



DEPARTMENT OF EDUCATION

GRADE 7

PERSONAL DEVELOPMENT

STRAND 1

RELATIONSHIP



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GRADE 7

PERSONAL DEVELOPMENT

STRAND 1

RELATIONSHIP

SUB-STRAND 1: INTERACTIONS IN RELATIONSHIPS AND GROUPS

SUB-STRAND 2: CULTURAL AND PERSONAL IDENTITY

SUB-STRAND 3: CHANGING ROLES AND RESPONSIBILITIES

SUB-STRAND 4: MANAGING RELATIONSHIPS

ISBN and Copyright

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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

Course Introduction



Dear Student,

Welcome to Grade 7 Personal Development Course with FODE. It is hoped that you will find this course interesting.

About this Course

The Grade 7 course consists of 6 Strands or Books, 6 Assignments and 1 Examination.

- Strands 1-6 have lessons on different topics, activities and practice exercises, and answers to the activities and practice exercises. This course is structured in a way where you will correct your own activities and practice exercises by using the answers given at the end of each topic.
- Each assignment has topic tests on each topic and a strand test on what you have covered. Your distance teacher will mark the assignment.

The marks you score in your six assignments and your final examination will count towards your **final** result.

Repeat assignment and cancellation

If you score less than 50% in any assignment, you will repeat that assignment. If you fail three consecutive assignments, you cannot continue with the course. Therefore, to avoid this, you need to:

- revise well before doing the assignments, and
- check them well before sending them in for marking.

Plan well, work regularly

Students at school have regular hours of study. They also have a teacher to help them with their work. But you have to work on your own. So plan well and work regularly. It should take you about 6-10 weeks to complete this course.

When you need help ask–

- your friends.
- any high school teacher near you.
- any distance teacher near you.
- the provincial coordinator.

Another good idea is to do combined studies with other students who are also doing the same course as you are. In this way you can make sure of your success. We in the personal development department at FODE Head Office wish you well in your studies.

Strand Introduction



Dear Student!

Welcome to Strand 1 of your Grade 7 Personal Development Course. It is hoped that you will enjoy study the Grade 7 book on relationship. This strand focuses on interactions within relationships and groups in the context of family, peers, community and marriage. The course will also help to develop and broaden your cultural and personal identity, and how to maintain it with the use of communication skills, such as negotiation, conflict resolution, and decision-making and to develop personal self-esteem.

If you study well, you will learn well. It is hoped that you will find this strand enjoyable, interesting and enriching to study too.

This strand is based on the new reformed curriculum used in the upper primary school. There are 19 lessons arranged in four sub-strands, which are:

- interactions in relationships and groups.
- cultural and personal identity.
- changing roles and responsibilities.
- managing relationships.

The 6 lessons in the first sub-strand cover relationships and groups. In it you will also learn about different types of families. You will learn how to apply the roles responsibilities of family members and maintain its re-establish broken

The second sub-strand has 4 lessons. These will help you to understand cultural and personal identity in order to describe the lifestyle and values of the people

There are 4 lessons in the third sub-strand. In this sub-strand you will learn the effects of changing roles and responsibilities on relationships in team, group and family. You will also learn how to accept and adapt to those changing roles and responsibilities.

The fourth sub-strand composes 5 lessons. These cover positive aspects of developing relationships. You will also learn how to avoid creating feelings of hatred against others in the family, school, community and society and re-establish the broken relationship.

Remember this: you have to do all the activities and carry out the practice exercises after each lesson. Answers to the practice exercises are at the end of each topic.

If you have a problem in understanding any of the lessons in this strand, do not hesitate to inform the Personal Development Department at FODE Head Office in Port Moresby. This will help the teacher to revise the lessons for the next edition.

Study this strand following the study guide. Wish you all the best!

Study Guide

- Step 1. Start with sub-strand 1. Study lesson 1 and do the lesson activities as you go along. When you have completed lesson 1, do practice exercise 1.
- Step 2. When you have completed lesson 1 and practice exercise 1 activities, turn to the end of the lesson to correct your answers.
- Step 3. If you make a mistake, go back to the lesson to revise to understand why you got the answer wrong.
- Step 4. When you have completed steps 1 to 3, tick the box for lesson 1 on the contents page (p.3) like this,

Sub-strand 1: Interactions in Relationships and Groups.



Lesson 1: Standards of Behaviour.

- Step 5. Go to lesson 2 and repeat the same process until you complete all the lessons in sub-strand 1.
- Step 6. After completing your lessons and practice exercises in each sub-strand, start and complete the next sub-strand.
- Step 7. After you have studied the whole strand, do the strand examination in the assignment book.
- Step 8. The final part is to check Assignment Book 1. If you are satisfied with what you done, submit it to the Provincial Coordinator.

Assessment

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

Each assignment is worth 100 marks. The examination is also worth 100 marks. Each assignment covers one sub-strand. You will find that the sub-strand has 4 or 6 lessons in it. The examination you do at the end of the course covers the whole strand. This covers from lessons 1 to 19.

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

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

SUB-STRAND 1

Interaction in Relationship and Groups

LESSON 1: The Family Unit

LESSON 2: Types of Families

LESSON 3: Roles and Responsibilities of Family Members

LESSON 4: Decision Making in Families

LESSON 5: Codes of Behaviour in Relationships

LESSON 6: Codes of Behaviour in Groups

Sub-strand 1 Introduction

Welcome to Sub-strand 1 of this book. In this sub-strand you will learn about interrelationship between family members in order to relate well and prosper in the family unit.

In this sub-strand, you will also learn about different types of families. They are Polygyny family, Polyandry family, Defector family and Blended family. You will learn more of these family types as you read further in this book.

In the next sub-strand, you will learn some roles and responsibilities that the family members should perform to meet the needs of the family and that of others. You will also learn that rules about responsibilities are there to guide people to have an acceptable standard of behavior to be observed in order to create a peaceful environment to live and to relate well with others.

In terms of decision making in families, you will learn that it is very important for everyone in the family to discuss about an issue and to make alternative or suitable choices to agree on. The cause of action proposed in the discussion should be based on certain values to get a positive result. This also depends on the behavior and attitudes of the people whom they relate to. Finally, you need to understand the importance of regular and meaningful interaction in relationships and groups.

Lesson 1: The Family Unit



Introduction

Welcome to sub-strand 1. In this sub-strand you will study the interactions between family members and their relationship with other members of the community.



Your Aims:

- define a Family Unit
- identify different types of family units.
- explain how a family unit is influenced by other members of the community.

What is a Family Unit?

A person's first and most important group is his/her own immediate family. Normally, a family unit comprises of a father, a mother and their children. This type of family is called Nuclear Family. When other family members for instance grandparents, uncle, aunty also become part of the family, we call this type of family the Extended Family. This type of family is common in Papua New Guinea.

The role a person performs in a family unit is important. Family members, whether it is the father, mother, the children or other extended relatives like the in-laws, they are all expected to perform certain roles to the best of their abilities. Some roles take a short time to complete while others take a long time to complete. For example, the role to meet human basic needs such as to build a new house for the entire family has to be done properly. This role takes time; however when it is completed the need for a family shelter is now met.

Family units, no matter how big or small they may be should strive to live a positive life, maintain strong family relationship, share ideas of common interest, and show love, care and respect for one another. These good deeds and acceptable attitudes will enable families to live a harmonious life.



I am the first born in my family.
How about you?

My sister is first and
I am after her.
There are only 2 of
us.



Family is a group of people consisting of one or two parents and their children. Other extended family members sometimes live together in the same house, which is common in many parts of Papua New Guinea.

What kind of families do most people fit in and live in PNG?

Generally the head of the nuclear family is the father, then the mother and the children starting from the first born down the line to the last born. In PNG , it's very interesting to find families with extended relatives living together in the same house. They live together in an extended family unit. Each member of the family has a role to perform and those with some specialized skills often perform specific tasks for the benefit and progress of the family unit.

However, many families live together with extended relatives without any complaints or problems since we belong to a communal society. A communal or collective society refers to a society where resources of the clan or family such as land are shared among the members than having individual ownership. One clear advantage of such practice is that we support each other in times of need and problem. Overburdening an individual like a public servant to look many family members and contribute to community needs is a disadvantage of communal. However, many families live together with extended relatives without any complaints or problems living. Different family units will have their own experiences in such situations and how to deal with related issues and problems. Although this practice is still strong today, it is slowly changing due to strong modern influence and its way of life. For example, when you go to our urban centers like Port Moresby, Lae and Rabaul, you will realize that families live in nuclear family units. They do not allow relatives and extended families to come and stay with them as it is expensive to look after extra people in the house. An extended family unit is unusual to other nations and races. Such practice does not exist in their society.

**Activity 1.1****Answer the questions.**

1) What is a family?

2) Who makes up a family?

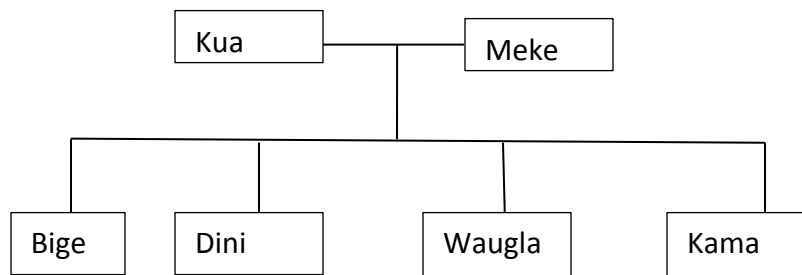
CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.



I am my grandfather's favourite. He likes me more than my other brothers and sisters.

In a family unit, the head of the family is usually the father. Many decisions on family matters for instance, a birthday party is his responsibility to organize how the celebration would take place. The father as usual gives instruction on what a family member should do, when to complete the task or which item to choose and use. Other times he makes rulings on family matters he believes is helpful and beneficial. A mother can also fill in the role as the head of the family, especially when the father dies or divorces the mother.

Now look at Kua's family and their relation to him as the head of the family unit.



Their relationship with Kua as the head of the family unit.

Family Member	Relationship	Status
Kua	Husband	Father
Meke	Wife	Mother
Bige	1 st born	Son
Dini	2 nd born	Daughter
Waugl	3 rd born	Daughter
Kama	4 th born	Son

Kua has 4 children of which Bige is the first born, then Dini and Waugl. The last born in Kua's family is Kama. In Kua's family there are no extended family member or blood relatives. Family unit in Papua New Guinea is very much influenced by other members in the community. Again, these families in common consist of related members besides the married couple and the children. Interestingly, the family members usually are the entire same blood relation living together in the same household. This is not the case in Kua's family. The extended members in his family do not live with him in the same house, except his biological children.

**Activity 1.2 Answer the questions below:**

1. Describe your own family; begin with your father as the head of the family. Note: If the father is not alive use the mother as the head of the family.

2. Why do grandparents live together with the family?

3. Is it proper for extended members to live together in the family unit?

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Summary

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

- A **nuclear** family unit comprises of the father, the mother and the biological children.
- In Papua New Guinea, extended members of the family and close blood relatives live together normally in one house.
- Fathers are rightfully the head of the family. In situations where the father is deceased, the mother then takes the role as the head of the family.
- Unlike in the past, today's modern way of life has greater influence in the family unit.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE



Practice Exercise 1

1. What is a nuclear family?

2. What is an extended family?

3. You are a member of your own family unit. Write your own views on the family unit because of influence by other members of the community.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 1.

Answers to Activities

Activity 1.1

- 1) A family is a group consisting of one or two parents, their children and close relatives.
- 2) A family is made up of the father, the mother and the children born to this couple. In PNG extended family members are also part of the family unit.

Activity 1.2

1. My father is the head of the family. He does many useful tasks in the family. For example help meet family basic needs, provide comfort, security for the family and support for healthy and happy living.

My father's name is Yuaka. He is the head of our family. His wife Sumuna is my mother. I am the second born. My sister Kaku is the first. I have two other small brothers after me. In my family we are 6 members including my parents.

2. In PNG we live with grandparents in the same household because they cannot look after themselves due to old age. They need care from the family relatives.
3. Extended family unit is common in Papua New Guinea. This type of family has a long history because of the influences from other family members in the community. Over the years, this way of life in PNG has strong ties with blood relations. Our customary ways of life allows for them to live together.

Answers to Practice Exercise 1

1. A nuclear family unit comprised of the father, mother and their biological children.
2. An extended family unit comprised of the father, mother and their children plus bubus, uncles, in-laws etc. all living together in a big house..
3. Today many people live closely with their blood relatives. They operate on respect and common understanding. Sometimes issues of importance to discuss and solve require collective ideas from everyone in the family to agree first before they finally come to a decision. In PNG extended family members and other members of the community have greater influences on a family unit.

Lesson 2: Types of Families



Introduction

Welcome to Lesson 2. In the previous lesson you learnt about the family unit. In this lesson you will learn about different types of families we fall in or **belong to in** our community.



Your Aims:

- identify the types of families.
- describe the differences in the type of families.
- identify which type of family we belong

What Types of Families do We See in Our Community?

In lesson 1 on the title “family unit” we discovered that the first and most important group a person belongs to is his /her own immediate biological family.

Everyone in the community is a member of a certain type of family. The families are different in size depending on the number of members living in the same household. Commonly in Papua New Guinea the majority of families are often from the same blood relation or by marriage to a relative in the family.

Family is naturally the common group a person belongs to or is a member in a family unit. Some families are small while others are big. Bigger families normally have extended family members living in the same household. The type of family a person fits in or belongs to has reasons to do so. The family he/she becomes a part of is to have common relationship with the members in the family to whom he/she shares similar interest and values. For this reason, he/she has to be in a specific family type in a family unit.

These family types are common in Papua New Guinea because of the strong cultural beliefs, norms and values. Every member in the family has equal rights as anybody else therefore deserves to receive the same treatment from everyone.



Your dad is married to another woman from Enga, is he not?

Yes, he is. My mum passed away last year



Every individual is a member within a certain type of family. They have their rights to be accepted as individuals and respected as members of the family.

**Activity 2.1 Define the following terms.**

1. Rights:

2. Household:

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

The Main Types of Families.

Earlier, you have learned that all members of the family have his/her rights and is to be accepted and respected by other members in the family.

Study and read through the main types of families often seen in our community.

Types of Families

Extended Family - A group of people with children and their parents, grandparents and possibly other relatives who live nearby are also part of the family. This is common in Papua New Guinea

Nuclear Family - A group of people consisting of the parents and their biological children.

Single Parent Family - A child whose parents either the father or the mother died or divorced and the child is brought up in the family by one parent.

Polygamy - A child born to a family where the father is married to two or more wives. This type of family is found in some parts of Papua New Guinea, especially in the highlands region.

Polyandry – This refers to a woman who has more than one husband and the children are born to different fathers.

Polygyny- This refers to a man who has more than one wife and have children to each of his wives, however each wife live in her own house away from the others to avoid argument.

Defector Relationship- A man and woman living together, although not married but with children living together in the family or these couples may not have children.

Blended Family- A couple; husband and wife have children from their previous marriages however the husband or the wife dies or divorced. The child from the two previous marriages lives together in the same household. This type is becoming common in developed countries.

A male and a female, when they agree to marry is the beginning of a new family. Family members increase if a child is born into the family. The child then looks upon the couples as his/her parents. To determine the type of family he/she is in would depend on his/her relationship to which he/she lives within the family.

Extended relatives, for example the bubus, uncles and in-laws etc. might also join to live in the family, too. He/she should receive the same treatment with love, care and respect. This type of family is typical in Papua New Guinea

A child born to broken marriages or from deceased parents may live together in the family. They too have equal rights as others, therefore should receive the same treatment as others in the family



Activity 2.2 Answer the questions.

1. Polygamy type of family is mostly common in the highlands provinces of Papua New Guinea. Give your opinion why such practices are necessary.

2. State the type of family you belong to and explain in detail your relationship to the other members of your family.

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Summary



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

- Every individual fall in or belong to a certain type of family.
 - Rights of individuals in the family are to be valued and respected.
 - Certain factors among individuals allow for children to fall into these different types of family
 - The family size depends largely on members of the family and their relationship to each other.
-

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE



Practice Exercise 2

- I. Identify what type of family does Gigmai fit in from his story below.

My name is Gigmai and I live with my parents at the foot of Mt Wilhelm. My cousin brother is a secondary school teacher. He is married to Moro a pretty woman from our neighboring village. He teaches in Vanimu Secondary and lives there. Aglum is my younger sister. She is doing her sixth grade at Denglagu Primary School. When my cousin comes home during Christmas break, he usually spends his holiday with my family. In our house my father makes a separate room for him and his family.

- II. Complete the table below.

Type of Family	Advantage	Disadvantage
Extended Family	1	1
	2	2
	3	3
Polygamy	1	1
	2	2
	3	3

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 2.

Answers to the Activities

Activity 2.1

1. Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.
2. This is the people in a family or other relatives that are living together in one house

Activity 2.2

1. Some people especially men in common marry more than one wife. In Papua New Guinea there are many reasons to practice that. In the highlands men get married to two or more wives to maintain leadership and increase personal wealth.
2. Single parents family

I was only four years when my mother passed away. From then till now I rely heavily on my father to get what I need in life.

Answers to Practice Exercise 2

(1) Kua fits in a nuclear type family.

(2)

Type of family	Advantage	Disadvantage
Extended Family	• Strong unity with blood related family. • Strengthen family security • Less work load	• Over crowding • Food shortage • Misunderstanding leading to argument.
Polygamy	• Maintain status • Increase wealth • Bigger family	• Argument and fight • Less parental care • Less family security

Lesson 3: Roles and Responsibilities of Family Members



Introduction

Welcome to Lesson 3. We looked at the different types of families in the previous lesson. In this lesson you will learn about the Roles and Responsibilities of members **in a family unit.**



Your Aims:

- **differentiate between** Roles and Responsibilities.
- **Identify different** Roles and Responsibilities of family members.
- specify which role is suitable according to the gender or sex of members in the family.

What Specific Roles and Responsibilities are Preferred in the Family?

Families are not the same. The needs and wants within the family would most likely be different, too. Because of the differences the family needs are attended to or met by members of the family in different ways. The roles and responsibilities individual member of a family perform must meet the basic needs of the family. The need for a shared responsibility therefore is necessary for a successful and happy family life.

This is necessary to meet the needs each family member and importantly create a stable environment in the family unit.



Are all the roles and responsibilities in the family same?

Yes I think so but others are not. Read on to find out more.



Roles are activities that a person is given and tasked to perform.

Responsibilities are requirements an individual is to take ownership and action upon as an obligation.

What than are roles and responsibilities?

Roles are activities a person is given to perform in the family. These roles depend on the status of the individual member based on his/her gender in the family. For instance, the prime role of a father is to provide leadership role as the head of the family. His duty is to make sure everyone is happy, healthy and safe.

Responsibilities are duties or requirement a family member has to take as his/her duty to meet the interest of everyone in the family. For example- Care and respect, understanding the needs, appreciates positive results, show role models and others.

When all members in the family are clear in performing their roles and responsibilities then it has positive benefits for the family. As a result everyone will live a happy and healthy life, acceptable in family environment.

**Activity 3.1 Define the following terms.**

1. Roles

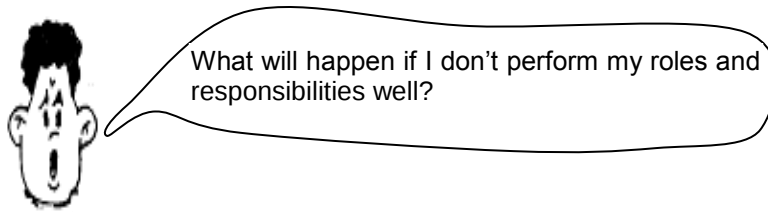
2. Responsibilities

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Is it necessary for everyone in the family to exercise their roles and responsibilities?

Family units, regardless of what family type he/she is in, the need to support and help each other is important, therefore is to be maintained consistently to enable a good family relationship. Some roles may require special skills to perform more effectively. The roles and responsibilities he/she takes is delegated on trust and the onus is on the family member responsible to do it well to the best of his/her ability.

The actual action, whether practical or moral support should meet the needs of the family. In situations where a member fails to do what he/she is tasked to do then, there is likely a breakdown in the relationship between the family members, friends, peers and others. Roles and responsibilities assigned to anyone is a requirement therefore he/she has to respect the task and perform them correctly to meet the expectation of everyone.



Roles and responsibilities are tasks we all have to perform continuously throughout our entire life. The activities are usually shared in the group based on the person's age and gender. Naturally, when a person reaches certain age category, he/she should know what to do. Certain roles and responsibilities are restricted because of the nature in which the role is performed.

Female members of the family learn to perform her task practically from mothers, while the males learn from their fathers.

Although families may be different, they all share some task in common. For example,

- Help meet basic human needs such as housing, food and clothing.
- Provide respect, love, comfort and security.
- Provide support for healthy and happy living.

Now look at the table below to better understand the difference between roles and responsibilities.

Roles and Responsibilities of members in an extended family

Family Member	Roles	Responsibilities
Parents	Provide basic needs like food, house and clothing	Become role model with care, and tender loving heart
Brother	Help and assist younger members of the family	Make sure his younger brothers and sisters don't get hurt.
Sister	Help mother to do house hold duties	Makes it her duty to respect her mother by doing the given tasks willingly
Cousin	Assist activities in any family issues	Love and care for other members of the family.
Uncle	Take an active role in family	Provide help and support in family needs.

**Activity 3.2. Answer the questions.**

1. Why is it important to perform our roles and responsibilities in the family?

2. Write what type of family you are in and explain the roles and responsibilities for each of your family members

Type of family

Family Member	Roles	Responsibilities
1. Mother only or Father only		
2. Myself		

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Summary

You have come to the end of Lesson 3. In this lesson you learned that;

- All members in the family have their own roles and responsibilities to perform.
- Roles are activities and functions a person is tasked to perform that are quite natural in sense.
- Responsibilities are duties related to one's personal feelings. These feelings are shown through actions towards other members and extended family relatives in the family.
- Better understanding of roles and responsibilities can boost the community to live a trouble free life.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE



Practice Exercise 3

- 1) My first cousin helps with half my school fees. We live together in the same village. What type of family is this?

- 2) You are a student learning through the distance mode. Write and explain your roles and responsibilities as a student.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 3.

Answers to the Activities

Activity 3.1

1. Roles are what a person does or perform in a family, at hospitals, public venues etc...

2. Responsibility is the job or task a person has to perform successfully in the best interest and benefit of others within the community.

Activity 3.2

1. Yes, to enable a healthy and happy life every member of the family is to perform their assigned role or duty responsibilities in a sensible manner.

Type of Family Single Parent Family

Family member	Roles	Responsibility
Mother only or Father only	*Pays house rent *Cooks and prepare food for meals *Provide love, care and security	*Role model for both male and female *Motherly approaches with understanding and respect.
Myself	*Listen and follow instructions from my mother and help her in whenever she needs my assistance willingly. *Take good care of household properties and items.	*Maintain respect at all times. *Show good and acceptable behavior. *Avoid mistakes, greed and disobedience

Note:

The above sample answer is a single parent family; your answer may not be the same because we all come from different types of family.

Answers to Practice Exercise 3

-
- 1) Extended family
 - 2) I perform many tasks daily at home and in school. The common roles I perform at home are simply obeying my parent's instruction and attend to them without delay. In school I make sure I don't break the school rules or mislead my friends. The person whom I love and admire to follow is my parents. Doing FODE is a challenge in life, therefore I feel that it's my responsibility to finish my work as asked to with respect and pride.

Lesson 4: Decision making in Families



Introduction

Welcome to Lesson 4. Earlier in our previous lesson we learnt about Roles and Responsibilities of family members. In this lesson you will learn about decision making in families.



Your Aims:

- explain how decisions are made in the families.
- identify the importance of decision making.
- List examples of effects of good decision making

Why is It Necessary to Make Good Decisions in the Family?

Good decision is vital in a family or an organization. Families don't always live a perfect life. At times the family has to make important decisions to meet the needs of the family. Everyone, the father, mother and even children are to take time, sit together and find possible alternatives to solve issues or make important decisions in the family. One example is planting food in a new garden.

Firstly, the family has to discuss and decide what food crop is suitable to plant. Then nominate or select who should do the planting and which location within the perimeter of the garden he/she is to plant. Next the family decides what garden tool to use. If there are not enough tools, the families again discuss what kind of tool and who to use first.

Decisions a family agree to follow like making the new garden is important to enable the family to come up with a good plan to solve a family issue.



I am worried about the bride price. It's almost 4years now.

That is correct; we will organize and call up a family meeting.



Decision making is the study of identifying issues of importance and choosing alternatives based on the agreed resolution of the decision makers. Family decision is the central activity of good family management.

What then is resolution?

Issues of importance for the family have to be discussed thoroughly within the family themselves. After assessing and weighing the possible choices and the chances of achieving the desired results, everyone has to agree on a decision to action it. The final decision is the *resolution* for the family to act on the issue.

A resolution on areas of need does not always succeed as expected. Sometimes it requires additional effort.

In most good decision making the end result is usually positive. Situations where a family is free from trouble, it shows as evidence in the way a family matter is attended to or properly addressed.

**Activity 4.1 Define the following terms.**

1. Decision making

2. Resolution

3. Success

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Decision making in the family

From what you have read earlier it is quite necessary for families to meet and discuss on a matter or an issue of importance to enable a prosperous and enjoyable living.



How can I make good decisions?

Good decisions make people happy. They feel free to express what they want to say or do what he/she feels and sees is proper to do. Some decisions are short term (e.g., few days to weeks), while others may be medium or long term (e.g., few months to years).

Most decisions a family may agree to take on board are similar because family issues are usually common in all the different types of family you learnt in the previous lesson.

Now look at the decision making steps below to help you make better decision on issues affecting the family.

In order to successfully solve an issue the need to make good decision is a priority approach.

1. Identify the problem and plan how to solve it within the community and the concerned people.
2. Weigh out the issues and decide if there is an issue to address.
3. Interpret the issue with related explanation and evaluate possible alternatives to address the problem.
4. Make judgments on possible alternatives from suggestions provided by the member who are present including getting proper advice or opinions from close and trusted people like your local priest/pastor.
5. Thoroughly examine the comments and list out to identify the bad and good side of the suggestions made.
6. Select the best possible item to action that is supported by the majority
7. Look back at the decision made to see if the decision is fair and realistic.
8. Look ahead to how these decisions would be implemented in the best way possible to the benefit of everyone.



Activity 4.2 Answer the questions.

1. List some short term decisions that you see that are common in your family.

No	Problem or Issue	Short Term Decision
	1.	1.
	2.	2.
	3.	3.
	4.	4.

2. Why is it important to make good decisions in the family?

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Summary



You have come to the end of Lesson 4. In this lesson you learnt that:

- The need for decision making is important.
- Decisions are made when an issue arises.
- A good decision is necessary for everyone to feel free and enjoy life.
- Decisions have its steps to follow, to arrive at a sensible plan of action.
- Decisions can be short, medium or long term, depending on the issue.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

1) What is Short-Term decision?

What is Medium-Term Decision?

What is Long-Term Decision?

2) You will one day take a position of trust to make decision on family issues. Explain how you would attend to that.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 4.

Answers to the Activities

Activity 4.1

1. Resolution means the final or end result prior to an issue discussed and agreed to by everyone.
2. Success means to achieve what you aim or expect to happen or eventuate in a given period of time.

Activity 4.2

1. Decisions on issues in the family are to address the issue in a way that can make everyone happy. The victim should also admit to what he/she does and say sorry. In this way everyone is happy to live together as one family.

Making family decision

Family type; Polygamy

Problem	Decision
1) Food for family	Husband is to give fair treatment to the wives e.g. to food purchase
2) Clothes for the children	The children of both wives buy their cloths at the same time according to their choice.
3) Love and respect	The husband is to stay neutral and show the same respect to everyone.
4) Family status	Recognize both wives and allow them to express their rights fairly without favoritism.

Answers to Practice Exercise 4

-
- 1.1 Decision made for family that will last for a very short time.
 - 1.2 Decisions made for the family that will take some time but not exceeding certain period of time.
 - 1.3 Decisions made for the family that will remain as long as the family is still united.
 - 2) Decisions do not come as words spoken in the mouth. It is for the good of the family therefore to make decisions I need to settle, relax my mind and think out thoroughly according to the 8 steps of decision making before I am finally settled to decide an answer or resolution.

Lesson 5: Codes of behaviour in Relationships



Introduction

Welcome to Lesson 5. In the last lesson you learnt about Decision Making in Families. Now you will move on to learn about Codes of Behavior in Relationships.



Your Aims:

- define Code of Behavior
 - explain Code of Behavior in different relationships
 - identify Code of Behavior
 - identify the purpose of rules in relationships
-

What is Code of Behavior?

The word “code” generally defines as a set of rules. In an activity or an event a person who wishes to be a part of or participate has to follow the code in which he/she selects to be a member. The actions he/she takes and words he/she speaks will surely spell clearly who or what sort of a person he/she is.

Behavior is how a person behaves or acts in a given situation. The actions a person decides to show will have both the good side of it and the bad side too. Good actions or behavior promotes peace and unity among everyone in the family, the group, the community and the society at large. In situations where a person, a boy or a girl with a bad behavior is in the group there is fear among other members in the community, especially the women and children.



I want to go fishing. Can I use your canoe?

You may, but please take good care



Code of Behavior refers to the style or ways of life we are expected or looked upon to behave in our relationship, within our own family, and different people outside of our family.

What then is behavior?

Every day a person performs different tasks in the family or sometimes with a different family. The action he/she takes clearly shows who or what kind of a person he/she is. The person who performs the action does not always realize what action he/she takes. If an action a person takes is good then he/she deserves to receive positive comments. Other members, both old and young appreciate his/her action. To maintain strong relationship and gain respect, it is very important to show the true qualities of life in the actions he/she may decide to display in front of the family, friends and relatives. The truth is; good behavior promotes peace and unity in the society.

**Activity 5.1****Define the following terms.**

1. Code

2. Behavior

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Our Code of Behavior

As you have seen earlier a person's behavior reflects his/her way of life and relationship with other people. It can be his/her own family, class boy/girl at school, a work mate at his/her work place or anywhere.



What can I do to others and gain their respect?

The code of behavior a person show towards friends, relatives or neighbors must be friendly and acceptable by others. Firstly he/she should consider the likely implications or bad effects that might cause problems and create differences. The need to understand others, their way of life and their wellbeing is the answer to success in life. Every person is to act in a way in which he/she may expect others to do the same to him/her.

A person's duty is to show others that he/she is a good citizen. He/she has a purpose to serve in the community and is an active member with acceptable character.

Here are some things we need to learn and do.

- Try always to make good decision about the things that we do in our lives.
- Develop respect for others.
- Feel positive on your own actions and what you do to other people.
- See the needs of others and assist where necessary.
- Be a listener and accept opinions of other people
- Develop positive values such as being trustworthy helpful and sharing
- Be confident and firm on decisions you make that you feel is important to maintain your relationships.

**Activity 5.2****Answer the questions.**

1. What would you do, if you were told that some of your actions were disliked by others?

2. List 5 things you would do to your own family members to earn respect.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Summary



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

- Good Code of Behavior enables better and enjoyable community
- Respect from others based on our Code Of Behavior
- Gain confidence when we contribute meaningfully.
- Accept opinions and strive to think and stay positive

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

1. What is Code of Behavior?

2. You are a FODE student doing distance mode. Write a paragraph on what you as a student would do to show your code of behavior towards your studies?

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 5.

Answers to the Activities

Activity 5.1

1. Code means a set of rule that governs the general conduct of each person accordingly.
2. Behavior means physical actions or conduct we display in front of other people.

Activity 5.2

1. If I was told that my actions were not appreciated, than I would understand that I have made a terrible mistake. I will ask myself to assess my downfalls and try my very best to refrain from such bad behaviors and possibly find better ways to rebuilt good reputation.
2.
 - (a) Listen carefully to instruction from my parents.
 - (b) Respect other members of my family.
 - (c) Share ideas and enjoy better living in my family.
 - (d) Develop positive values like trust in my family.
 - (e) Accept criticisms and find ways to improve in my family.

Answers to Practice Exercise 5

1. These are actions or conduct of a person actually display in front of other members in the family or the community according to a common rule. Everybody, regardless of his/her gender, age, status or qualification has to abide to these rules for the good of everyone.
2. I am privileged to be given a second chance to improve and excel in my education. I understand that there are many things I will need to work on before I am finally over in my studies. My work at FODE is my life. It is my duty to attend to the entire task assigned for me to complete. My interest in school is my first priority. Respect and obey my teachers. Other people like my parents, guidance or family relative who is supportive to me in one way or the other also need my respect and love too. I should become a good role model and always try to aim high in my work to score better results in my studies.

Lesson 6: Codes of Behavior in Groups



Introduction

Welcome to Lesson 6. In Lesson 5 you learn about Code of Behavior. You will continue to lesson 6 and learnt about Codes of Behavior in Groups



Your Aims:

- identify Codes of Behavior in Groups
 - describe Code of Behavior in different Groups
 - identify the purpose of rules
-

Is Code of Behaviour in Groups Important?

People live together in groups to serve a purpose. The need to display the correct Code of behavior is vital to uphold unity and live a happy life. To do this it requires everyone to show maturity to behave in an acceptable manner. He/she should behave similarly to the way he/she may expect from others. Acceptable Code of Behavior towards other members is the answer to lasting peace in the family group.



My friend asked me to help him build his house

I am free now can I come and help too?



A spirit of harmony and understanding with positive mindset and to work in partnership among others in the group is surely necessary to build better relationship.

Can the Codes of Behavior if not performed as expected cause negative effects in the group?

Negative mindset would create instability a person may select to be a part of behavior of the person i.e., a child, a parent, a colleague, a peer or a team mate will certainly have some form of effect in the group he/she select to join. A Group like sport group, church group, school group or a cultural group has standard rules to follow while participating in a schedule event. Positive code of behavior is absolute to achieve success; however negative attitude can cause confusion and uncertainties.

The need to respect one another is the right tool a person can use in any group or organization. For example, being polite, greet each other, respect one another, and help

those in need without a demand for any form of payment. The code of behavior a person shows the quality of his/her personal character.

**Activity 6.1****Define the following phrases.**

1. Negative effect

2. Negative Mind

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Code of Behavior for different groups

The way of life and type of action a person displays are sure to have some form of effect on a person's life or the group in the community. All groups in any society have rules or code of conduct for its members to follow.



I missed church service last week. What can I say to the pastor or priest?

Now read through the list below to better understand the Code of Behavior.

Code is a set of rules, while behavior is an action shown by an individual whether good or bad in relation to an issue or task.

- Makes good decisions on conflicts in the group
- Develop respect for others in the group
- Feel and think positive on yourself and other
- Listen and accept people's opinions without criticizing them

- Recognize needs of others and give an helping hand
- Develop positive values in being trustworthy, helpful and sharing
- Tell the truth to maintain good relationship with others
- Learn to say sorry or apologize for any wrong doing against your friends

**Activity 6.2 Answer the questions.**

1) What is the importance of practicing good Code of Behavior in Groups?

2) List some Codes of Behavior you want to be practiced in the group.

No	Codes of Behavior

Summary

You have now come to the end of Lesson 6. In this unit you learnt that;

- People have their Code of Behavior to perform in the group
- Negative thinking invites problems and conflicts
- People should always try to perform their roles with respect.
- When the conduct of people is done as expected by everyone then the group in a community lives a harmonious life.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE
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Practice Exercise 6

-
1. Is Code of Behavior necessary in the different family group? If yes explain why?

2. List common codes of behavior and its possible effects if people in the different groups do not show towards each other.

CHECK WHAT YOU HAVE WRITTEN ANSWERS AT THE END OF LESSON 6.

Answers to the Activities

Activity 6.1

1. A bad or incorrect results to an issue that affects others in the group due to improper discussions or behavior of an individual or group of people, e.g. school mate, team mate or a church member.
2. An action a person takes has reasons to do so. Some actions are good and helpful while other actions may hurt another person. Bad actions create differences and may

result in a fight. That shows that he/she has a negative mindset therefore he/she is doing that knowingly without considering the negative implications.

Activity 6.2

- 1) Good and proper code of behavior builds trust and respect for members in the group to live without fear or sadness. When there is peace at heart, people live a healthy life, reflecting good behavior.

2)

No	Code of Behavior
1	Help each other
2	Arrange family sporting activities
3	Attend to church activities
4	Do community work

Answers to Practice Exercise 6

- 1) Yes, healthy living in a group, community or society requires people to behave in acceptable manner. The action doesn't create problem, but bring happiness and unity into the family or a group of interest.

No	Code of Behavior	Possible effects
1	Respect for others	Divisions among the members in the group
2	Develop positive values	Group members loose trust
3	Listen and accept opinions	Bad decision making
4	Make good decisions	Group members argue and may lead to fight

SUB-STRAND 2

Cultural and Personal Identity

LESSON 7: Personal and Cultural Identity

LESSON 8: Similarities and Differences in People

LESSON 9: Individual and Group Values

LESSON 10: Culture, Lifestyle and Values

Sub-strand 2 Introduction

Welcome to Sub-strand 2 of this book. This sub – strand is called Cultural and Personal Identity.

There are four lessons.

In Lesson 1 You will learn about personal and cultural identity.

In Lesson 2 You will learn about similarities and differences in people.

In Lesson 3 You will learn about individual and group values.

In Lesson 4 You will learn about culture, lifestyle and values.

After completing all the four lessons you will understand cultural and personal identity.

We hope you enjoy studying this sub – strand.

Lesson 7: Personal and Cultural Identity



Introduction

Welcome to Lesson 7. This lesson begins Sub-Strand 2 on Cultural and Personal Identity. In the last lesson you learnt about Code of Behavior in Groups. You will now learn about Personal and Cultural Identity.



Your Aims:

- define personal and cultural identity
- explain personal and cultural identity
- identify the factors that determine people's identity
- identify and state reasons for respecting the identity of others

What is Personal and Cultural Identity?

An individual in a group has unique personal features that enables them to clearly tell who he/she is, where he/she is from or what group or race he/she belongs.

Similarly his/her way of life, the language he/she uses to communicate and the style of dressing he/she wears can also show some indication of who he/she is.



She does not look like a typical highlander.

You are correct.
Her mother is from
Central and father
from Goroka



Personal Identity is the outlook expression of a person's appearance, gender, age and personality. Culture refers to other additional features that determine a person as to who or where he/she is from based on his/her dressing, language, and religious beliefs.

**Activity 7.1****Define the following phrases.**

1. Personal identity

2. Cultural identity

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

There are Differences and Similarities among the members in the group. The group that he/she is a member has reasons to be in that group. His/her rights should be valued and respected. For example, girls and women belong to the female group and the boys and men fall in the male group. They are categorized in a particular gender group because of certain physical, biological and norms in a society.

An active member in a group should keep focus, set goals and work hard to achieve positive outcomes.



Why is Julie always wearing that necklace?

**Activity 7.2****Answer the questions.**

1. Why do girls normally follow their mothers?

2. Is it a must to stick together in our gender group?

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Differences between Personal and Cultural Identity

A group in which a person's identity can be clearly recognized is his or her age group. This group does not have restrictions to sex or gender. For example, students in grade 7 are usually age 13 or 14. He/she can clearly be identified from their body size, weight and height. This means that the likely group they actually come in is the age group.

Other groups that we are part of not necessarily in terms of age or gender but groups we choose to join according to our interest. For example, sporting groups, church or religious groups and so on.

In a co-educational school, the student population is commonly made up of both males and females. The age of these students too are not the same. For instance, a primary school has children age 6 to 11 in lower primary and grades 6 to 8 or upper primary with bigger students. A possible identity group that the students can be put into is the cultural group. This is evident from the general physical outlook, languages he/she speaks, costumes he/she dresses, tattoo pattern on his/her body, food he/she eats and many more.

Now look at the differences between Personal and Cultural Identity.

Personal identity	Cultural Identity
gender	race
age	language
physical out look	values and beliefs
grade or class	dressing

Everyone has his/her own personal values and cultural background to uphold his/her unique identity. Understand the real meaning of life and strive all the time to live with a positive mind.

In common a person is born with some form of inheritances or features from his/her parents. He/she may look very much like the father or the mother from his/her skin complexion, the facial appearance, hair or the body shape.

Such outlook can easily enable others to tell who the person is, from which parents, their race and other personal and details.

Now look through some of the common features a person can be identified apart his/her age or gender.

**Activity 7.3 Answer the questions.**

Give some more examples of personal and cultural identity.

Personal Identity	Cultural identity

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

Summary

You have come to the end of Lesson 7. You have learnt in this lesson that;

- Every individual has his/ her personal identity
- Individual's identity can be shown or known through their personal outlook and cultural background.
- Everyone's identity should be valued and respected
- Personal and cultural identity has a great influence in the different groups we belong.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE



Practice Exercise 7

1) What is identity?

2) We all belong to different groups based on our personal and cultural identity. State your reasons why should we respect others personal and cultural identity?

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 7.

Answers to the Activities**Activity 7.1**

1. Personal means anything of value for or belong to or done by a particular person.
2. Culture means the customs and way of life of a particular race or group of people.

Activity 7.2

1. A girl being a female is her personal identity. Because of her sexual make up, her duty to follow her mother is natural. This is the rightful group when classifying her identity.
2. Not necessarily because there are many other things too that are considered besides gender groups like age group, peer group or preferred interests, standards, qualifications either professional or social standing in the society and community or village, clan, tribe or family.

Activity 7.3

Personal Identity	Cultural Identity
-height and weight -interest group -sport group	-regional groups or ethnic group -arts and craft -traditional food

Answers to Practice Exercise 7

1. The personality or features of a person classified prior to actions and physical outlook in a group, community or society.
2. Our unique identity is very much determined by what we do with our group members that have in common the same personal or cultural identity. All these are our personal and cultural heritage, therefore should be respected with pride in our actions. Everybody is unique, special in their own natural environment. Homes, families and as individuals.

Lesson 8: Similarities and differences in people



Introduction

Welcome to Lesson 8. In the previous lesson you learnt about Personal and Cultural Identity. Now you will learn about Similarities and differences in people.



Your Aims:

- identify similarities in people's languages, culture and beliefs.
- identify differences in peoples languages, culture and beliefs
- explain reasons why different and similar languages, culture and beliefs are respected.

What are Similarities and Difference?

The state of being almost alike, idea or way of living being alike or similar are said to have the features of similarities. The opposite in meaning to similarities is differences.

A family, group, community or a society is usually made up of different individuals with various interests, values and personalities. A person decides to join a group for some various reasons but generally they wish to satisfy a specific social, physical or psychological need. They may also join because they want to be left out or just be part of the group to be liked by the group members.

Within the groups there are people with different skills, abilities, talents and intelligence. These things are basic life skills a person should possess in order to contribute meaningfully in the different groups he/she belongs to.

Sometimes there are people with similar ideas, skills and qualification in the same group. Cultural group, for instance is another important group. This group comprises of people with similar bodily features, similar dressing, and similar way of life and importantly speaks the same language. At work place there are usually people from a different race and cultural background among the group members. Though they are not of the same race they work together because of similarities in the trade that is similar to the other colleagues in the group.

Differences are also common in groups. For instance, in a school there are students, teachers and auxiliary staff. All the students don't come from the same tribal group or the teachers from the same province. The gender of the students and their age are not always the same too. Therefore in institutions like a school has both similarities and differences in the people who actually make up the school body.



Kai can speak Jiwaka language fluently.

He lives at the border between Simbu and Jiwaka, therefore he can speak both languages without mistakes.



Anyone living in this world either in families, groups, communities or a nation lives by his/her own culture, belief and language to communicate. His/her self being in the group usually is identified by his/her style of behavior. His/her moral ethics and cultural values together with his/her beliefs should be respected.

Why is it that people have Similarities and Differences?

There are no two individuals with the same norms of behavior in a group, community or society. Perhaps, some activities and actions may seem alike, however after careful assessment; you would notice that there are some differences too. Similarities and differences in people based on languages, beliefs and culture is always present in any society. Individuals are unique.



Activity 8.1

Define these words.

1) Similarities

2) Differences

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Importance of language, belief and culture

We are all born to a group that has a common language, our own unique culture and spiritual beliefs.



Do language, belief and culture have some effect in my life?

Languages of any ethnic group or regional group in a nation are naturally used as a medium to communicate the thoughts of people. Every member in the group should be able to communicate without mistakes, while other group members are able to understand and respond to the message accordingly.

In Papua New Guinea there are almost 850 or more languages people use to speak and communicate among each other. These languages are completely different; therefore they cannot understand the dialect of another ethnic group. For instance, the people from East New Britain speak 'Kuanua' while Simbu use 'Kuman'. The tone and variation in its pronunciation is completely different, too.

Some languages used in Papua New Guinea are common. These major languages include Pidgin, which is used to bridge language gaps, is commonly spoken by most Papua New Guineans, Hiri Motu mostly used in the Papuan region, Engans speak one language in Enga Province and the English language widely spoken worldwide. Languages play an important role in the lives of people. From the language one speaks his/her identity can easily be recognized by other people.

Cultural beliefs too are important in our society. Our beliefs to perform certain rituals, selected dressing and code of behavior we inherit, own and use clearly gives an hint to show who we are and our unique cultural identity. The identity of a person can also be distinguished by his/her unique cultures. For example, different traditional costumes, basic food to eat as diet, the type of house they build to shelter and the tools to work.

In the past the people live in isolation within their own tribal groups. They survived by their own sacred beliefs and practices for safety and harmony. Although this is not active nowadays, a few ethnic groups still practice them. The influence of Christianity has also made impact in the lives of people. His/her identity in the church can enable others to tell where he/she is from. Church were regionalized by the past colonial masters where it became an added accepted influence.

Similarities	Differences
• They often have the same interest • They often share the same values • They sometimes have same diet • They often wear similar dressing • They often have similar appearance	• They may have a different interest • They may not be respectful • They may dislike the food and prefer another type • They may prefer a different dressing • They may look different in height and weight

**Activity 8.2 Answer the questions.**

1) Why is language, beliefs and culture different in people?

2) State reasons why you should respect other people with different language, culture and beliefs.

No	Reason to respect for other people
1	
2	
3	

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Summary

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

- Languages, Beliefs and Cultures of other people should be respected
- There are Similarities and Differences in the way of life people live prior to their language, belief and culture.
- PNG has many languages and unique cultural diversity.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE



Practice Exercise 8

-
- 1) In PNG we have 850 plus languages. Give your views if it's necessary to preserve them.

- 2) Explain in your own words why some languages, beliefs and cultures are slowly dying and make suggestion on what can be done to preserve them.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 8.

Answers to the Activities**Activity 8.1**

- 1) An object, idea, thought or way of life that is being alike or similar are said to have similarities.
- 2) An object, idea, thought and way of life that is not the same or unlike are said to have differences.

Activity 8.2

- 1) The way of life, language to speak, belief and culture are not the same. People live and behave in their own world, influenced by their unique cultural back ground and way of living.
- 2)

No	Reasons to respect other people
1	Their only medium of communication and is to be respected.
2	Unique way of dressing and pride of their identity therefore is to be respected.
3	Faith, according to one's belief and is to be respected

Answers to Practice Exercise 8

1. PNG is an odd country with many languages. Due to very strong cultural boundaries, our people live in their own world. To enable them to communicate they use a common language. It is important to keep them, so that their cultural identity is protected and preserved for the future generation.
2. Our Country PNG is blessed with rich cultures. Over the years, there is evidence of changes in our cultures and way of life from influences of the outside world. The children now are at the cross road to decide what language, belief and culture they would take to use in their lives. Our local language, belief and culture is the pride, of own unique identity and is to be preserved at all cost. People have more choices, because of the wider world of knowledge explosion.

Lesson 9: Individual and Group Values



Introduction

Welcome to Lesson 9. In our last lesson we learnt about Similarities and Differences in People. We will now learn about Individual and Groups Values in this lesson.



Your Aims:

- define values and morals
 - identify individual values and morals
 - identify group values and morals
 - outline and explain the differences between values and morals
-

What is Value?

From all walks of life, people have their own way of doing things based on what they believe. It reflects what we stand for and act out in our behavior that we think is important.



He does not seem to understand well.

I will tell him later.
He is busy now.



Values refer to things that people believe or think that is important to them. Moral is a lesson about what people do or act they think is right or wrong, true or false, fact or opinion.

What effect does values and morals have on individuals or groups?

Values are what individuals or groups think and believe that is important to them. It can be material value, cultural value, and personal or group viability value. The road to a better and improved living is to realize one's best self and be the person one could expect you to be in the group. Values and morals reflect the state of our mind. The key to anything we see and can be able to do whether good or bad is coordinated in our mind. Positive and healthy minds promote success. Breakdown of values and morals brings negative effect resulting in problems, unhealthy living, arguments and fights.

Everyone has certain values and is usually added to his/her wealth of material goods to enable him/her to do many things in life. Material values don't last long. Although it may help solve issues, its value soon or later loses its flavor. For example, pigs have greater value in the highlands, however when the pig is killed to use for its intended purpose it is forgotten soon after, hence their value is gone.

Every person has his/her unique personal character. His/her way of life is very much influenced by how he/she is raised, the environment he/she grows up and the lifestyle in relation to his/her cultural background.

A person's values are his/her valuable asset, therefore he/she has to protect and develop them for use in life, positively.



Activity 9.1 Explain what these phrases mean.

1. Material value

2. Cultural value

3. Personal value

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.



How about group values and morals?

Individual Values and Moral

A person who possesses the right attitude, organize knowledge and can be able to put his/her thoughts and actions to good use without violating the rights of his/ her fellowmen has positive value and moral. From then the need for better living is in order therefore people will certainly find success and live in peace and harmony.

There are many groups people fall into. For example, clan group, sports group, religion group, age group, gender group or hobby group. These groups have similar values and morals to share for the common good of everyone. The value of success is to think critically and decide on alternatives or suggestions that are of importance to the group. Moral power or actions the group agrees to take is to be right and can be able to make life useful.



Activity 9.2 Answer the question.

1. What is the difference between values and morals?

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Common Individual and Group Value and Moral

Values	Morals
▪ Think positive and make correct decision ▪ Say what is right ▪ Advise others with due care ▪ Understanding others before making a ruling ▪ Plan properly before auctioning it. ▪ Greet others to show love and kindness	▪ Be polite, say good morning, good day etc. ▪ Respect others keep noise level down ▪ Help fetch water for our mothers to cook ▪ Accept decisions, shake hands and say thank you or forgive ▪ Maintain team spirit, play hard and accept the decisions

Breakdown of values and moral can lead to uncertainties, problems, loss of respect and greed, jealousy and evil things in the society.

Every individual and group should see that the natural talent in relation to the values and moral ethnics is to be maintained at all cost. We all have a duty as others to display

these values and morals as an individual and a member in the group. Together we can contribute meaningfully to build a successful community, clan and nation. However, the opposite can happen if we do not have good personal and community values and morals. Some of the specific consequences as a result of breakdown of societal values and morals include increased law and order problems and family and community conflicts.

Summary



You have come to the end of Lesson 9. In this lesson you learnt that:

- Individuals have their values and morals
- Groups have their values and morals
- Values and morals are important to successful living
- The need to maintain our values and morals is a requirement in life
- Breakdown in maintaining our values and morals is sure to create negative impact in the society.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE
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Practice Exercise 9

- 1) Why is it that people don't understand each and other and argue or even end up fighting?

- 2) You as an individual and a member of different groups, family, sport, church and others. Write and explain in a paragraph what positive values and moral ethics you would show as a student doing FODE and a group member with your family, community and others.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 9.

Answers to the Activities

Activity 9.1

1. Things that people need to support them in their living that are important e.g. clothes for dressing.
2. Ideas or customary beliefs, songs or language that are commonly practiced or used by people, e.g., traditional songs.
3. An idea, thought or plan decided upon to action that is of importance and beneficial to others.

Activity 9.2

Values are thoughts, ideas or plan of importance that individuals or group have in mind to action. Moral is the actual actions, words in use and real feelings that may be right or wrong in nature that is displayed by an individual or group.

Answers to Practice Exercise 9

- 1) The key to positive living is to see that your values and moral is not misused or used incorrectly. The end result if not practiced or used the way other people expect to see would end up in this.
- 2) My study at FODE is a time to look back at my past life at school. I am very grateful to be given a second change to continue my journey in education, now is the right time to revisit my values of life and improve on my moral ethics. Nothing is impossible therefore I am happy with my studies and looking forward to attain better results soon.

Lesson 10: Culture, Lifestyle and Values



Introduction

Welcome to Lesson 10. In our previous lesson you learnt about Individual and Group Values. In this lesson we will learn about Culture, Lifestyle and Values.



Your Aims:

- define the concept of culture, lifestyle and values
 - identify how culture, lifestyle and values are related
 - identify our own culture, lifestyle and values
-

What is Culture?

Culture refers to the customs, traditions, beliefs and way of life we practice. In many parts of PNG, the cultural way of life is intact and still active. For example, dance, songs, food and marriage are done according to our culture. Sadly, this way of life is slowly losing its value and importance, therefore soon or later the cultures would die out if nothing is done to save it.



Our teacher puts us into our cultural groups to practice songs

I am with the Sepik group but I can't speak the language



Our culture is a priceless gift. We inherited it at no cost. Its value when put to good use enables healthy and better lifestyle. Our culture is our unique identity.

The values of our culture and life style over the last 20 to 30 years have changed at an alarming rate. Most people especially young men and women prefer to adapt the new way of life. For instance, we wear modern dressing, eat imported western food, use modern transport, and hear western music and many more basically to keep up with the outside world.

Village elders and chiefs could sense the danger in what we do but cannot do much. Soon or later our unique cultures would be forgotten.

**Activity 10.1 Define the following terms in your own words.**

1. Culture

2. Lifestyle

3. Value

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

What effect our culture has in our lifestyle and values?

There are different race of people live to survive a way of life that is very much influenced by their own culture.

Our customs, beliefs and traditions do have certain rules unlike our constitution to govern the general conduct and behavior of people. These rules decide what or how our lifestyle should be like within our cultural groups.

Cultures portray a person's unique identity. Its uses in life and the effects it has in a person's lifestyle will surely paint an image of whom or what type of a person he/she is.

The value of our culture decides the direction of our livelihood, hence is to be respected and maintained with pride.



These people speak different language,
how can I understand what they say?

The unique cultures and beliefs are valued gifts a person inherits from the ancestors. Although some of these cultures have restrictions to certain things it has become a part of life both in the past and now.

Today, our life being centered on the traditional cultures and values have gradually changed due to the influence of western culture and lifestyle. Many people both old and

young are now choosing to live this new modern or civilized way of lifestyle. It may be due to the opinion that modern lifestyle is better than traditional lifestyle given a number of reasons such as convenience like eating ready-made food sold in the stores.

Now look at the examples below to better understand the reasons behind the changes in our culture.

- Traditional medicine is replaced by modern health services with good medicine and equipment.
- Bush material houses are being replaced with modern building of corrugated iron roofing.
- A primitive tool like stone axe is replaced with modern steel axe and chainsaw.

These influences for some reasons have negative effects in the lives of people. For example, in the past young boys and girls are not allowed to meet and talk in public. It is against the custom to do that, unless he/she successfully goes through a formal initiation witnessed by the village chiefs and the elders. This practice has changed today. Relationship between boys and girls begin as early as age 16 or even under that age. In addition, young people especially girls engage in unsafe sex and are at risk to contract sexually transmitted diseases or STIs. This is evident from bad pictures and pornography materials found in the internet which are easily available in the mobile phones. You can overcome these bad influences in life by maintaining and promoting good cultural values such as self-discipline, honesty, as well as respect for others and their properties. You can also attend church youth groups and visit clinics and health centers to get advice on reproductive and sex health information and education to make safe and good choices.



Activity 10.2 Answer the questions.

1. We all have different cultural background. State your reason why our cultures are different.

2. You are a student learning through Distance Mode. Give brief information of your own culture, lifestyle and values.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

Now study the table below on traditional and modern culture, lifestyle and values to better understand the reasons for change.

Traditional Culture	Modern Culture	Reason for changes
- Food- Kaukau taro yam - Clothes- grass skirts, tapa cloth, mats and leave tanget - Tools- stone axe, wooden spear - Beliefs- spirit of the bush, sun, spirit of the death	- Food-rice biscuit, bread - Clothes-shirt, coat shoes - Tools-Steel axe, gun bush knife - Beliefs-Christianity, faith in God through the teaching of the bible	- Easy to buy - Ready to eat - Easy to wear - Looks attractive - Do work in less time - Strong and cannot break - Teaching of fact Baptized as Christians Real faith

Modern culture, lifestyle and values have positive benefits on our lifestyle with better and improved living. These changes are necessary, however our traditional culture has to be maintained and respected in appreciation of our unique cultural identity.

Summary



You have come to the end of Lesson 10. In this lesson you learnt that;

- All people or race have in common a way of life based on their culture.
- Our culture has bigger influence in the lifestyle of people.
- Our cultural values and beliefs are important in our lives.
- Traditional ways of life have changed due to modern influence. People prefer to accept that on reason that the changes make their live easy and enjoyable.
- Our culture doesn't have much effect now on our lifestyle and values; however it should be respected and preserved with pride. It is our unique identity.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE

**Practice Exercise 10**

-
1. Explain in your own words why some of our cultures are same, even though we don't speak the same language.

2. Refer to your own cultural group. Write the reasons for changes from your culture to modern culture.

My Culture	Modern Culture	Reasons for Change

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 10.
--

Answers to the Activities

Activity 10.1

1. A plan or an idea that a person decide to build, set up or action, however could not continue as he/she wanted to result in failures.
2. A quick change in which people take usually to live along with the new changes
3. The regard that something is held to deserve; the importance, worth, or usefulness of something.

Activity 10.2

- 1) PNG is a multi-cultural society. People have lived their life according to their own environment settings. In fear of attack our ancestors live in a world of their own. They set their own rules, dressing and even made their own primitive tools. Today these cultures are not very active but preserved as cultural heritage.
- 2) My name is Yalmina. I am a student learning through distance mode. My province of origin is Simbu; the language my tribesmen speak is Kuman. The language is widely spoken and understood by the majority of Simbu people.

In the past our residence was up in the mountains. This has changed when people moved down to the valley searching for better living. Our lifestyle has changed now. I no longer dwell under the Kunai thatched roof but a permanent house built using metal sheet roofing. My life has changed now but I still love my traditional way of life.

Answers to Practice Exercise 10

- 1) Some cultures are similar due to many factors. The reasons may not be the same to many ethnic groups, however certain links or connections has to influence the lifestyle of people. For example, cultural boundaries or land boarder, inter marriages, exchange of food and artifacts.

2)

My Culture	Modern Culture	Reasons for Change
Eating food with bare hands Look after domestic like pigs to get meat Wear kina shell around the neck	Eating food with a fork or a spoon Buy frozen or tinned meat Wear chain necklace	Hands sometimes dirty and can cause sickness It saves time and less work Looks shinny and attractive

SUB-STRAND 3

Changing Roles and Responsibilities

LESSON 11: Roles and Responsibilities

LESSON 12: Changing Roles in relationships

LESSON 13: Roles in Teams, Groups and Families

LESSON 14: Changes in Roles and Responsibilities

Sub-Strand 3 Introduction

Welcome to Sub-strand 3 of this book. This sub – strand is called Changing Roles and Responsibilities.

There are four lessons.

In Lesson 1 You will learn about roles and responsibilities.

In Lesson 2 You will learn about changing roles in relationships.

In Lesson 3 You will learn about roles in teams, groups and families.

In Lesson 4 You will learn about changes in roles and responsibilities.

After completing all the four lessons you will understand changing roles and responsibilities.

We hope you enjoy studying this sub – strand.

Lesson 11: Roles and Responsibilities



Introduction

Welcome to Lesson 11. You are now on Sub strand 3 Changing Roles and Responsibilities. In the previous lesson you learnt about Culture, Lifestyle and Values. In this lesson you will learn about the changing roles and responsibilities of people.



Your Aims

- identify roles and responsibilities
 - identify the differences between roles and responsibilities
 - discuss, describe and explain roles and responsibilities
-

What are Roles and Responsibilities?

Every individual has a part to perform as a member in a family, at the work place, in the church or in a sports team. The part or duty a member plays is called a role, whereas responsibility is the activity a person has to do. For example, being a teacher is a role and teaching the students and duties are his responsibility as a teacher. The role the person is given must be realistic and acceptable for him or her to perform well for the benefit of the family or group.



You are always concern about Kila.

I must go now and pick him at the school



Everybody has some form of job to do, but others sometimes can be hard. It is important to take up the challenge and attend to them responsibly. The way we behave and approach things define our roles and responsibilities.

**Activity 11.1 Answer the question.**

1. In your own words, explain the following terms with an example each.

a) Role

b) Responsibility

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Different Roles and Responsibilities

It is a bad habit to sit idle and observe from the back. Everyone has a duty to do and that is to use his/her mind and talents in full to do something useful.



I am vice class captain now, but next year I will try my best to get the class captain for my class.

Different people do different jobs based on their status or position in the family or group. These tasks do not necessarily require practice or training but are natural and available to everyone. For example, the father is naturally the head of the family.

However, some roles cannot be taken naturally. To actually perform a particular responsibility of a role the need to practice is necessary. Practice enables effective performance to achieve the intended outcomes. The concerned person must be fully confident to take charge of the given role. For example, a team leader in the village youth group, captain of a sports team, or a head teacher of a school must possess appropriate training qualification, skills and abilities as well as other leadership qualities.

Roles and responsibilities in a family is usually performed according to the status of the person in the family. As mentioned above, the person's role does not require formal training, however falls in naturally based on gender or by the age of the person. For example, a mother may take the role as the head of the family if the father is a

deceased. Certain roles and responsibilities are only reserved for adults. One example is preparing meals for the family.

Now look at some of the role and responsibilities of individuals usually seen in common within his/her environment.

- A teacher at school to teach children
- Mother at home to do house work (if not doing a paid job in an organization)
- Father at work place to earn an income to meet family needs
- Doctors in the hospital to treat the sick
- Sports men and women at the field with their team mates to play
- Farmers in the garden planting food crops

The first important member in the family is the father. His role makes a big difference in the family. Study the roles he usually play in the family to enable other family members to live a better and enjoyable life.

- As parent he becomes a role model. His emphasis on expected behavior is helpful.
- As carpenter he builds the family house and makes basic household furniture.
- As security his presence makes his family feel safe to move around freely without fear.
- As doctor he cares for the family's health and hygiene.
- As teacher he teaches the children the basics of a successful life.



Activity 11.2 Answer the questions.

1. Why some roles and responsibilities are not performed naturally but needs training and practice?

2. Make a list of roles and responsibilities inherited to perform naturally.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

What are ground rules?

While performing different roles and responsibilities in the family, community groups, it is recommended to set some ground rules to guide their activities. These rules should firstly be agreed upon by everyone before it is actually carried out. In this way they understand each other which will result in unity in the group to accomplish different tasks successfully.

Now look at some of the common ground rules listed below;

- Discuss common problems and find solution together
- Speak kindly and clearly
- Be patient and understand each other
- Help each other when there is work to be done
- Be trustworthy and reliable.

Ground rules are key factors to positive living. The rules don't hurt or offend anyone however unites every member in the group. Respect individuals' rights. Effective use of ground rules can lead to a peaceful group, community or society.

Summary

You have come to the end of Lesson11. In this lesson you learnt that;



- Every individual has his/her roles and responsibilities to play in a community.
- Roles and responsibilities are to be used or performed to one's best understanding.
- Some roles and responsibilities are naturally performed.
- Other roles and responsibilities require practice and training.
- Ground rules are necessary for unity, cooperation and effective task performance.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE



Practice Exercise 11

1. Ground rules are keys to success in communities to enable cooperation and unity. List some possible rules you think are practical in your community.

2. After completing your school and hopefully getting a decent job, your aim is to take up a management position. Explain in brief what you would do to gain respect from others.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 11.

Answers to the Activities

Activity 11.1

- a) Answer will vary since you have explained the concept of 'role' in your own words with an example to illustrate your answer.
- b) Answer will vary since you have explained the concept of 'responsibility' in your own words with an example to illustrate your answer.

Activity 11.2

1. Roles and responsibilities that come naturally don't require practice or training. Some roles and responsibilities take time to come to that stage. This length of time enables the person to pick the necessary skills to enhance his/her self. When the person feels along or confident he/she is now ready to take up the roles and responsibilities.
- 2.

ROLES	RESPONSIBILITIES
Father	Provides family security
Mother	Prepare food for the family

Male	Help fathers in his work
Female	help mother in her work
Brother	Break firewood and patch water for the family

Answers to Practice Exercise 11

1.

- Support the needy especially the old
- Work in unity and help each other
- Care for the sick at home and hospital
- Share common tools to do work
- Be polite and use manners
- Be patient and accept opinions

2. Roles and responsibilities are values of life we are to work hard to earn and be recognized. To arrive at that level will take some time. I understand that my wish to work at the management position would not be an easy way in. I have to sacrifice and work very hard to earn this position. The qualities of my personal character, work commitment, appearance and relationship are my asset. Slowly, my dreams to such achievement will come to effect. I would settle, keep focus and patiently work toward it.

Lesson 12: Changing Roles in Relationship



Introduction

Welcome to Lesson 12. The last lesson was on Roles and Responsibilities and you learnt about how people use their roles to perform their responsibilities. Now you will learn about changing Roles in Relationship.



Your Aims:

- identify how different roles when taken affect relationship, attitudes and behavior
- identify changes in behavior while taking on different roles.
- discuss, describe and explain change and how to cope with their relationship, attitude and behavior.

What is Changing Roles in Relationship?

The changes in the job a person takes up, lead or become is usually given on trust, confidence and on merit. When given a new role to a person he/she is to be very mindful on how he/she performs the assigned tasks. Any person who performs these roles should be mindful in what he/she does and do it in a way that is acceptable and in the best interest of others.

Roles changes over time so as the responsibilities of that role. For example, a senior teacher's role changes when promoted to the position of the head teacher of a primary school. Hence, he/she requires a new set of skills and knowledge to perform well in the new role.

We do not feel, think or behave the same as others. Our thoughts and feelings about something is not the same as others. That's why every individual is different; because of our unique personality we take on different roles we feel is good for us or our families and groups.

Many individuals forget that they do not live in this world alone. There are people with different attitudes and behaviour that we study, play or work with. When we change jobs or groups or go to another grade, we are expected to perform different and higher roles which requires higher level of skills, knowledge and personality traits.



I was appointed as the captain of the school soccer team.

This is not an easy role; you must show your coach and team mates that you are fit for the



Everybody has his/her own roles to perform. These roles are necessary to enable others to seek assistance. Once a different role is given to perform it is important to do it well and to the very best of your ability.



Activity 12.1 Define the following phrase and words.

1. Changing roles

2. Promotion

3. Merit

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.



This week is group 6 turn to sweep the classroom, where are they?

Ways you would follow to study or work with others in new roles.

Some effective ways to study or work with others on roles such as leaders, captains, and supervisors include;

- Discus problems and find solution together
- Speak kindly with a peaceful heart

- Be honest and distribute things fairly and equally
- Keep patient and listen to others with interest
- Show acceptable behavior towards others

Effects of Role Change

Some roles change when a person e.g., a boy or a girl change from one stage in life to another stage i.e., adolescence to adulthood. He/she will come across many challenges in life. Some tasks may become difficult at times, however he/she has to persist and try hard no matter how hard it is. Soon or later he/she will learn from mistakes and finally succeed in what he/she wishes to accomplish.

For example, a young boy upon the first day of his marriage should realize that, his status as a young boy is over. He is now the head of a new family unit. In addition his young life has come to an end and is now heading towards adulthood.

His role as family head in decision making may be shaky at times. This is a good training to gain confidence and further enable him to make good decisions in the near future. Changing of roles is natural and can apply to anybody, i.e., an individual in a group, a school, a community and a society.

**Activity 12.2 Answer the questions.**

1. Why is a person's role different from other people?

2. You are elected the school SRC president. Explain some common plans you would like to perform to boost your new role.

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Roles are entrusted to people based on trust and confidence. Other members look upon them to perform the roles and responsibilities faithfully for good work flows. One person's role in an organization, school or family, can affect the other members of the group. The individual must possess the right personality, attitude and social skills to relate to them in their new roles. Only then we are in a better position to execute our roles and responsibilities properly.

Positive attitude, acceptable behavior and healthy mind are tools that are vitally necessary to promote good relationship. The role entrusted to take is given on trust and with confidence. Other members would look upon him or her as the team leader to organize or take the lead. Roles a person willingly accepts is important, therefore has to execute these roles with caution and to the very best of his ability he/she he / she. This type of personality is demanding as it portrays our rare skills and invisible talents. Only then we are in better position to execute our roles responsibilities.

Summary



You have to the end of Lesson 12. In this lesson you learnt that;

- Different roles can affect our relationship
- Relationships can be maintained depending on how the roles are performed.
- Every individual has a mind of their own; therefore whatever actions he/she wishes to take is to be respected.
- Effective use of personal skills and talents are important to positively relate to other people.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.



Practice Exercise 12

1) Why is it that we sometimes find negative effect on some roles?

2) You are a FODE student. List some of your responsibilities as a grade 7 student and a family member and explain how the changes of role as a family member to a student influence your attitude and behavior? Does this change affect you in any way? Discuss.

CHECK WHAT YOU HAVE WRITTEN ANSWERS AT THE END OF LESSON 12.

Answers to the Activities

Activity 12.1

1. Changing roles – Answers will vary but should explain how it affects relationships, attitude and behaviour. Simply means dropping one role and taking up another role, normally higher than the previous role.
2. Promotion – Answers will vary but basically it involves the process of awarding someone another bigger role because he/she had performed well in the previous role.
3. Merit – refers to the value or importance of somebody or something. It involves awarding someone a prize or position (role) because he/she performed well in a role. For example, the grade PD coordinator awards you a Distinction reflecting your hardwork and commitment to your studies. The distinction is a merit- based assessment and not a fluke or through wantok system (nepotism) because the teacher in your wantok.

Activity 12.2

1. In a group, community or society, people don't perform the same roles. Every individual is unique with his/her own skills and talents. Effective use of one role is a huge task, but beneficial to the group he/she belongs
2. The role of a SRC president is not an easy task. It is a body that represents the whole school students. Student's affairs are voiced out to authorities through the SRC that is led by the president. If I am elected to take that role I would work closely with the representative of the whole SRC. Delegate their roles, set rules and guidelines in line with the school rules or policy guidelines. Conduct regular meetings and collect the student's views, opinions and suggestions. I would then address them accordingly with respect to every item forwarded for discussions.

Answers to Practice Exercise 12

1. A role assigned to a person has to be performed to expected standard. When there is evidence of a negative effect, it reflects to others that the person in that position lacks skills and knowledge to address the issue. Effective performance is the key to success and prosperity
2.
 - Respect the subject taken at FODE and always try to do them well.
 - Obey instructions and code of conduct expected at FODE
 - Submit completed work on time.
 - Be loyal and maintain commitment.
 - Submit to the FODE teachers' advice and do them respectfully.

Lesson 13: Roles in Teams, Groups and Families



Introduction

Welcome to Lesson 13. In the last lesson you learnt about Changing Roles in Relationship. We will now learn about Roles in Teams, Groups and Families.



Your Aims:

- identify roles in teams
 - identify roles in Groups
 - identify roles in families
 - identify how roles when performing affects others
-

Are the Roles Someone Plays in a Team, Group or Family Helpful to Other Members?

As mentioned in the previous lesson, a role is the part a person plays in respect to a group he/she chooses to be a part of or taken naturally. We don't possess the same knowledge and abilities. It is important in any group or organization to share responsibilities. A single person can't possibly do everything alone. After all, the role a member performs is necessary to uphold unity, maintain peace and achieve progress.

Family roles are usual duties a person performs every day. In order to maintain good family relationship every member is to commit time, cooperate and willingly attend to all duties with pride. Some members in the family, especially children most often hesitate to do little duties in the family. For instance, help mother to sweep the floor. This is a bad habit. He/she may grow with the same habit in his/her life.

Roles and responsibilities of any sort are obligations a person has to commit, firstly with little things to gain confidence. Then continue to bigger tasks in life when he/she grows big. People with courage and confidence are sure to perform their roles successfully. A role is the part that gives a person the authority to take charge, make fair decisions and arrange for events or activities for the group.



Did the teacher select you in the team?

Of course, he appointed me to the captain position.



Every member in a group or family has his/her own roles to play. He/ she have to perform in the best possible way to achieve success and further maintain strong relationship.

**Activity 13.1****Explain the following phrases.**

1. Achieve success

2. Strong relationship

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Roles in Teams

A team, whether sport, excursion, hike and the like need a team leader or captain. The other important person is the vice-captain or the deputy leader. Other members in the group too have their own roles to play. When everyone participates well as expected to their very best, the end result would be positive like winning the game.

Roles in Groups

Some people decide to form groups of interest. These groups comprises of people with similar interests and values. Among the group members it is important to allocate each member a role to play starting with the group leader. Then the second person is in charge of different roles to play, down to the rest of the members in the group. In any formal group the need to appoint an executive body is necessary to take effective control and boost good management.

Roles in Families

The most important group we belong is the family. Every member in the family does not necessarily need to learn what he/ she would do in the family. His /her role in the family is inherited naturally and performed according to his/her status in the family. For instance, father being the family head performs the fatherly role.



What role do I play in a team, group and family?

Now look at the table below to identify the groups you belong.

Team	Group	Family
• Rugby team • Touch team • Soccer team • Basketball team • School project team	• Religious group • Provincial group • Regional group • School SRC • Community group	• Extended family • Nuclear family • Polygamy family



Activity 13.2 Answer the questions.

- Below is an example of roles for the three groups. Write the possible task a person would perform if given that role.

Team Soccer

Roles	Performance tasks
• Team Captain • Vice-captain • Players • Coaching staff	

Groups (An Association)

Roles	Performance Tasks
• Group leader/chairman • Deputy chairman • Treasurer • Financial member	

Family (Polygamy)

Roles	Performance Tasks
• Husband • Wives • Children	

The roles a person play in whatever group he/she belongs is a duty task and, therefore he/she should make it his/her obligation to actually perform with pride in his/her service to fellow group members.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

Summary



You have come to the end of Lesson 13. On this lesson you learnt that;

- A role is assigned to a person to perform effectively and faithfully to the best of his/her abilities.
- Different groups have their own set of roles to perform.
- Success in a group would depend on the effectiveness of the roles people perform in their respective positions.
- A role in a family is inherited naturally, hence the onus is on the family members to perform their tasks effectively as expected.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE



Practice Exercise 13

1) Why is it important to perform our roles carefully and faithfully?

2) Suppose a group you are part of is a prayer group or another social group of interest in your area. List the different roles you believe are necessary to make this group successful. Start with the leader of the group.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 13.

Answers to the Activities

Activity 13.1

1. The end result of a task performed that is done very well and appreciated by other members in the group.
2. The bond between individuals with common interest and understanding that usually promote unity in their different groups.

Activity 13.2

Team Soccer

Roles	Performance Tasks
• Team Captain • Vice-captain • Players • Coaching staff	Organize and encourage the team to play hard and win Encourage the players to commit in training Play hard, strong and display good sportsmanship Draw team sheet and strategize effective game plan

Group (An Association)

Roles	Performance Tasks
• Group leader/Chairman • Deputy Chairman • Treasurer • Secretary • Financial members	Be courageous and make wise decision Assist the chairman where necessary Control finance carefully and keep proper records Record meeting minutes with willing heart and provide meaningful ideas. Contribute with willing heart and provide useful ideas

Family Polygamy)

Roles	Performance Tasks
• Husband (father) • Wives (mothers) • Children	Head of the family. Treat everyone fairly and equally Motherly duties like taking good care of the baby and preparing meals for the family Help one another, co-operate and be obedient to roles he/she has to perform e.g. patch water, break firewood etc.....

Answers to Practice Exercise 13

- 1) Assigned roles and roles inherited naturally are prime task. When given to perform, it is to be done carefully to the very best of his/her abilities. Success in the group or an organization depends very much on how well a person performs his/her role, either natural role or an assigned task.
- 2) Group (prayer)
 - Prayer group leader organize the members and the venue.
 - Assistant prayer group leader assist where necessary i.e. prepare a prayer time schedule.
 - Music group leader provide music and teaches new hymns to the group members.
 - Assistant music group leader assist to play musical instruments.
 - Singers (different choir groups) practice to sing the song in parts.
 - Flower girls and boys decorate the venue for the members to meet for prayer.
 - Prayer group members volunteer to assist in general activities that need assistance.

Lesson 14: Changes in Roles and Responsibilities



Introduction

Welcome to Lesson 14. Our previous lesson was on roles in Teams, Groups and Families. We will now continue to the next lesson and learn about the Changes in Roles and Responsibilities.



Your Aims:

- identify the change in roles and responsibilities by choice or naturally
- Identify skills and abilities that people could use to perform roles and responsibilities effectively.
- identify, name and list skills and abilities you or others might need to perform certain roles and responsibilities.

Why are Some Roles and Responsibilities People Perform Automatically without Being Told to Do?

Certain roles and responsibilities do not require anyone to tell you what to do or how to do it. These roles and responsibilities change naturally due to some natural factors such as gender, age, maturity and experience.

Natural roles are usually the tasks a person is expected or delegated to do in the family without being told what to do. Their roles and responsibilities require common sense and should attend to them without hesitation. For example, if there is no firewood someone in the family either the father or the children go out to collect them. The task of breaking firewood does not need much skills, hence is done automatically from volunteers in the family.



We will have some visitors in our house. Please cook the best food.

Do not teach me how to cook it. This is a woman's duty and I know what to do.



Roles and Responsibilities that people perform naturally do not require training or practice. Gender and age usually is the common factor beside others, too.



Activity 14.1 Define the following terms.

1. Automatically

2. Maturity

CHECK WHAT YOU HAVE WRITTEN, ANSWERS AT THE END.

Roles and responsibilities

People who volunteer to perform certain roles and responsibilities have the confidence in the particular role. The common understanding is that he/she can perform the role to everyone's expectation without any problems.

Now read through the table below to better understand the roles people take by choice and naturally.

Roles by choice	Roles naturally
• Class captain • Teacher • Security • Painter	• Mother • Uncle • Boys • Grand bubu / parent



These boys do not listen in class. I will sit them in different desks.

**Activity 14.2 Answer the questions.**

1. Select a role people want to take by choice and make a list of the expected responsibilities.

2. Select a role people take naturally and make a list of the expected responsibilities.

CHECK WHAT YOU HAVE WRITTEN, ANSWERS AT THE END.

As discussed above, roles people take to perform by choice require certain set of skills through practice and training. When a person feels that the time is right he / she forward his/ her interest seeking support and recognition from others to take that role of interest. Commitment to these roles is important to avoid risk and negative effect if and when there is a decline in the actual performance.

Natural roles don't need people to seek others for their support or help. The roles are gifts through birthright therefore, everyone feels responsible to perform naturally without any formal training or practice. Children and younger people usually learn how to do things by observing the older people or parents.

Family roles and their obligations are natural too as they basically apply to family members based on status, gender and age. These roles are usually temporary due to the fact that when children grow up they change roles or choose different interest groups, e.g., peer group with their own roles and responsibilities. These new roles bring new meaning and experiences in their persona development and social life. From then he/she eventually chooses other bigger groups of interest. Again, these groups may require special skills and knowledge to be effective member and perform the roles and responsibilities meaningfully. The changes in roles and responsibilities are necessary in today's world to enable people live a better life.

Changes in the environment and the use of advance technologies are vital to improve people's lifestyle. Because of this reason, changes in the roles and responsibilities of people is the correct way forward to serve others who don't possess these special skills and talents.

People taking roles by choice are given on confidence based on thorough assessment on his/her capabilities. These roles don't always benefit himself/herself but everyone regardless of the sex, race, culture and religion.

Summary



You have come to the end of Lesson 14. In this lesson you learnt that;

- Roles people wish to take up require skills and abilities.
- Roles by choice are given to potential people who have the capacity to perform. These roles need practice and training.
- Natural roles are different from roles by choice. People perform these roles naturally without someone's direction or advice.
- Whatever role given to perform should be performed with commitment.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.



Practice Exercise 14

- 1) What would be the likely responsibilities for a girl who got married just recently?

- 2) In 2-3 paragraphs, write an account of a role you perform almost every day.

[illegible]

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 14.

Answers to the Activities

Activity 14.1

- 1) Anything that we inherit to do without training, practice or perform through someone's ideas or direction.
- 2) The state in which anything that people do has come on the correct age, time and period.

Activity 14.2**1) Role by choice (Teacher)**

Common responsibilities

- Plan meaningful lessons
- Teach effective lessons
- Show professional code of conduct
- Co-operate and respect others
- Display friendly attitudes and behaviours
- Respond to directives promptly
- Respect children's work in class

2) Role by Nature (Father)

Common responsibilities

- Become role model as family head
- Provide basic needs i.e...Food, clothing, shelter etc...
- Treat every family member fairly and equally
- Make good decisions on family matters
- Encourage strict discipline in the family
- Maintain family security

Answers to Practice Exercise 14

1) The likely responsibilities are;

- Respect the husband and other family members
- Carefully do the household duties
- Listen, obey and keep patience
- Be honest, kind and trustworthy

- Prepare well to become motherhood

2) I am a student learning through distant mode. This is my second year of FODE. Now I am doing Grade 10 works. Almost every day I am glued to my little room. There are books everywhere; I make it my business to at least attend to one subject at a time.

For almost two years now, I am doing the same things. It becomes my normal routine. My parents are also aware of what I do daily. They don't bother disturbing me, too. I feel that my role as a student will come to an end soon however I need to work extra hard to achieve my dreams.

SUB-STRAND 4

Managing Relationships

LESSON 15: Relationships

LESSON 16: Maintaining Relationships

LESSON 17: Broken Relationships

LESSON 18: Harassment and Bullying

LESSON 19: Managing Anger and Frustrations

Sub- strand 4 Introduction

Welcome to Sub-strand 4 of this book. This sub – strand is called Managing Relationships.

There are five lessons.

In Lesson 1 You will learn about relationships.

In Lesson 2 You will learn about maintaining relationships.

In Lesson 3 You will learn about broken relationships.

In Lesson 4 You will learn about harassment and bullying.

In Lesson 5 You will learn about managing anger and frustrations.

After completing all the five lessons you will have a better understanding of managing relationships.

We hope you enjoy studying this sub – strand.

Lesson 15: Relationships



Introduction

Welcome to Lesson 15. In this lesson we begin Sub-strand 4 on Managing Relationships. In our last lesson on Sub-strand 3, you learnt about changes in roles and responsibilities. Now you will learn about the different types of Relationship and its purpose.



Your Aims:

- define relationship
 - identify different types of relationships
 - identify the purpose of relationship
 - give reasons for having good relationship in the family and community at large.
-

What is Relationship?

A person does not live by himself/herself in isolation. He/she is part or a member of a family or group. The interaction between people is important because it addresses issues of common interest that basically strengthen his/her relationship with other people while meeting their needs to survive.



I want to soak my clothes.
Can I use your bucket?

Sure! It is in the
bathroom. When you
finish don't forget to
put it back.



Consistency in maintaining good relationship is important in a family, school, and community to enable success, happiness and prosperity.

**Activity 15.1****Define the following terms.**

1. Interaction

2. Consistency

3. Prosperity

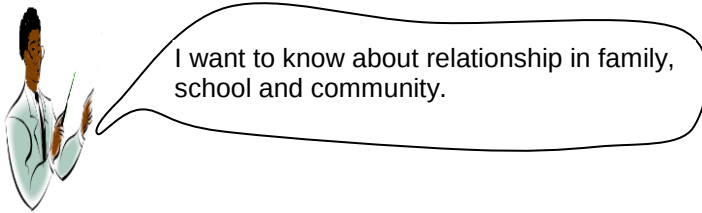
CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

What can be done to maintain effective relationship?

In order to live and work happily with other people, there are number of things a person can do to actually maintain his/her relationship with other people i.e. parents, friend or even workmates. Personal social interactions don't need any formal training but it is natural to the person to interact with others in any social situation. In this way, the relationship between the person concerned and the others is effectively maintained. In any social interaction, you must be able to:

- Listen carefully to others when they are talking
- Respect other members and the ideas they put forward
- Be polite, speak kindly and avoid being aggressive
- Display positive character and attitude
- Think positive and solve issues in an orderly and timely manner

- Maintain peace at all times in decision-making, and
- Treat everyone equally and avoid back bite and gossip.



Now read this story about Kama, the driver and his relationship with other people, i.e., the head teacher, school children, teachers and his own family.

Kama is the driver of the school bus and hails from Nondugl, a small district in the Jiwaka province. He works as a full time driver in a school for the last ten years. The head teacher highly comments him of the skills he processes and his cordial way of approach towards everyone, the students, teachers and others in the school as well as the neighbors.

Sometimes he seems not agree to some decisions concerning his role as the driver; however there is hardly no indication to show his negative emotions. He looks very much happy and smiles at anyone he meets. The tone of his voice too is usually soft and friendly. School children, both boys and girls admire his way of life and often wish they would be like him.

He seems to have no room in his heart to show his anger or act aggressive. His wife and children also behave the same way as their father. His actions and relationship in the family has greatly influenced his immediate family to live a life very much similar to their father.

The story on Kama's way of life is very interesting. In a family, group or a society there are few people with such character. From the story his roles and responsibilities as a driver and his association with others is very remarkable. Read through the list below to better understand the positive characteristics of Kama's life.

- He respects his job.
- He loves his job.
- He respects everyone.
- He is happy all the time.
- He is very kind and friendly.
- He keeps patient.
- He performs his role very well.

- His relationship with the teachers, students and everyone is really good.
-

**Activity 15.2 Answer the questions.**

1. What happens if there is a breakdown in relationship?

2. List some examples of positive things you would do to maintain effective relationship.

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Now find out what manners a person needs to show in a family, school and community.

Relationship at school

- Be obedient and avoid being naughty
- Respect teachers and follow advise
- Respect other students, their works and properties
- Tell the truth and show Christian values
- Be polite and speak sensibly with clear peace of mind.

Relationship in the family

- Respect each family member
- Share jobs and ideas in the best interest of the family
- Help others in whatever work pending to do.
- Be kind and trustworthy

- Listen and avoid aggressiveness or even to the extent of being an opposition in the family.

Relationship in the community

- Give an helping hand to those in need
- Speak the truth and be trustful
- Share ideas, material stuff, food stuff etc.
- Co-operate and respect each other
- Listen to others, obey and follow directives

The three (3) groups we study and the expected responsibilities are always normal in life. We are part of these groups' family, school or community. Our duty is to always try our very best to maintain our relationship with others. After all we all want to live a happy and peaceful life.

Summary



You have come to the end of Lesson 15. In this lesson you learnt that;

- It is necessary to maintain our relationship with other members to meet our daily needs and to promote peace and unity.
- We belong to different groups that are very much familiar to our life that is family, school and the community.
- Relationship does not require practice or training, however is within the person to show others to decide who or what type of a person he/she is in relation to others.
- The need to maintain effective relationship should be the core focus for everyone to address.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE



Practice Exercise 15

1) Explain why relationship in school is important?

2) Your relationship with your teacher at school is not good. Write some ways in which you would take to improve your relationship.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 15.

Answers to the Activities

Activity 15.1

1. An act in which something is done continuously to the same volume, speed, etc., as expected. There is no sign of drop or slow down, however is often up to date.

2. A positive sign of improvement and the state in which new developments occur to one's life that shows signs of progress than the usual one or the previous situation.

Activity 15.2

1. People do not live to survive alone. They rely on each other for support in anything they want to do. Good relationship is essential to promote better living; therefore a breakdown in the relationship with other members would create differences leading to arguments and fights.
2. Family, school and the community are groups we belong in common. Within the groups we attend to our daily activities. The need for better relationship is very important. For example;
 - Share materials and ideas openly
 - Respect one and other
 - Keep patient and accept advice
 - Make good decisions after getting collective ideas
 - Maintain good code of behavior

Answers to Practice Exercise 15

- 1) Another important group we belong to is a school. We find different groups of people that make up a school community. For example, the teachers, students of all age groups, gender, BOM, etc. For a school to function smoothly the need to maintain effective relationship at all levels, groups, gender etc., is a requirement. Only then the school would progress to its full potential.
- 2) Teachers are the source of knowledge. If my relationship with my teacher is not good, I would try my best to;
 - Approach the teacher to seek advice
 - Apologize and say sorry if a mistake is made
 - Discuss school matters with interest
 - Change negative character without delay
 - Respect all school work and attend to them accordingly
 - Respect the teacher

Lesson 16: Maintaining Relationship

Introduction



Welcome to Lesson 16. In the last lesson, you learnt about Relationships. In this lesson, you will learn about Maintaining Relationships.



Your Aims:

- identify skills of maintaining effective relationship
- identify benefits of maintaining effective relationship
- find effective ways to maintain relationship.

What Skills Enable Healthy Living?

Every individual has his/her own unique skills in life. These skills are personal tools that are necessary to perform specific responsibilities.

Of the entire life skills people possess, maintaining a healthy and strong relationship is among others an important tool. As the saying goes: “No man is an island”. This means no individual can live alone. We depend very much on each other to seek a helping hand in order to solve issues and achieve life goals.

The exchange of ideas and skills and the effectiveness of our relationship will very much depend on what is within us to actually demonstrate towards a healthy living in the community and society.



That driver is always careful in his driving.

You are correct. When he drives, I feel safe to travel with him.



Good relationship is an important aspect of life a person has to maintain effectively to address genuine issues and instill confidence in the people. When partners have similar attitude, aspiration and intellect their relationship is stable and strong. They both have mutual understanding.

**Activity 16.1****Explain these phrases in your own words.**

1. Unique skills

2. Specific responsibilities

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.**What then can we do to maintain effective relationship?**

Life skills that people possess are not the same or uniform in nature. These skills are attainment we add as personal abilities that are within a person to use whenever he/she is in need and to settle issues of importance. Effective and cordial relationship promotes better living and harmonious lifestyle.



What are the common skills I should have to maintain effective relationship?

Read through the skills you would need to maintain effective relationship.

- Be a good listener
- Keep alert to take risk
- Have vision to achieve
- Play on active role
- Maintain balance in decision-making
- Be cheerful
- Be competitive
- Ask sensible question

- Be careful and show respect
- Think positive.
- Act simple and be sensitive
- Make wise decisions
- Humble and work hard
- Be an assertive communicator

**Activity 16.2 Answer the questions.**

1. What does the word utilized means?

2. You are a FODE Student. Write some skills you have in yourself that is sure to help you maintain effective relationship.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

Relationships can either last after a short time or continue over a long time. Its duration depends on how people manage and maintain their relationship to acceptable standards. Some relationships, for instance marriages last for a long time. The type of relationship the couples have to use in common has positive effect. Both parties understand each other, respect one another, love and uphold oneness in unity. Factors such as common goals and values determine the duration of relationships.

Short time relationship don't last long, the duration is minimal to certain period of time before it comes to an end, for example an exclusive relationship between a boy and a girl. This relationship most often don't continue to marriage, however they break up after leaving school or otherwise other genuine reasons that becomes the determining factor to end the relationship.

A person or group of people you may intend to join, partner or be part of demands faith and loyalty. Strong and effective relationship is the core essence of a well, secure and stable social life.

Summary



You have now come to the end of Lesson 16. In this lesson you learnt that.

- Effective relationship is necessary to promote better lifestyle.
- To maintain effective relationship a person must do things in an orderly manner with respect and concern for others in the social group.
- The end result to good relationship is positive living and progress in achieving goals.
- Relationship can be short or long term depending on the type of relationship a person prefers to be part of and common goals of interest.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.



Practice Exercise 16

- Write at least three things we need to learn to maintain our relationships.

1.1

1.2

1.3

- List some long and short term relationship people become part of it in our social life.

Short term relationship	Long term relationship

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 16.

Answers to Activities

Activity 16.1

- The ability to do things to once desire and satisfaction that is not similar in kind to others.
- A role or task a person takes to perform that is in demand however is usually attended to by few people who possess the skills and has the ability to do it.

Activity 16.2

1. To make use of or get a job done to satisfaction using the skills and knowledge he/she possesses;
2.
 - Be an achiever
 - Be committed to the things I do
 - Be creative in mind and action
 - Be well disciplined in what I do
 - Be fair and just
 - Be flexible and happy
 - Keep loyal and be trustworthy
 - Be open to others

Answer to Practice Exercise 16

-
1.
 - 1.1. Develop respect for each other
 - 1.2. Make good decisions about the things we do
 - 1.3. Feel positive about ourselves and others too.

- 2.

Short Term Relationship	Long Term Relationship
Pen friend relationship	Family relationship
Sporting term relationship	Marriage relationship
Peer group relationship	Profession career relationship
Desk mate relationship	Religious group relationship
Class group relationship	Tribal group relationship
School group relationship	Other long term relationships

Lesson 17: Broken Relationship



Introduction

Welcome to Lesson 17. In the last lesson you learnt about maintaining Relationship. Now you will learn about broken Relationships.



Your Aims:

- identify factors that lead to broken down of relationships.
- identify strategies to deal with broken relationships.
- list ways to deal with broken relationships.

What Causes Broken Relationship?

Relationships between individuals or groups can be strong or intact when people interact with good understanding, have respect for one another and possess similar intelligence or other mutual benefits or things in common.

Sometimes this relationship may change course when people act in unusual ways, employ mean approaches, use abusive tactics and dictate decisions. These negative approaches collectively add to the breakdown of relationship between individuals and groups.



This girl looked very sad. Is there anything wrong?

I saw her yesterday arguing with her boyfriend.



Relationships of all forms require people to maintain a code of good behavior in order to live and work successfully. People don't feel ease or comfortable if and when there is a break down in maintaining ones relationship with a partner or a family member. In the end, it may lead to problems and uncertainties.

**Activity 17.1 Define these words.**

1. Interact

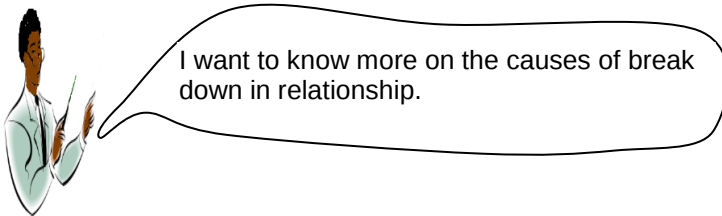
2. Abuse

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

What is a broken relationship?

Relationship refers to emotions that bring success after interactions between two individuals who know each other for a long period of time. The degree of closeness between two individuals would most likely have more influence in their attitudes and behaviors.

Broken refers to an act where an item, subject or idea has come to a stop, damaged or no longer in use. A broken relationship in meaning is a sudden stop, break away or the end result by the way of separation to the links of mutual relationship between individuals as a result of negative influences.



Our personality determines who we are through direct or indirect relationship with others. It is through our relationship that we grow to be more social beings or human and a complete respectful person.

Unhealthy relationships prevent us from being more social being or human, slow growth, lose respect and can damage the our relationships. We can feel rejected and isolated from the rest of the group or family members.

Now read through the examples of common behaviors that cause relationship to break down.

- Disrespect - when one person does not respect the other

- Exploits or abuse - when people do things satisfy their own needs
- Disempowered - when someone takes away or remove the powers or authority of another
- Humiliate - when people try to shame others
- Ignore - when people don't take heed of what they should do or don't take notice of other partner
- Aggressive - when people deliberately make trouble or use threat and force to get what we want

Relationships can also break down if a person knowingly use another person to do things for personal gain or satisfaction, for example, copying work, bribe another, blackmail, impersonate, use other people's name, false pretense and so forth. We can mend broken relationships by taking the following actions.

- First find out the causes of the break down
- Find how best you can approach the other partner
- Both of you should sit somewhere to talk through the issues of concern
- If both of you are not comfortable talking by yourselves, invite a trusted friend or matured person like a pastor or counselor to mediate between you and your friend
- Take the initiative and be first one to apologize to the other person.
- Both of you should agree to rebuild your relationship again and list down things that you should not do that will hurt the relationship



Activity 17.2 Answer the questions.

1. What is the result of an unhealthy relationship?

2. Give some examples of common behaviours that may cause breakdown in relationship.

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Unhealthy behaviors add risk for people to live a happy and successful life. It may result in the breakdown of good relationship between two or more individuals who know each other very well for a long time.

Summary



You have come to the end of Lesson 17. In this lesson you learnt that;

- Relationship is between two people who know each other very well.
- Unhealthy attitude and behavior can cause more breakdowns in relationship.
- The effect of break down in relationship can add unexpected risks that are unfriendly to live and enjoyable life.
- Broken relationships can be maintained if we can see and understand who we are before taking any actions toward other friends, peers and family members.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE



Practice Exercise 17

-
1. Explain the word emotions in your own words

2. Your assignment at FODE is given to another friend to do it for you. Unlikely your FODE teacher finds out that the answers look pretty much the same. He decides that your friend and yourself disqualifies the assessment task and is awarded zero over the total makes. Write a paragraph to explain to the teacher about the cause of getting zero.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 17.
--

Answers to Activities**Activity 17.1**

1. The way in which an individual associate, talk or share things, ideas of interest with known persons whilst maintaining ones social relationship.
2. The actions taken by someone who is not good, improper and irrelevant. It can cause upset or hurt the feeling of people. The benefit of this action is for personal gain.

Activity17.2

1. People in many communities and societies have high expectations in living a life that is healthy and peaceful. Situations where people knowingly behave in a sense which is not acceptable by the others, however for personal gain can lead to unhealthy relationships.
2. Violence
 - Argument
 - Bribery
 - Intimidation
 - Greed

Answer to Practice Exercise 17

1. The state is which a person feels and reacts in doing things he/she is happy to do or perform.
2. My friend has become a victim of my laziness. He/she is deeply hurt and would not be in good terms with me. In addition, his/her actions might change too because of my fault and might not chat with me as usual. The breakdown in our relationship may take some time before we are together again.

Lesson 18: Harassment and Bullying



Introduction

Welcome to Lesson 18. You learnt about Broken Relationship in the last lesson. Now you will learn about Harassment and Bullying in relationships.



Your Aims:

- define harassment and bullying.
 - identify factors that lead to harassment and bullying.
 - find effective ways to deal with harassment and bullying.
-

Why do People Harass and Act Bully Towards Other Members of the Community?

It is unethical and inhuman to behave disorderly in any relationship. The basis of one's livelihood depends largely on the relationship between individuals who are known to each other. Sometimes there are incidences of people willfully harassing and bullying others to get their attention. These acts are unacceptable, however if it's deliberate is a selfish behavior to gain favor for personal gain.



That boy knocks me hard on the head.

He is a show off. I will him report to the teacher.



Everyone is entitled to exercise his/her freedom of choice. The rights to express ones feelings and emotions and other related life skills need proper understanding and respect among each other. However, we must not harass or bully somebody to get attention or get what we want. It is an anti-social behaviour.

**Activity 18.1 Define these words.**

1. Harassment

2. Bullying

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Bullying and Harassment

There are times when people behave in a different way. These unacceptable behaviors may affect the feelings of others such as continually picking on smaller children or students unnecessarily. The attitudes if inappropriate can surely ruin a good relationship and also cause family conflicts. Therefore, the need to respect each other is a vital tool to use and advance in life.



My next door neighbor complains on my behavior after the drinking party at the house.

Now read on to find out the effects of harassment and bullying.

Unusual actions and behaviours can cause ill-feelings. It can sometimes hurt someone physically and emotionally. Study the list of possible effects of harassments and bullying in our social life.

Possible effects of harassments and bullying

- Innocent people feel hurt
- Lose friends and feel lonely
- Create differences with others
- Lose face and personal integrity
- Court fines or imprisonment

Possible ways to minimize or stop harassment and bullying

- Treat everyone as you may want others to do to you
 - Friends are partners to comfort you in times of needs and deserve the same treatment therefore maintain respect.
 - Think and reason out the advantage and disadvantage on an action you may prefer to take before you actually do it.
 - When you have more people around you, it is normal that you don't fall short of anything. This can set the pathway to take higher roles. Think sensible and act professionally.
-

**Activity 18.2 Answer the questions.**

1. Define these phrases.
 - a. Think maturity

 - b. Act professionally

2. Write two effects of harassment and bullying in school or at home and state possible ways to minimize or stop it.
 - a.

 - b.

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

Good relationship with others is necessary to achieve success in what we intend or want to do in life. Respect the freedom of choice and movement of others and say No to Harassment and Bullying.

Summary



You have come to the end of Lesson 18. In this lesson you learnt that;

- All forms of relationship are to be respected and maintained.
 - Unusual and inappropriate behavior can cause disharmony among individuals, friends, families and groups.
 - Harassment and bullying behavior is rude in nature and can lead to breakdown of relationship and other negative consequences.
 - The right freedom to of expression, choice and movement is necessary for a healthy living; therefore it must be practiced with positive minds.
-

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE



Practice Exercise 18

- 1) Write two possible effects of harassment and bullying.

- 2) You as a student need to work hard and complete your studies. Often your friend is bullying at you. You do not settle well to finish your school work. Explain how you feel towards his bullying character.

This image shows a single page from a notebook or ledger. It features ten evenly spaced horizontal blue lines across its entire width. The margins are uniform on all sides. There is no handwriting or other markings present on the page.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 18.

Answers to the Activities**Activity 18.1**

1. An action towards innocent individuals or groups to cause physical attack abusive language by force.
2. An action of aggressive behavior towards others without a genuine reason or cause.

Activity 18.2

1.
 - a. A state where people are able to actually weigh issues and problems with a clear piece of mind.
 - b. An action that is done in respect to issues of importance in a very sensible manner or approach.

Answers to Practice Exercise 18

1.
 - Decline in help and support from others.
 - Lose respect in the group
2. School work is what I need to learn, attain better marks and prosper in life. I need a good piece of mind to concentrate in my studies. My friend's behavior really hurts me. I have to try my best to avoid or ignore him. Although I tried many times he still keeps bullying at me. I will tell my parents, his parents and my teacher to talk to him. This is an issue; therefore I had to try my best to solve once and for all.

Lesson 19: Managing Anger and Frustration



Introduction

Welcome to Lesson 19. This is the last lesson of strand 1 on Relationships.

In the previous lesson, you learnt about harassment and bullying. Now you will learn about Managing Anger and Frustration.



Your Aims:

- Identify the differences between anger and frustrations.
 - Identify the causes of anger and frustrations.
 - Identify effective ways of dealing with anger and frustrations.
-

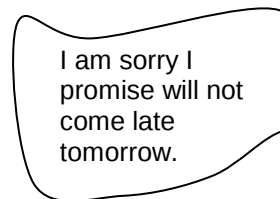
What is Anger and Frustration?

Every individual feel, think and act differently according to their emotional states. Sometimes they act differently upon some incidences they see not pleasing or not able to attain any goals.

Actions a person shows are usually put out after frustration on things he/she sees and feels not in his/her favor, blocked or over looked. Such feelings are usually the common reasons why people tend to show anger and frustration.



Why are you late all the time? If tomorrow again I will sent you home.



I am sorry I promise will not come late tomorrow.

Feelings of disbeliefs and incorrect approaches provoke people to act in a negative manner. The common sign of such feeling is the act of anger and frustration.

**Activity 19.1****Define the following words.**

1) Anger

2) Frustration

CHECK WHAT YOU HAVE WRITTEN, ANSWERS ARE AT THE END.

What then is anger and frustration?

Anger and frustrations are normally put out when someone is not happy or disagree to an issue. The person's body language and appearance speaks of how he/she feels.

Such negative actions are the results of one's bad feelings over something he/she does not agree or denied from getting something he/she wanted.

An action that relates to anger and frustrations normally goes with abusive language. In most instances the tone is high to actually burst out what is in the mind and at heart.

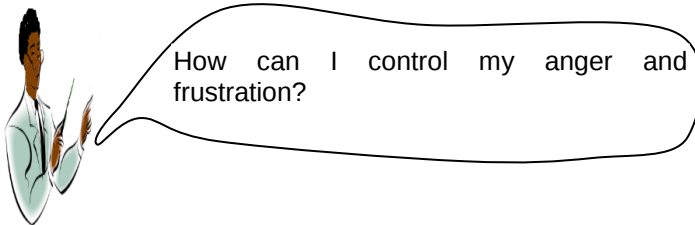
Other times you see or come across people who seem to change their behavior and actions differently. Their normal character of a person changes with evidence of mean facial expression. Such mood reflects that soon or later an argument is most likely to take place. Frustration leads to anger which further results in conflicts and breakdown in relationships.

Study the possible causes of anger and frustration to better understand and avoid in real life situation.

- Willful damaging other persons property
- Swearing and using abusive words to degrade others
- Misuse of item beyond given time
- Gossiping to defame others
- Disobeying rules and regulations
- Disrespect for other and causing disturbances
- Deliberate stealing

- Knowingly denying to protect yourself
- Deliberately blocking or avoiding someone from getting something he/she deserves.

Frustration and anger adds risk to maintain effective relationship in the society. Control any possible negative effects and think of better ways to resolve once and for all.



A person's aggression does not necessarily show if and when that person is in a healthy mood. His/ her temper is normal, therefore doing the daily task as usual.

There are common signs you would identify or realize when a person is not angry or frustrated.

Now read through some of these examples.

- Speak at a normal tone
- Act orderly and normal
- Keep focus on his/ her own work
- Concentrate without disturbance
- Uses his/ her manner by being polite
- Greet others with a smile
- Cheer up, feel lively and happy
- Accept advice and improve.

Some effective ways you can use to manage or deal with anger and frustration include the following.

- You must be aware of the causes and dangers of anger and frustration
- Seek spiritual counseling from your teacher, local priest or pastor
- Avoid people, places, activities or things that will cause anger and frustration
- Participate in contact sports like rugby or boxing that will release your frustration.

- Walk away from the person or delay meeting the person to avoid confrontation

**Activity 19.2 Answer the questions.**

1. Write an example of an act of anger.

2. Write an example of an act of frustration.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END.

Summary

You have come to the end of Lesson 19. In this lesson you have learnt that;

- One of the main causes of conflicts and breakdowns in relationships is anger and frustration when people feel blocked of getting that they wanted.
- A personal emotion such as anger and frustration must be controlled and find better ways to solve issues.
- People need others to live happily and should be respected by not applying aggressive tactics for personal gain, i.e., quick outbursts of frustration and anger without a second thought.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE

**Practice Exercise 19**

-
- 1) Write at least three causes of anger and frustration.

- 2) Your teacher gives you a low mark in your work at FODE. You are not happy and feel very angry through your frustration you decide not to do the next assignment. Suggest possible ways you would react to slow down your anger and frustration.

CHECK WHAT YOU HAVE WRITTEN. ANSWERS ARE AT THE END OF LESSON 19.
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Answers to the Activities

Activity 19.1

- 1) An act of violent behavior to express or show others your disbelief over an issue. Sometimes the tone of the language is high with abusive words.
- 2) The feelings of a person that shows mean appearance with high temper, quick moves and rude character. Frustrations make people angry that may lead to bigger problems.

Activity 19.2

1. Throwing things at each other and scowling at people unnecessarily.
2. Very hot temper, looking mean with sweat all over your body in response to an issue not in good terms with.

Answers to Practice Exercise 19

- 1)
 - Not completing assigned task on time.
 - Aggressive tactics in sports to physically hurt or injure others
 - Not faithful to church rules and code of conduct (Commandments)
- 2) The first sight of the marks and red ink on my paper made me feel very bad. I even squeezed my paper upon frustration. Then I sat to think all over. This is what I think is best to do.

I cannot redo the task again. What marks I get is final, however there are other task yet to do. My actions are not proper. No one writes these answers except me. I should blame myself for the time and effort for rushing my work. Without my attainment certificates I would not prosper to do anything good in life. This is my only hope. I will ask my teacher and seek help from others for assistance. Sometimes I can go to the library to do extra research. I have the confidence but did not use time wisely. I blame myself and regret on the actions I take because to my marks.

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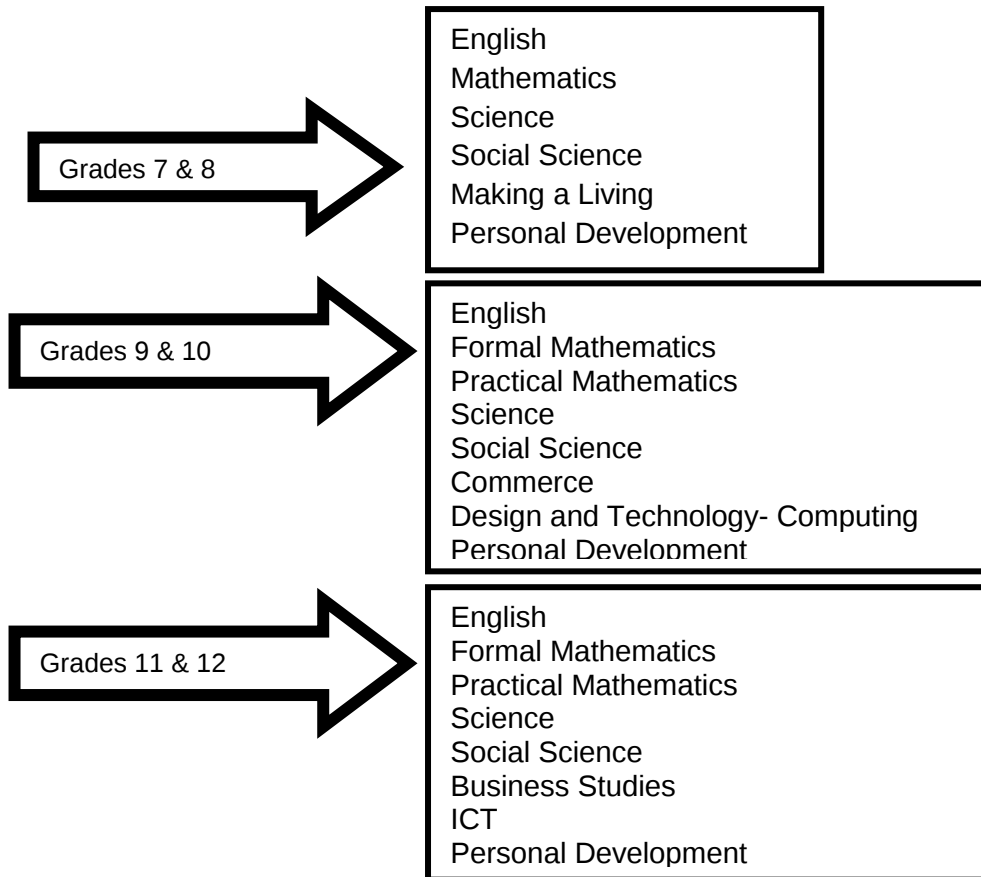
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The Social Report 2010

Internet Google

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SUBJECT AND GRADE TO STUDY



REMEMBER:

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

CORE COURSES

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

OPTIONAL COURSES

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

REMEMBER:

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

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