DEPARTMENT OF EDUCATION

GRADE 8

PERSONAL DEVELOPMENT

STRAND 3

OUR CULTURE, LIFESTYLE AND VALUES

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2017
GRADE 8

PERSONAL DEVELOPMENT

STRAND 3

OUR CULTURE, LIFESTYLE AND VALUE

SUB-STRAND 1: CULTURE AND VALUES
SUB-STRAND 2: LIFESTYLE AND CHANGES
ACKNOWLEDGEMENT

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SECRETARY’S MESSAGE

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

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

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

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

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

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

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

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

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

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

UKE KOMBRA, PhD

Secretary for Education
Dear Student,

Welcome to the Grade 8 Personal Development Course. This Course is based on the National Department of Education approved Upper Primary Personal Development Syllabus for conventional primary school. The Course has been written to enable you to study at home what primary school students study in school.

Personal Development is about relationships, character development, healthy living and spirituality. It contributes to integral human development.

In studying the Personal Development Course, you can achieve your potential to lead a productive and harmonious life wherever you live locally, nationally or internationally.

There are six strands in this course.

Strand 1: Relationship covers interactions in relationships and groups, cultural and personal identity, changing roles and responsibilities and managing relationships.

Strand 2: Movement and Physical Activity, covers movement skills, fitness for health, safety and leisure and recreation.

Strand 3: Our Culture, Lifestyle and Values covers culture and values and lifestyle and changes,

Strand 4: Health of Individual and Population covers growth and development, nutrition, personal health and safety and community health.

Strand 5: Living and working Together covers good and fair leaders, respecting rights and freedom, making choices and rule of law.

Strand 6: Case Study covers Relationships, Movement and Physical Activity, Our Culture, Lifestyle and Values, Health of Individual and Population and Living and working Together.

Each Strand is divided into sub-strand and each sub-strand consists of lessons, summaries, Practice Exercises and Answers. At the end of each lesson, you are expected to do the practice exercises. The answers to each practice exercise are found at the end of each strand. You must correct your own answers. A sub-strand test is given in the Assignment Booklet.
Dear Student,

Welcome to Strand 3 of the Grade 8 Personal Development Course. This Strand is called **Our Culture, lifestyle and Values**. You will study it, using the steps suggested in the **Study Guide** on the next page.

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

The two sub-strands you will study are:

1. **Culture and Values**
2. **Lifestyle and Changes**

In Sub-Strand 1 – **Culture and Value** – You will learn about Traditional Culture and customs, National Identity, Morale Values and Culture and Christianity.

In Sub-Strand 2 – **Lifestyle and Changes** – You will learn about Rural and Urban Lifestyles, Opportunities and Plans for Desired Lifestyle, Choosing Lifestyles and Adapting to Changing Lifestyles.

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

**We hope you will enjoy studying this Strand Book for your Personal Development.**
Study Guide

Step 1. Start with sub-strand 1. Study lesson 1 and do the lesson activities as you go along. When you have completed lesson 1, do practice exercise 1.

Step 2. When you have completed lesson 1 and practice exercise 1 activities, turn to the end of the lesson to correct your answers.

Step 3. If you make a mistake, go back to the lesson to revise to understand why you got the answer wrong.

Step 4. When you have completed steps 1 to 3, tick the box for lesson 1 on the contents page (p.3) like this,

Sub-strand 1: Interactions in Relationships and Groups.
Lesson 1: Standards of Behaviour.

Step 5. Go to lesson 2 and repeat the same process until you complete all the lessons in sub-strand 1.

Step 6. After completing your lessons and practice exercises in each sub-strand, start and complete the next sub-strand.

Step 7. After you have studied the whole strand, do the strand examination in the assignment book.

Step 8. The final part is to check Assignment Book 1. If you are satisfied with what you have done, submit it to the Provincial Coordinator.

Icons

Introduction  Lesson Activity  Summary

Practice Exercise

Assessment

There are four assignments for strand 1, i.e. one assignment for each sub-strand. These are all in the one book. There is an examination covering the whole strand at end of this course.

Each assignment is worth 100 marks. The examination is also worth 100 marks. Each assignment covers one sub-strand. You will find that the sub-strand has 4 or 5 lessons
in it. The examination you do at the end of the course covers the whole strand. This covers from Lessons 1 to 19.

The four assignments you write will be marked by the distance teacher and sent to FODE Head Office. The marks you score will count towards your final mark. Then a grade will be given after all assignments and examinations from all over Papua New Guinea are collated and grades are awarded.

If your score is less than 50%, you must repeat the course. If you continue to score less than 50% three times, then your enrollment will be cancelled. You need to re-enroll if you wish to continue with the course.
SUB-STRAND 1

CULTURE AND VALUES

- Traditional Culture and Customs
- National Identity
- Moral Values
- Culture and Christianity
Welcome to Sub-strand 1 of this book. This sub – strand is Culture and Values.

There are four lessons.

In Lesson 1 You will learn about traditional culture and customs.

In Lesson 2 You will learn about national identity.

In Lesson 3 You will learn about moral values.

In Lesson 4 You will learn about culture and Christianity.

After completing all the six lessons you will have a better understanding culture and values.

We hope you enjoy studying this sub – strand.
Welcome to lesson 1 of Strand 3! This is the first in a series of 8 lessons. Here, you will learn about traditional cultures and customs, something you should be familiar with in our country.

Your Aims:

- define traditional, cultures and customs
- identify and list different traditional cultures and customs you know of.

Traditional Cultures and Customs.

Traditional (adjective) means of tradition or relating to or based on tradition.

Tradition ((noun) plural: traditions) means custom or belief, or a long established action or pattern of behaviour in a community or group of people, often one that has been handed down from generation to generation.

Culture ((noun) plural: cultures) means shared values and beliefs of group, or the beliefs, customs, practices and social behaviour.

Custom ((noun) plural: customs) means something that people always do or always do in a particular way by tradition or a usual behaviour, the way somebody usually or routinely behaves in a particular situation. You need to read and go over the meanings here several times until you understand well what you have read.

The meaning of the phrase traditional culture and custom can be worked out from the individual meanings of the four words above. Culture, custom and tradition are interrelated.

Now that you have explained the meaning of these terms, I can think of some traditional cultures and customs of my own people. Thank you.

Good! At least you now know what you are learning.
Activity 1.1

1. Define the following four words:

(i) traditional: ________________________________________________________________

(ii) tradition: ________________________________________________________________

(iii) culture: ________________________________________________________________

(iv) custom: ________________________________________________________________

2. Define the following phrase:

(i) traditional culture and custom: ________________________________________________________________

Traditional Cultures and Customs

In any part of the world you go to, you are sure to come across people with different traditional cultures and customs from your own. You have your own traditional cultures and traditions that also applies to your parents, brothers and sisters and extended family members. Then you must not forget that no family lives in isolation. Most families live together because they are part of a clan and tribal system because they speak the same language and are of one type of people (called ethnic group).

You have already learnt from the meanings given that what is traditional is something that has been established and followed for a long, long time. It may be for such a long time that people have actually forgotten because it is not written down in a book but only passed down from father to son through many generations.

Whether it is a tradition or a custom, such things become accepted and form part of the behaviour of the people. It becomes a norm or accepted behavior. It is taken for granted that nobody will question the action or the behaviour. If there is a death, for example, the people in the community are expected to mourn for the death and pay their respects to the death.

Now people follow what Christians do and bury their dead. Even in some communities and ethnic groupings, people still follow what was done in the past. Only recently one leader in Port Moresby suggested that we cremate (burn to ashes) our dead because cemeteries take up lot of space.
Some traditions and customs are good and have been so for a long time. Other traditions and customs are not good. They were not good from before too. Now that we are being better educated about other people and their way of life, we can make changes to our own lives.

No one can predict the future perfectly as new and better technologies and inventions are being developed. Only 100 years ago nobody knew about trains, planes, trucks and motorbikes. Nobody had any idea about rockets and atomic bombs and telephones and electricity. There are countless things. Now these are accepted and taken for granted. 100 years from now the world may not be the same.

We can conclude from this discussion that what is traditional now will become obsolete in the next 50 to 100 years.

Activity 1.2

1. Name two traditional cultures that you know of that are acceptable to you now.

____________________________________________________________________
____________________________________________________________________

2. Name two customs that may change in three or four generations from now.

____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
Summary

In lesson 1 you learnt that:

- like PNG, people from different parts of the world have their own traditions and cultures
- Traditional Cultures therefore are norms and values passed down from generation to generation over a long period of time.
- when these traditional cultures become accepted way of doing things by many people in our communities, then we say it is our custom.
- custom meant something that people always did or always did in a particular way by tradition, or a usual behaviour, the way somebody usually or routinely behaved in a particular situation.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE
Practice Exercise 1

1. In half a page (2-3 paragraphs) describe what traditional cultures mean to your people in the community. Avoid repeating yourself or writing in incomplete sentences called fragments. Write in short simple correct sentences. Use appropriate connecting words only if you need to.

___________________________________________________________________
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___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________

2. In half a page (2-3 paragraphs) describe what customs mean to your people in the community. Avoid repeating yourself or writing in incomplete sentences called fragments. Write in short simple correct sentences. Use appropriate connecting words only if you need to.

___________________________________________________________________
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___________________________________________________________________

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.
Answers to the Activities

Activity 1.1

1. Define the following four words:
   
   (i) **Traditional** means of tradition or relating to or based on tradition.
   (ii) **Tradition** means custom or belief, or a long established action or pattern of behaviour in a community or group of people, often one that has been handed down from generation to generation.
   (iii) **Culture** means shared values and beliefs of group, or the beliefs, customs, practices and social behaviour.
   (iv) **Custom** means something that people always do or always do in a particular way by tradition or a usual behaviour, the way somebody usually or routinely behaves in a particular situation.

2. Define the following phrase:

   (i) The meaning of the phrase *traditional culture and custom* can be worked out from the individual meanings of the four words above.

Activity 1.2

1. Name two traditional cultures that you know of that are acceptable to you now.

   **Answer:** Answers will vary, but what students write must not deviate (go away from) from the question. A sample answer is: when a girl-child reaches puberty, she is locked up in a separate house and given counselling on how to become a responsible woman as she grows up. She is then dressed up with traditional finery and released into the community as a big girl and sooner or later she takes on newer and different responsibilities.

2. Name two customs that may be unacceptable in three or four generations from now.

   **Answer:** Answers will vary, but what students write must not deviate (go away from) from the question. Two sample answers are: (i) when a new garden is going to be planted rituals have to performed so that seedlings are not destroyed and the crops grow up well, and the harvest is bountiful and (ii) when seamen want to travel in open sea, they put their lives in danger so they seek the intervention of both Devine protection and the forces of nature. After this they travel with the belief that the trip will be safe.
Answers to Practice Exercise 1

1. In half a page (2-3 paragraphs) describe what traditional cultures mean to your people in the community. Avoid repeating yourself and writing incomplete sentences. Write in short simple correct sentences. Use appropriate connecting words only if you need to.

**Answer:** Answers will vary from student to student depending on where he or she comes from, but this sample answer is considered sufficient. It is stated in bullet points for clarity. A few traditional cultures are:
- rituals.
- dances.
- marriage rites.
- birth rituals.
- a young girl’s first menstruation ritual.
- a young boy’s initiation into manhood.
- a new canoe’s maiden trip.

**Answer:** Many other such activities indicating passage of time and taking on more roles and responsibilities in individual communities.

2. In half a page (2-3 paragraphs) describe what customs mean to your people in the community. Avoid repeating yourself or writing in incomplete sentences called fragments. Write in short simple correct sentences. Use appropriate connecting words only if you need to.

**Answer:** Answers will vary from student to student depending on where he or she comes from, but this sample answer is considered sufficient. It is stated in bullet points for clarity. A few traditional cultures are:
- rituals.
- dances.
- marriage rites.
- birth rituals.
- a young girl’s first menstruation ritual.
- a young boy’s initiation into manhood.
- a new canoe’s maiden trip.

**Answer:** Many other such activities indicating passage of time and taking on more roles and responsibilities in individual communities.

In this course, you will learn a few English words where FODE and the writer believe it is good for you. Your job is to get to know well the things knowledgeable people want you to possess. Commit these into your long term memory by revising them regularly.
Lesson 2: National Identity

Welcome to lesson 2 - National Identity.

In the previous lesson you learnt about traditional cultures and customs. In this lesson you will learn about national identity and what it means and how each one of us is identified within it and outside it.

Aim

You should be able to:
- define national, identity and national identity, and
- identify and list characteristics of national identity.

What is National Identity?

Let us define the terms national and identity separately to understand well what we want to learn in this lesson.

National (adjective) means of nation, or relating to, belonging to, or affecting a nation, especially a nation as a whole rather than a part of it or section of its territory. The word family of national are nationality, nationalities, nationals, nation, and nations. Nation (noun) means people in land under single government, or a community of people or peoples living in in a defined territory and organised under a single government.

Identity ((noun) plural: identities) means what identifies somebody or something, or the name or essential character that identifies somebody or something. It also means essential self or the set of characteristics that somebody recognizes as belonging uniquely to himself or herself and constituting his or her individual personality for life. The word family of identity are identi
Activity 2.1

1. Define the following three words:

   (i) national:

   (ii) nation:

   (iii) identity:

2. Define the following phrase:

   (i) national identity:

**National Identity**

National identity is one's identity or sense of belonging to one state or to one nation. It is the sense of a nation as a cohesive whole, as represented by distinctive traditions, unique cultures, languages and politics that are different from other countries. Papua New Guinea 'is the land of the unexpected' is one of the phrases that identifies PNG as a country with more than 1000 tribes, cultural languages, customs and traditions.

National identity may refer to the subjective feeling one shares with a group of people about a nation, regardless of one's legal citizenship status.

The expression of one's national identity seen in a positive light is patriotism which is characterized by national pride and positive emotion of love for one's country. So we can proudly say we are Papua New Guineans. Symbols such as bird of paradise or PNG Flag are examples of national identity.

The main **underlying** reason is that these items are either unique to its people or are commonly used by most Papua New Guineans. We its people are identifiable with these symbols. That is where we get our national identity from. Every citizen, particularly those who are educated and well placed, have a duty to make sure the symbols and items used to give recognition to our country are protected and given the status they deserve.
Activity 2.2

1. Think of a time you had to say something important about national identity to your group members or when you had to tell your parents what you wanted to say. Did you have to assert yourself? Write briefly in short simple correct sentences.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Briefly write what your councilor or village court magistrate or someone equally important had to say to the whole community by gathering them in one spot one day about national identity. Also, write in short simple correct sentences.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. Briefly write of a time when your mother or father took you aside and talked to you strongly about something regarding national identity. Write in short simple correct sentences.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Summary

In this lesson, we have come to learnt that:

- National Identity is distinguishing one country from another based on differences of traditions, cultures, languages, or political systems people have through out the world.

- PNG’s national identity is engraved in its unique cultural and language diversity. PNG has more than 800 different cultural languages and traditions, hence giving it an expression “The Land of Thousand Tribes”.

- National flag, Bird of Paradise, Kundu drum, the National Colours red, gold & black or trading currency the Kina and Toea, are examples of items and symbols that give identity to our country, PNG.

NOW DO PRACTICE EXERCISES 2 ON THE NEXT PAGE
Practice Exercise 2

1. In half a page describe national identity. Avoid repetition and sentence fragments. Write in short simple correct sentences. If you need to, use appropriate connecting words.

2. Briefly write what your councilor or village court magistrate or someone equally important had to say to the whole community by gathering them in one spot one day about national identity. Also, write in short simple correct sentences.

3. In another paragraph describe people who have no national identity. Write in short simple correct sentences with the appropriate connecting words.
Activities

Activity 2.1

1. Define the following three words:

(i) National means of nation, or relating to, belonging to, or affecting a nation, especially a nation as a whole rather than a part of it or section of its territory.

(ii) Nation means people in land under single government, or a community of people or peoples living in in a defined territory and organised under a single government.

(iii) Identity means what identifies somebody or something, or the name or essential character that identifies somebody or something. It also means essential self or the set of characteristics that somebody recognizes as belonging uniquely to himself or herself and constituting his or her individual personality for life.

2. Define the following phrase:

(i) The meaning of national identity, as a phrase, can be worked out from the three words above. It is easy this way.

Activity 2.2

1. Think of a time you had to say something important to you group members or when you had to tell your parents what you had to say. Did you have to assert yourself?

Sample Answer:
PNG is the Land of the unexpected, blessed with Natural Resources and I am a ‘Proud PNG'e'an.

2. Briefly write what your councillor or village court magistrate or someone equally important had to say to the whole community by gathering them in one spot one day.

*** Sample Answer only, from the Ward Councilor. Students’ answers are varied varied. “I gather you all here today for a very important community announcement from the National Government. The National Government will be sending a team to our Ward next month to give awareness on the new National Identity Card and Birth Registration,” said the councilor.

“ It is very important that all of us must stay in our villages to meet this team when they come. The team will talk to us about how to register our names on a National Government Registry and we will be issued our National ID and Birth Certificate. The NID and Birth Certificate are very important. These will indicate that we are Papua...
“New Guineans. We can travel anywhere in the world and we can be identified as PNG citizens”, concluded the councilor.

3. Briefly write of a time when your mother or father took you aside and talked to you strongly about something.

Below is a sample answer only. Students may have other but similar answers:

Answer: One of the comments my Class Patron made on my Term 3 Report Card is that I don’t sing National Anthem at the Assemblies or in the class.

My father especially, talked to me strongly to show respect for the song and sing it load and clear. He reminded me that this song is the National Anthem of PNG that is sung anywhere in the world every time PNG takes part in an international sporting event like the Olympics. He said this song made us proud to be Papua New Guineans.

Answers to Practice Exercise 2

1. In half a page describe national identity. Avoid repetition and sentence fragments. Write in short simple correct sentences. If you need to, use appropriate connecting words.

Answer: National identity may refer to the feeling one shares with a group of people about a nation, regardless of one’s legal citizenship status. National Identity refers to the identification of a country, based on its, culture, language, traditions, or ethnic backgrounds.

***** varied answers are accepted, however, they must have the characteristics of the above answer.

2. Accept varied answers. However answers must not deviate from the question.

Sample answer:
- People who have no national identity don’t love their country hence do not commit themselves to contribute meaningfully to the development of the country. They only work for money and become selfish and greedy.
- People who have no NID cannot Vote in the National Elections or have access to many government services such as processing of Passport and Visa to travel to another country.

Hey! Double check your answers and rewrite any you got wrong, and then go over them. When you are satisfied with yourself, then go to lesson 3. Good luck!
Lesson 3: Moral Values (Cultural Rituals and Celebrations)

Introduction

Welcome to lesson 3. In the previous lesson (# 2) you learnt about national identity, an important topic for students in Papua New Guinea.

Here, in lesson 3, you will learn about moral values. This is also an important lesson where it teaches about good and bad, truth and honesty, righteousness and unrighteousness.

Aim

You should be able to:
- define moral, values and moral values, and
- identify moral values in different situations where and when you see them

What Is a Moral Value?

Do not confuse the spelling of moral and morale (level of confidence). Moral is most often encountered as an adjective meaning it is based on or involving what is right or wrong, or generally accepted to be good or right, like moral standards; moral education.

Moral (adjective) involves right and wrong, or relating to issues of right and wrong and to how individual people should behave. The other family members are morality, moralities, morals and morally. Each has a place if used correctly.

Value ((noun) plural values) means worth or importance, or the worth, importance, or usefulness of something to somebody. The word family of value are values, valuing, valued (past), valuation, valuations, and value (verb).

The phrase moral values means the right and wrong of any values you have of the things in life.

Natasha, thank you. You’ve explained the words moral and values well again. I feel indebted to you for trying to teach me to learn?

Read plenty of books if you want to learn more. Here, you read on to find out.
Being righteous, being honest, and being respectful are good moral values to possess.

Activity 3.1

1. Define the following two words:

   (i) moral:

   ________________________________________________________________

   (ii) values:

   ________________________________________________________________

2. Define the following phrase:

   (iii) moral values:

   ________________________________________________________________

What Are Moral Values?

If you are a good distance education student, then you are one who is expected to have an enquiring mind. You must be inquisitive, meaning you ask questions to find out more about yourself. In this way you will learn about plenty of things.

What is being said here is that you learn will be centred round whether it is good or bad, proper or improper, correct or incorrect, righteous or unrighteous. These are important words because you do not follow one then you are following the other. For example, if you do not follow the correct and proper way of doing things, then you are following the incorrect and improper way of doing things. If you are not honest then you are a liar. You cannot be both positive and negative. You are either one or the other. A very good example is this: light and darkness do not mix. They are kept apart by a long distance. It is either dark or light.

In conclusion we can say that the moral values are good. Any person growing up and possessing them is a rounded person. It is even better if that person is educated too. Unfortunately, we have people who dump moral values and roll in the sty like pigs. They have no values and do not respect other people. They are arrogant, selfish, greedy and self-serving. Avoid such behavior and develop good values. In the long run, throughout life, you will respect from other people for being just, fair, truthful and have the respect of the people within your circle.
Activity 3.2

1. Name two moral values you can think of.
   ____________________________________________________________
   ____________________________________________________________

2. Name another moral value you believe will be a good foundation for you. Write in short simple correct sentences.
   ____________________________________________________________
   ____________________________________________________________

Summary

In lesson 3 you have learnt about the following things:

- You were advised that you learnt about national identity in lesson 2, an important topic for students in Papua New Guinea.
- You learnt about moral values here, which was also an important lesson, where it taught you about good and bad, truth and honesty.
- Your aim was to define moral and values, and identify moral values in different situations where and when you saw it.
- You were advised not to confuse the spelling of moral and morale (level of confidence), and that moral was most often encountered as an adjective and that its meaning was 'based on or involving what was right or wrong', or 'generally accepted to be good or right', like moral standards, or moral education.
- You learnt that moral involved right and wrong: relating to issues of right and wrong and to how individual people should behave.
- You learnt that value meant worth or importance: the worth, importance, or usefulness of something to somebody.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE
Practice Exercise 3

1. State examples of; (a) Good (b) Bad, moral values you learn from people around you as you were growing up in your community.
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2. In half a page (3-4 paragraphs) write on moral values. You should read through the meaning section and get to know what you are writing. Write in short simple correct sentences.
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CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.
Answers to the Activities

Activity 3.1

1. Define the following two words:

   (i) **Moral** involves right and wrong: relating to issues of right and wrong and to how individual people should behave.

   (ii) **Value** means worth or importance: the worth, importance, or usefulness of something to somebody.

2. Define the following phrase:

   (i) **Moral values** means the right and wrong of any values you have of the things in life.

Activity 3.2

1. Name two moral values you can think of.

   **Answer:** No standard answer. What students write may vary but the idea must be centred around the question on moral values. This is simple for the students as can found in the definition section.

2. Name another moral idea you believe will be a good foundation for you. Write in short simple correct sentences.

   **Answer:** No standard answer. What students write may vary but the idea must be centred around the question on moral values, particularly on an idea that will be a good foundation. For example, learning about being good and respectful, using correct language, being honest, etc. are moral ideas that need to be made part of one’s life.
Answers to Practice Exercise 3

1. (a) Good Moral Values: Honesty, respect for others, loyalty, responsibility for personal actions, generosity and kindness are all examples of moral values. They are defined as the ideals and principles that guide how people act. 
(b) Bad Moral Values: Dishonesty, disrespectful, not loyal or unfaithful, irresponsible behavior, not generous, rude and unfriendly towards others.

***Students can have varied answers but must relate to answer given above.

2. In half a page (3-4 paragraphs) write on moral values and why you need to know about them. You should read through the meaning section and get to know what you are writing. Write in short simple correct sentences.

**Answer:** No standard answer. What students write may vary but the idea must be centred around the question on moral values.

Double check! Rewrite wrong answers and go over them. When you are satisfied with yourself, then go on to do lesson 4.
Lesson 4: Culture and Christianity

Introduction

Welcome to lesson 4. In the previous lesson you learnt about moral values. When you talk about moral values, you talk about good and bad, right and wrong.

Here, in this lesson, you will learn about culture and Christianity. Related words (cultural, cultures; Christian) are also defined to give you a deeper understanding of what you learn. There are similar cases.

Aim

You should be able to:

- define culture and Christianity, and
- identify and list some cultural and Christian principles.

What is Culture? What is Christianity? How do the two merge?

If you can remember what we learnt in lesson number 1 about traditional culture and customs, we defined culture as shared values and beliefs of a group, or the beliefs, customs, practices and social behaviour that is commonly done by a group.

Cultural (adjective) comes from the headword culture. It means of specific culture: relating to a culture.

Christianity (noun) is a religion that follows Jesus Christ's teachings: the religion based on the life, teachings, and example of Jesus Christ. Being a Christian ((noun) plural: Christians)) is to be a believer in Jesus Christ as Saviour, or somebody whose religion is Christianity. The word family includes Christ because that is where the word first used in the early days when the work and teachings of Jesus Christ was spread by his disciples and early Christians.

It would also be good to describe the phrase culture and Christianity. But this should be something you can do yourself because we have been defining words for you in the first two lessons and you can always work out the meanings from the words themselves within page 1.

Read on to find out. I still advise that you read a lot of other books too.
Activity 4.1

1. Define the following three words:

(i) culture: ____________________________________________________________________

(ii) Christian: __________________________________________________________________

(iii) Christianity: __________________________________________________________________

What is Culture? What is Christianity? How do the two merge?

In some communities in some parts of the country, the males carry out certain roles and responsibilities. In some communities in other parts of the country, the same roles and responsibilities that the first is used to is done by females. It is an acceptable practice and passed on down the line. No complaints are raised. In your own family, you might play the part where fuel (firewood) to cook meals for the family is left in your hands if you are a boy in the Highlands. Girls do this on the coast, particularly in Central and southern region provinces. These roles and responsibilities depend on where you come from.

Then the role you have to play is to look after your siblings if you are big enough. As you grow up you can be sure that more will be added depending on many factors. Further, you can do other things that the family feels you are capable of and there is no other person to do it. The responsibility is left in your hands. That is, if you are a boy. If you are a girl, then activities fit for a girl will be given you when you are small. That will increase as you grow older. The roles you play will increase. Responsibilities will also increase depending on how many members of the extended family there are. If the number is big, roles and responsibilities are shared. If the number is small, then most are done by these few.
Activity 4.2

1. Name two cultural behaviors you can find in this story.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. State two roles young girls perform as part of family obligation down at the coastal villages in PNG?

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_________________________________________________________________

_________________________________________________________________
Summary

In lesson 4 you have learnt about the following things:

- In the previous lesson you learnt about moral values. We stated in that lesson that it was important.

- In this lesson you will learn about culture and Christianity. Related words are also defined to give you a deeper understanding of what you learn. There are similar cases.

- You should be able to define culture and Christianity, and identify and list some cultures and Christian principles.

- What is culture? What is Christianity?

- If you can remember what we learnt in lesson number 1 about traditional culture and customs, we defined culture as shared values and beliefs of a group: the beliefs, customs, practices and social behaviour that is commonly done by a group.

- Cultural comes from the base word culture. It means: of specific culture: relating to a culture.

- Christianity is a religion that follows Jesus Christ's teachings, or the religion based on the life, teachings, and example of Jesus Christ. Being a Christian is to be a believer in Jesus Christ as Saviour, or somebody whose religion is Christianity.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE
Practice Exercise 4

1. In half a page (2-3 paragraphs) stating what happens when a dominant rival makes the opposition submit to what he/she wants. Is it a good or bad behaviour? What would be your decision if you were in this position? Limit your discussion to your own age group so you are able to understand and write better. Write in short simple correct sentences.

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2. Write another short paragraph and state how a person or group who has submitted to a dominant rival can learn something good from the submissive behaviour and turn it into a positive tool later. Limit discussion to your personal experiences. Write in short simple correct sentences.

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CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.
Answers to the Activities

Activity 4.1

1. Define the following three words:

   (i) **Culture**: Can be defined as shared values and beliefs of a group: the beliefs, customs, practices and social behaviour that is commonly done by a group.

   (ii) **Christian**: A Christian is a person who believes in Jesus Christ as a Savior or somebody whose religion is Christianity.

   (iii) **Christianity**: Is a religion that follows Jesus Christ’s teachings: the religion based on the life, teachings, and example of Jesus Christ. Being a Christian is to be a believer in Jesus Christ as Saviour: somebody whose religion is Christianity.

Activity 4.2

1. **Answer**: Highlands:
   (i) Boys collect or prepare firewood for cooking meals
   (ii) First Born in the family takes care of younger siblings

2. **Answer**: The answer may vary but it should be centered on collecting firewood, fetching water, taking care of siblings while parents are at work etc..

Answers to Practice Exercise 4

1. In a paragraph state what happens when a dominant rival makes the opposition submit to what he/she wants. Is it a good or bad behaviour? What would be your decision if you were in this position? Limit your discussion to your own age group so you are able to understand and write better. Write in correct short simple sentences.

   **Answer**: Dominant Rival is a bully. Bullying behavior is not good. Avoid in contact with a bully. A bully does not have moral ethics hence does not understand good moral values. Accept similar answers.

2. In another paragraph and state how a person or group who has submitted to a dominant rival can learn something good from the submissive behaviour and turn it into a positive tool later. Limit discussion to your personal experiences. Write in correct short simple sentences.

   **Answer**: No standard answer, so what students write may vary.

Hey! Double check! Rewrite answers you got wrong, and then go over them. When you are happy with yourself, go to lesson 5.
SUB-STRAND 2

LIFESTYLE AND CHANGES

Rural and Urban Lifestyle
Opportunities and Plans for Desired Lifestyle
Choosing Lifestyles
Adapting to Changing Lifestyles
Welcome to Sub-strand 2 of this book. This sub – strand is Lifestyle and Changes.

There are four lessons.

In Lesson 1 You will learn about rural and urban lifestyles.

In Lesson 2 You will learn about opportunities and plans for desired lifestyles.

In Lesson 3 You will learn about choosing lifestyles.

In Lesson 4 You will learn about adapting to changing lifestyles.

After completing all the six lessons you will have a better understanding lifestyle and changes.

We hope you enjoy studying this sub – strand.
Lesson 5: Rural and Urban Lifestyles

Introduction

Welcome to lesson 5.

In the previous lesson you learnt about culture and Christianity. This was a lesson where you were asked to think deeply about your life and whether you believed in an afterlife.

Here, in this lesson you will learn about rural and urban lifestyles. Read on to inform yourself.

Aim

You should be able to:

- define rural, urban and lifestyle, and
- identify and list examples of rural and urban lifestyles.

What is Meant by Rural and Urban Lifestyles?

**Rural** (adjective) means outside of city, or found in or living in the country.

**Urban** (adjective) means of city, relating to, or belonging to a city.

There are certain things you have in relationships you have created and have them going on with people in your family or community or group. These rights are the very same for other people as they, like yourself, are individuals and have their own rights too. You have to be careful that you do not abuse the rights of other individuals with whom you have relationships. You expect the same from them. It is a mutual understanding. If you do then you may break the law and you can be brought before a police officer who will then confirm that you have done wrong, charge you and bring you to court.

Individuals in your community and group as well as your family have rights to move around in urban settings just like you have. Some of these rights are important and are listed here so that you are aware of them.

Could you please give me some examples of what my rights are as a person in the rural area so that other people do not deny me anything?

Sure! Check them out in the two paragraphs below.
There are two types of lifestyle emerging in Papua New Guinea now. One is the old one, that is living in a rural setting. The other is a new one, living in towns and cities, also called urban centres. You can be an urbanite or a rural villager. The choice is yours, and you will be responsible for your own decision.

Activity 5.1

1. Define the following three words:

(i) rural:

(ii) urban:

(iii) lifestyles:

Rural and Urban Lifestyles

There are certain things you have in relationships you have created and have them going on with people in your family or community or group. These rights are the very same for other people as they, like yourself, are individuals and have their own rights too. You have to be careful that you do not abuse the rights of other individuals with whom you have relationships. You expect the same from them. It is a mutual understanding. If you do then you may break the law and you can be brought before a police officer who will then confirm that you have done wrong, charge you and bring you to court.

Individuals in your community and group as well as your family have rights to move around in urban settings just like you have. Some of these rights are important and are listed here so that you are aware of them.
Activity 5.2

(1) List some lifestyles you practice as a member of your:

Family in a rural setting:

________________________________________________________________________

________________________________________________________________________

Family in an urban setting:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Summary

In this lesson you have learnt that:

- In the previous lesson you learnt about culture and Christianity. This was a lesson where you were asked to think deeply about your life and whether you believed in an afterlife.

- Here, in this lesson you will learn about rural and urban lifestyle. Read on to inform yourself.

- You should be able to define rural, urban and lifestyle, and identify and list varieties of rural and urban lifestyles. What is meant by rural and urban lifestyles?

- Rural means outside of city, or found in or living in the country.

- Urban means of city, relating to, or belonging to a city.

- There are two types of lifestyle emerging in Papua New Guinea now. One is the old one, that is living in a rural setting. The other is a new one, living in towns and cities, also called urban centres. You can be an urbanite or a rural villager. The choice is yours, and you will be responsible for your own decision.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.
Practice Exercise 5

1. What are rights you have in a rural setting? Start with some simple ones you can think of.

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2. Since you are a student learning through the distance mode to educate yourself, you may have certain rights as a student in an urban setting. Write a paragraph explaining two of those rights that you know of. Write in simple short correct sentences.

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CHECK YOUR WORK. ANSWERS ARE AT THE END.
Answers to Lesson 5 Activities

Activity 5.1

(i) **Rural**: means outside of city or town, or found in or living in the countryside.

(ii) **Urban**: means of city, relating to or belonging to towns and cities.

(iii) **Lifestyle**: a way of living in a place, eg. In a town or in the village. Cooking and eating habits are two examples of different lifestyles people practice in towns compared to those practiced in the villages.

Activity 5.2

1. **List some examples of lifestyles you practice as a member of your;**

(i) **Family in a rural setting.** Listed below are few examples:
   - Making gardens to grow food for consumption
   - Hunting or fishing for source of protein
   - Using bush materials to construct a family home

(ii) **Family in an urban setting.** Listed below are a few examples:
   - Using money to buy from the market and shops for consumption
   - Eating fast foods at food stores
   - Living in a permanent material home
Answers to Practice Exercise 5

1. What are human rights? Start with some simple ones you can think of.

   The answers may vary. Simple, short answers are good. They must be centred on human rights that are guaranteed to all human beings regardless of where one comes from, what one’s religion and political beliefs are, what one’s skin colour (race) is, and many other such things.

2. Since you are learning through the distance mode to educate yourself, you may have certain rights as a student. Write a paragraph explaining two of those rights.

   The answers may vary. Simple, short answers are good. They must be centred on human rights that are guaranteed to all human beings regardless of where one comes from, what one’s religion and political beliefs are, what one’s skin colour (race) is, and many other such things.

You have come to the end of lesson 5. Go over your answers. Rewrite what you have got wrong. If you are satisfied with your corrections, then go on to the next lesson. Good luck!
Lesson 6 Opportunities and Plans for Desired Lifestyles

Introduction

Welcome to lesson 6. In lesson 5 you learnt about urban and rural lifestyle, the only two major styles of life in the world.

Here, in this new lesson, you will learn about opportunities and plans for desired lifestyle in either an urban or a rural area and community you belong to. You will also learn how to make good use of opportunities that you come across in your life, which are acceptable in your home, family and community.

Aim

You should be able to:
- define opportunities, plans, desired and lifestyle;
- define opportunities and plans for desired lifestyle; and
- identify and list opportunities and plans for desired lifestyle.

Opportunities and Plans for Desired Lifestyle.

**Opportunities** ((noun) singular: opportunity) means advantageous chance, especially one that offers some kind of advantage. **Opportune** is the third member of this word family.

**Plans** ((noun) singular: plan) means the scheme for achieving objective, a method of doing something that is worked out in advance. The rest of the word family are planned and planning. The meaning of each word depends on what it is doing in the sentence. Plans, for example, occupies the position of a noun as in this sentence: My plans went as I had wanted. But the same word functions as a verb in the next: T. W. Kagikombokuglo plans to go home before the 2017 national election comes.

**Desired** (verb, past and past participle (but also noun)) means wish for something, to want something very strongly. The rest of the word family are desire, desires and desiring. **Lifestyle** ((noun) plural: lifestyles) means manner of living; the way of life characteristic of a particular person, group, or culture.

Avana, please explain the phrase opportunities and plans for desired lifestyle. I’ll understand better if you do. I’ve done that in the box. Check them out!

The phrase opportunities and plans for desired lifestyle means you want to live a kind life you prefer, or like, but to do that you need to plan for it and look for opportunities to make it happen. In other words, what you like remains a dream and only you can make it become a reality if opportunities that come your way are harnessed properly. You are your own manager and director.
Activity 6.1

1. Define the following four words:

   (i) opportunities:

   (ii) plans:

   (iii) desired:

   (iv) lifestyle:

2. Define the following phrase:

   (i) opportunities and plans for desired lifestyle:

Opportunities and Plans for Desired Lifestyle

Opportunities will come to you in your life. How you want to live it (life) depends on you. You are your own manager and director. You are your own leader. Or you are a follower if you choose to be one. The choice is yours. Nobody will tell you what to do, how to do it. If you do not break any law, you have no need to be worried about anything, especially a visit from the local police personnel stationed there.

What you want to do with your life has to be planned if you want it to be ordered and smooth. Some people do not and are not worried going about their life. Others do and are careful. But this depends on the individuals concerned. It is a personal choice for each person. If you want a particular kind of lifestyle, then that is what you will get from what you yourself do and produce. What you get in your life is what you are able to do that is within your own budget. That is good, and all the best for you and your family.

If you are unable to finance it, then your plans remain a dream even though opportunities may be there, or have actually come knocking on your door. That is life.

In your own circle, it would be proper to observe what is happening around you and decide for yourself what you wish to embrace and hold onto and what to reject if it is not in agreement to what you believe is proper. In doing that you have choices to make. Make a decision based on what you decide to accept and hold onto because it is worth and enhances your life. The rest is up to you. In short we conclude by saying this: you desire a particular kind of life. Opportunities are there and can come anytime. You plan for them and get a life you desire when you make use of the opportunities that come knocking on your door.
Activity 6.2

1. Name two opportunities you have had to plan for the kind of life you would like in your future life.

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_________________________________________________________________

2. Name your desired lifestyle even if this is unachievable (cannot be reached).

_________________________________________________________________
Summary

You have learnt the following things at the end of lesson 6.

- You were welcomed to lesson 6 and reminded that in lesson 5 you learnt about urban and rural lifestyle.
- You learnt about opportunities and plans for desired lifestyles in either urban or rural areas.
- You also learnt how to make good use of any chances which happened to come across your life, which would be acceptable in your home, family and community.
- You defined **opportunities, plans, desired** and **lifestyle** individually and the phrase **opportunities and plans for desired lifestyle** and were asked to identify and list them.

- The definitions were:
  - for **opportunities**: it meant advantageous chance, especially one that offered some kind of advantage.
  - for **plans**: it meant the scheme for achieving objective, a method of doing something that was worked out in advance.
  - for **desired**: it meant wish for something, to want something very strongly.
  - for **lifestyle**: it meant manner of living, or the way of life characteristic of a particular person, group, or culture.
Practice Exercise 6

1. In one full page, write of opportunities you have had and what plans you have made, even if you only imagined it in your mind, what you would like to do in your life. Limit discussion to what you are familiar with so you are able to write well. Avoid repetition. Write in short correct simple sentences. Only add connecting words if you must.

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2. In another page describe your preferred lifestyle as compared to your current one, the way you are living now. Avoid repetition. Write in short correct simple complete sentences. If you need to, add appropriate connecting words.

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CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.
Answers to the Activities

Activity 6.1

1. Define the following four words:

   (i) **Opportunities** means advantageous chance, especially one that offers some kind of advantage.
   
   (ii) **Plans** means the scheme for achieving objective, a method of doing something that is worked out in advance.
   
   (iii) **Desired** means wish for something, to want something very strongly.
   
   (iv) **Lifestyle** ((noun) plural: *lifestyles*) means manner of living; the way of life characteristic of a particular person, group, or culture.

2. Define the following phrase:

   (i) The phrase opportunities and plans for desired lifestyle means you may want to live a kind life you prefer, or like, but to do that you need to plan for it and look for opportunities to make it happen. In other words, what you like remains a dream and only you can make it become a reality if opportunities that come your way are harnessed properly. You are your own manager and director.

Activity 6.2

1. Name two opportunities you have had to plan for what kind of life you would like in your lifetime.

   **Answer:** Answers will vary, but a sample is: running a small business to raise money to pay for daily needs as well as meeting education and hospital costs.

2. Name your desired lifestyle even if this is unachievable.

   **Answer:** Answers will vary, but a sample is: running a motel business to raise money to pay for education and hospital costs as well as doing something useful in life.
Answers to Practice Exercise 6

1. In one full page, write of opportunities you have had and what plans you have made, even if you only imagined it in your mind, what you would like to do in your life. Limit discussion to what you are familiar with so you are able to write well. Avoid repetition. Write in short correct simple sentences. Only add connecting words if you must.

   **Answer:** Answers will vary, but a sample is: running a small business to raise money to pay for daily needs as well as meeting education and hospital costs.

2. In another page describe your preferred lifestyle as compared to your current one, the way you are living now. Avoid repetition. Write in short correct simple complete sentences. If you need to, add connecting words.

   **Answer:** Answers will vary, but a sample is: running a small business to raise money to pay for daily needs as well as meeting education and hospital costs.

Are you satisfied with what you have written? Go over the key and new words and make them become part of your vocabulary. Please!
Lesson 7: Choosing Lifestyles

Introduction

Lesson 7 is centred on adapting to changing lifestyles. This is the penultimate lesson. Welcome!

In lesson 6 you covered on opportunities and plans for desired lifestyles. Lesson 7 is a continuation of what you learnt in lesson 6.

Here, we will learn about choosing a lifestyle that may be suitable to an individual person. This depends on many factors, and we can look at, and discuss about, some of them. As the topic suggests, there may be choices that an individual may have to decide from.

Good reading!

Aim

You should be able to:
- define choosing, lifestyles and choosing lifestyle, and
- identify and list lifestyles you would like or prefer.

What is Meant by Choosing Lifestyles?

Choosing means to decide which of a number of different things or people is best or most suitable. The headword is choose (verb). In other words, you make a decision and chosen something or a person for it or she/he is the best or most suitable.

Lifestyle means manner of living. It is the way of life characteristic of a particular person, group, or culture. The plural is lifestyles.

Choosing lifestyles is stated in the general sense and its meaning applies across the board (affecting everyone or everything equally or proportionally) to involve a lot of people.

Natasha, thank you. You’ve explained the words choosing and lifestyles well again. What else are you able to do that will help me to want to learn?

Read plenty of books if you want to learn more. Here, you’ve come to the end.
Activity 7.1

1. Define the following three words:

   (i) choose:

   ________________________________________________________________

   (ii) choosing:

   ________________________________________________________________

   (iii) lifestyle:

   ________________________________________________________________

2. Define the following phrase:

   (i) choosing lifestyle:

   ________________________________________________________________

Choosing a Lifestyle

The part you play in any activity that occurs in your family or community and responsibilities you have been assigned to are bound to change over time, and not remain the same forever. Time is the most important contributing factor in any changes that occur. There may be, however, other factors that make the changes in roles and responsibilities become inevitable. The reasons may vary from one activity to the next.

In some communities in some parts of the country, the males carry out certain roles and responsibilities. In some communities in other parts of the country, the same roles and responsibilities that the first is used to is done by females. It is an acceptable practice and passed on down the line. No complaints are raised. In your own family, you might play the part where fuel (firewood) to cook meals for the family is left in your hands if you are a boy in the Highlands. Girls do this on the coast, particularly in Central and southern region provinces. These roles and responsibilities depend on where you come from.

Then the other role you have to play is to look after your siblings if you are big enough. As you grow up you can be sure that more will be added depending on many factors. Further, you can do other things that the family feels you are capable of and there is no other person to do it. The responsibility is left in your hands. That is, if you are a boy. If you are a girl, then activities fit for a girl will be given you when you are small. That will increase as you grow older. The roles you play will increase in number the older you get. Responsibilities will also increase depending on how many members of the extended family there are. If the number is big, roles and responsibilities are shared. If the number is small, then most are done by these few.
If you are living in a town or city, your roles and responsibilities will be different, not because you live in an urban area but because your parents may be public servants or find other means to survive in a place where no food can be grown. Your parents depend entirely on their pay for needed items like food, clothing and shelter. Or they sell betel nut, or find money through the informal sector, to put food on the table for the family. These are serious things. Most of your responsibilities in a town or city will be different from the ones in the village. Leadership roles and responsibilities also change in time. Parental roles and responsibilities also change too. Extracurricular activities done by people also change. It changes over time all the time. It is something that is universal, done all over the world.

Activity 7.2

1. Name three people at the national level who have trained sportspeople to represent Papua New Guinea?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. Name three people who have/had made personal sacrifices and followed rigorous fitness programmes and made names for themselves in the sport they chose to pursue?

___________________________________________________________________
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___________________________________________________________________
Summary

At the end of lesson 7 you have learnt that:

- lesson 7 is centred on adapting to changing lifestyles. This is the penultimate lesson.

- here we learnt about choosing a lifestyle that may be suitable to an individual person, and that this depended on many factors, and we could look at, and discuss about, some of them.

- as the topic suggested there may be choices that an individual may have to decide from.

- you should be able to define choosing and lifestyles, and identify and list lifestyles you would like or prefer.

- choosing meant to decide which of a number of different things or people was best or most suitable, and the headword was choose. In other words, you made a decision and chose something or a person for it or she/he was the best or most suitable.

- lifestyle meant manner of living, or it was the way of life characteristic of a particular person, group, or culture. The plural was lifestyles.

- choosing lifestyles was stated in the general sense and its meaning applied across the board (affecting everyone or everything equally or proportionally) to involve a lot of people.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE
Practice Exercise 7

3. In half a page describe … and state why a fitness programme would be considered a benefit either to the team or to the individual person. Limit your discussion to people who matter most in everyday routine life so you are able to understand and are focused, and write better. Write in short simple correct sentences. Use appropriate connecting words if you must.

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4. In another half a page … and state why a regular player in a recognised town competition would not do well without a fitness routine (programme) being a daily activity. Limit your discussion to your personal experience. Write in short simple correct sentences. Use appropriate connecting words if you must.

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GO OVER WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.
Answers to the Activities

Activity 7.1

1. Define the following three words:

   (i) **Choosing** means to decide which of a number of different things or people is best or most suitable. The headword is choose (verb). In other words, you make a decision and chosen something or a person for it or she/he is the best or most suitable.

   (ii) The headword is choose (verb). In other words, you make a decision and chosen something or a person for it or she/he is the best or most suitable.

   (iii) **Lifestyle** means manner of living. It is the way of life characteristic of a particular person, group, or culture. The plural is lifestyles.

2. Define the following phrase:

   (i) **Choosing lifestyles** is stated in the general sense and its meaning applies across the board (affecting everyone or everything equally or proportionally) to involve a lot of people.

Activity 7.2

1. Name three people at the national level who have trained sportspeople to represent Papua New Guinea?

   **Eg. Michael Marum (PNG SP Hunters). Students can state names of other National Trainers. Answers must be the same as the one give here.**

2. Name three people who have/had made personal sacrifices and followed rigorous fitness programmes and made names for themselves in the sport they chose to pursue?

   Answers can be varied but the following are some examples: (i) Ryan Pinny (Swimming), (ii) Dika Toua (Weight Lifting) and (iii) Toea Wisil (Athletics).
Answers to Practice Exercise 7

1. In half a page describe … and state why a fitness programme would be considered a benefit either to the team or to the individual person. Limit your discussion to people who matter most in everyday routine life so you are able to understand and are focused, and write better. Write in short simple correct sentences. Use appropriate connecting words if you must.

Answer: May vary but these are few examples of answers expected: (i) to avoid Injuries, (ii) to outperform the opponent and win the game.

2. In another half a page … and state why a regular player in a recognised town competition would not do well without a fitness routine (programme) being a daily activity. Limit your discussion to your personal experience. Write in short simple correct sentences. Use appropriate connecting words if you must.

Answer: Physical fitness is an everyday activity. Leaving the Physical Fitness training a short time will make the player unfit to play against other players who under regular physical training program.

*** accept similar answers

Make sure you double check everything and rewrite what answers you’ve got wrong, and then go over them before you go to lesson 9.
Lesson 8: Adapting to Changing Lifestyles

Introduction

Welcome to lesson 8. This is also the last for Strand 3.

In this lesson you will learn on adapting to changing lifestyles that occur in the many communities spread across Papua New Guinea.

Aim

You should be able to:
- define adapting, changing and lifestyles, and
- identify the different changing lifestyles you come across.

What is meant by adapting to changing lifestyles?

Adapt ((verb) headword) means change to meet requirements, or to change something to meet different conditions or a different purpose, or be changed in this way. Adapting is the present participle. The word family include adapted (past), adapts and adaption.

Change ((verb) headword) means become or make different. Changing is the present participle. The word family include changed (past) and changes.

Lifestyle ((noun) plural: lifestyles) means manner of living; the way of lie characteristic of a particular person, group, or culture.

Natasha, you've defined the words standards and behaviour well. Now further explain the different standards of behaviour found in the family, community and group. Do the same for code of conduct. Thank you.

I've done that in the next several paragraphs for you. Read on to find out.
Activity 8.1

1. Define the following two words:

   (i) adapt:
   
   ________________________________

   (ii) change:
   
   ________________________________

   (iii) lifestyle:
   
   ________________________________

2. Define the following phrase:

   (i) adapting to changing lifestyles:
   
   ________________________________
   ________________________________
   ________________________________

Adapting to changing lifestyles

You will notice that we start with the family, then with the community, and finally we move to the group. You have a part to play in all three. What you are and how you behave, the way you do and say things when you are with other people, like members of your own family or community, are what these people will look at either to find them acceptable or, worse, give them the reason to reject you from amongst them. If they accept you, you are a recognised member and can take part in activities. If they do not, you will find out that you are snubbed, ignored or rejected from everyday family or community activity. This means you have to readjust your behaviour and make peace with those whom you have offended to seek forgiveness, so that you can be accepted back into the family or community to live a normal life.

Firstly, in the family you are a daughter or a son. Whatever your gender, you have to do certain things from the time you learn to walk to the time you stop walking. Where your family lives, extended members like grandparents, uncles, aunts, cousins, nephews and nieces are an important part of you. You yourself may also be an uncle, aunt, cousin, nephew or niece to someone else too.

Next you belong to the community where your family lives. In the village it is easy for you to identify yourself with other members, for you all belong to the same clan or speak the same language. If it is in an urban area, it will be difficult because people who live there have moved in from different parts.
Finally, you may belong to a group from where you live, like one from a church or school, or from sports or peers. This last group is made up of members of the same age or grade or gender who carry out activities they like together.

In these three situations (settings), the way you are and behave, the way you say and do things, will be looked at by others. Parents and leaders have to decide whether or not to accept based on your behaviour. If you do not behave properly, you can be rejected by the community or group, or even by your own family. To belong, to stay with them, you must be in your best behaviour.

In the family parents expect you to behave properly and say or do acceptable things. This depends on whether you are a boy or a girl, child or youth, able bodied or disabled, educated or uneducated, villager or urbanite (city dweller). You have to follow what they say because the family itself has to survive and find acceptance when carrying out what is expected of it in the community. When called upon each member of the family has to do their part.

The way parents are, and the way they say and do things, have been learnt and become a part of them. These become normal everyday activity, that is, it has become a custom, a tradition or culture for them, something that is common to many. These have been passed down from father to son through many generations. If you do not listen to and follow what the parents and community say, then you can be ignored or, worse, be chased out. The main reason is that what you do and say may threaten their survival. It is important to follow what leaders and people who are wise say, because, if you do, danger is avoided and the community lives in peace.

Activity 8.2

1. Name three adaptations you experience as a result of changing lifestyle in your community.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Name one adaptation your family underwent as a result of increasing cost of living.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
In lesson 8 you have learnt about the following things:

- Welcome to lesson 8. This is also the last for Strand 3

  In this lesson you will learn on adapting to changing lifestyles that occur in the many communities spread across Papua New Guinea.

- You should be able to define adapting, changing, and lifestyles, and identify the different changing lifestyles you come across.

- What is meant by adapting to changing lifestyles?

  Adapt means change to meet requirements, or to change something to meet different conditions or a different purpose, or be changed in this way. Adapting is the present participle. The word family include adapted, adapts and adaption.

- Change means become or make different. Changing is the present participle. The word family include changed (past) and changes.

- Lifestyle means manner of living; the way of lie characteristic of a particular person, group, or culture.
Practice Exercise 8

Write a short paragraph and state what happens when a young man (or woman) from your family gets married to a young woman (or man). Limit your discussion to your own age group and experience so that you are able to understand and write better. Write in short simple correct sentences with the appropriate connecting words.

________________________________________________________________________
________________________________________________________________________
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Write another short paragraph and state how a person was rejected by the community. You can talk about someone who was either drunk on a regular basis or someone who grew and/or sold or smoked marijuana. These two people never listened to the councillor and leaders, and caused a lot trouble in the community. Limit the discussion to your personal experiences. Write in short simple correct sentences with the appropriate connecting words.

________________________________________________________________________
________________________________________________________________________
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CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.
Answers to the Activities

Activity 8.1

1. Define the following two words and phrase:

(i) **Adapt** means change to meet requirements, or to change something to meet different conditions or a different purpose, or be changed in this way. **Adapting** is the present participle. The word family include adapted, adapts and adaption.

(ii) **Change** means become or make different. **Changing** is the present participle. The word family include changed and changes.

(iii) **Lifestyle** means manner of living; the way of life characteristic of a particular person, group, or culture.

2. Define the following phrase:

(i) **Adapting to Changing Lifestyles**: **Answer**: Sample answer only. People will change their ways of doing things from what they used to do before in order to live successfully in their communities. For example many people in towns and cities now have razor wire fences due to increase criminal activities.

Activity 8.2

1. Name three adaptations you experience as a result of changing lifestyle in your community:

Sample answers only: (i) Doing more physical exercise than last year because I am now taking part in rugby town competition (ii) We are now spending more money to buy food than in the shops than five years ago.

2. Name one adaptation your family develop as a result of increasing cost of living.

Sample answer. Students expected to explore other answers: (i) Less money in the house for other activities such as buying cigarettes and buai, (ii) less food is cooked for meals hence no left overs.
Answers to Practice Exercise 8

1. No standard answer, so what students write may vary.

**Answer:** Any general discussion on contributions from members of the family, community, relatives, friends, peer group members, and others who feel obliged to help in the marriage payment (bride price) is acceptable. In-laws and maternal uncles, cousins and nieces usually help as extended family members in this communal activity where clan members also chip in with cash and kind (pigs, fish, animals, food, bilas, participation, etc.).

2. No standard answer, so what students write may vary.

**Answer:** Drunks can cause trouble from time to time. Sometimes serious ones can put the community and family members in danger. This happens when drunks commit murder, arson, rape, serious assault on other people who may retaliate (pay back) with attacks of their own, etc.

Those who use, plant, sell and peddle marijuana are natural troublemakers through the use of the drug or making others become a threat to families and community. These drug users never listen to leaders and responsible people, and put members of the family and community at risk or in grave danger when they kill innocent people, burn houses, or do silly or stupid things that normal people do not do, etc.

Double check your work. Rewrite answers you have got wrong. When you are satisfied after going over your errors, you are done. Good luck to you!
Bibliography

- Encarta Dictionaries
- Rouse, K., Personal Development Book 2, Oxford University Press, Australia
SUBJECT AND GRADE TO STUDY

Grades 7 & 8

- English
- Mathematics
- Science
- Social Science
- Making a Living
- Personal Development

Grades 9 & 10

- English
- Formal Mathematics
- Practical Mathematics
- Science
- Social Science
- Commerce
- Design and Technology - Computing
- Personal Development

Grades 11 & 12

- English
- Formal Mathematics
- Practical Mathematics
- Science
- Social Science
- Business Studies
- ICT
- Personal Development

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

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

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

Certificate in Matriculation

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