compensation money paid to landowners by the government for the use of their land for development purposes such as mining.
 - c. The right to use land according to the arrangement and agreement between the landowner and the leaseholder over a period of time.
 - d. A legal agreement by which a bank or similar organization lends you money to buy a house or land in this matter, and you pay the money back over a particular number of years.
-

**Activity 12.3.2.9**

1. Pregnancy among girls below 18 years of age is mainly associated with social issues such as:
 - Low level of education
 - High rate of poverty
 - Very poor socio-economic conditions
2. Common consequences include:
 - Rejection from the boyfriend and his family while pregnant
 - Not able to complete their education and studies
 - Unable to get a job due to non-completion of studies and lack of proper qualifications
 - Difficulty in establishing long term, healthy relationships with their partner in future.

Activity 12.3.2.10

1. A night club is an entertainment venue which usually operates late into the night.
2. A night club is generally distinguished from bars, pubs and taverns by the inclusion of a dance floor and a DJ booth, where a DJ plays recorded music. The music in night clubs is either live bands or more commonly, a mix of songs played by the DJ through a powerful PA system.

Activity 12.3.2.11

1. **Money problems:** When family members learn that savings, property or belongings have been lost, it can make them feel scared, angry and betrayed.
2. **Emotional problems and isolation:** Gambling problems cause strong feelings among family members, which make it harder to solve problems. Many partners of those with gambling problems do not want to be emotionally or physically close with the person who has hurt them. Family members may avoid other people, because they feel



ashamed. This makes it hard to get love and support from family and friends or the community.

- 3. Physical and mental health:** The stress of gambling problems sometimes causes health problems, for both the person who gambles and the family. This can include anxiety, depression and stress-related problems such as poor sleep, ulcers, bowel problems, headaches and muscle pains.
- 4. Burnout:** Many families under stress have trouble coping. One member may try to keep things in control by taking on more tasks. This can lead to burnout. Family members often forget to take care of themselves or to have fun.
- 5. Impact on children:** When a parent or caregiver has a gambling problem, children can feel forgotten, depressed and angry. They may believe they caused the problem and that if they are good, the problem will stop. Children may believe they must take sides between their parents. They may stop trusting a parent who makes promises he or she doesn't keep. Some children may try to draw attention away from the parent with the gambling problem by misbehaving.
- 6. Physical and emotional abuse:** Family violence is more common when families are in crisis. Gambling problems can lead to physical or emotional abuse of a partner, elder parent or child. If this is happening in your family, get help right away.

Activity 12.3.2.12

1. The HIV virus causes the immune system to lose its ability to fight infection. The body becomes weak and so other diseases such as TB, pneumonia or cancer can now use the chance to attack the body because it is weak.
 2. They are common diseases such as cancer, diabetes, pneumonia, TB, that affect the body once the immune system is weakened by the HIV virus. That is why they are known as opportunistic diseases. They continue to develop and further weaken the body until the person becomes so weak and eventually dies.
-



Answers to Summative Activity 12.3.2

These are sample answers only. Students may have similar answers.

1. Any of the following answers is correct.
 - Illegal immigration – when people migrate illegally to another country, their right to goods and services as a citizen of that country will be denied because they are illegal migrants. They will not be able to find jobs also because they are living illegally in another land.
 - Survival sex – extreme poverty is a major reason why people have no choice but to sell their own bodies just to survive.
 - Use of children – in some parts of the world parents' use their children for prostitution to make money.
 - Violence – violence in the home including sexual abuse, negligence by parents and/or guardians, broken homes/families causes some people, especially young people to resort to prostitution.
 - Human trafficking – some people are being kidnapped and transported to other countries for purposes of prostitution as a commercial trade/business.
2. A common justification for prohibiting incest is avoiding **inbreeding**: a collection of genetic disorders suffered by the children of parents with a close genetic relationship. Such children are at greater risk for congenital disorders, death, and developmental and physical disability, and that risk is inversely proportional to their parents' **coefficient of relationship**—a measure of how close the parents are related genetically. But inbreeding is not the sole basis for the incest taboo for two reasons. First, most prohibitions on incest cover affinity relationships—that is, relationships created by marriage (for example, *father-in-law* and *step-father*)—as well as relationships created by adoption. And second, the incest taboo also applies to non-procreative sex—for example, sex between infertile relatives and sex performed with birth control.



3. Brunei , Cuba, Laos, Sri Lanka, Zimbabwe

4.

Rehabilitation gives one a chance to learn about his/her debilitating problems and offers for one to learn how to change their behaviour in order to not commit crime.

Rehabilitation helps ease the offender's reentry into society.

Rehabilitation is less widely used on adult offenders, as it is popular with **juvenile** offenders.

Rehabilitation may take a form of: drug addiction rehab, alcohol addiction rehab, violent behaviour rehab, gambling addiction rehab, and others.

Most rehabilitation programs cost less than incarceration.

5. They were built by the **apartheid** era government to segregate people by color and ethnic origin.

6. Because medicines also alters the way in which the body works.

7. They are:

- I. Personal leavings sorcery – manipulating the victim's personal items and casting spell upon them which causes harm to the victim.
- II. Assault sorcery – the sorcerer uses magic to render the victim unconscious and then insert objects such as needles into the body or remove internal organs.
- III. It involves the shooting of things such as pieces of glass or wire using magic into the body of the victim.

8. Because land is everything. They depend on the land for their survival and existence, and land sustains their life in that it provides everything they need to make a living. Without land the people would perish, and this is important because land ownership is acquired through inheritance.

9. Pregnant teenagers face many of the same issues as other women. There are, however, additional medical concerns for pregnant girls aged under 15, who are less likely to have become physically developed enough to sustain a healthy pregnancy or to give birth.

Risks of low birth weight, premature labor, anemia, and pre-eclampsia are connected to the biological age itself, therefore, girls who are aged 15 and below, whose reproductive organs are not fully developed will have great difficulty sustaining the pregnancy, and going through the birthing process.



12.3.3 Moral Reasoning and Persuasive Skills

12.3.3.1 The steps in moral reasoning

Morals or ethics is the beliefs and values that we use to make decisions about what is right and wrong. Moral reasoning and morality is the knowledge of and the ability to display the correct and acceptable behaviour in society. It is all about the way we think, and how we behave in different situations in our everyday living.

Morals or ethics is part of a person's **value system**, developed over time. Values are the standards or principles that people use to guide them and make decisions in their lives. Values are what help people to know what is right and wrong and to work out what to do and what not to do. A value system is also known as a **moral code**.

Moral reasoning is a very important part of the decision making process. You have to make lots of different decisions every day. Some decisions are very easy to make and some are difficult. Most people like the freedom of being able to make their own decisions, but you must also be ready to take responsibility for them.

For example, your best friend decided to spend an evening out with her boyfriend, and asked you to call her parents and to tell them that she would be spending the evening with you, what would you do? To tell lies on behalf of your best friend or to tell the truth to her parents? We use moral reasoning to make decisions about daily social issues we encounter in different situations such as:

- in the family and at home
- at school and with friends
- sports group we are part of such as a soccer club
- in an intimate sexual relationship

In order to make good decisions we need to follow a process.

The steps in moral reasoning

1. Serious study – describe the situation that needs to be worked out. Think about all the alternative ways of dealing with the situation. Consider the advantages and the disadvantages and think about what is practical and the values involved.
2. Thorough consultation – for each alternative, think about what risks are involved for yourself and others. Get any further information you need. Think about the short-term and long-term results of your choice.



3. Decision making and evaluating the likely outcomes – put your decision into practice. After you carry out your decision, think about whether you made a good choice that worked out as you thought it would. If it did not as you expected or your decision turns out to be a bad choice, try to work out the reasons why and how you can avoid making the same mistake next time.

The following points are very important when we are about to make a decision on any issue what so ever:

- A good decision is one that is well made, not just one that turns out well.
- When you avoid an issue or pretend that the problem doesn't exist, you are still making a decision because doing nothing will also have results.
- Try to think about the reasons why you are avoiding making a decision.



Activity 12.3.3.1

Answer the following question.

1. What is moral reasoning?



Summative Activity 12.3.3

Answer the following questions.

1. Define the following terms.
 - a. Morals or ethics



b. Value system

c. Moral code

2. List down and explain the steps in moral reasoning.

1.

2.

3.



Answers to Activity 12.3.3

Activity 12.3.3.1

Answers can be similar to the ones below.

1. Morals or ethics is the beliefs and values that we use to make decisions about what is right and wrong. Moral reasoning and morality is the knowledge of and the ability to display the correct and acceptable behaviour in society. It is all about the way we think, and how we behave in different situations in our everyday living.



Answers to Summative Activity 12.3.3

1.
 - a. Standards or principles that people use to guide them and make decisions in their lives.
 - b. A belief system that is part of a person's philosophy of life that help people to know what is right and wrong, and what to do and what not to do.
 - c. A value system is also known as a moral code or moral compass.
2.
 1. Serious study – describe the situation that needs to be worked out. Think about all the alternative ways of dealing with the situation. Consider the advantages and the disadvantages and think about what is practical and the values involved.
 2. Thorough consultation – for each alternative, think about what risks are involved for yourself and others. Get any further information you need. Think about the short-term and long-term results of your choice.
 3. Decision making and evaluating the likely outcomes – put your decision into practice. After you carry out your decision, think about whether you made a good choice that worked out as you thought it would. If it did not as you expected or your decision turns out to be a bad choice, try to work out the reasons why and how you can avoid making the same mistake next time.



12.3.4 The Source of our views on Social Issues

12.3.4.1 Where do our views on Social Issues come from?

Social issues are conditions that come about as a result of people interacting with one another in community or society.

Social issues are connected with society and the way it is organised. It is connected with your position in society. It is also connected with activities in which people meet each other. It is the ability to talk easily to other people and do things in a group. For example, interschool sports and cluster games where students from different schools get together to play certain sports throughout the year.

Social issues are a result of people's behaviour. They are created when people of all walks of life place themselves into different groups and organisations. Their interaction and the way they socialise and work together with each other, generate certain behaviours and attitudes. These are known as social issues, and they can be positive or negative.

Types of Social Issues

Different social groups and organisations have different cultures. This means the way they interact with each other and do things as members of the same group. They usually have goals, aims and objectives to accomplish for the common good of everyone belonging to the group. For example, in a work place environment people may encounter issues such as:

- stress and anger
- gender inequality
- sexual harassment
- homophobic bullying
- misappropriation and corruption
- procrastination
- dishonesty and cheating and so forth

Our views on Social Issues

Our views on social issues come from many sources. The following are examples of some of the many sources:

- experience – our personal experiences in life
 - education – the knowledge and skills we acquire through education also shape the way we think and do things
-

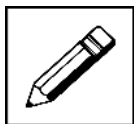


- role models – the people we look to as role models also influence us in so many ways
- observation – our perception and philosophy of life is also shaped by our observations
- study – we also learn social skills through study and research
- media – is the greatest influence on peoples’ behaviour and thought patterns
- religious teachings – how we perceive life through our belief in God
- own values – our personal ideologies about life and life issues
- family and culture – our family and way of life influence us the most
- peers – our peers also have a lot of influence on how we think and do things.



Activity 12.3.4.1

1. What are social issues?



Summative Activity 12.3.4

Answer the following.

1. List down and explain the sources of our views on social issues.





Answers to Activity 12.3.4

Activity 12.3.4.1

Answers may be similar to the sample answer below.

1. Social issues are situations or conditions that come about as a result of people interacting or socialising with one another in a family, community or society.

Social issues are connected with society and the way it is organised. It is connected with your position in society. It is also connected with activities in which people meet each other. It is the ability to talk easily to other people and do things in a group. For example, interschool sports and cluster games where students from different schools get together to play certain sports throughout the year.



Answers to Summative Activity 12.3.4

1.
 - experience – our personal experiences in life
 - education – the knowledge and skills we acquire through education also shape the way we think and do things
 - role models – the people we look to as role models also influence us in so many ways
 - observation – our perception and philosophy of life is also shaped by our observations



- study – we also learn social skills through study and research
- media – is the greatest influence on peoples' behaviour and thought patterns
- religious teachings – how we perceive life through our belief in God
- own values – our personal ideologies about life and life issues
- family and culture – our family and way of life influence us the most
- peers – our peers also have a lot of influence on how we think and do things.



12.3.5 Empathy

12.3.5.1 Analyzing and critically evaluating other views

Explaining and critically evaluating views that are not our own is called **critical thinking**. Making up your mind about complicated moral and ethical issues can be quite difficult. You have to be able to identify and compare different points of view so that when you make up your mind, you can have reasons for your decisions. Critical thinking allows you to think before you act, rather than just reacting emotionally.

There are certain skills in critical thinking you need to develop and acquire so that it enables you to make wise decisions that will have positive outcomes when you are faced with moral or ethical situations, and at the same time you can express **empathy** (having an understanding of how another person is feeling) with other points of view. The following are the skills in critical thinking:

- identify the important or relevant facts
- discuss ideas openly
- make an argument that has reasons to support it
- listen carefully to other people and evaluate their views
- be ready to defend your position when it is criticised by others
- respect different points of view and be able to evaluate the reasons for different points of view
- be flexible and open enough to change your opinion if necessary

What is empathy?

Empathy is having an understanding of how another person is feeling and at the same time you are **assertive** (to be self-assured and able to ask for what one wants in a respectful way) in speaking up for yourself.

In relationships, being empathetic can support the balance of power between people. Having an understanding of what the other person is feeling can help you understand how your behaviour might affect them. You can then adjust your behaviour so you both feel valued and supported.

Respecting different points of view

When you live in a multi-cultural or multi-racial neighbourhood or community you need to listen to and respect other people's point of view.

For example, in Papua New Guinea the people come from many different language groups and cultures. These sometime causes conflict among the people. However, it also makes life



very interesting because when we find out more about the ideas of other people, we may have to reconsider our own ideas and be prepared to change.

When we try to see different situations from the point of view of all the people involved, we can get a better understanding. Having a good understanding of different points of view helps us to be tolerant towards one another and live together in peace and harmony.



Activity 12.3.5.1

Answer the following.

1. Define these terms.

a. Critical thinking

b. Empathy

c. Assertive



12.3.5.2 Reasons for people making the decisions they do when faced with a dilemma

A dilemma is a problem offering two possibilities. You often have to make very difficult decisions between two things of equal importance. The two possibilities are equally important that it is very hard for you to decide one over the other, because both of them will have equally important results or consequences.

When faced with a dilemma you are put in a very difficult position where you have to use your morals and ethics or value system to assist you accept either 'A' or 'B'. The question you might want to ask yourself would be, "Why do people make the decisions they do when faced with a dilemma?"

For example, you are a 18 year old Grade 10 student with FODE. You have been in a relationship with your boyfriend since Grade 9. You discovered that you are pregnant. Your parents do not know about it yet but your boyfriend insist that you have an abortion, however, you come from a Christian family and you know that abortion is murder. You are now caught in between two issues to decide upon, whether to inform your parents about the pregnancy and keep the baby or to agree with your boyfriend and have an abortion.

Every person is unique and different, therefore, peoples' behaviour, the way they think and act is also different and they react to different situations differently, including decision making.

Every person is also **endowed with reason and conscience**. This means that a person has the ability to solve a problem or work out an answer about what is right or wrong after thinking about all the relevant facts and their consequences.

Decision making when faced with a dilemma

When people make decisions about important moral issues, they usually use their personal values or universal values. Abortion is an example of an important moral issue that affects people all over the world. Personal values are developed over time as you begin to develop a sense of your own identity by discovering who you are as a person. You begin to value some things as important in your life and other things as not that important. The following are examples of some things that can influence your decision making skills when faced with a dilemma:

- Your own personal reasoning, what you think is right and wrong
- What you value in life, things that are important in your life
- The belief system you are part of in your family and community
- Your Christian values and principles



Activity 12.3.5.2

Answer these questions.

1. What is a dilemma? Explain your answer.

2. Explain the term 'endowed with reason and conscience'.



Summative Activity 12.3.5

Answer the following.

1. List down the skills in critical thinking.

- a.

- b.

- c.

- d.



e. _____

f. _____

g. _____

2. Why is it important that we respect other peoples' point of view?

3. What are some things that can influence your decision when you are faced with a dilemma?

a. _____

b. _____

c. _____

d. _____



Answers to Activity 12.3.5

These are sample answers only. Students may have similar answers.

Activity 12.3.5.1

1 Answers may be similar as these ones below.

- a. Thinking about, expressing, explaining and critically evaluating views that are not our own.



- b. Having an understanding of how another person is feeling.
- c. To be self-assured and able to ask for what one wants in a respectful way.

Activity 12.3.5.2

1. A dilemma is a problem offering two possibilities. You often have to make very difficult decisions between two things of equal importance. The two possibilities are equally important that it is very hard for you to decide one over the other, because both of them will have equally important results or consequences.
2. A person has the ability to solve a problem or work out an answer about what is right or wrong after thinking about all the relevant facts and their consequences.

**Answers to Summative Activity 12.3.5**

The following are sample answers only. Students may have similar answers.

1. Answers may be similar as these ones below.
 - a. identify the important or relevant facts
 - b. discuss ideas openly
 - c. make an argument that has reasons to support it
 - d. listen carefully to other people and evaluate their views
 - e. be ready to defend your position when it is criticised by others
 - f. respect different points of view and be able to evaluate the reasons for different points of view
 - g. be flexible and open enough to change your opinion if necessary
2. When you live in a multi-cultural or multi-racial neighbourhood or community you need to listen to and respect other people's point of view.

For example, in Papua New Guinea the people come from many different language groups and cultures. These sometime causes conflict among the people. However, it also makes life very interesting because when we find out more about the ideas of other people, we may have to reconsider our own ideas and be prepared to change.

3.
 - a. Your own personal reasoning, what you think is right and wrong
-



- b. What you value in life, things that are important in your life
- c. The belief system you are part of in your family and community
- d. Your Christian values and principles



12.3.6 Self-confidence and mutual respect for different views

12.3.6.1 Respecting the views and decisions of others

Respecting the views and decisions of others is what is also known as interpersonal relations or interpersonal communication. Communication is more than saying what you think. It is a two-way process that involves sharing of information, thoughts, ideas or feelings in a respectful way. By exploring the different styles of communication, we can gain an insight into how to communicate effectively.

Think of a time when you have been upset with a close friend because they did or said something that was hurtful.

- Did you find it hard to approach them and talk to them about your feelings?
- Did you deal with the situation in a negative way, such as getting angry with them, or did you avoid dealing with it?
- Learning how to communicate feelings and thoughts clearly can improve our connections with others,
- and at the same time we develop self-confidence and we are able to respect others, and their views and decisions.

Styles of communication

There are three recognizable styles of communication.

1. **Aggressive communication** – a person showing aggressive communication is likely to:
 - Raise their voice, stare and make threatening gestures
 - Stand up for themselves while often ignoring the feelings and rights of the other person
 - Believe that they are right all the time, they must win
 - Use phrases such as ‘You are always...’, ‘You are wrong...’ and ‘You never...’
 2. **Passive (non-assertive) communication** – a person showing passive communication is likely to:
 - Believe that they need others’ approval, that their rights are not as important as those of their peers and that they shouldn’t cause conflict
 - Remain quiet, just agree with their peers or walk away rather than state how they feel
-



- Be ignored and exploited over time, which may lead to the development of stress, headaches and stomach pains. They may even develop hostile thoughts and resentment because they have hidden their true feelings.
- Use phrases such as ‘It doesn’t matter...’, ‘I’m happy to do what you want...’ or ‘I’m OK...’.

3. **Assertive communication** – a person showing assertive communication is likely to:

- Communicate their thoughts, opinions and feelings in an honest and confident manner while taking into consideration the rights and feelings of the other person
- Believe that everyone has the right to their opinion and to stand up for themselves
- Use phrases including ‘I’ statements. For example, ‘I feel...and what I would like is...’.

Aggressive communication is unlikely to solve a conflict and passive communication do not foster healthy relationships. Assertive communication allows for mutual respect, tolerance and mutual respect for different views, and fosters healthy and positive relationships.



Activity 12.3.6.1

Answer these questions.

1. In your own words explain:

a. Assertive communication

b. Passive Communication

c. Aggressive communication



12.3.6.2 Open to discussion on opposing views

Opposing views are different opinions and views that people have about issues or situations. As mentioned in the previous lesson, people think, react and do things differently, including decision making. We just need to be mature in our thinking, tolerant and understanding, and open minded in accepting and critically analyzing views from different people.

Open to discussion on opposing views is all about you being able to discuss opposing views without conflict. Conflict arises when there are differences in opinions, goals or values, or when someone has hurt another person in some way. Learning how to deal with conflict in a positive way can help you have fulfilling relationships with people who care about you. Conflict is a part of life, so how we deal with the conflict is what matters.

How to deal with conflict

For most young people conflict is the result of differences in opinions with parents, teachers and friends. However, conflict can also be caused by discriminatory attitudes such as racism and homophobia. When we think of people as less worthy than us because they have a different background, religion, sexuality, gender, or come from another country, the potential for conflict increases.

No-one has the right to treat others badly. Ignoring conflict does not help; in fact, it can make things worse. Resolving conflict takes certain skills that you can learn with experience. For example, when presented with different situations of conflict such as:

1. Dealing with parental conflict

You will have disagreements and arguments with your parents during adolescence. This is because you will probably have differing opinions about things, for example, the people you spend time with, keeping your room tidy or how much time you spend on study. You are trying to establish your own identity separate from that of your parents. Your friends' opinions and views will become more important. You will seek independence to find your way in the world.

As you do this, you will challenge the values and opinions of your parents. This may lead to conflict. Here are some ideas to help you deal with conflict with your parents:

- Remember that even though you might not agree with your parents, they are acting in your best interests
 - Discuss issues with your parents and negotiate a compromise where possible
 - Listen to your parents, and then clearly and calmly state your feelings
-



- Recognize that your parents have experience and what they are saying may be good advice
- Honor your agreements with your parents so they can trust you. For example, if you agree on a particular study routine, you should stick to it.

2. Dealing with peer conflict

Sometimes, your friends can do and say things that can hurt or disappoint you and that show little respect for you. It is hard to deal with these conflicts and, hard to figure out who are trusted friends. Here are some tips for dealing with conflict between friends:

- Write down your thoughts and feelings before talking to your friend to help sort things out in your own mind first
- Let your friend know how you feel by talking to them. Do this when you are both calm
- Remember that everyone is different. That means sometimes your friends' views and opinions will be different from yours
- Talk to someone else you can trust beforehand to help you sort out your thoughts and feelings and work out the best way of dealing with the situation.
- Listen to your friend. Don't interrupt; just let them tell their side of the story
- Try not to lay blame. When you talk to your friend, express how you are feeling. Try to start your sentence with 'I feel...'

Working through conflict

When a small conflict arises, it is important to confront it and deal with the problem quickly. This will prevent a small conflict – say, from a difference of opinion with our parents, teachers and friends – from becoming an unsafe or dangerous situation.

When dealing with the conflict, the following may provide a helpful model:

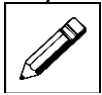
- Establish rules – agree on some rules before you begin trying to resolve the conflict. This helps to keep things on track and promotes communication; for example, no put downs, interruptions or personal attacks.
 - Identify the conflict – each person has their turn at voicing what they think the conflict is about and how they feel about it
 - Offer solutions – each person identifies things that need to change or strategies to resolve the issue. It may be helpful to write these down
-



- Make an agreement – decide on a solution. This needs to be agreed upon by both parties
- Review the agreement – consider to what degree each person’s needs are being met by the solution.

In situations where there is difficulty resolving a conflict, it is often useful to involve a neutral third person as a **mediator**. A mediator is someone who is not directly involved in the conflict and who acts to stop a conflict getting worse by keeping everyone calm and ensuring everyone has a chance to be heard.

The person should have no emotional involvement in the situation and should have an objective opinion. Remember, in some conflict situations there may be no resolution; you may need to ‘agree to disagree’.



Activity 12.3.6.2

Answer these questions.

1. Explain how conflict occurs.

2. Who is a mediator?



12.3.6.3 Self-confidence

Self-confidence is valuing yourself and feeling good about yourself with positive affirmations and positive self-talk. By doing this you develop a sense of self and at the same time increase your self-esteem.

Our sense of self has a great impact on our feelings, emotions, relationships and day-to-day functioning, that many of us don't fully understand how it can affect our health. We allow ourselves to be hurt, to get angry and let frustration get the better of us. But it doesn't always need to be this way. What do you know about your sense of self?

Getting to know our sense of self

Our **sense of self** is how we see ourselves and what we believe about ourselves. Some young people have a positive sense of self. They like who they are, feel worthy and confident, and recognize that they are capable people and their contribution is valuable. Some young people's sense of self can be quite negative. This may mean that they are not happy with who they are, they are not confident about their abilities, they may have low **self-esteem** and they may experience feelings of worthlessness.

Just as there are many factors that affect our level of health, there are also many factors that influence the formation of our sense of self, including:

- Physical – looks, level of physical fitness and athletic ability
- Social – peers, family, youth groups, sporting clubs, teachers, school, employment, culture, the media and relationships
- Emotional – positive reinforcement, compliments, success, failures, expression of emotions, feelings and needs
- Spiritual – belief in things greater than us, religion, faith and feeling connected with the environment.

Our sense of self, health and wellbeing are **interdependent**. Each has the potential to impact on the others. Finding ways to support your own sense of self and that of others is important in maintaining a positive sense of self.

Young people who see themselves in a positive way and believe they are worthy individuals are more likely to adopt positive health/behaviors, and have the confidence to develop the skills required to keep themselves safe. Young people with a positive sense of self, for example, are more likely to have the self-confidence to say 'no' when they are being



pressured by their peers to do something they don't want to do. They are able to express their views clearly and without fear.

A positive sense of self can impact on our health and wellbeing by influencing the decisions we make and behaviors that relate to our health. For example, young people with a positive sense of self are more likely to:

- Speak up when they do not agree with something
- Assert their opinions and beliefs
- Be motivated to exercise regularly
- Challenge negative peer pressure
- Choose not to smoke or experiment with drugs
- Use healthy methods of stress release
- Make an effort to maintain a healthy weight by doing physical activity and eating a nutritious diet
- Adopt positive anger management strategies
- Express emotions in a positive way
- Be realistic about their abilities and seek to improve themselves

Young people who can balance the challenges in their lives, such as the demands of school, holding down a part-time job and engaging in other social activities such as sports will most likely feel a sense of meaning and purpose in their lives. The fact that they are engaging in their lives, working at improving themselves and achieving goals will support their sense of self. Young people who **disengage** from their lives may fall into an unproductive lifestyle and will most likely have a poorer sense of self than young people who **engage** in their lives.



Activity 12.3.6.3

Answer these questions.

1. In your own words explain what self-confidence is.





Summative Activity 12.3.6

Answer the following questions.

1. Explain the term 'effective communication' in your own words.

2. What are some positive steps in dealing with peer conflict?

- a.

- b.

- c.

- d.

- e.

- f.



3. What do you see about young people with a positive sense of self? Explain your answer.



Answers to Activity 12.3.6

These are sample answers only. Students may have similar answers.

Activity 12.3.6.1

- a. Having enough confidence to say what you want to say and not to be afraid to speak out.
- b. Saying nothing or letting other people do things that you think they should not do.
- c. Saying things or doing things that do not respect the rights of other people and can hurt them.

Activity 12.3.6.2

- 1. Conflict occurs or arises when there are differences in opinions, goals or values, or when someone has hurt another person in some way.
- 2. Someone who is not directly involved in the conflict and who acts to stop a conflict getting worse by keeping everyone calm and ensuring everyone has a chance to be heard.

**Activity 12.3.6.3**

1. Self-confidence is valuing yourself and feeling good about yourself with positive affirmations and positive self-talk. By doing this you develop a sense of self and at the same time increase your self-esteem.

**Answers to Summative Activity 12.3.6**

The following are sample answers only. Students may have similar answers.

1. Effective communication is sharing of information, thoughts, ideas or feelings in a clear and respectful way with one another by using assertive communication skills.
 2.
 - Write down your thoughts and feelings before talking to your friend to help sort things out in your own mind first
 - Let your friend know how you feel by talking to them. Do this when you are both calm
 - Remember that everyone is different. That means sometimes your friends' views and opinions will be different from yours
 - Talk to someone else you can trust beforehand to help you sort out your thoughts and feelings and work out the best way of dealing with the situation.
 - Listen to your friend. Don't interrupt; just let them tell their side of the story
 - Try not to lay blame. When you talk to your friend, express how you are feeling. Try to start your sentence with 'I feel...'
 3. Young people with a positive sense of self are more likely to:
 - Speak up when they don't agree with something
 - Assert their opinions and beliefs
 - Be motivated to exercise regularly
 - Challenge negative peer pressure
 - Choose not to smoke or experiment with drugs
 - Use healthy methods of stress release
 - Make an effort to maintain a healthy weight by doing physical activity and eating a nutritious diet
-



- Adopt positive anger management strategies
- Express emotions in a positive way
- Be realistic about their abilities and seek to improve themselves.



Summary

The Personal Development course contributes to the social, moral and spiritual development of you as a student. It is aimed at empowering you to function positively in relationships with your peer group, family and community. This should be achieved through the lessons and the activities presented in this unit of work.

The lessons and activities are all aimed at encouraging you to realise your full potential and take a positive approach to managing your lives. As young people, you are faced with many challenging issues and opportunities. You must make moral decisions and demonstrate behaviour for a peaceful, healthy and meaningful life built upon self-confidence and self-esteem.

We believe and hope the course work covered in this unit should also enable you to develop the knowledge, skills, values and attitudes necessary for active lifestyles, which include learning to act in ways that will keep yourselves and others safe. You will be in a position where you can make responsible decisions about health and social issues such as nutrition, drug and alcohol abuse, HIV and AIDS, law and order and so on, and how to act on those decisions you make.

Upon successful completion of this unit module, you should have achieved the following outcome:

- articulate personal values on moral issues and explore religious practices within different faiths.

To achieve this outcome you should have:

- developed the skills of moral reasoning to examine issues in the family and wider society
- articulate personal views on social issues in the family and wider society.



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GLOSSARY

Affinity	A close relationship between two people or things that have similar qualities, structures or features
Aggressive behaviour	Saying things or doing things that do not respect the rights of other people and can hurt them
Annulment	To state officially that something is no longer legally valid
Apartheid	The former political system in South Africa where only white people had full political rights and the black people were forced to live away from the white, and their children attended separate schools
Arbitration	The official process of settling an argument or a disagreement by somebody who is not involved
Assertive behaviour	Having enough confidence to say what you want to say and not be afraid to speak out
Bacteria	A microbe or pathogen that causes disease
Binge drinking	Drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days
Blood feud	Angry or bitter arguments between two people or groups of people that continues over a long period of time, and sometimes with blood shed
Cohabit	Usually a man and a woman living together and being in a sexual relationship without being married
Commercial sex	The act of prostitution or sex work as an employment or a way of earning a living, the sex industry is seen as an avenue providing employment for thousands of people around the world
Conflict	When two or more people are involved in a serious disagreement or argument over something or a situation
Deity	Refers to a god or goddess
Dilemma	A situation which makes problems, often one in which you have to make a very difficult choice between things of equal importance
Disengage	To withdraw from or be passive in life
Embryo	The first 8 weeks of a human life after fertilisation
Empathy	The ability to understand another person's feelings or experiences
Engage	To be active in creating a happy and meaningful life
Foetus (Fetus)	A human life that is more than 8 weeks after fertilisation
Globalisation	When something becomes effective and operational worldwide and impacts the whole world
Inbreeding	Breeding between closely related people or animals
Incarceration	To put somebody in prison or in another place where they cannot escape
Interdependence	The way people live together and depend on one another
Land tenure	The system in which land ownership, land titles and land rights is transferred from one person to another



Lease hold land	Land by which the tenant pays land rentals to the owner over a very long period of time for the use of the land for commercial purposes
Malnutrition	A poor condition of health caused by a lack of food or a lack of the right type of food
Mortgage	A legal agreement by which a bank or a similar organisation lends you money to buy a house and you pay the money over a particular number of years
Passive behaviour	Saying nothing or letting other people do things that you think they should not do
Periphery	The edge of a town or city, or an urban area that borders with a rural area or a village
Protected sex	When condoms are used during sexual intercourse
Reciprocity	A kind of relationship in which people give to each other
Responsibility	A duty to deal with or take care of something or somebody, or the consequences of the decisions that you make. In other words meeting your obligations towards yourself and others
Royalty	A sum of money that is paid by a mining or oil company to the owner of the land that they are working on
Self-esteem	The way we feel about ourselves
Sense of self	Identifying and getting to know more about ourselves
Shanty town	An area in or near a town where poor people live in make shift dwellings and houses, usually without access to electricity, water and sanitation. Also known as squatter settlements
Social contract	An agreement between people about living together
Stigma	Feelings of disapproval that people have about particular illnesses or ways of behaving
Value system	The standards or principles that people use that guide them to make decisions in their lives. A value system is also known as a moral code or a moral compass
Virus	A microbe that causes disease

**SUBJECT AND GRADE TO STUDY**

Grade Levels	Subjects
Grades 7 and 8	1. English
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
	7. English
Grades 9 and 10	1. English
	2. Formal Mathematics
	3. Practical Mathematics
	4. Science
	5. Social Science
	6. Commerce
	7. Design and Technology- Computing
	8. Personal Development
Grades 11 and 12	1. English (Applied English/ Language and Literature)
	2. Mathematics (Mathematics A/Mathematics B)
	3. Science (Chemistry/Physics/Biology)
	4. Social Science (History/Geography/Economics)
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

Certificate in Matriculation**CORE COURSES**

Basic English

English 1

Economics

English 2

Basic Maths

Maths 1

Maths 2

History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology, Chemistry, Physics

and Social Science Streams: Geography, Introduction to
and Asia and the Modern World**REMEMBER:**You must successfully complete 8 courses; 5 compulsory and
3 optional

**FODE PROVINCIAL CENTRES CONTACTS**

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
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2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	77522842	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	77522843	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	77522844	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	77522845	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	77522846	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	77522847	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	77522848	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	77522849	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	77522850	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	77522851	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	77522852	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	77522853	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	77522854	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	77522855	Senior Clerk	72229067
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