

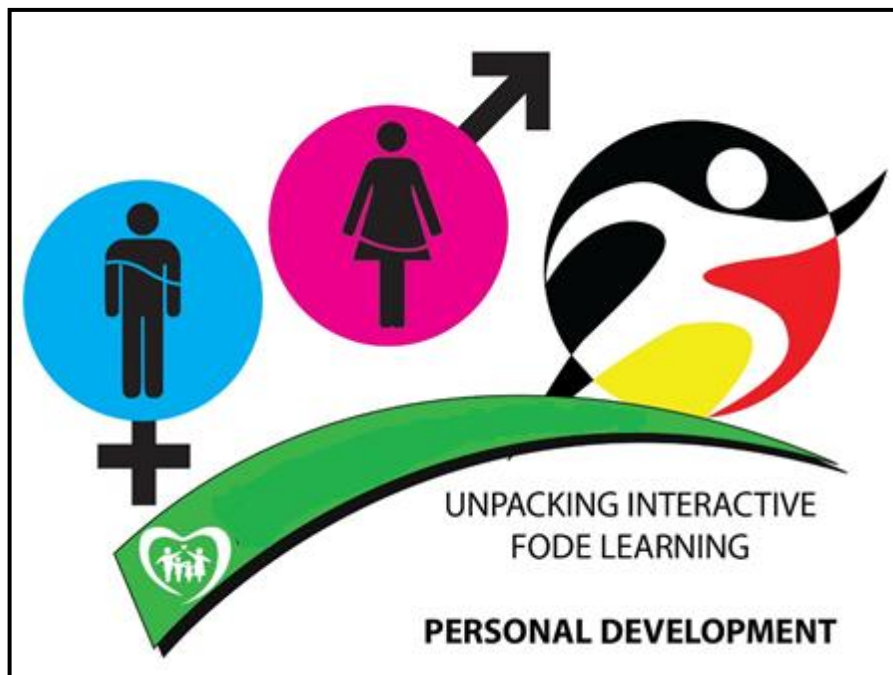


DEPARTMENT OF EDUCATION

GRADE 8

PERSONAL DEVELOPMENT

STRAND 6



CASE STUDIES



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

# PERSONAL DEVELOPMENT

## GRADE 8

### CASE STUDIES

<b>CASE STUDY 1</b>	<b>RELATIONSHIP</b>
<b>CASE STUDY 2</b>	<b>MOVEMENTS AND PHYSICAL ACTIVITIES</b>
<b>CASE STUDY 3</b>	<b>OUR CULTURE, LIFESTYLE AND VALUES</b>
<b>CASE STUDY 4</b>	<b>HEALTH OF INDIVIDUALS AND POPULATIONS</b>
<b>CASE STUDY 5</b>	<b>LIVING AND WORKING TOGETHER</b>

**TABLE OF CONTENTS**

<b>CONTENTS</b>	<b>PAGE</b>
Title Page	1
Table of Contents	2
Acknowledgement	3
Introduction	4
Case Study 1 - RELATIONSHIP <ul style="list-style-type: none"><li>• <i>Role Models</i></li></ul>	5-13
Case Study 2 – MOVEMENTS AND PHYSICAL ACTIVITIES <ul style="list-style-type: none"><li>• <i>Personal Fitness and Health</i></li></ul>	14-21
Case Study 3 – OUR CULTURE, LIFESTYLE AND VALUES <ul style="list-style-type: none"><li>• <i>National Identity</i></li></ul>	22-31
Case Study 4 – HEALTH OF INDIVIDUALS AND POPULATIONS <ul style="list-style-type: none"><li>• <i>Effects of Drugs in the Community</i></li></ul>	32-40
Case Study 5 – LIVING AND WORKING TOGETHER <ul style="list-style-type: none"><li>• <i>Human Rights and Freedom</i></li></ul>	41-48
Answers to Activity Questions	49-50
References	51

## ISBN and Copyright

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**DIANA TEIT AKIS**

PRINCIPAL

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## SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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



**UKE KOMBRA, PhD**

Secretary for Education

## INTRODUCTION

Dear Student,

This is the Project of the Grade 8 Personal Development course. In this Project you will look at different case studies based on the 5 Strands that you have covered in this subject.

You have partly touched on these topics. This is an extension of what you have already studied. This project will enable you to examine important aspects about the strands in more detail.

Therefore you will:

- Define different key words
- Discuss certain issues in relation to the various topics as you go along
- Identify and make personal judgments based on certain real life issues as you read the articles.

This project comprises of five case studies. They include;

- |                     |                                                     |
|---------------------|-----------------------------------------------------|
| <b>Case Study 1</b> | <b><i>Relationship</i></b>                          |
| <b>Case Study 2</b> | <b><i>Movements and Physical Activities</i></b>     |
| <b>Case Study 3</b> | <b><i>Our Culture, Lifestyle and Values</i></b>     |
| <b>Case Study 4</b> | <b><i>Health of Individuals and Populations</i></b> |
| <b>Case Study 5</b> | <b><i>Living and Working Together</i></b>           |

Each topic has an activity which you will do after the completion of the topic. Answers to the activities are found at the end of the Project.

We hope you will enjoy this project.

Your teacher

## Case Study 1                      RELATIONSHIP

---

### **Topic**                      **Role Models**

This case study is based on **Roles Models**. In this case study you will focus on what a role model is and look at some potential role models that people look up to for guidance and motivation to achieve their goals and dreams in life.

A **role model** is a person who has the qualities that you would like to have and who affects you in such a way that you want to be a better person. For example, a role model might be a person from your community who lives his or her life in a way that you admire and respect.

Local role models such as these often inspire other people to be like them and can have an important effect on the people around them. A role model can also be someone who is well- known in the country or who is famous in the world. Leaders who do their job well, people who work for the church, musicians, sportsmen and sportswomen can all make an impression on people by examples they show to others.

### **Examples of role models**

- ✓ *People in the local community who demonstrate good leadership qualities*
- ✓ *Sportsmen and sportswomen such as Ryan Pini (swimming), Toea Wisil (athletics), and Dika Toua and Steven Kari (weightlifting).*
- ✓ *Musicians such as George Telek and Demas Saul*
- ✓ *Missionaries and church leaders such as priests and pastors*
- ✓ *Community leaders, national leaders and international leaders such as Dame Carol Kidu, Sir Paulius Matane, Barack Obama, Sir Micheal Somare, Nelson Mandela and many others.*
- ✓ *Business men and women*



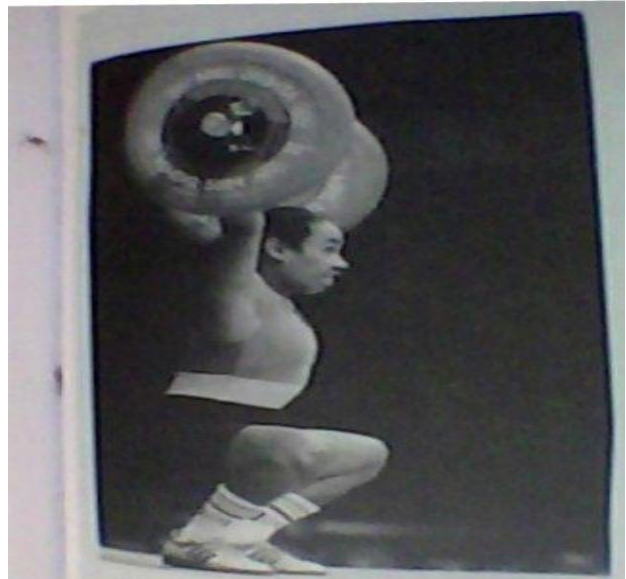
*Journey with me as we discover about some famous people who have made their mark in the history books. Papua New Guinea and other countries. You should understand the importance of having a role model that you can look up to as an example to guide as you grow older.*

## ROLE MODELS

Here are some brief accounts about some of the role models.

### DIKA TOUA

- *She was born on 23<sup>rd</sup> June, 1984. She comes from Hanuabada, National capital District.*
- *She took up weightlifting after going to the gym with her auntie, who was also a weightlifting champion in the 1990s. Her auntie won medals and became a role model for Dika.*
- *In 2000, aged 16, at the Olympic Games in Sydney, she was the first ever woman to lift a weight at the Olympic Games because the sport had just been opened to women.*
- *In 2004 at the Olympic Games in Athens, she carried the flag at the opening ceremony and came sixth in her division.*
- *Later she received an Olympic Solidarity scholarship and trained at the Oceania Weigh lifting Federation Institute in Samoa, run by the famous Australian coach Paul Coffa.*
- *In 2006 she won gold at the Commonwealth Games in Melbourne and was given the award of Member of the British Empire (MBE) and gave birth to her son Paul.*
- *In the 2007 Pacific Games she won gold in the 53 kg class and set a new record.*
- *She was the PNG Sportswoman of the year in 2002, 2003, 2004, 2005, 2006 and 2007.*
- *In 2008 she won the gold medal at the Oceania Weightlifting Championships and came eight overall in her division at the Olympic Games in Beijing, China.*
- *She has been described as a “pocket dynamo” “the Queen of weightlifting” and a “a broad smiling splendor”.*





## GEORGE TELEK

- *He was born in Rulauna, East New Britain, in 1959. He is usually known as Telek.*
- *In the late 1970s he sang with various string bands before joining the band Painim Wok in the 1980s.*
- *In 1986 he met David Birdie from the Australian band Not Drowning Waving and together they recorded the album, Tambaran, which came out in 1990 and was very successful.*
- *In 1997 he recorded his first solo album, Telek, outside PNG. It won an ARIA award as Best World Music Album and was labeled “one of the best world releases this year” by Rolling Stones Magazine.*
- *In 2000 he recorded his second album, Serous Tam, in England.*
- *In 2004 his third international album came out, which is called Amette.*
- *His songs are traditional songs about daily life, songs that the people sing when they pick the bananas or go fishing.*
- *He uses harmonies that are typical of the Tolai people.*
- *He is married to Brigitte and they have seven children.*



## SIR PAULIUS MATANE

- *He was born in Viviran, East New Britain, in 1931.*
- *His wife is Lady Kaludia, also from Viviran.*
- *Their marriage was arranged traditionally and they have been happily married for over fifty years.*
- *They have three children and several grandchildren. They have also adopted children and have helped to bring up other children.*
- *He is a very strong member of the United Church.*
- *He worked as a teacher and public servant for many years and was Director of Education.*
- *After retiring from the Public Service in 1985, he went home and continued to work for the local community.*
- *For many years he wrote for the National newspaper giving advice to younger people based on the experience he has had in his life.*
- *He also gave little talks every week on EMTV that were known as Chit Chats. In these talks he often shared his knowledge of the world and encouraged people in their daily lives.*
- *He has travelled to many countries overseas and used his experience to write more than forty books in simple English.*
- *He has helped many other people to become writers and produce their own books.*
- *He wants Papua New Guineans to learn by reading more books so that they have a better understanding of the world.*
- *He was chosen by the Somare government to be Governor- General. He is one of the elder statesmen of PNG.*
- *He prefers to wear a tailored laplap or sulu rather than trousers.*
- *When Sir Paulius writes an email, at the end he usually writes “ Serving with Love From Government House”*



## BARRACK OBAMA

- *He was born in 1961 in Honolulu, Hawaii, USA.*
- *His father was from Kenya and his mother was a white American. His parents met when they were students at the University of Hawaii but they divorced in 1964.*
- *His father went back to Kenya and saw his son only once before he was killed in a car crash in 1985.*
- *His mother remarried and lived in Indonesia, where he went to school until he was ten years old and learned to speak Bahasa.*
- *He then went to live with his grandparents in Hawaii and graduated from high school in 1979.*
- *After school he went to college for two years and then Columbia University where he studied political science.*
- *He worked for four years in New York and then moved to Chicago where he was Developing Communities Project, a church –based community organization.*
- *In 1988 he went to Harvard Law School in 1991.*
- *He was elected the first African American president of the Harvard Law Review (a famous magazine for people interested in law and justice).*
- *He met Michelle Robinson in 1989 and they got married in 1992.*
- *His mother died of cancer in 1995.*
- *In 1996 he was elected as a Senator in the state of Illinois.*
- *From 1992 to 1994 he was a teacher at the University of Chicago Law School.*
- *In 2005 he was elected as a Senator to the United States of America.*
- *In 2008 Time Magazine chose him as its Person of the Year.*
- *He became the first African American president of the United States in January 2009. At this time he was also trying to stop smoking.*
- *His wife Michelle is also a lawyer and has been a university teacher. They have two daughters, Malia (born 1998) and Sasha (born 2001).*
- *He plays basketball and is very keen on sport.*
- *He is a Christian and also has written several books*



## DR. NAOMI MARTIN

- *She comes from Buka Island, North Solomons Province.*
- *She is the only girl in her family, but seven of her ten brothers died during or soon after the Second World War.*
- *As the only girl it was her position in her Buka island Culture to carry on the family name and carry on her mother's political titles and responsibilities.*
- *She attended primary school in the village and then went to a boarding school to complete Grades 5 and 6.*
- *She attended Asitavi Girls' High School as a boarder and was able to return home only at Christmas. Later she moved to Hutjena High School to be a closer to home.*
- *She enjoyed her high school subjects, especially English and Social Science, but she was not very interested in Mathematics.*
- *After Grade 9, she moved to Goroka Teachers College but later transferred to St Benedict's College at Kaindi in Wewak.*
- *Her family arranged a traditional marriage for her to a man who was teaching at Kaindi. But she decided that this marriage would not work and so married an Australia high school teacher, Vin Martin.*
- *After graduation she started teaching at Kaindi Demonstration School and very soon became the Headmistress at Boikin.*
- *The Education Department was very pleased with her work and she became part of the program to localize positions held by expatriates.*
- *In 1974 she moved to England to study at Oxford University and then became an inspector in Morobe Province. She had a daughter and began studying at the University of Papua New Guinea (UPNG) by correspondence.*
- *The family moved to Port Moresby so she could study better. She was given a university teaching fellowship in 1979.*
- *In 1980 she returned to teach curriculum development at UPNG.*
- *She wanted to study overseas with her husband for her Doctor of Philosophy (PhD) degree, and she became the legal head of the household, the first woman in PNG to be given the status.*
- *She completed her PhD at the University of Alberta, the first PNG woman to do so.*



- *From 1988 to 1988 she taught education at UPNG and then became the Commissioner for Higher Education giving advice to the Minister.*
- *She does not believe that there are “women’s jobs and “men’s jobs” but there are “professional jobs to be done”.*
- *She sets high standards for herself, likes challenges and tries to achieve things that many people believe cannot be achieved by women*
- *She is interested in what is best for society and reaches out to other people and ideas and includes them in her thinking and she does not like to criticize other people.*

**NOW DO ACTIVITY 1 ON THE NEXT PAGE**

## Activity 1

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1. Which person would you choose to be your role model from the readings?

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2. Explain why you chose this person to be your role model.

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3. Choose another famous person whom you would like to be role model. Make a portrait of your role model. Your portrait should include the following:

- A picture of your role model.
- Name of role model.
- Personal details including date of birth, place of birth, home province, nationality.
- Brief educational background.
- Qualities that your role model has that you admire.
- Values that the role model displays in the work they do.
- Use books, magazines, newspapers to get information.

**Your answer to Question 3 can be done on the next page which is blank.**

**NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.**

## Case Study 2

## MOVEMENT AND PHYSICAL ACTIVITIES

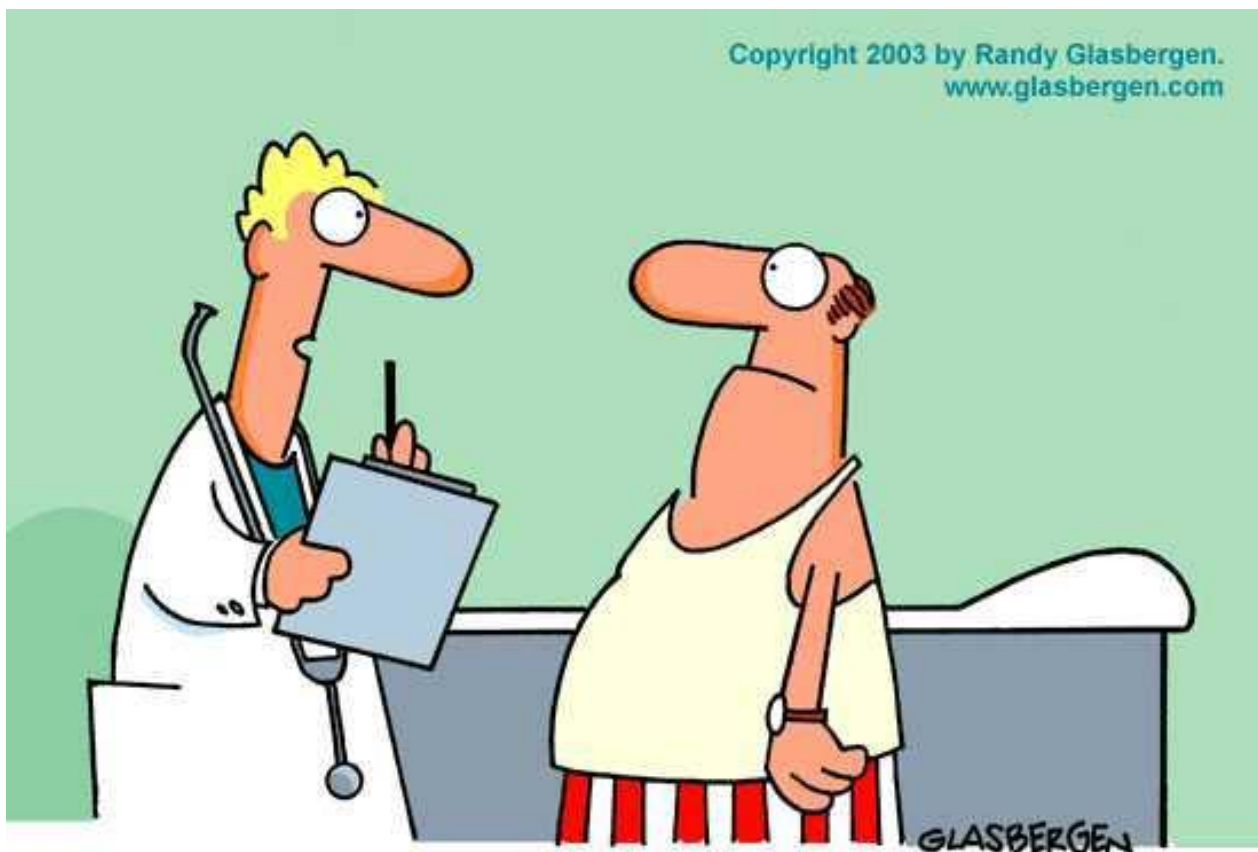
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### *Introduction*

This case study is based on *Personal Fitness and Health*. In this case study you will read about a real life story of an overweight person's journey towards losing weight and the different obstacles he had to face.

### Do You Have Time to Exercise?

Many times people say, "I need to exercise but I do not have enough time in the day." Or, when they do have the time they only have the energy to lie down and watch TV. Whether you are on travel, working late hours or at home dealing with work, family, and other after school events, the schedule may help you get over the hump.



**“What fits your busy schedule better, exercising one hour a day or being dead 24 hours a day?”**

Exercise is anything other than sleeping or sitting. Even when you are on the floor flat on your back or stomach you can exercise the torso with abdominal exercise or back other torso exercises. The push-up is a great “lying down” exercise and an abdominal crunch is just a little bit harder than sleeping. An hour a day is a nice goal to achieve to increase your fitness level and overall health, but even 10-15 minutes is better than nothing and beneficial too.

Even if that exercise is a simple walk before breakfast and after dinner, a 15-20 minute walk at each of these times can significantly help you burn calories that only wind up getting stored as fat. After any meal, a light walk and some calisthenics (gymnastic exercises) will help you to be more energized and ready to do other activities.

### **What is Fitness?**



People often talk about being fit, but it is not always clear what they mean by fitness. Fitness is defined as your ability to complete all that you need and desire to complete in a day without becoming exhausted or tired. When you are fit, you are able to take part in everyday activities without getting tired or you are able to get your breath back quickly after doing hard physical activity. In order to be physically fit, you must exercise regularly.



People who follow a traditional way of life are usually fit because they work in the garden, carry water and firewood and walk a lot. In urban areas people often sit down when they are working, ride in cars and buses to work or school, and use machines like washing machines to make work easier for them.



The modern way of life may be easier but it is not always healthy, and people living in town need to make sure they are physically active in order to remain fit and healthy.

### **Fitness for Health**

Healthy heart and lungs are needed to carry oxygen to the muscles which helps us work and play without getting out of breath or getting tired too quickly. A healthy heart and lungs also help to prevent disease.


There are many activities that help us to be fit. Any activity that makes the heart pump faster and makes us breathe more quickly is healthy activity. Many of these are everyday activities like gardening, cutting grass, sweeping leaves and keeping the house and the community clean. Walking, running and swimming also help to make the heart and lungs work well.




## The Five Phases of Fitness (Psychological)

Below are the five phases we can all go through when starting a new fitness program no matter what fitness level we are.


1. *Make a decision to get healthy...This takes 3-4 seconds but it takes about 2-3 weeks to make a habit - hang in there at least that long...and BUILD GOOD HABITS.*




2. *You doubt yourself. It is absolutely natural to have doubts about what you are undertaking. My advice is to start doubting yourself as quickly as possible and get over it. Realize self-doubt is part of the process...Even SEAL trainees doubt themselves, but those who become SEALs conquer their doubt.*




3. *Conquer Doubt - You can do anything you set your mind to. That is what you just told yourself. This is where the mind and body connect. Use the workouts to be a catalyst in all areas of your life: work, relationships, school, etc...I am a firm believer that exercising your body will give you the stamina and energy to exercise your mind spirit and build better relationships with those around you.*



4. *Associate yourself with fit and healthy people. Now you are fit in mind and body. Your example will inspire others. Be a role model to another heavy person. People will be amazed by your new work ethic and work and play. Eating healthy is now a habit for you too...In fact eating crappy food makes you feel ill slightly.*



5. *Set and conquer a goal for yourself. Whatever you like - run, swim bike weight lift...Challenge yourself to run a 10km, lift 400 lbs. etc.*



## The Father Hoog Story

### Motivation To Change Your Life – From Overweight and lazy to Healthy

*Changing your life and deciding to do something different because you yearn to is something you read about, but I am here to tell you it can happen to you at any time in your life. Most of us all say to ourselves, "One day, I'd like to do that."*

*One day two men met for the first time. One was a 52 year old Catholic priest and the other a 28 year old Navy SEAL Lieutenant. The two could never have foreseen the effect they would have on each other's lives. I personally know firsthand because I am Stew Smith, the Navy SEAL lieutenant.*

*The priest, Father Hoog, who was from St. Mary's in Annapolis, was waiting at his table at the Naval Academy Restaurant. I was stationed at the Naval Academy and in charge of the remedial physical fitness program at the time, so I was accustomed to talking to people about fitness. But never had I undertaken such a project. Father Hoog's goal was to become a Navy Chaplain after almost 25 years as a civilian Catholic priest. I knew this was not going to be easy to accomplish and I figured I would put as much into his program as Father Hoog did.*

*Our first visit was spent getting to know each other and I soon found myself talking about my choice to convert to Catholicism. The first meeting went well as we discovered we both could contribute to each other's lives. We decided that we would meet weekly to exercise and my job was to alter his weekly fitness program to meet the goals specified by the Navy. In turn Father Hoog helped me find faith in the Catholic Church and God. He was always willing to answer my basic questions about Catholicism and faith.*

*Father Hoog had to lose over eighty pounds, be able to do over 40 push-ups, 60 sit-ups and run a mile and a half under 1 hour. The first week, we took a benchmark test to see where he should begin. Father Hoog could walk a mile, but not run at all. Push-ups on his toes, which were the requirement, were non-existent and his weak lower back was preventing him from being able to do sit-ups. His high blood pressure was an issue as well and he was on medication for it.*

*Week one for Father Hoog was a week of walking, stretching, a few knee push-ups and crunches. Every day, I would see Father Hoog walking around the Naval Academy Campus. It was good to see he was determined to start, but would he keep up the vigour? We also realized that he had to watch the sweets, but decided not to start a rigorous diet the same week as an exercise routine.*

*Exercise to a sedentary person is stressful enough; I did not want to add to the stress, so we decided to wait a month or so before we added a strict diet program. We tripled his water intake, for if there is such thing as a magic solution to losing weight it is WATER. He was drinking nearly a gallon a day and barely able to make it through an entire mass without rushing to the rest room. But the water helped flush his system, enabled the body to burn fat as an energy source more efficiently, and kept his body cool during exercise.*

*Within a few weeks, father Hoog showed no signs of weight loss and was getting frustrated. He was building muscle in areas that were inactive before, but he was losing fat at the same time. Father Hoog did not notice the change in body composition by the scale, but he did notice by the tape measure and the tighter notch on his belt.*

*This was pleasing to both of us, but we still had 75 pounds to go. Two months into the fitness program, we decided to start monitoring food intake. I made him write down everything he put into his mouth. This proved to be the area where he needed the most help and the documentation of every piece of candy in between meals helped him realize that. Soon he had given up M&Ms, cookies and other sugary snacks for apples, oranges and other fruits.*

*The water consumption helped out in this area as well, for most people confuse hunger with dehydration. A quart of water during the late morning and afternoon helped curb his appetite for lunch and afternoon snacking. It all made sense to him as I mentioned these tips, but changing dietary habits that are 50 years old is as challenging as beginning an exercise program. But Father Hoog was well on his way physically, so I started to have as much faith as he had determination.*

*This was the month that his doctor reduced the high blood pressure medicine as well. So we were making progress. "You do not get out of shape overnight; you can't expect to get back into shape overnight either." I told him. So with that, he shifted into long term mode, which took off the stress on weigh in days. At the sixth month, we had seen much progress. Father Hoog was now running with me for a few miles, then walking a bit in between. Father Hoog started running by just completing 50 yards at a time then walking 50 yards to catch his breath. We repeated this several time during the run / walk. This workout seemed to help rejuvenate the metabolism and melted nearly fifty pounds of Father Hoog away by Spring.*

*It is not easy losing fifty pounds during the winter months, most people in the Northeast gain weight since it is colder outside and fewer activities available. But Father Hoog was now weighing just 230 pounds, could run the mile and a half in the prescribed time and pass the push-up and sit-ups test. Our calisthenics program had paid off. Hundreds of repetitions of push-ups, crunches, squats and even pull-ups and dips, helped Father Hoog add the strength he needed to pass the Navy Physical Fitness Standards for a fifty year old man. Now it was a battle with just thirty pounds.*

*And of course, Father Hoog's own battle not to just pass the standards with the minimums, but he wanted to ace the standards and receive the highest score possible for his age group. This appealed to the Navy SEAL in me naturally; I always disregarded the minimum scores and only saw the maximums as goals. I was amazed! He was still determined to keep on pressing. Accomplishing the physical fitness testing goals were a big relief for us both, but we had no idea how hard the next thirty pounds would be.*

*It was about Easter time now, eight months into Father Hoog's mission of becoming a Navy Chaplain and my mission of becoming Catholic. All along, Father Hoog helped straighten out the Catholics churches views on many controversial topics as well as explain the basics. I was able to do my first Confession with Father Hoog during the Easter week services and I soon was Catholic. My wife and I took the RCIA classes*

*together, but she was born Catholic. It was good for both of us, especially since I surprised her one day almost a year earlier with the announcement I wanted to become Catholic.*

*The ninth month was depressing. It was the third month in a row on little or no weight loss. Father Hoog only lost five pounds in three months. With twenty five pounds to go, we had to change something to stimulate more weight loss. Father Hoog was stuck on a plateau, so I pushed him off with a course of weight training, more running, swimming and biking.*

*This was the boost Father Hoog needed. Not only did these add challenges to his physical fitness program, it changed to tone of the workouts as well. The workouts were not easier, just different. The change in pace seemed to work. After another two months, we were back on the road to losing weight steadily. Only fifteen more pounds to go.*

*Now Father Hoog's running had skyrocketed to as many as ten miles nonstop. He could do ten pull-ups, over 60 push-ups and 75 sit-ups. Father Hoog well surpassed the maximum scores for his age group. He was now chasing the age group of Navy men ten years younger than him.*

*Then the day came! The day we stepped on the scales and he had lost all the weight he needed to lose. The scales tipped at a "lean, mean, preaching machine" of 200 pounds. We jumped, we hugged, and we cried and thanked God. It was a moment I will never forget; in fact it has changed my life in many ways.*

*Two months later, the Navy came to St. Mary's in Annapolis. The church held a ceremony for Father Hoog and I was the Naval Officer who got to swear Father Hoog into the Naval Chaplain Corp. This was an especially happy month for me. My wife gave birth to a beautiful baby girl, Mary Elizabeth. Father Hoog was one of the first guests we had that day and Mary received her first blessing. Once again, Father Hoog impressed upon me that faith and love were as much a part of his life as hard nose determination. The Navy needed a man like Father Hoog and now has him. I was addicted - addicted to that feeling of helping people reach their personal goals. I am now out of the Navy and started a fitness consultant business as well as freelance writing. I now have four fitness books published in the past three years. All of which are using the same principles that I used with Father Hoog.*

*In fact, my most recent book was dedicated to Father Hoog - Maximum Fitness. It features a 52 week workout program, nutritional chapter as well as hundreds of pictures to show beginners how to do the exercises properly. I also write a weekly fitness column for Military.com and have my own website - [www.StewSmith.com](http://www.StewSmith.com), which is dedicated to helping people reach their fitness goals. Want a new beginning?*

**NOW DO ACTIVITY 2 ON THE NEXT PAGE**

## Activity 2

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1. What is Fitness?

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2. List some physical fitness activities or exercises.

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3. How is fitness related to health?

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4. Imagine you have an overweight relative that lives with you. What can you do to help him or her keep fit?

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**NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.**

**Case Study 3****OUR CULTURE, LIFESTYLE AND VALUES**

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***Introduction***

This case study is based on ***National Identity***. Special events like Independence promotes national identity. Leaders and people who perform different arts or dances, to show the country's unique cultural and natural diversity, and continuing traditions.

As you have learnt in your lessons, Papua New Guinea is a country with many different kinds of people and languages, cultures and traditions. Many of these differences developed because people were separated by high mountains and valleys, big rivers, swamps and the sea.

In the culture of Papua New Guinea, traditions and customs are still strong and are an important part of our way of life, especially for the people living in rural areas. In many countries the traditions have been lost, so when visitors come to Papua New Guinea, they enjoy being able to see the traditional culture of the people in different areas.

However, although there are differences between our people, we still have a lot in common and have a strong sense of identity as Papua New Guineans. This means that our people understand that we all belong to one country and feel proud because we are special.

In this case study you will briefly look at few symbols of national identity that give us a sense of identity and pride as Papua New Guineans. You will also read about how and why some cultural artifacts were removed from the Parliament Haus, one of our national symbols of identity, and how it became an issue in the country.



*Journey with me as we read and discover about the symbols of national identity that give us a sense of identity and pride as Papua New Guineans.*

**Papua New Guinea – One Country, One Nation, One People!**

### The National Flag

The National Flag is one of the symbols that is used to show our national identity. The flag is a rectangle divided diagonally from the top left corner to the bottom right. The upper triangle is red with a yellow bird of paradise. This represents Papua New Guinea becoming a country. The lower triangle is black with five white stars representing the Southern Cross, which symbolizes the country's close relations with other South Pacific countries.



The National Flag of Papua New Guinea

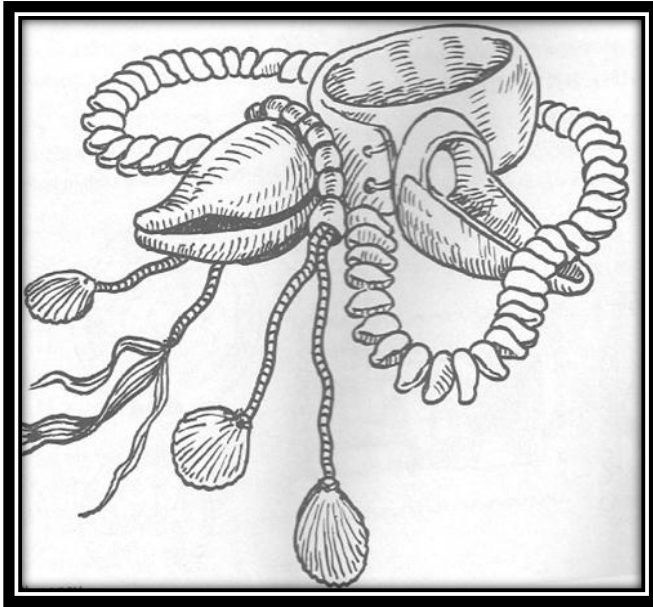
### The National Emblem

The National Emblem shows a kundu drum and spear together with a bird of paradise with its wings outstretched. These three things are found in many parts of the country. The emblem can only be used for official purposes. It is found on the cover of the Papua New Guinean passport and it is also used on the letterhead for all government.



The National Emblem

### The National Currency

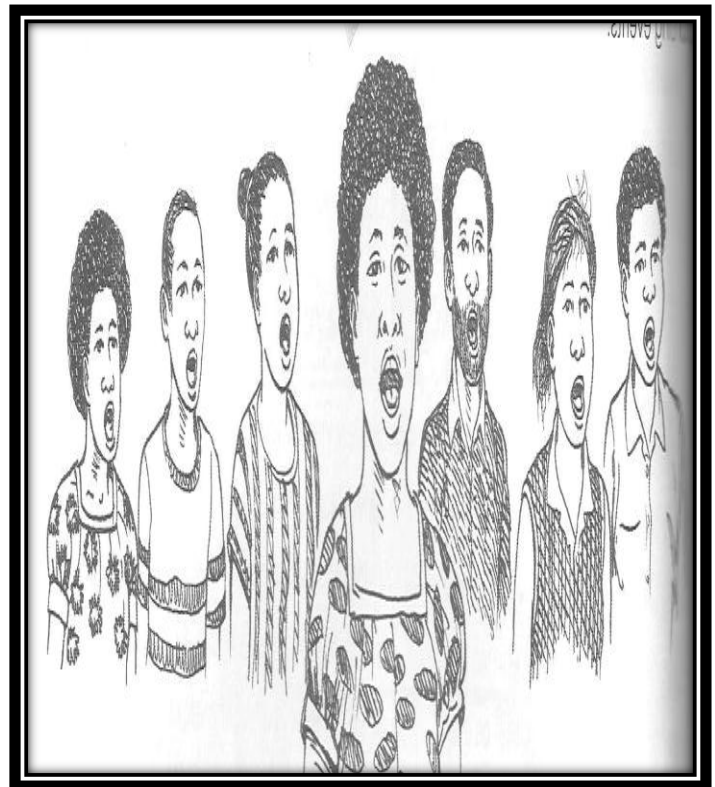


The national currency, kina and toea, are named after two types of traditional shell money. These are also items of traditional exchange. Traditionally, the kina shell is worn around the neck and toea shells on the arms. Before paper and coins were introduced as permanent forms of money, people used a variety of other objects to serve as money for trading goods. An example of an early form of money was the dogs' teeth.

### The National Anthem

In Papua New Guinea we also show the way we feel about being Papua New Guineans by singing the national song on important occasions or in sports events. The national song reflects a commitment to Christianity its references to the Lord God Almighty.

During important occasions Papua New Guineans will join together to celebrate the events with the national song being sung every time. The national song was written by a bandmaster of the Royal Papua New Guinea Constabulary Band in the 1980's.

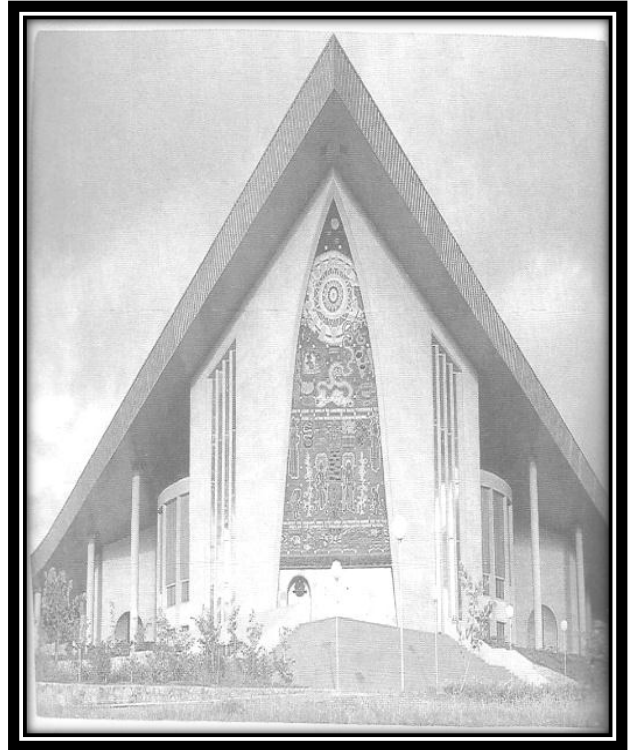




## Parliament Haus

Parliament Haus includes building styles from different parts of Papua New Guinea and also includes carvings and paintings from different provinces. The main building (Block A) is designed in the style of a Sepik Haus Tambaran, and Block is designed in the style of a Highlands round house. Other symbols that are used in and around the building include:

- The water around the building represents the importance of the sea to PNG.
- Nineteen ancestral marks, one from each province carved in kwila above the entrance of the Grand Hall
- The garamut drum used to call people together, carved in the front of the Speaker's desk as a symbol of the work of the Speaker.



The Parliament Haus



## PNG Speaker clarifies Parliament Restoration and Unity Project

*The Speaker of the PNG Parliament Theo Zurenuoc has issued a stirring defence of his Restoration, Reformation and Modernisation of Parliament project firmly stating that it is necessary to develop and achieve national unity and identity.*

*Despite the criticisms and controversies that have surrounded his actions in removing two pieces of traditional artefacts from the national Parliament and seeking to replace them with a unifying Christian symbol – Zurenuoc remains undeterred.*

*He has also dismissed the furore over the removal of traditional artefacts saying the two items - the Totem Pole and Lintel - were divisive in itself, depicting indecent carved images that did not represent all of Papua New Guinea – and needed to be replaced by a symbol that unites the whole country.*

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*and Lintel - were divisive in itself, depicting indecent carved images that did not represent all of Papua New Guinea – and needed to be replaced by a symbol that unites the whole country.*

*The Speaker further contends that the reaction to the removal of the artefacts is a sideshow that is deviating from the main purpose of a bigger vision to restore integrity and respect to Parliament, and build national unity and identity.*

*“When I was elected as Speaker of the 9th National Parliament in August 2012, I committed myself to restore the integrity and return the respect of our people to our national Parliament,” says Zurenuoc.*

*“As I contemplated the restoration of Parliament, I foresaw that the vision to restore the standard of Parliament would extend beyond the chamber and precincts of Parliament. This vision would link to the national Government’s effort to restore and reform our nation.”*

*“I sensed that this vision would have a powerful effect to aid the transformation of PNG into a God fearing, modern and prosperous nation as envisaged by the Vision 2050. That national transformation would be realized in the restoration and reformation exercise of Parliament.” Zurenuoc admits it has been a great challenge.*

*“We continue to clean up the filth, and remove the decay that exists in the attitudes of people working for our Parliament,” he says.*

*“We have been reviewing the infrastructure – both the systems and the physical assets. We have been working to restore this House by upgrading, modernizing and strengthening the support systems and restructuring the organizational units.”*

*“We will be reforming relevant legislations that will make the Parliament chamber function much better in the future.”*

## Not an Act against Culture



*The House Committee and Speaker's initiatives have attracted both support and opposition.*

*Zurenuoc says the criticism has been based on lack of information and misunderstanding about their intentions.*

*"You may have been informed to believe that all our arts and cultural items adorning our House will be removed and destroyed but I assure you that it is not true," he says. He says the artefacts removed has been confined to two items – the Mask Lintels at the main entrance of Parliament and a Totem Pole in the Grand Hall.*

*"Our effort was not an act against our culture. It is not my intention to destroy our culture and our unique individual heritage at all. The House Committee was very explicit in removing the two specific sets of objects to make way for other objects of greater national significance."*

*"Let me also state that our action was not intended to discriminate, demean and or insult any or one section of our people. To do so would go against our purpose to promote national unity. Our action was part of a national project that was based on careful deliberation and sound judgment by the House Committee."*

*Critics have maintained that the Speaker and the House Committee's actions are illegal and is a destruction of cultural properties. Zurenuoc says the two artefacts are not cultural properties.*

*"The Totem Pole and the Lintels are not cultural properties. They are plain cultural artefacts depicting indecent carved images portraying part of a culture that is offensive, obscene and inappropriate for the parliament.*

*These items are not either "declared cultural property" or "proclaimed cultural property" by the Head of State."*

*"Further they are not duly registered under the auspices of the National Cultural (Property) Preservation Act 1965; for them to be recognized and protected as such."*

*According to the Speaker - a "national cultural property" means any property, movable or immovable that is of particular importance to the cultural heritage of the country that is declared to be national cultural property under Section 4 of the Cultural Property (Preservation) Act 1965. It may include artefacts as well as other items. "Since they were not registered cultural properties; I formally requested the head of the appropriate government agency to come remove these items for preservation and safe keeping at the*

*appropriate place- National Museum & Art Gallery. However, the request was turned down, so the will of the House Committee proceeded."*

*"In the Preamble to the Constitution; we committed ourselves to guard and pass on to those who come after us our "noble customs" and the "Christian principles" that are ours now. Like the bold statement in the Preamble, the same sentiments are expressed elsewhere calling for the recognition of only the noble traditions and cultures.*

*This is further articulated by the provisions of the Customs Recognition Act and the Constitution, which calls for the adoption, and recognition of a custom only to the extent that they are NOT inconsistent with the constitutional laws or statutes or repugnant to the general principles of humanity."*

*"Against this backdrop, the House Committee was of the view that any culture that encourages the depiction of naked images (indecent exposure) in any form was not a noble culture.*

*Hence, it was decided that the carved images of naked men and woman placed at the National Parliament was inappropriate. It is repugnant to the generally accepted norms and principles and so it must be removed from Parliament and handed over to the appropriate authorities."*



Zurenuoc is also adamant that the House Committee and he as Speaker acted within their powers in removing the items.

*“The Speaker is the constitutionally mandated head of the*

*house charged with the power to oversee the administration of parliament and the House Committee is the extension of parliament responsible for advising the Speaker on all matters concerning the House,” he says.*

*Zurenuoc points out that in addition to certain executive functions given to the Speaker, the Speaker is formally vested with the responsibility for administering the affairs of the National Parliament, and with the direction and control of an independent Parliamentary Service.*

*He says the above proposition was factored in the Constitution particularly section 108 (Functions of the Speaker and Deputy Speaker) which provides that: “The Speaker is responsible...for upholding the dignity of the Parliament, maintaining order in it, regulating its proceedings and administering its affairs, and for controlling the precincts of the Parliament as defined by or under an Act of the Parliament.”*

*“Therefore, as the mandated leader responsible for the parliament and acting with the advice of the House Committee, I exercised those powers bestowed in me as the Speaker of the 9th Parliament (with the advice of the House Committee) in commissioning the Unity Project that saw the pulling down of two items that were considered to be out of place and time,” says Zurenuoc.*

*“So the move to remove the totem poles and lintels is legitimate, well founded and in order. There were no cultural properties damaged and there were no laws breached in the process. It is a legitimate act by the Speaker and the Permanent Parliamentary Committee responsible for the upkeep and daily administration of parliament.*

## Building national unity and identity

*The Speaker is also pursuing the idea of Parliament as a unifying institution noting that it is the greatest assembly of the peoples of PNG.*

*“It is a unique place where 7 million people from a thousand tribes/nations who are divided by over 800 different languages in rugged mountain terrains and valleys, remote islands and far flung atolls come together through 111 representatives to become one people and one nation,” Zurenuoc says.*

*He adds that apart from the Constitution – Parliament and its physical infrastructure is in itself the only physical monument of PNG’s national unity – and this unity needs to be founded on ideals.*

*“How would you mould 1000 tribes into a single nation? What will be the basis to unite this nation – the common ideal?” Zurenuoc asks.*

*Zurenuoc answers his own question: “The Christian Faith.”*

*“We naturally arrived at this because not a single Member of Parliament would deny that we, as an independent nation state, upon proclaiming independence declared and adopted Christian principles to be the guiding principles together with those of our ancestors noble traditions.”*

*Zurenuoc then goes on to list the various aspects that he says cements Christianity as the Faith and ideological foundation of national unity: The Constitution acknowledges it in the preamble; the National Anthem acknowledges God; The Lord’s Prayer is recited before any official business; Officials swear on the Bible for the Oath of Office; Grace is said before every meal; and PNG children are encouraged to learn to pray and pay reverence to the God of the Christian Faith.*

*“Papua New Guinea is a member of the global village as a result of advancement in technology and opening up our country to foreign interests. Consequently, we are now open to the varying and diverse social, political, economic, technological and religious forces that have the potential to negatively influence or even destroy the unity and ideological foundations and moral fabrics of our society,” says Zurenuoc.*

*“In the midst of all the varying forces at play, this nation faces a real threat of disintegration. We know that PNG comprises 1,000 nations in one nation. The natural divisions are obvious. The risk for disintegration is real. Unless we as a nation identify and quickly embrace a common ideology that can form the basis upon which our people can come together, find commonality and embrace one another for our common good we are threatened by the forces of greed, disunity and poverty.”*

<p><i>“We have resolved to promote the Christian faith as the ideology from which we must firmly establish our moral and ethical values. We have done this based on extensive research and having satisfied ourselves of the various beliefs and ideals on offer.</i></p> <p><i>These include naturalism, rationalism and postmodernism, being the chief competing ideologies. We have established that theism, which anchors our Christian faith, is the best we have on earth in which to establish our national unity and identity foundation.”</i></p> <p><i>“The House Committee noted that the Mask Lintels and the Totem Pole have been featured prominently in the architecture of the Parliament Building for many years. Although they were intricately carved and form part of this iconic infrastructure, they seem to carry offensive and inappropriate messages.</i></p> <p><i>They also occupied prominent positions at the main entrance and in the grand hall, which are the most strategic places</i></p>	<p><i>where we could put a symbol conveying the message of our national ideal, national identity and unity. Therefore, the Committee resolved that they be replaced with a more relevant and meaningful object that conveys the right message.”</i></p> <p><i>“It is the intention of the Committee to give prominence to the Christian faith, as the accepted ideal upon which the guaranteed and strongest unity of these diversified people will rest into the future.</i></p> <p><i>We intended to utilize the monumental building infrastructure of Parliament to promote the ideal to the Nation and give this Nation its true identity as a Christian Nation.”</i></p> <p><i>“In place of the Mask Lintel we intend to place a meaningful and relevant text from the Bible and in place of the Totem Pole a new monument will be built on a foundation of stone representing the infinite and eternal Word of the Living God.</i></p>	<p><i>On the column leading to the top – we will be inscribe the word – ‘unity’ in all the 800 plus language of our diversified nation. It will feature an eternal flame at the top representing the eternal presence and direction of the Holy Spirit of God over the nation of PNG.”</i></p> <p><b><u>Defining Moment</u></b></p> <p><i>According to Zurenuoc – they want to build on an ideology that most, if not all Papua New Guineans can subscribe to as PNG has reached a defining moment in its history.</i></p> <p><i>He also expresses doubt about whether the diverse customs, tradition, cultures and ideals of the past can hold the country together in the future.</i></p> <p><i>“That is why we have opted for the ideals of the Christian faith from which we can truly unite our people and draw the virtues of integrity in order to manage our national affairs,” he says. “We want to inform the world from Parliament that we are a Christian Nation.”</i></p>
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**NOW DO ACTIVITY 3 ON THE NEXT PAGE**

### Activity 3

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1. Define;

(a) National Identity

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(b) Symbols

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2. Briefly explain;

(a) The symbols on the National Flag

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(b) The symbols on the National Emblem

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(c) The National Currency

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3. What does the National Anthem reflect?

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**NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.**

## Case Study 4 HEALTH OF INDIVIDUALS AND POPULATIONS

### Introduction

This case study is based on *Effects of Drugs in the Community*.

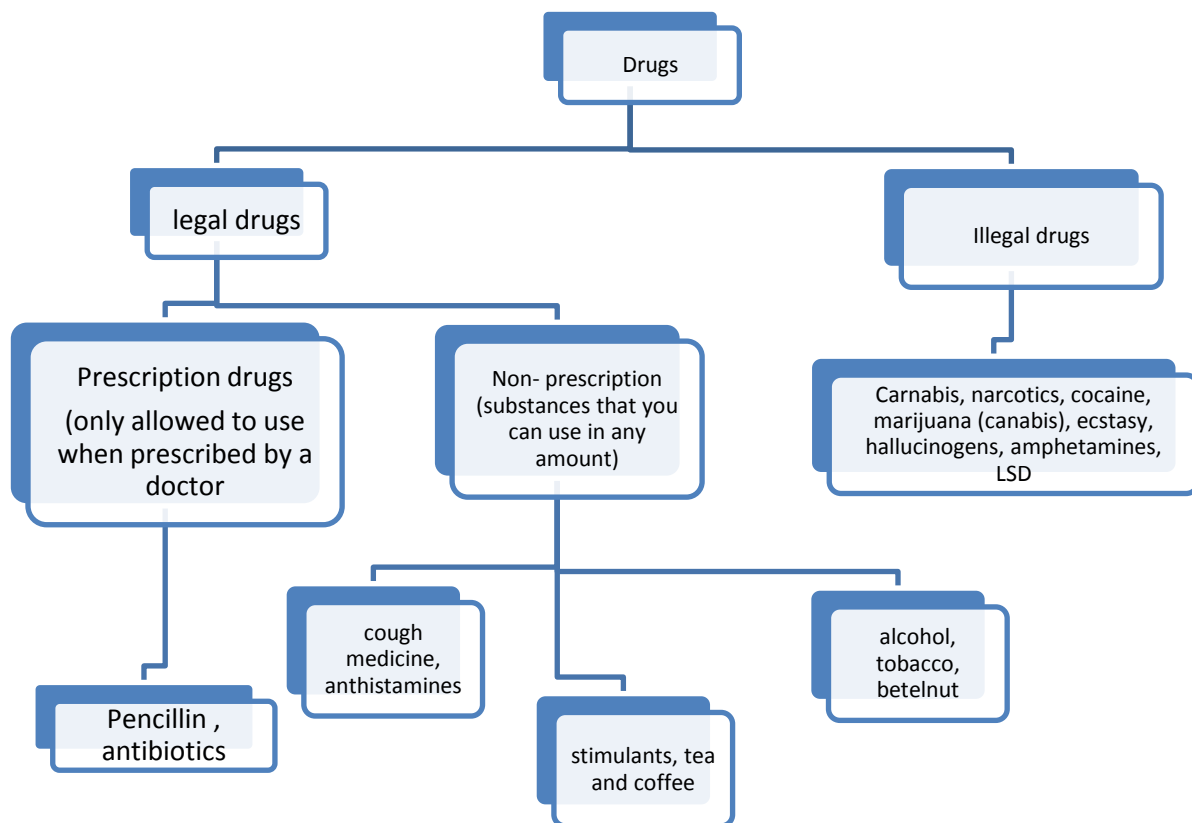
**Drugs** are chemical substances that changes the physical, mental or emotional state of the body. A drug may enter your body when it is:

- inhaled- some asthma medications, another person's cigarette smoke, sniffing
- ingested-capsules, tablets, alcoholic drinks,
- injected- some medications, some illegal drugs

### Legal drugs and illegal drugs

Drugs can be placed into different groups according to their function or legal status.

Legal drugs are readily available from chemists, hospitals, supermarkets or liquor stores. People can only legally use some drugs, such as alcohol and tobacco, if they are over a certain age. Just because a drug is legal, does not mean that the drugs is free from danger. Alcohol and tobacco are linked to the greatest number of drugs- related death.



Illegal drugs are not available in shops. As the name suggests, the manufacture, sale, possession or use of these drugs is illegal and may carry penalties ranging from fines to imprisonment. The government has imposed strict controls over these drugs because they are considered to have harmful effects.

### Drugs classified by function

Drugs have a wide range of effects on the human body. The three major categories are categories: stimulants, depressants, hallucinogens. They are categorized in this way because of the specific effects they have on human body.

Group	Effects	Examples
Stimulants	Speed up the activity of chemicals in the brain  <i>Symptoms:</i> disorientation, distraction, talk very fast and not make sense	Caffeine, cocaine, nicotine, ecstasy, amphetamines
Depressants	Slow down the activity in parts of the brain and nervous systems  <i>Symptoms</i> confusion, loss of concentration, poor judgment and memory and perception problems	Alcohol, cannabis, analgesics, tranquillizers, methadone, codeine, morphine, heroin
Hallucinogens	Hallucinate or alter your perception of what is happening around you, for example you may see visions or hear voices  <i>Symptoms:</i> worried feeling, depression panic, paranoia or long term mental disturbance may result in serious accidents and death	LSD, psilocybin (magic mushrooms), PCP, mescaline and high doses of cannabis and ecstasy

Drugs are taken for various purposes and to bring about a variety of responses:

- To prevent illness
- To cure diseases
- To feel better
- To improve your sporting performances
- To escape reality
- To cover up poor communication skills to gain confidence
- To join the peer group
- To satisfy curiosity
- To escape boredom, loneliness, poverty of insecurity
- Because advertisers tell them to
- Because their mums and dads take drugs
- Because they want attention from people around them.



## Medicinal and Recreational Drugs

Legal drugs can be divided into the following groups:

- Medicinal drugs
  - ✓ Medicinal over-the counter drugs can be purchased at a chemist supermarket or shops. They include aspirin, and cold and flu medications
  - ✓ Medicinal prescription drugs are only available if prescribed by a doctor. They include antibiotics and sedatives
- Recreational or social drugs are non-medical and are often used in social settings. They include alcohol and tobacco
- Ingredients of food or drink such as caffeine, a stimulant found in coffee and chocolate.

### Medicinal drugs

Medicines are legal drugs that a health worker can give you if you are sick. There are many different medicines for treating illness. Medicines can be in the form of pills, injections, liquids or creams. Some are stronger and you need a prescription from a doctor or health worker. Examples of prescription drugs are antibiotics, strong pain killers, vaccines and tranquillizers are used for serious accidents or injuries. Other medicines are called over-the counter drugs because anyone can buy them across the counter in the store without a prescription. Over-the counter medicines such as flu remedies, aspirin, paracetamol, laxatives and painkillers help relieve aches and pains.

### Recreational Drugs

People take recreational drugs because they find their effect more pleasurable. Various drugs have different effects on the brain. The most common recreational drugs are alcohol, cocaine and betel nuts (buai). Although these drugs are legally available, this does not mean they are safe. Their use and misuse can cause disease and death to many thousands of people each year.

Alcohol slows down the activity in the central nervous system, including the brain. Some immediate effects include:

- Judgment, thinking, mood, and memory
- Reduced concentration
- Dehydration and increased urination
- Vomiting
- Nausea and headache when recovering

Long term effects of alcohol can include:

- Cirrhosis of the liver
- Brain damage
- Sexual dysfunction
- Depression
- Memory loss
- Long term health effects of injuries and illness incurred from actions while under influence of alcohol (e.g. STI, road and traffic related injuries, falls, etc.)

Tobacco is the drug that causes most number of deaths. It takes only few seconds for the body to be affected by cigarette smoke. Nicotine a chemical in tobacco is rapidly absorbed into the bloodstream and reaches the brain within seven seconds of inhalation in cigarettes. Nicotine remains in the body for 8-12 hours. The effects of chemicals in tobacco smoke include:

- Hair, clothes, and breath smells of stale smoke
- Teeth and fingers go yellow
- Skin looks unhealthy and grey
- Sense of smell and taste are affected
- Dizziness and nausea
- Increase in heart rate and blood pressure
- A reduction in the amount of oxygen delivered to tissues
- Reduction in the amount of urine produce by kidneys

### **Betel nuts**

The nut of the betel or Areca catechu tree contains arecollin, which is a mild central nervous system stimulant. The betelnut is chewed in the Pacific Ocean, India, Thailand and Indonesia, and other Asian countries. Traditionally, people chewed betel nuts at celebrations. Chewing betelnut can produce:

- A relaxed and happy feeling
- Unpleasant feelings, including dizziness, sweating, weakness of the limbs
- Loss of appetite
- Diarrhea, if chewed on an empty stomach
- Red staining of mouth, gums and teeth
- Mouth and throat cancer, if chewed with lime.

Chewing betelnut can be additive. Using lime with a stick to one side of the mouth may cause irritation or burning of the tongue and mouth tissue overtime. The lime can eat away the gums and the skin causing mouth and throat cancer.

### **Cannabis**

The use of illegal drugs such as cannabis has become increasingly common at parties and dances.

Cannabis is a depressant although in large doses it can also have a mild hallucinogenic effect. Cannabis comes in three main forms: marijuana (dried leaves and flowers from a plant); hashish (resin); and hash oil (a thick oily liquid extracted from the resin). When smoked, cannabis has almost twice as much tar as cigarette. Cannabis is also known as pot, joint, reefer, weed, hash, mull, grass and dope.



**Heart attack** is a blockage of the blood vessel in the heart that affects the hearts ability to work normally.

The table below shows the immediate and long term effects of Cannabis

	Immediate effects	Long term effects
Small dose	Feeling unusually well and happy	Increased risk of bronchitis, lung cancer and respiratory disease
	Increased appetite and heart rate	Change in motivation, loss of energy
	Loss of inhibitions and concentration	Decreased concentration , memory and learning abilities
	Reddened eyes	
	Focus on one particular thing, ignoring everything else- overall reduction in concentration	
Large dose	Confusion, hallucination	Lowered sperm count
	Detachment from reality	Reduced sex drive
	Anxiety or panic, feelings of excitement	Irregular menstrual cycle
	Paranoia, vomiting	Psychotic behavior

**Now let us look at a study carried out on cannabis smoking in PNG by**  
*Benjamin Thomas, a researcher attached to*  
*Queensland Alcohol and Drug Research and Education Centre, University of*  
*Queensland, Brisbane, Australia*

## Cannabis in Papua New Guinea

BENJAMIN THOMAS

Queensland Alcohol and Drug Research and Education Centre, University of  
Queensland, Brisbane, Australia

### SUMMARY

*Cannabis is the most commonly used illicit drug in Papua New Guinea (PNG). Data on the epidemiology and history of cannabis in PNG are presented. The adverse health consequences of cannabis smoking and treatment options for cannabis dependence are discussed. It is recommended that a range of strategies are urgently required in PNG to prevent adverse physical and mental health consequences associated with cannabis smoking.*

#### **Introduction**

*It was once suggested "...drugs as a problem are almost non-existent in PNG [Papua New Guinea]". However, an International Narcotics Control Board (INCB) fact-finding mission to PNG in 1995 found that "...cannabis abuse had been increasing and had already reached a significant level". As a result, the INCB invited the government of PNG to evaluate the extent of cannabis use and to allocate the necessary resources to drug control activities.*

#### **Epidemiology**

*In 1998, the National Narcotics Bureau of PNG conducted a national survey to assess the current drug situation in PNG. Interviews were conducted systematically with key informants in five provinces. More than half (56%) of the key informants interviewed in this survey had used cannabis in the last 12 months. Data from various sources including key informant interviews indicate that the majority of cannabis users are young men aged between 15 and 20 years.*

*The use of cannabis has risen significantly in PNG in recent years. In 1999, the INCB reported that the "...level of cannabis abuse is quite high". The popularity of cannabis in PNG is "...significantly influenced by its fairly easy availability". In 2000, the United States National Institute on Drug Abuse (NIDA) reported endemic levels of cannabis use in PNG. Cannabis is now the illicit drug of greatest concern in PNG. High quality cannabis is cultivated in PNG and is frequently imported into Australia. Cannabis is the most commonly used illicit drug in Australia.*

#### **History**

*Cannabis was introduced into PNG by Australians after World War 2. Cannabis now grows wild in*

*many areas of PNG. The fertile soils and high altitude of the PNG highlands are very suitable growing conditions for cannabis. A potent strain of cannabis known as '**Niugini Gold**' is cultivated in PNG. This strain of cannabis can be identified by its red stem, compact golden-yellow inflorescences ('buds') up to 15 cm long and a characteristic pungent smell. The term 'Niugini Gold' refers exclusively to the inflorescences of female cannabis plants that are harvested before they are fertilized and produce seeds. 'Niugini Gold' is without seeds and is similar to cannabis preparations known as 'sinsemilla'.*

*It is reported by the United Nations Office on Drugs and Crime (UNODC) that cannabis smoking in PNG is associated with "...violence and other criminal behaviours". Cannabis-related violence and crime in PNG is due to cultural aspects and expectancy outcomes.*

*Research conducted among cannabis smokers in the United States in the early 1970s indicated, however, that the "...loss of control to the point of antisocial actions" was rare after smoking cannabis.*

*In PNG, young men known as 'rascals' have reported that they smoke cannabis to become "...wild". The supply and use of cannabis in PNG has the potential for the "...promotion of **communal violence**" that is defined as "...activities that are directed to promoting violence between different groups of persons in the... community so as to endanger the peace, order or good government".*

*Cannabis-related violence and crime in PNG is an "activity prejudicial to security". It is recommended that strategic responses to the cultivation, use and trafficking of cannabis in PNG should focus on refining risk management processes.*

### **Cannabis smoking in PNG**

*Cannabis smokers in Papua New Guinea are an especially 'hidden population' and very little is known because of the difficulty of penetrating their social networks.*

*Ethno pharmacological research was conducted among young men who smoked cannabis in the suburbs of Boroko and Konedobu in Port Moresby, National Capital District. In Port Moresby, cannabis is smoked by young men in hand-rolled cigarettes known as a 'roll'. These cigarettes are made using commercially available cigarette rolling paper purchased from trade stores or supermarkets.*

*A 'roll' usually contains less than one gram of dried cannabis. 'Rolls' are sold for up to 60 toea in Port Moresby. Newspaper is also used for rolling cannabis cigarettes in Port Moresby. Cannabis cigarettes rolled in newspaper are similar to stick cigarettes like Spear™, Medal™ and Mutrus™ that are popular in Papua New Guinea. The use of pipes or water-pipes to smoke cannabis was not observed among young men in Port Moresby. In rural areas, tobacco pipes manufactured from bamboo tubes are sometimes used for smoking cannabis.*

*Physiological effects reported by young men after smoking cannabis included increased pulse rate, reduced blood pressure, dry mouth and redness of the eyes, and psychological effects were characterized by a heavy 'stoning' effect or 'spak' in Tok Pisin. More research on cannabis smoking among young women in the suburbs of Port Moresby, National Capital District, should be conducted because research from Australia demonstrates that there are significant differences between patterns of cannabis smoking among young males and young females.*

### **Adverse health consequences**

*The use of cannabis is associated with adverse health consequences. There is evidence from clinical studies that the use of cannabis can lead to;*

#### **HEALTH CONSEQUENCES OF CANNABIS SMOKING**

- Adverse psychological effects
- Motor vehicle accidents
- Cannabis dependence
- Respiratory disease
- Precipitation and exacerbation of schizophrenia in vulnerable individuals
- Low-birth weight babies
- Cognitive impairment

### **Treatment options**

*There is limited experience in Papua New Guinea on treatment options for cannabis dependence. The most appropriate strategy to assist cannabis users to resolve their ambivalence about their cannabis use is a brief psychosocial intervention.*

*Psychosocial support and counselling are the only known interventions for the clinical management of cannabis users because there are no known pharmacological interventions for cannabis use.*

*Counselling based on **cognitive-behaviour theory** (CBT) can assist cannabis users to change their drug-using behaviour.*

*Cannabis use can be explained by CBT as a dysfunctional, learned behaviour that is a maladaptive means of coping with problems or meeting certain needs that can be changed using the same interventions for behaviour modification employed for changing other learned behaviours.*

*Supportive counselling based on CBT can relieve the anxiety, irritability and short temper reported by cannabis users when they stop using the drug. This CBT counselling may be helpful to maintain abstinence among cannabis users. CBT-based counselling can encourage cannabis users to learn new techniques for relaxation based on new leisure and recreational skills without relying on cannabis. Other cognitive behavioural therapies have also shown promising results in interventions with cannabis users for the treatment of cannabis dependence.*

### **Discussion and Conclusion**

*Cases of cannabis-related psychosis are reported in Papua New Guinea by the United Nations International Drug Control Programme (UNIDCP). There is epidemiological evidence for a correlation between cannabis use and psychiatric disorders including affective disorder, anxiety disorder and psychosis. These mental health problems related to cannabis use are characterized by a malignant pattern of comorbidity with the potential to cause negative outcomes.*

*The development of a range of strategies for the prevention of these negative outcomes related to cannabis use in Papua New Guinea is urgently required.*

**NOW DO ACTIVITY 4 ON THE NEXT PAGE**

**Activity 4**

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**Answer the questions below by writing your answers on the space provided.**

**True or False**

1. Write true or false beside each statement.

- a. Betel nut contains arecollin, which is a mild central nervous system stimulant.

Answer: \_\_\_\_\_

- b. Marijuana is a type of cannabis.

Answer: \_\_\_\_\_

- c. Alcohol makes the activity in the central nervous system work faster.

Answer: \_\_\_\_\_

- d. It takes two hours for the body to be affected by nicotine in the cigarette smoke

Answer: \_\_\_\_\_

- e. Chewing betelnut can be addictive.

Answer: \_\_\_\_\_

2. What is the difference between a medicinal drug and a recreational drug?

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**NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.**

## Case Study 5

## LIVING AND WORKING TOGETHER

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### Introduction

This case study is based on *Human Rights and Freedom*.

In this case study you will learn that carry human beings have rights and freedom that should be respect. We expect to have these rights for ourselves. We also need to let other people have their rights and freedoms too.

**Rights** are the things that you expect to be met by others based on respect.

During the Second World War, which lasted from 1939 to 1945, many countries were fighting. After the second world war the United Nations Organization decided to lay the foundation for a more peaceful world. The member nations wrote down a list of human rights and freedoms that is now known as the Universal Declaration of Human Rights ( UN, 1948).

Examples of Your Basic Rights are;

- Freedom of expression and speech – to talk freely using different media and to give our own ideas on any topic, such as religion or politics. People should be able to speak any language they choose.
- The right to vote for leaders – to choose the person we think is the best for the position without being forced or influenced by anyone else.
- Freedom of movement and assembly – to move from place to place freely.
- Freedom from discrimination – no one should treat people unfairly because of their origin or skin color, the group they belong to, or their gender. People should be able to express their sexuality freely.
- Freedom of choice of lifestyle – so that each person can live in a way that they choose to live. People should also be able to live and work in any place they choose.
- The right to education – every person should have the opportunity to go to school from Elementary to Secondary school to complete their education.
- The right to health and welfare services – everyone should get medical care and treatment. This should include immunization for children and pregnant women that help to prevent sickness.

**RIGHT COME WITH RESPONSIBILITIES!**

## Universal Declaration of Human Rights

**Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948**

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights of which appears in the following pages.

Following this historic act the Assembly called upon all Member countries to publicize the Declaration or territories.”

### **PREAMBLE**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore **THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance,



both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### **Article 1**

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

### **Article 2**

*Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*

*Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.*

### **Article 3**

*Everyone has the right to life, liberty and security of person.*

### **Article 4**

*No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.*

### **Article 5**

*No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

### **Article 6**

*Everyone has the right to recognition everywhere as a person before the law.*

### **Article 7**

*All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.*

### **Article 8**

*Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.*

### **Article 9**

*No one shall be subjected to arbitrary arrest, detention or exile.*

### **Article 10**

*Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.*

### **Article 11**

*1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.*

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13**

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15**

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### **Article 16**

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### **Article 17**

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

### **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19**

*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

**Article 20**

- 1. Everyone has the right to freedom of peaceful assembly and association.*
- 2. No one may be compelled to belong to an association.*

**Article 21**

- 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.*
- 2. Everyone has the right to equal access to public service in his country.*
- 3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.*

**Article 22**

*Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.*

**Article 23**

- 1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.*
- 2. Everyone, without any discrimination, has the right to equal pay for equal work.*
- 3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.*
- 4. Everyone has the right to form and to join trade unions for the protection of his interests.*

**Article 24**

*Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.*

**Article 25**

- 1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*
- 2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.*

**Article 26**

- 1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

### **Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

### **Article 28**

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

### **Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### **Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**NOW DO ACTIVITY 5 ON THE NEXT PAGE**

**Activity 5**

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**Write brief sentences to answer the following questions.**

1. Define rights and freedom.

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2. What does the phrase, '**RIGHTS COME WITH RESPONSIBILITIES**', mean?

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3. For each of the following, briefly explain what your responsibility is. It is your right to:-

(a) Education

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(b) Health and welfare services

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(c) Vote for leaders

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**NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.**

## ANSWERS TO ACTIVITY QUESTIONS

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### Activity 1

1. One of the following Dika Toua, George Telek, Sir Paulias Matane, Barrack Obama, Dr Naomi Martin
2. I like to be like him/her. He/She inspires me.

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

### Activity 2

1. **Fitness** may be defined as your ability to complete all that you need and desire to complete in a day without becoming exhausted or tired.
2. Some fitness activities include;
  - push-ups
  - pull-ups
  - sit-ups
  - step-ups
  - short sprints
  - squats
  - back-raises, etc
3. When you are fit, you are healthy. When you are fit, you are able to take part in everyday activities without getting tired or you are able to get your breath back quickly after doing hard physical activity.
4. Individual answers may vary. No standard answers.

### Activity 3

- 1 (a) **National Identity** is basically what defines us as Papua New Guineans. It can be our National Flag, National Anthem, National Pledge, Parliament Haus, etc.
- 1 (b) **Symbol** is a sign or thing that represents something else.
- 2 (a) National Flag - The upper triangle is red with a yellow bird of paradise. This represents Papua New Guinea becoming a country. The lower triangle is black with five white stars representing the Southern Cross, which symbolizes the country's close relations with other South Pacific countries.
- 2 (b) National Emblem - The National Emblem shows a kundu drum and spear together with a bird of paradise with its wings outstretched. These three things are found in many parts of the country.
- 2 (c) National Currency - The national currency, kina and toea, are named after two types of traditional shell money. These are also items of traditional exchange. Traditionally, the kina shell is worn around the neck and toea shells on the arms.
3. The national song reflects a commitment to Christianity its references to the Lord God Almighty.

**Activity 4**

- a. True
  - b. True
  - c. False
  - d. False
  - e. True
2. **Medicinal drugs** are what we know as medicines and they are legal drugs that a health worker can give you if you are sick. **Recreational drugs** are those that people take because they find their effect more pleasurable such as alcohol and betel nut.

**Activity 5**

1. **Rights** are the things that you can normally expect to be met by others and **freedom** is about being free.
2. **WITH RIGHTS COME RESPONSIBILITIES** simply means that in order for a right to work and have meaning or be realized, we have responsibilities to carry out as well.
3. If it is your right to;
  - (a) Education, your responsibility is to attend classes, learn and get good grades as a student.
  - (b) Health and welfare services, your responsibility to seek medical help, take your medication and work at getting better.
  - (c) Vote for leaders, it is your responsibility to choose your leaders wisely and to respect them.

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**YOU HAVE COME TO THE END OF THE GRADE 8 PROJECT CASE STUDIES.  
YOU MAY NOW BEGIN WITH YOUR PROJECT ASSIGNMENT.**

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