

Social and Spiritual Development Strand
Social Science

Unit 2: Politics and Government

Unit Guide



Lecturer Support Material

Acknowledgements

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Unit outline

<p>2.1 Introducing politics and government (Core)</p>	<p>Political science Ideologies Governance Foreign policy International organizations</p>	<p>Definitions Types of government International relations PNG-Australia relations The State of PNG</p>
<p>2.2 Government in PNG (Core)</p>	<p>History of government in PNG National government Local government</p>	<p>The Constitution Provincial Government Provision of services</p>
<p>2.3 Leadership (Optional)</p>	<p>Leadership and ethics Leaders and types of government Transparency and accountability</p>	<p>Leadership code Ombudsman Commission</p>
<p>2.4 Elections, parties and pressure groups (Optional)</p>	<p>The Electoral system – Electoral Commission Political parties and policies Electoral issues eg integrity bill Policies – definition, public opinion, party policies Pressure groups – definition, international and PNG examples</p>	

Links with the primary curriculum

Unit 1 contains content, skills and activities relevant to the following primary syllabuses.

Syllabus	Syllabus Strands/Themes	
<p>Community Living Grades 3-5</p>	<p>Leaders Provincial government</p>	<p>Laws and regulations Local government</p>
<p>Social Science Grades 6-8</p>	<p>Forms of government</p>	
<p>Environmental Studies Grades 3-5</p>	<p>Global connections</p>	<p>Development of resources</p>
<p>Personal Development Grades 6-8</p>	<p>Development issues</p>	<p>Future expectations</p>

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Unit 2: Politics and Government

Rationale

All citizens of all ages have certain social roles, rights and responsibilities. This unit includes the relevant knowledge, particular skills, processes and attitudes necessary for students to develop and maintain a thoughtful and practical commitment to democratic principles and values. The unit provides opportunities for students to test the relationship between democratic ideals and political realities, and to pursue issues as active citizens.

Objectives

Knowledge

- Democratic values and institutions
- Constitutional rights and responsibilities
- Structures and processes of decision-making
- Political principles and structures
- Internal and international political relationships
- Government organization and structures

Skills

- Identifying, gathering and evaluating information
- Organising, processing and interpreting information
- Using a range of written, oral and graphic forms to communicate information
- Analysing the impact of different perspectives on issues at local, national and global levels
- Accounting for differences within and between governments and political groups
- Decision-making and problem-solving

Values/attitudes

- Respect for truth, reasoning, co-operation and fairness
- Concern for the welfare, dignity and rights of all people
- A commitment to a just society
- A commitment to ethical behaviour
- Respect for different viewpoints and belief systems
- A commitment to lifelong learning

Access and equity

In order to provide for access, participation and equity within the curriculum we need to identify those areas which exclude many females and some males. Students not only require access to learning opportunities but need to be actively involved in them, and this is more likely to be achieved when the subject matter is relevant, interesting and includes the experiences of women and girls.

To provide for access, participation and equity, the curriculum needs to contain:

- Content which has women's and girls' experiences and achievements centrally placed as opposed to being omitted or undervalued.
- Contexts that value girls, including the classroom management of harassment and the equitable use of time, money, personnel and all resources
- Cooperative and collaborative teaching and learning styles which consider the need for both single-sex and mixed-sex groupings in the classroom
- Inclusive language
- A supportive learning environment
- Acknowledgement of both the diversity and similarity of female and male experiences

i It is important that you use inclusive strategies in your classroom. Groups should contain a mix of males and females. Girls should be encouraged to contribute in class discussions and to take leadership roles. Care should be taken that students with special needs are not disadvantaged by any activity and that resources are distributed evenly.

Programming Unit 2 - selecting modules and topics

Before commencing the study of the unit or modules within the unit, it is recommended that you consider:

- Conducting a class survey to ascertain students background knowledge and experience
- Compiling a list of possible topics (based on your expertise and college resources)
- Allowing the students to select those topics in which they are interested. This will maximise student interest and participation

The main purpose of programming is to help you arrange the presentation of the Unit in an orderly manner. You will need to examine all the available modules for the Unit in order to make appropriate choices for study for the trimester/semester. It is recommended that you make plans with other lecturers teaching the same Unit.

This guide contains content, strategies and activities for four core and one optional module. To do your trimester/semester plan you need to:

- Select content from each of the core modules (and the optional module if you wish)
- Write down the number of weeks in the trimester/semester
- Write down the number of lectures/tutorials for each week
- Write down the content to be taught in each lecture/tutorial (page references)
- Select activities from the modules to match the content you have chosen. (When selecting activities be realistic about how much time you have and how long the activity might take to complete.)
- Select two/three assessment tasks that overlap across the modules to enable students to demonstrate skills that are applicable in more than one situation.

Because you are responsible for the development of beginning teachers, it is better that contact time is spent on the development of skills through whole class, group, paired or individual activities. Students should be given course material in advance and should be encouraged to read content before lectures/tutorials so that contact time is not wasted on reading/comprehension tasks.

Following are examples of three different program types – a sequential content-based program, an integrated skills-based program and a thematic program.

i It will not be possible to complete an activity every session, but you should try to do one activity each week. Make sure the activities are varied, that is, not all discussion or group presentations. There are plenty of choices in the modules.

A sample program: sequential, content-based

(12 weeks with 2 x 1 hour/lectures/tutorials per week)

Week	Lecture	Module	Topic	Strategies/Activities	Assessment	Resources
1	1	2.1	Political science	It will not be possible to do an activity every session.		Reference books from the list provided
	2	2.1	Governance			
2	3	2.1	Ideologies	Select activities from the relevant section in the module		
	4	2.1				
3	5	2.1	Political instability	Allow adequate time to complete the activities	Comparison chart – world conflicts	
	6	2.1	International relations – foreign policy, aid, international organisations			
4	7	2.1		Ensure that students do a variety of activities – not just seminars or group presentations		
	8	2.1				
5	9	2.2	National politics			
	10	2.2	Sandline case study			
6	11	2.2	The Constitution			
	12	2.2	Levels of government			
7	13	2.2	Provision of services			
	14	2.2				
8	15	2.3	Leadership – qualities and PNG leaders		News articles - analysis	
	16	2.3				
9	17	2.3	Power, corruption and accountability			
	18	2.3				
10	19	2.4	Electoral issues			
	20	2.4	Political parties			
11	21	2.4	Policies and public opinion			
	22	2.4				
12	23	2.4	Pressure groups – international and PNG		Research – pressure groups	
	24	2.4				

Note 1: Students are expected to read relevant sections prior to lecture/tutorial

Note 2: The first 10 minutes of each session will be spent on overview or clarification of home reading topics

A sample program: integrated, thematic

(12 weeks with 2 x 1 hour/lectures/tutorials per week)

Week	Lecture	Theme	Topic and Module	Activity	Assessment	Resources
1	1	International Relations	2.1 Foreign policy	You should be able to complete at least three activities for each theme	Research – pressure group	Reference books from the list provided
	2		2.1 Treaties and conventions			
2	3					
	4					
3	5		2.4 International pressure groups	Select activities from the relevant section in the module. Activities should be developing skills in investigating change.		
	6					
4	7		2.1 PNG-Australia relations	Allow adequate time to complete the activities		
	8					
5	9	Provision of services	2.2 provision of services	Ensure that students do a variety of activities – not just seminars or group presentations	News articles - analysis	
	10					
6	11		2.1 Foreign aid and international organizations			
	12					
7	13		2.2 Levels of government			
	14					
8	15		2.3 District development program			
	16					
9	17	Leadership	2.2 Sandline case study	Comparison chart – party policies		
	18					
10	19		2.3 Power and corruption			
	20					
11	21		2.1 Governance			
	22					
12	23		2.4 Electoral issues and party policies			
	24					

Note 1: Students are expected to read relevant sections prior to lecture/tutorial

Note 2: The first 10 minutes of each session will be spent on overview or clarification of home reading topics

Assessing Unit 2

Assessment is the process of identifying, gathering and interpreting information about student learning. The main purpose of assessment is to improve student learning and the quality of the learning programs. A variety of assessment strategies should be used and students should be given opportunities, in varying contexts, to demonstrate in an authentic manner what they know, understand and can do.

Assessment strategies should be sensitive to gender, disability, culture, background language and geographical location.

A single task can often measure achievement in relation to several objectives. Consider the nature and structure of the task so that

- The requirements of the task are as clear as possible
- Questions or activities are chosen that are relevant to the objectives and allow students to demonstrate appropriate outcomes
- Any sources or stimulus material used are clear and appropriate to the task
- The likely range of student responses are anticipated
- There is a balanced selection of skills and knowledge objectives being assessed
- Marks or grades reflect the relative importance of each part of the task
- Instructions are unambiguous
- The language level is appropriate
- Items are not too difficult or too easy
- It does not contain bias
- The marking scheme is applied consistently

 The focus in choosing assessment strategies should be the application and practice of skills. It is unlikely that there would be one task for each module, rather students/lecturers would choose from tasks across the whole unit to fulfill college requirements for number and weighting of assessment tasks. If there is a choice, all tasks should be equivalent in difficulty, weighting and time required for completion.

General assessment strategies include:

- Inquiry-based research assignments and projects
- Oral presentations eg seminars, debates, tutorials
- Essays – with a focus on inquiry, analysis and/or reflection
- Performance activities eg role play, dramatic presentations, simulations
- Short answers or paragraphs
- Case studies
- Practical exercises eg mapping
- Field work
- Teacher observations

- conferencing eg discussions/interviews between teacher and student
- Reflective journals
- Testing eg topic tests, examinations
- Developing resources eg class story books
- Lesson plans
- Peer assessment
- Self assessment and evaluation

Suggested assessment tasks

These tasks show some assessment possibilities. Each task assesses more than one objective. Assessment tasks for the unit should cover skills and content from across the modules.

- Case study of a particular ideology
- Flow chart of government decision-making process
- Summary of roles and functions of government departments
- Reflective journal on behaviour of politicians as reported in the media
- Write a biography of a particular leader emphasising his/her influence
- Compare the roles of several leaders in a conflict situation
- Compare the performance and reputation of PNG's Prime Ministers
- Design a 'Code of Conduct' for politicians
- Collect a number of articles about an international issue eg ethnic cleansing and write a reflective comment about each one
- Watch the TV news for several nights and identify significant international events and/or issues
- Prepare arguments for and against the use of 'aid' in PNG
- Design a campaign poster or ballot paper
- Design a set of questions to use in interviews with election candidates
- Research the policies of a particular political party
- Prepare a dictionary of ideologies
- Describe the key characteristics of one form of government eg monarchy
- Collect information on leaders who followed a particular ideology and compare their policies/beliefs
- Compare the impact of the same ideology in more than one country eg communism in China and the USSR
- Write an essay on the possible conflicts of interest between various pressure groups involved in resource development eg Ok Tedi

Teaching Unit 2

i Included with this module is a Supplementary Resources pack that contains primary source material on the Constitution, Organic Law on Provincial and Local Level Government, Integrity of Political Parties, provincial government issues and privatisation. You are advised to read the material before commencing the module because it provides up-to-date background information. It would be a good idea to make 4-5 copies of the material to use as a classroom resource for group discussions, research and other activities.

Unit 2: Politics and Government is a 2-credit point unit. It is important that the unit be viewed in its entirety rather than as a number of discrete modules and topics. It is recommended that time be made available at the start of the unit to develop an overall view of the concepts and understandings to be developed throughout the semester. The relationships between modules need to be maintained throughout the semester as ideas are built upon and new concepts developed. At the conclusion of the unit, it will be important to spend some time reviewing the work covered in the various modules and considering the links with the primary curriculum. A unit evaluation should also be carried out.

The main emphasis in the teaching of each module/topic is to include a range of strategies and activities and to develop skills which will be useful for beginning teachers in their own classrooms.

Teaching sequence

Introductory session	At the beginning of each module or topic, establish student's prior knowledge and understanding by asking questions, brainstorming, and clarifying the meaning of important terms. Refer to module glossaries if available. (Student responses will help you decide how much time needs to be spent on basic content and how quickly you can proceed to skills development and activities)
During the topic/module	<ul style="list-style-type: none"> • When setting group work make sure each group has the necessary equipment/resources and set a firm time limit. Do not set the same task for each group and avoid boredom by using different strategies for group presentations eg classroom display, question and answer session, summarising focus areas. • To cover the content in the limited time available students should be encouraged to read material for homework. This will enable more class time for discussion and activities.

	<ul style="list-style-type: none"> • Only selected examples of maps, diagrams, illustrations and descriptions have been included in the modules. Students should be encouraged to consult textbooks and library materials for more detailed examples and explanations. • Remember – you are preparing students to teach in primary classrooms. Make students aware of the links between topics being studied and the primary curriculum. When setting activities or assessment tasks, discuss with students how their actions/findings will be useful for them in their own classrooms later.
Conclusion	At the end of a module or topic ask students to summarise the skills/knowledge learnt in this module. Encourage students to see how generic skills can be used in future Social Science modules, in modules for other subjects, and in their own teaching.

Teaching strategies

A comprehensive range of teaching strategies is presented in the following table. Suggested strategies and activities are also included with each module.

Strategy	Explanation
Analysing values	the gathering, analysing, organization and appraisal of facts in order to understand value positions held by individuals, groups and organizations.
Brainstorming	recording all the information already known on a topic to generate new ideas or stimulate creative thinking
Clarifying values	reflective and sharing process used to explore validity of values in a non-threatening environment
Classroom displays	provides a way of focusing on the current unit which provides a record of learning as well as encouraging students to respond to learning
Conflict resolution	analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions
Consequence charts	enable the exploration of cause and effect relationships, alternatives consequences or likely consequences of alternative actions or decisions
Cultural activities	exposing students to a variety of activities that give them insight into their own culture or that of others
Current affairs	a valuable source for discussion and inquiry
Debates	formalised discussions in which opposing points of view are advanced. These allow students to take a position on an issues and justify that position, perceive other points of view and analyse relative strengths of arguments
Decision-making	the process of choosing from two or more alternatives

Strategy	Explanation
Diagrams	a visual text that provides a symbolic representation of the interrelationship of concepts or elements of a social or physical structure
Discussions	opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives
Evaluating values	weighing options, consequences and evidence in decision-making contexts in order to make decisions and take actions in just, effective ways
Excursions	journey to a place to provide opportunities to respond to or interact with new environments or experience different activities
Family trees	diagrammatic representation of relationships which can depict change and the passing of time
Flow charts	visual text that provides a symbolic method of explaining and recording a chain of events in a sequence. They also examine processes and stages within a structure
Graphs	diagrammatic method of displaying the relationship between facts
Group work	encourages students to participate in achieving a shared goal. Allows students to interact with each other and to value each member's contribution
Guest speaker or visitor	a person who shares his/her knowledge and skills with the students
Interviews	a method of gaining information about people, their attitudes and lifestyles. Can be part of a survey or open-ended
Jigsaw groups	analysing and breaking down topics into discrete research tasks or activities undertaken by different groups, then reported to the whole class gradually building up a detailed and complete 'picture' of the topic
Learning games	devices which involve students in simulated experiences to develop concepts and understandings, record information or demonstrate knowledge. These can be made by teachers or students
Mapping	constructing, reading or interpreting symbolic representations of the Earth's surface
Matrix	a concise classification of numbers, words or symbols assembled in a grid layout to facilitate analysis and predictions
Mind maps/concept maps	used for drawing connections between ideas and concepts. Often associated with brainstorming
Models	demonstration of a concept in concrete form eg items made from play dough, relief maps, mobiles, murals, dioramas
Moral dilemmas	a real or imaginary situation depicting an apparent conflict between two or more courses of right action, discussed in a supportive atmosphere. Dilemmas may be set in past, present or future contexts
Oral history	students listen and gather information as an individual recounts life experiences or describes events
Photographs	visual texts which can be used to develop skills such as observing, classifying, grouping, comparing and contrasting. Photographs also allow reinvestigation of first-hand

Strategy	Explanation
	experiences at a later date
Pictures	visual texts which enhance understanding of written and spoken texts as well as being used to acquire information etc
Presentations	sharing of information obtained through individual and group research or study. These can be spoken, written or multimedia and provide experience in organising, planning and presenting information and material to a particular audience
Problem-solving	finding answers to questions and difficulties which arise in many and varied contexts
Questioning	involves students in asking questions and responding to them. Questions can be used for developing thinking and learning, stimulating and directing inquiry, assessing student learning.
Role-play	taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people
Simulation	assuming roles according to specified rules and procedures. These can be role plays or games
Surveys	method of gathering information for a specific purpose eg data collection, questionnaire, interview
Task cards	defined activities or pieces of research presented in written form to individual students or groups. They are a method of directing student learning
Texts	using a range of texts to expand and develop student knowledge and understandings
Timelines	lists of events set out diagrammatically in chronological order
Using artefacts	by examining objects made by humans, students are able to gain an insight into the technology and lifestyles of people from particular cultural groups or times

Fieldwork and excursions

Fieldwork and excursions are an essential part of the study of Social Science. They provide a means of understanding politics and government and the nature of inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles

Fieldwork enables students to:

- Acquire knowledge about politics and government by observing and recording events, policies and decisions in the real world
- Use different types of social science tools to assist in interpretation of and decision-making about events, policies and political decisions
- Understand the impact of politics and governments on the local and wider community

Current events

The study of current affairs and special events adds relevance, reality and immediacy to the Social Science program. Meaningful bridges can be built between life in and out of college and between the past and present. Student's interests can be extended and deepened as they investigate events and issues related to their own concerns, to long-term social trends, and to actions of individuals and groups.

Events which are part of the news provide a valuable source for discussion and inquiry.

It is recommended that module content be reinforced through discussion of relevant current events. Events should be selected by students. Students should be encouraged not only to describe the event but also to explain why it was selected.

 Newspaper articles used in this unit were current at the time of writing. It is important that students be aware of the need to be up-to-date with resources they use in schools. Model this awareness by substituting similar, more recent articles each time you teach this or other Social Science units.

Resources

Newspapers – articles, reports, graphs and statistics, cartoons

Atlases and maps

The local area – college grounds, nearby landform features

Professional journals

Documentaries and television programs

Videos

Magazines

CD-ROMS

The internet

Databases

Government departments

Non-government agencies

The local community – families, workers, artists, businesses, industries

Colleagues

Business and companies eg mining, oil palm, sugar, construction

Books

This is by no means a comprehensive list. Lecturers are encouraged to seek out other appropriate titles, especially those written since 1990.

Abajjah, J. (1991). *A Thousand Coloured Dreams*, Dellasta Pacific

Air Niugini – *Paradise* collections and various in-flight magazines

Cole, T. (1993). *The Last Paradise*, Angus & Robertson

Destination Papua New Guinea (1995).

Gash, N. and Whittaker, J. (1975). *A Pictorial History of PNG*, Robert Brown and Associates

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Matane, P. (1990). *My Childhood in New Guinea*, OUP

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