



DEPARTMENT OF EDUCATION

GRADE 7

PERSONAL DEVELOPMENT

STRAND 5

LIVING AND WORKING TOGETHER



PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION

FOR THE DEPARTMENT OF EDUCATION

PAPUA NEW GUINEA

2017

GRADE 7
PERSONAL DEVELOPMENT

STRAND 5

LIVING AND WORKING TOGETHER

SUB-STRAND 1:	GOOD AND FAIR LEADERS
SUB-STRAND 2:	RESPECTING RIGHTS AND FREEDOM
SUB-STRAND 3:	MAKING CHOICES
SUB-STRAND 4:	RULE OF LAW

ISBN and Copyright

ACKNOWLEDGEMENT

We acknowledge the contribution of selected Secondary and Upper Primary teachers in Central Province and NCD who helped to develop this Strand.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of Personal Development (PD) Department of FODE who played an active role in coordinating writing and editing processes.

We also acknowledge the professional guidance provided by the Curriculum and Development Assessment Division throughout the processes of writing, and the services given by the members of the Personal Development Review and Academic Committee.

The development of this book was co-funded by GoPNG and World Bank.

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Published in 2017 by Flexible Open Distance Education

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Printed by Flexible Open Distance Education

ISBN 978-9980-89-434-2

National Library Service of Papua New Guinea

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As you complete each lesson, tick the ☐ for that lesson.

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

STRAND INTRODUCTION



Dear Student!

Welcome to Strand 5 of your Grade 7 Personal Development Course! It is hoped that you will enjoy study the Grade book on living and working together.

This strand focuses on making critical decision by looking at alternative choices or options which will benefit a family, a community and a nation as a whole. It is much more about you as an individual person, you will learn to live and work as a team to carry out certain roles and responsibilities to build a healthy and suitable environment to live. You will also realize that this book creates an avenue for you to think critical about upholding the laws in your society and not to violate the rights and freedom of others so as to be a good and fair citizen of this country.

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 15 lessons arranged in four sub-strands, which are:

- Good and Fair Leaders
- Respecting Rights and Freedom
- Making Choices
- Rule of Law

The first sub-strand covers good and fair leaders consist of 4 lessons. In it you will learn about community expectations of the leaders and their utmost roles and responsibilities.

The second sub-strand has 3 lessons. These will help you to understand the concept of respecting the rights and freedom of individuals and the choices and decisions they make. There are 3 lessons in the third sub-strand. In those lessons you will learn about how individuals make choices for their benefit and the benefit of the community.

The fourth sub-strand composes 5 lessons. The main focus on those lessons is to help you to be familiar with the functions and the purpose of the rules and laws in your society. The laws are there to protect and to safeguard the environment.

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

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 the end of this course.

The 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 Lessons 1 to 17.

The four assignments in one book that 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

GOOD AND FAIR LEADER

Lesson 1: Leadership

Lesson 2: Leadership Roles and Responsibilities

Lesson 3: Community Expectation of Leaders

Lesson 4: Community Support of Leaders

Sub-strand 1 Introduction

Welcome to sub-strand 1 of this book. In it you will learn about good and fair leader in your community.

In it you will define good and fair leaders and their characteristics. You will also learn their roles and responsibilities such as fair distribution of goods and services to the people.

Furthermore, when you study this section you will be equipped with better knowledge of leading others well. If you are able to deliver some sort of services to the community or the society where you live, it is a positive sign of being a good leader. With that regard you will be recognized as a future potential leader for what you have been doing. A person who is having mindful of others and being an instrument of them is most likely to be a good and fair leader. Proceed on to know more about the leader.

Lesson 1: Leadership



Introduction

Welcome to Lesson 1 of Strand 5. In this lesson, you will explain leadership and give qualities of good and fair leaders in the community and country. Then, you will differentiate between good and bad leaders.



Your Aims:

- define good and fair leadership
 - identify characteristics of good and fair leaders
-

Leadership

Adults and teachers always tell children or their students that they are the “future leaders” of their country. This is true. However, we cannot all be leaders. The ability of an individual to direct, guide and influence people is called leadership. Leadership comes from a base word “lead” which means “to guide or to direct”. A person who guides or directs is called a leader. A leader should represent and speak for the good of all his people. For example, Prime Minister Peter O’Neill is a leader of the Independent State of Papua New Guinea. He leads Papua New Guineans for prosperity, equality, justice and a peaceful environment to live. Every leader has some unique qualities to lead his people in different situations and capacities. You can also be a leader if you possess these abilities or qualities.



Honourable Peter O’Neill

People lead in different ways. But there are two types of leadership. One is being a good and fair leader and the other is being a bad leader. When a leader is loved and respected by people, this is because he/she has demonstrated a good and fair leadership in his community. When people don’t listen and obey a leader, he/she is probably a bad leader.



“Man’s goodness is a flame that can be hidden but never extinguished.”

Nelson Mandela (1918) South African President & Lawyer

“The youth are the leaders of tomorrow”



Being a good and fair leader is not easy and not everyone can do it. Leaders need to behave in ways that can earn the respect of the people. Bad leaders lead in a way that scare or suppress people. People follow these leaders, not because of respect but because of fear. Dictators are examples of such style of leadership.

**Activity 1.1**

**Answer each question based on the passage above.
Write your answers on the spaces provided.**

1. What is leadership? Explain.

2. What is good and fair leadership?

3. Describe bad leadership.

4. Think and write one quality a good and fair leader should have.

5. What is one the difference between a good leader and a bad leader?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Qualities of a Good and Fair Leader

Leaders are not only chosen by people but it can also be inherited from grandparents or parents or they are just natural leaders. Natural leaders are people who have the special and unique leadership skills and abilities to be the guide, helper, spokesperson and representative of a group. So a leader must be good and fair to his people, in his group, in the community and in the country.

The following are qualities of a good and fair leader which are also the exact opposite of a bad leader:

- Good role model for others to follow
- Interested in helping other people
- Honest, loyal and humble
- Patient/Tolerant of other people
- Can solve problems and conflicts peacefully
- Knows and understands people in the community
- Listens to other people
- Respected by people in the community
- Good decision-maker
- Good speech-maker

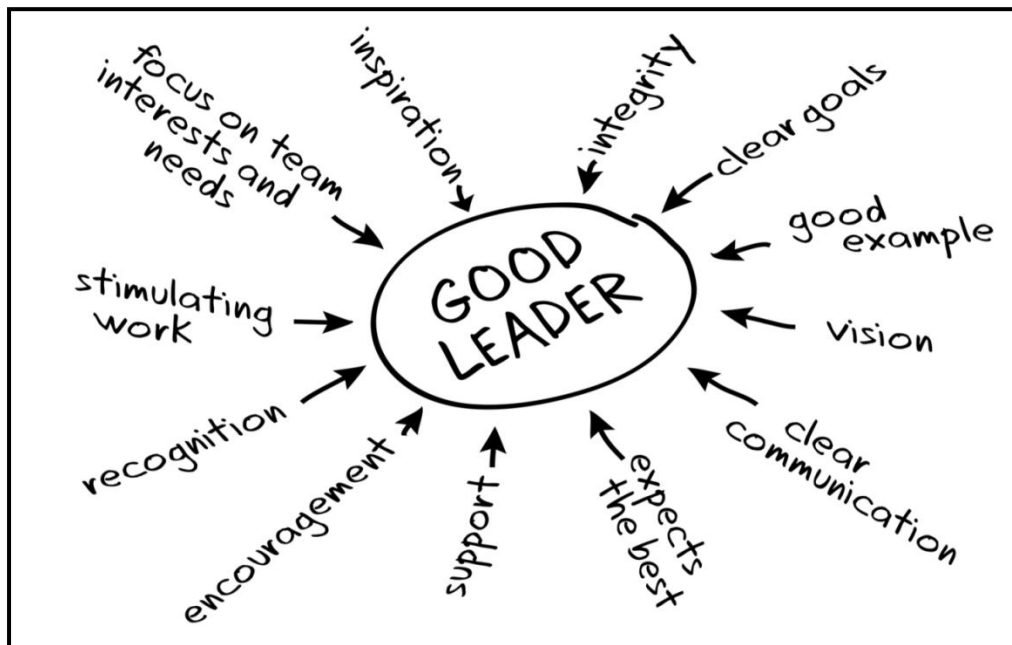


Figure 1: The diagram illustrates characteristics of a team leader.



Superiors and inferiors will try to seize profit from one another, and the state will be endangered. Let your majesty speak of only humanity and righteousness. Why must you speak of profit?
Mencius, Book II



Activity 1.2 Answer the questions.

1. Complete the table below by writing the names of good and fair leaders that you know in your community and their qualities.

Name	Quality
a.	
b.	
c.	

2. From the box below, choose the qualities of a good and bad leader and write them under appropriate column.

tolerant	negative belief about groups/people	patient
understands his people	self-centered	humble and honest
interested in helping other	corruption	proud and arrogant

Good and Fair Leader

Bad Leader

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 1. In this lesson, you have learned about leadership.

- You have explained leadership and defined good and fair leadership.
- You have identified the qualities of good and fair leaders. Generally, anybody can be a leader, so long as they possess some leadership qualities as mentioned in the lesson. You can be a leader of your family, class groups, choral groups, sports teams, clan or tribe, community, district, province, the country, in organisations and schools or even at the world stage such as the president of certain operating organisations like FIFA. Some leaders are chosen, others are inherited from their grandparents or parents while others became leaders by possessing special and unique skills and abilities.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE
--



Practice Exercise 1

A. List down some qualities of a good and fair leader.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Why do you think these are positive qualities of a leader? Explain your answer.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 1.

Answers to the Activities

Activity 1.1

1. Leadership is the ability to guide, direct and influence.

It is an ability not everyone can do. Leadership is a role with a responsibility of representing and serving people.

2. A good and fair leadership is when the people respect their leader.
3. Bad leadership is when people follow their leader with fear and not with respect.
4. Good and fair leader is also a good follower. (Answer vary)
5. A good and fair leader is respected by people while a bad leader is not respected but feared by people.

Activity 1.2

1. (*This is just a sample answer to compare with your own.*)

Name	Quality
a. Dr Forester	Patient to other people
b. Gov Powes Parkop	Respected by people
c. Ms Judy Kawi	Good role model

2.

GOOD AND FAIR LEADER**BAD LEADER**

Tolerant

negative belief to groups/people

Patient
selfish

self – centered/ greedy/

Understands his people

family

Interested in helping other people

proud and arrogant

Humble and honest

corruption/steals public money

Answers to Practice Exercise 1**A.** *(Any 5 qualities from the list below are correct.)*

- Good role model for others to follow
- Interested in helping other people
- Honest, loyal and humble
- Patient/Tolerant of other people
- Can solve problems and conflicts peacefully
- Knows and understands people in the community
- Listens to other people
- Respected by people in the community

B. *(This is just a sample answer to compare with your own.)*

These are positive qualities because these are the right characteristics a leader should possess in order to have an effective leadership. And people will respect and obey a good and fair leader.

Lesson 2: Leadership Roles and Responsibilities



Introduction

Welcome to Lesson 2 of Strand 5. You have learned in Lesson 1 about leadership and the characteristics of a good and fair leader. In this lesson, you will learn about the roles and responsibilities of a leader. You will also give the expectations of a community for the roles and responsibilities of leaders and then, you will give examples of a leader's roles and responsibilities.



Your Aims:

- identify roles and responsibilities of leaders
 - identify expectations of the community on leader's roles and responsibilities
-

Roles and Responsibilities of Community Leaders

In our community, our leaders have different roles and responsibilities. The part in which a leader plays in a group is what we call **leadership role**. For example, being the head of a state, the president of an association, a village councilor, the school head or class captain are roles our leaders have to play.

In each role a leader has **responsibilities**. A leader should perform his responsibilities in a way that people expect him to be. One of a leader's responsibilities is to be good and fair to the group, community or to the country. For example, a head of a state or a prime minister is responsible to help, guide and influence his people in the country; a village councilor is responsible to help the village chief to maintain peace and order in the village; a school head is responsible for the whole school community's welfare; a class captain is responsible to help the class teacher maintain the learning environment in the classroom.



The part that a person plays in a group (family, school, team, community or country) is called **role**.

Responsibility is the job that a person has to do for himself or for others.



In every role that we play, there is always a responsibility that we have to consider in order to achieve our aims or goals in the group we belong.

**Activity 2.1**

**Answer each question based on the passage above.
your answers on the spaces provided.**

1. What is a role?

2. What is a responsibility?

For Questions 3 and 4, identify which is a role and which is a responsibility. Write role or responsibility in the space provided before the number.

3. class captain

4. being a good role model to classmates

5. Fill in the table below with information from the passage.

Leader	Role	Responsibility
a.		
b.		
c.		

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Community Expectations on Leaders' Roles and Responsibilities

People in the community choose their leader to represent and speak for all of them. These people are not just **“followers”** to their leaders but also **“expect”** their leaders to respond to their needs. Some community expectations on leaders are: they expect these leaders to represent and serve them with their needs in the community such as roads to market, clinics, and others; students expect their teachers to give the best and quality instructions and act like second parents to them; patients in clinics or hospitals expect and rely on doctors and nurses for proper health services; congregation expect their spiritual leaders



Patient at 3 Mile General Hospital

to give them appropriate church services; people expect policemen or village councilors to ensure safety, peace and order in the community, etc.

Community Leaders' Roles and Responsibilities

Below are the individuals who play different roles and responsibilities in your community.

1. Local member of parliament – helps people in his electorate or district
2. Village chief – head of the village who maintains peace and order in the village
3. Priest/ Pastor – spiritual leader who presides church services
4. School Head – manages the teaching and learning process in the school
5. Village counsellor – one who assists the village chief maintain peace and order in the community

When the government was first introduced into Papua New Guinea, the Patrol officers or **Kiaps** chose one of the leaders to be a village constables or **Luluai** so that the government had a person who could be a link with the people. The **Kiaps**, **Didiman** or other government officials came to the village; they would meet first with the **Luluai**, who would then help organize the people in the community.



We should respect leaders but we also expect leaders to behave in ways that they will earn our respect.



Activity 2.2

Answer the questions.

1. Write your own expectation to each community leader.

Leader	My expectation
a. teacher	
b. doctor/ nurse	
c. priest/ pastor	
d. policemen	
e. politicians	

2. Name an individual from your community for each of the described leadership roles above. Then fill in the responsibilities of each. Write your answers on the spaces provided. There is an example given below.

Role	Leader's Name	Responsibility
1. Local member of parliament		
2. Village chief		
3. Priest/ Pastor		
4. School Head	Mrs Kowas	She takes care of the welfare of all the teachers and students in the school
5. Village counsellor		

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 2. In this lesson you learned the roles and responsibilities of your community leaders.

- In every role of a leader, there is always a responsibility. They have to play the role according to the people's expectations from them. Generally, leaders should behave and serve the people or their subordinates appropriate to their positions.
- You have also identified the expectations of the community on the roles and responsibilities of some of your community leaders. Such as the class expects the class captain to be their role model; the congregation expects their religious leader to preside spiritual services; the community expects their big chief to be their spokesman to the national government and others.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE



Practice Exercise 2

- A. Complete the table below by writing down the expectation of the community to each leader.

Leader	Expectations of the Community
Local member of parliament	
Teacher	
Priest/ Pastor	
Doctor/ Nurse	
Village councillor	

- B. Identify who is being described in the following statements. Choose the correct answer from the box below and write in each space provided before the number.

Doctor	village counsellor	principal
pastor/ priest	local member of parliament	

- _____ 1. He maintains peace and order in the locality.
- _____ 2. Perform church services.
- _____ 3. Takes health care and services.
- _____ 4. Make sure there is harmony among people in the village
- _____ 5. Ensure proper education of students.

CHECK YOUR WORK, ANSWERS AT THE END OF THE LESSON 2.

Answers to the Activities

Activity 2.1

1. Leadership role is the part that a person plays in a group (family, school, team, community or country).
2. Leadership responsibility is the job that a person has to do for himself or for others.
3. role
4. responsibility
5. *(This is just a sample answer to compare with your own.)*

Leader	Role	Responsibility
a. Prime minister	Head of the state	Help and guide his people throughout the country
b. Village councilor	Village chief assistant	Help the village chief to maintain peace and order in the village
c. Class captain	Student leader	Helps the teacher control the learning environment in the school

Activity 2.2

1. *(This is just a sample answer to compare with your own.)*

Leader	My expectation
a. teacher	To give the best and quality instruction to students
b. doctor/ nurse	To give proper health services to people
c. priest/ pastor	To give proper church services to the congregation
d. policemen	To ensure peace and safety in the community
e. politicians	To fairly help and guide the people

2. *This is just a sample answer to compare with your own.*

Role	Leader's Name	Responsibility
1. Local member of parliament	Gov. Kila Haoda	He helps the people in his locality
2. Village chief	Chief Walenbu	He maintains peace and order in the village
3. Priest/ Pastor	Rev.Moresby Tunge	He performs church services for the congregation.
4. School Head	Mrs Vivian Kowas	She takes care of the welfare of all the teachers and students in the school
5. Village councilor	Edwin Kuling	Helps the village chief to maintain peace and order in the village.

Answers to Practice Exercise 2

A. *(This is just a sample answer to compare with your own.)*

Leader	Expectations of the Community
Local member of parliament	To fairly help and guide the people of his electorate
Teacher	To give the best and quality education to students
Priest/ Pastor	To give effective church services to the congregation
Doctor/ Nurse	To give efficient health services to people
Village councillor	To help the village chief ensure peace and safety in the community for all time

- B.
1. local member of parliament
 2. pastor/ priest
 3. doctor
 4. village councillor
 5. principal

Lesson 3: Community Expectations of Leaders



Introduction

Welcome to Lesson 3 of Strand 5. In Lesson 2, you have learned about the different roles and responsibilities of the different leaders in the community, and you have also identified the expectations of the community on leader's roles and responsibilities.

In this lesson, you will list down the expectations of leaders in the community and you will explain the importance of good leadership in the community and country. You will also research the leadership code found in the National Constitution of PNG and you will state the functions of the Ombudsman Commission.



Your Aims:

- identify the expectations of leaders
 - identify the importance of good leadership in the community
 - identify leadership code enshrined in the National Constitution in PNG
 - identify the functions of the Ombudsman Commission
-

Expectations of Leaders in the Community

People in the community choose their leaders and expect that these leaders perform their duties and responsibilities for the benefits of the community. It is important for the community to have good and fair leaders. People who are led by good leadership will live harmoniously with each other and unite for the common goals that will lead to stronger and prosperous communities.

Therefore, the leaders should perform to the best of their abilities and serve the people in the community. But these leaders have also expectations of the community. They expect the people in the community to perform their duties and responsibilities as well. For example, the Prime Minister expects the people of PNG to abide by the rules and laws of the government; the teachers expect the students to obey them and study hard; priests and pastors expect the congregation to be faithful and attend church services regularly; policemen expect people not to be involved in crimes; doctors and nurses expect people to be health conscious; and the village chief expect his people to obey set rules.



"Ask not of what the country can do for you, but ask of what you can do for your country"

George Washington

Every role has its own responsibility.



Golden Rule: “ Love your neighbor as you love yourself”

**Activity 3.1**

**Answer each question based on the passage above.
Write your answers on the spaces provided.**

1. Write the expectation of each leader to the community.
 - a. Prime Minister

 - b. Village Chief

 - c. Teacher

 - d. Policemen

 - e. Priest/ Pastor

2. If you are a leader of a choral group, what will be your expectations to your choir members? Write one of your expectations.

3. In your own opinion, what is a good leadership?

4. What is the importance of good leadership in the community?

5. Explain why good leadership is important to you?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Leadership Code in the National Constitution of PNG

The Leadership Code of Papua New Guinea is a Code of Conduct for Leaders in PNG to regulate their conduct and minimize corrupt practices and ensure accountability among our leaders. It comprises provisions of the National Constitution of PNG and the Organic Law on the Duties and Responsibilities of Leadership (OLDRL).

What if our leaders fail to perform or neglect their mandated (given by law) roles and responsibilities? A leadership code has been established for this. The Leadership Code has been adopted as one means to establish the accountability (responsibility to something or somebody) of community leaders specifically public officials. This code ensures the leaders to perform their roles and responsibilities to the people's expectations. For example, a doctor is accountable to his/her patients; therefore, he should practice accurate medical service for each patient. For if not, he/she will face the consequence and be punished according to the code. A leader must never place himself/herself in a position where he/she could be compromised in any way.

Our leaders are expected to know the code and comply with it because the code requires a high standard of personal conduct and integrity of leaders. This code also applies to their spouses and children under voting age (18 years).

Ombudsman Commission of Papua New Guinea (OCPNG)

This is an independent institution established by the National Constitution of PNG whose function is to implement and enforce the Leadership Code of PNG which is entrenched (provided for) in the National Constitution of PNG. It has also a traditional role which is to investigate citizens' complaints about misconduct and defective administration of office of leaders.

This Ombudsman Commission is committed to upholding eight (8) values. These are: unity, leadership, impartiality, integrity, independence, accountability, responsiveness and respect.

Unity – oneness; working together in harmony

Leadership – capacity to guide and lead

Impartiality – equal treatment

Integrity – adherence to moral and ethical values

Independence – can stand alone; not relying on others

Accountability – answerability to something or somebody

Responsiveness – take appropriate actions to respond

Respect – regard the importance of someone or something



"The success of our nation depends ultimately on its people and their leaders."



**Activity 3.2. Answer each question based on the passage above.
Write your answers on the spaces provided.**

1. What is a leadership code?

2. Why was the Leadership Code in PNG created?

3. What institution will implement and enforce the Leadership Code on our leaders?

4. Aside from the leaders, who else is included in the Leadership Code?

5. In your own understanding, how important is the leadership code to our leaders?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

**Activity 3.3****Answer the questions.**

1. Write the complete name of each acronym:

a. PNG –

b. OCPNG –

c. OLDRL –

2. Match the meaning of each term in column B to column A. Write the letter of the correct answer on the space provided before the number.

Column A		Column B
_____1.	Being accounted for	a. unity
_____2.	Treating equally	b. leadership
_____3.	State of being independent	c. impartiality
_____4.	Firm adherence to a code especially moral or artistic values	d. integrity
_____5.	Capacity to lead	e. independence
_____6.	To consider worthy of high regard	f. accountability
_____7.	React appropriately	g. respect
_____8.	Oneness; condition of harmony	h. responsiveness

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 3. In this lesson, you have learnt the following:

- You have identified the expectations of leaders in the community and you have explained the importance of good leadership in the community and country.
- You have also identified the leadership code is found in the National Constitution of PNG and the functions of the Ombudsman Commission. The leadership code is a code of ethics set up by the Constitution that our leaders are expected to know and follow. The Commission (OC) has been given the authority by the Constitution and the Organic Law on the Duties and Responsibilities of Leadership to supervise and enforce the Leadership Code.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE



Practice Exercise 3

1. Complete the table below by writing the expectations of the leaders to the community.

Leader	Expectation
1. Prime Minister	
2. Village Chief	
3. Teacher	
4. Doctor/ Nurse	
5. Priest/ Pastor	

2. Answer the following questions based from the topics in this lesson.

a. What is the importance of good leadership in the community?

b. What is a Leadership Code in the National Constitution of PNG?

c. What is the function of the Ombudsman Commission of PNG?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 3.

Answers to the Activities**Activity 3.1** *(This is just a sample answer to compare with your own.)*

1.
 - a. The Prime Minister expects the people of PNG to abide by the rules and laws of the government
 - b. The village Chief expect his people to obey rules set among them
 - c. The teachers expect the students to obey them and study hard
 - d. Policemen expect people not to be involved in crimes
 - e. Priests and pastors expect the congregation to attend church services regularly
2. Being a leader in a group, I will expect the members to behave and abide by our rules.
3. Good leadership is having the ability to lead, guide, and influence and help others for the common goal. When there is respect between the leader and the members.
4. Good leadership is important to the community in order for the people to live in harmony and unity to achieve common goals.
5. Good leadership is important to me because I have a right to it and it is good to know that I am safe and secure.

Activity 3.2

1. The Leadership Code of Papua New Guinea is a Code of Conduct for Leaders in PNG to regulate their conduct and minimize corrupt practices and ensure accountability among our leaders.
2. Leadership codes have been adopted as one means to establish the accountability of community leaders' specifically public officials.
3. The Ombudsman Commission of PNG
4. The leaders' spouses and children under 18 years old
5. The Leadership Code is important to our leaders because it will help them become good leaders. It is also important to the community because we are assured that the leaders will perform their roles and responsibilities and those we can fight for our rights because of the OCPNG.

Activity 3.3

A.

1. Papua New Guinea
2. Ombudsman Commission of Papua New Guinea
3. Organic Law on the Duties and Responsibilities of Leadership

B.

- | | | | |
|------|------|------|------|
| 1. f | 3. e | 5. b | 7. h |
| 2. c | 4. d | 6. g | 8. A |

Answers to Practice Exercise 3

(This is just a sample answer to compare with your own.)

Leader	Expectation
1. Prime Minister	expects the people of PNG to abide by the rules and laws of the government
2. Village Chief	expects his people to obey rules set among them
3. Teacher	expects the students to obey and study hard
4. Doctor/ Nurse	Expects the people to be health conscious
5. Priest/ Pastor	expects the congregation to attend church services regularly

Lesson 4: Community Support of Leaders



Introduction

Welcome to Lesson 4 of Strand 5. In Lesson 3, you have listed down the expectations of leaders in the community and have explained the importance of good leadership in the community and country. You have also identified the leadership code found in the National Constitution of PNG and the functions of the Ombudsman Commission.

In this lesson, you will identify the importance of community support for leaders and on how the community can support their leaders.



Your Aims:

- identify the importance of community support of leaders
- identify how the community can support their leaders

Leaders Support to the Community

During an election campaign period, politicians or aspiring leaders give speeches, make promises and meet the people of the community. Consequently, it is the community that selects its own leader. The leaders owe their positions to the community. It is only rightful for the leaders to give back through services and support to the community.

The leaders should make sure that their promises during the campaign period turn into reality. Leaders should know their priorities such as obeying and respecting the rules and laws of the community or the country and make sure that the people in the community follow them too; help to solve problems of the people and the community; support people in their beliefs (spiritual/ religious life); and provide advice or counseling and appropriate services needed by the people in the community.



Voting is a right for all citizens age 18 or older.

September 16, 2015 marks the 40th year of independence.



**Activity 4.1****Answer the question.**

Identify what is being described. Choose the answer from the box below and write it on the space provided before the number.

election community	politicians	campaign	priorities	services
-----------------------	-------------	----------	------------	----------

- _____ 1. a connected series of operations designed to bring about a particular result.
- _____ 2. the right, power and privilege of making a choice
- _____ 3. a person experienced in the art or science of government
- _____ 4. something meriting prior attention
- _____ 5. contribution to the welfare of others

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

What are some services that leaders should prioritize in order to give support to the people in the community?

- Education – more classrooms, reference materials for both students and teachers, standardized curriculum, instructional facilities, etc.
- Health – more health clinics and hospitals, medicines, consultations, medical missions and others, clean public places
- Infrastructure – roads, buildings, houses/ shelter, public toilets
- Safety – round the clock police roving, traffic signs, curfews
- Legal matters – drug abuse, trafficking, human rights abuse and others
- Employment – create livelihood projects
- Livelihood projects – making and selling of processed foods, export quality bilum making, improved claypots or sculpting, introduction of some modern crops

**Activity 4.2****Fill up the table below.**

Fill up the table below on what you know is an immediate service; a leader should priorities in your community? An example is given:

SERVICE	NEEDS
Education	More classrooms
Health	
Infrastructure	
Employment	
Livelihood	

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

How People in the Community Support their Leaders?

People in the community decide who will be their leader through voting for him/ her during election. By this act alone, it already shows the community support to the leader.

Some other ways include:

1. forming non-government organizations whose aim is to provide help to people in need especially in time of environmental disasters, accidents or sickness.
2. attending community services or programs.
3. obey the rules and laws of the country
4. loyal follower because their leader is healthy, wise and with high standard of moral and ethical principles
5. look after public places and facilities
6. respect leaders of the community

“Ask not what the country can do for you, but ask yourself of what you can do to your country.”

This means that we should also think and find some ways and means to help ourselves and not to fully rely on our leaders. If we can still do something or solve problems on our own, we do not always need to ask for some help or assistance from others. In that way, our leaders can focus on the right things and concentrate on them instead of wasting time attending to things we can manage ourselves.

**Activity 4.3 Give what is asked for.**

List five ways on how you can support your community leaders:

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



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

- You have identified the importance of community support of leaders and on how the community can support their leaders.
 - The community can show or give support to our leaders in some ways. These ways will benefit not only their own needs but also to other people's needs as well. People can do many things such as organizing disaster aids, free medical services to remote places, sponsor mass weddings or baptisms, render free community services not only to their own community but also to neighbouring communities.
 - People can show a lot of ways to be supportive to their selected leaders.
-

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

Complete the table below by naming three (3) ways leaders can support people in the community and three (3) ways people in the community can show their support to their leaders.

Leaders Support for the Community	Community Support for the Leader

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

Answers to the Activities

Activity 4.1

- | | | |
|-------------|----------------|-------------|
| 1. campaign | 3. politicians | 5. services |
| 2. election | 4. priorities | |

Activity 4.2 *(This is just a sample answer to compare with your own.)*

SERVICE	NEEDS
Education	More classrooms
Health	Free medical checkup and medicine
Infrastructure	New roads from village to town/ city
Employment	More opportunities for employment
Livelihood	Export quality bilum bags or claypots

Activity 4.3 *(This is just a sample answer to compare with your own.)*

- forming non-government organizations whose aim is to provide help to people in need especially in time of environmental disasters, accidents, sickness or justice
- attending community services set by leaders
- obey the rules and laws of the community or the country
- loyal follower because their leader is healthy, wise and with high standard of moral and ethical principles
- look after public places and facilities
 - respect leaders of the community

Answers to Practice Exercise 4

(Any 3 ways of support from each list below are correct.)

Leaders Support to the Community	Community Support to the Leader
• Education – more classrooms, reference materials for both students and teachers, standardized curriculum, instructional facilities, etc. • Health – more health clinics and hospitals, medicines, consultations, medical missions and others, clean public places • Infrastructure – roads, buildings, houses/ shelter, public toilets • Safety – round the clock police roving, traffic signs, curfews • Legal matters – drug abuse, trafficking, human rights abuse and others • Employment – create livelihood projects • Livelihood projects – making and selling of processed foods, export quality bilum making, improved claypots or sculpting, introduction of some modern crops	1. forming non-government organizations whose aim is to provide help to people in need especially in time of environmental disasters, accidents and sickness. 2. attending community services and programs or events 3. obey the rules and laws of the community or the country. 4. loyal follower because their leader is healthy, wise and with high standard of moral and ethical principles. 5. look after public places and facilities 6. respect leaders of the community

SUB-STRAND 2

RESPECTING RIGHTS AND FREEDOM

Lesson 5: Human Rights and Freedom

Lesson 6: Violation of Human Rights

Lesson 7: Respecting Others Rights and Freedom

Sub-strand 2 Introduction

Welcome to Sub-strand 2 of this book. This sub – strand is called Respecting Rights and Freedom.

There are three lessons.

In Lesson 1 You will learn about human rights and freedom..

In Lesson 2 You will learn about violation of human rights.

In Lesson 3 You will learn about respecting others rights and freedom.

After completing all the three lessons you will understand respecting rights and freedom.

We hope you enjoy studying this sub – strand

Lesson 5: Human Rights and Freedom



Introduction

Welcome to Lesson 5 of Strand 5. In Lesson 4, you have identified the importance of community support for leaders and on how the community can support their leaders as well. In this lesson, you will describe the possible causes and consequences of abuse or violation of human rights and freedom.



Your Aims:

- define human rights and freedom
- identify different human rights and freedom of individuals
- identify behaviors that promote rights and freedom

Human Rights and Freedom

All human or people have rights and freedom and are entitled to exercise them. It is an everyday routine and a part of life. **Human right** is therefore a right regarded as belonging fundamentally to a person. We have the right to live our life the way we want to. A person has the right to be free - the freedom of unlawful imprisonment, torture and execution, free from sickness and other things that can harm him/her.

A **freedom** of a person refers to as the ability to move around and to act freely. A person must be able to live and act as he/ she chooses without being subject to any restraints or restrictions.

For example, a person has the right to education and lead his/her own life. That means he is free to go to school, complete his studies, graduate and then find a job to sustain his own life.



"Never doubt that a small group of committed people can change the world; indeed it is the only thing that ever has" Margaret Mead (famous anthropologist)

I have the right to play.



Social welfare workers, school teachers and other professionals working with children should raise awareness on the rights of children by making the children be aware of the Convention on the Rights of the Child. School is one important environment for creating awareness on child's rights.

**Activity 5.1**

Answer each question based on the passage on the previous page.

A. Circle the letter of the correct answer.

1. What does freedom mean?
 - a. free from unlawful imprisonment
 - b. free from unjust behaviour
 - c. free lifestyle
 - d. all of the above
2. What is a human right?
 - a. a right belonging to all men
 - b. a right belonging to a child
 - c. a right belonging to living creature on earth
 - d. a right belonging to a particular person only
3. What is an example of a human right?
 - a. the right to do anything without thinking of others
 - b. the right to education
 - c. the right to hurt others as they had hurt you
 - d. the right to ridicule a law-breaker

B. Write the answer on the space provided.

1. Write one right you are enjoying and exercising at this time of your life.

2. Who are those people who work with children to raise awareness about the Convention on the Rights of a Child?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Human Rights and Freedom of Individuals

The following are examples of the rights and freedom of every individual:

Human rights of individuals are:

- Every person can have the opportunity to go to both primary and secondary school to complete their education
- Everyone can get medical care and treatment. This should include immunisations for children and pregnant women that help prevent sickness.
- Everyone can choose the person who is best for a position without being forced or influenced by anyone else.

Freedom every person should enjoy:

- Every person can have the freedom to talk freely using different media and to give our own ideas on any topic. People should be able to speak any language they choose.
- Each person can live in the way that they choose to live. People should be able to live and work in any place they choose.
- Everyone can have the freedom to move from place to place within and outside Papua New Guinea and to hold meetings with other people. People should be able to go anywhere at any time.
- No one should treat people unfairly because of things like the place they are from, the group they belong to, or their gender. People should also be able to express sexuality freely.



People who know their rights are better able to claim them.



Activity 5.2

Classify the following human rights and freedom. Write HR on the blank if the statement is a human right and write F if it is a freedom.

- _____ 1. to get medical care and treatment
- _____ 2. to talk and give ideas or topics freely
- _____ 3. to go to primary and secondary school
- _____ 4. to choose the best person for a position

_____ 5. no one should treat people unfairly

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Behaviours That Promote Human Rights and Freedom

All people have rights and freedom. We expect to have these rights to ourselves and we also need to let other people have their rights and freedom. Over time, many communities have developed common standards of behaviour that promote human rights and freedom and help people to live happily together. For example:

- being fair to other people
- being honest and trustworthy
- being peaceful
- respecting each other's rights
- taking part in community activities
- loving and caring for individuals, groups and the community



Activity 5.3

Complete the table below by writing an appropriate situation to each behaviour. An example is given.

Behaviour	Situation
E.g.. Being peaceful	Be assertive or negotiate; don't be aggressive
Respecting each other	
Taking part in community activities	
Being fair to other people	
Being honest and trustworthy	
Loving and caring	

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 5. In this lesson, you have learnt the following:

- You have defined human rights and freedom as a right belonging to a person. And that a person has the right and freedom to live the way he desires to be as long as his/ her activities do not conflict with other's activities. An example given is the right for education which means that every person is free to go to school, completes his/her studies and be able to sustain his/her own life.
- You have also identified some human rights and freedom and recognized standard behavior that promotes human rights and freedom. Human rights include the right to education, medical treatment and choose his/her leader. Freedom that people enjoy are the freedom of expression, choose lifestyle, move around and the freedom from discrimination.
- You have also identified some behaviour that promote your human rights and freedom such as being fair, honest, and peaceful, respect other's rights and freedom, cooperate to community activities and show love and care to other people in the community especially to your own family.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE
--



Practice Exercise 5

1. List down human rights and freedom.
 - a.
 - b.
 - c.
 - d.
 - e.
 2. What are the standard behaviours that promote human rights and freedom?
 - a.
 - b.
 - c.
 - d.
 - e.
 3. Identify each right and freedom. Write your answer on the space provided before the number.
 - _____ 1. People should be able to speak any language they chose.
 - _____ 2. Attend primary and secondary school to complete their education.
 - _____ 3. People should be able to live and works in any place they choose.
 - _____ 4. Choose the person we think is best for the position without being forced or influenced by anyone else.
 - _____ 5. People should be able to go anywhere at any time.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 5.

Answers to the Activities

Activity 5.1

A. 1. d 2. a 3. b

B.

1. The right to education
2. Teachers, social workers and other professionals who work with children

Activity 5.2

1. HR 2. F 3. HR 4. F 5. F

Activity 5.3

Behaviour	Situation
Ex. Being peaceful	Be assertive or negotiate; don't be aggressive
Respecting each other	Ask permission to borrow something
Taking part in community activities	Participate in getting rid of rubbish in the community
Being fair to other people	Don't accept bribes
Being honest and trustworthy	No money or property being stolen
Loving and caring	Help senior citizens carry stuffs

Answers to Practice Exercise 5

1.

- Every person can have the opportunity to go to both primary and secondary school to complete their education
- Everyone can get medical care and treatment.
- Everyone can choose the person we think is best for the position without being forced or influenced by anyone else.
- Every person can have the freedom to talk freely
- Each person can live in the way that they choose to live.

- Everyone can have the freedom to move from place to place within and outside PNG and to hold meetings with other people.
- No one should treat people unfairly because of things like the place they are from, the group they belong to, or their gender.

2.

- being fair to other people
- being honest and trustworthy
- being peaceful
- respecting each other
- taking part in community activities
- loving and caring for individuals, groups and the community

3.

1. freedom
2. human right
3. human right
4. human right
5. freedom

Lesson 6: Violation of Human Rights and Freedom



Introduction

Welcome to Lesson 6 of Strand 5. In Lesson 5, you defined human rights and freedom and identified different human rights and freedom of individuals. You have also identified behaviours that promote rights and freedom. In this lesson, you will recognize what causes people to abuse the rights and freedom of others and describe possible consequences of abuse or violation of human rights and freedom.



Your Aims:

- identify the possible causes of abuse or violation of human rights and freedom
- identify the possible consequences of abuse or violation of human rights and freedom.

Possible Causes of Abuse or Violation of Human Rights and Freedom?

The way that people behave affects other people. If a person does exactly what he wants without thinking about others this can cause problems in the family or in the community.

There has to be a balance between thinking about yourself and thinking about other people. You can do anything you want – as long as you do not take away the rights and freedom of other people. Causing or charging someone unjustly is violating his/ her human rights.

There are a lot of people who violate the human rights and freedom of others. Some of these people are powerful and others are just ignorant of other's human rights and freedom. What caused these people to violate human rights and freedom is mainly due to the following:

- power and authority – abusive use of influence and power
- under the influence of alcohol and illegal drugs
- selfishness – self-centered
- aggressiveness and prejudiced
- disrespectful to others

Some actions that also violate human rights and freedom are the following:

- working against other people

- not sharing resources in the community
- stealing or misusing money that belongs to other people or the community
- talking negatively about other people
- not keeping promises



PNG joined the United Nations(UN) in 1975 and on the 11 May 2011 extended a standing invitation to all the thematic mechanisms of the United Nations Commission on Human Rights to visit the country.

In every right, we have responsibilities to fulfill.



“Human Rights Watch is a nonprofit, nongovernmental human rights organization that defends the rights of people worldwide. It investigates abuses, exposes the facts widely, and pressures those with power to respect rights and secure justice. Human Rights Watch is an independent, international organization that works as part of a vibrant movement to uphold human dignity and advance the cause of human rights for all. ”



Activity 6.1

Answer the questions based on the passage above.

- A. Circle the letter of the correct answer
- Abusive use of power is one cause of violating human rights and freedom. Abusive means _____.

A. harmless	C. thoughtful
B. improper	D. dangerous
 - Prejudiced refers to _____.

A. opinion formed beforehand	C. facts
B. wrongful use of power	D. self-centered
 - Which of the following actions shows selfishness?

A. participating in the community activity for the day despite an important friend's activity
B. attended a friend's party instead of participating in the community activity

- C. decided to attend both activities: half of the time in the friend's party and half the time in the community activity
- D. decided not to attend both activities
- B. If a person is under the influence of alcohol or illegal drugs, what do you think is the possible violation of human right he/ she could create? What will be the consequence of his actions?

- C. Cite one situation wherein your human right and freedom was violated or abused.
What is/ are the consequence/s? How did you resolve it?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Consequences of abuse or violation of human rights and freedom

Do you remember being punished by your parents when you did something wrong or you went against their will? For always, there are punishments when we do something that is not right in our parents' eyes. When we got older and started going to school and up to now, we face the consequences when we violate the rules set by our teachers or by the school administration

For every action that we do, positive or negative, there is always a consequence for it. Especially, when we abuse or violate other's human rights and freedom.

When we are selfish and think only about ourselves, we can cause the following negative consequences:

- lack of respect for individuals
- breakdown of law and order in the community
- bribery and corruption – people being greedy, dishonest and helping only themselves
- fear of violence and fighting in the community
- loss of faith in the courts to do their job properly
- loss of trust in community leaders

The following are the positive consequences when we think about the rights and freedom of other people:

- laws are followed and respected
 - people live and behave peacefully
 - people find solutions to problems
 - conflict is resolved or settled
 - different points of view are respected
-

**Activity 6.2****Answer the questions.**

1. Explain why the following consequences can happen.
 - a). lack of respect for individuals

 - b). breakdown of law and order in the community

 - c). loss of faith in the courts

 2. What will be a possible consequence of each of the following abuse or violation of human rights and freedom? Write your answer on the space provided.
 - a. Fred stole his classmate's lunch money.

 - b. You initiated a fight between you and your little brother and you hurt him seriously.

 - c. A group of boys hide and throw stones to by-passers during night time.

-

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 6. In this lesson, you have learnt the following:

- You have identified the possible causes and consequences of abuse or violation of human rights and freedom.
- Generally, if you violate some rules set by your parents at home, you face some consequences such as washing the dishes, grounded for 3 days to 1 week (no watching TV or instead of lunch money you will bring packed lunch prepared by your mom). The same goes for the school. If we violate rules and regulations set by the administration, we will be punished, reprimanded or suspended.
- Moreover, consequences are worse when you violate or abuse other people's rights and freedom. What causes the violation or abuse is given in this lesson.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE



Practice Exercise 6

1. Write the causes of abuse or violation of human rights and freedom.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

2. Write the missing word. Choose the correct word in the box below and write it on the blank.

Rights	freedom	balance	thinking	want
Trouble	behave	powerful	ignorant	violate

The way that people _____ affect other people. If a person does exactly what he wants without _____ about others can cause _____ in the family or in the community.

There has to be a _____ between thinking about yourself and thinking about other people. You can do anything what you _____ – as long as you do not take away the _____ and _____ of other people to do what they want to do, too. Causing or charging someone unjustly is violating his/ her human rights.

There are lots of people who _____ the human rights and freedom of others. Some of these people are _____ and others are just _____ of other's human rights and freedom.

3. Complete the table below by writing the possible consequence of each abuse or violation of human rights and freedom.

Setting	Violation	Consequence
Family	Stealing father's car key	
School	Disrespect and insubordination to teachers	
Community	Talking negatively against your neighbour (gossip)	

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 6.

Answers to the Activities**Activity 6.1**

- A. 1. B 2. A 3. D
- B. A person under the influence of alcohol or illegal drugs can be very aggressive; start a fight or worse can be very violent. He will be taken into court and sent to prison.
- C. One of our neighbours in our community is accusing me of something I have not done. She is deforming my character or reputation. I confronted her and we quietly talked about it. She apologised for being so pre-judgmental and helped me cleared my name.
(or answers may vary)

Activity 6.2

- 1.
- a. steal his/ her money or any property
 - b. when people are always fighting and have no respect for the leaders
 - c. when the court is corrupted and accepts bribes of criminals or when the court punished an innocent man
- 2.
- a. Fred may be suspended or expelled and may cause embarrassment to the family.
 - b. The consequence is that my parents will punish me by not allowing me to watch TV for the whole week, not to go near my brother and not allow me to hang out with my friends.
 - c. The consequence is that they will be given punishment by having community service for one week or for worse violation, they may be sent to a corrective institute for youth.

Answers to Practice Exercise 6

- 1.
- a. power and authority – abusive use of influence and power
 - b. under the influence of alcohol and illegal drugs
 - c. selfishness – self-centered
 - d. aggressiveness and prejudice
 - e. disrespect to others

2.

The way that people behave affects other people. If a person does exactly what he wants without thinking about others, it can cause trouble in the family or in the community.

There has to be a balance between thinking about yourself and thinking about other people. You can do anything you want – as long as you do not take away the rights and freedom of other people to do what they want to do, too. Causing or charging someone unjustly is violating his/ her human rights.

There are lots of people who violate the human rights and freedom of others. Some of these people are powerful and others are just ignorant of other's human rights and freedom.

3. Complete the table below by writing the possible consequence of each abuse or violation of human rights and freedom.

Setting	Violation	Consequence
Family	Stealing father's car key	Fight or argument between father and children. Consequently, the child may not be allowed to hang out with friends or cut-off of lunch money, etc.
School	Disrespect and insubordination to teachers	Suspension or expulsion and headache to parents
Community	Talking negatively against your neighbor (gossip)	Sent to the village court or to the district court

Lesson 7:**Respecting Other's Rights and Freedom**

**Introduction**

Welcome to Lesson 7 of Strand 5. In Lesson 5, you have identified the possible causes and consequences of abuse or violation of human rights and freedom.

In this lesson, you will enumerate attitudes and actions that show respect other's rights and freedom and you will also give reasons for showing respect for other's rights and freedom.

**Your Aims:**

- identify attitudes and actions that show respect for other's rights and freedom
- identify reasons for showing respect for other's rights and freedom

Respecting Rights and Freedom

All people have rights and freedom to be respected. We expect to have these rights and freedom for ourselves and we also need to let other people have their rights and freedom, too. So we must all respect and behave according to accepted standards of behaviour. Over time, many communities have developed common standards of behaviour that help people to live happily together.

Some of the behaviours that show respect for others' rights and freedom are as follows:

- being fair to other people
- being honest and trustworthy
- being peaceful
- respecting each other by taking part in community activities
- loving and caring for individuals, groups and the community



Everyone should recognize that you have the right to live. *Article 6
Convention on the Rights of the Child*

You have the right to education – *Article 6
Convention on the Rights of the Child*



“The Convention on the Rights of the Child was adopted and agreed by the General Assembly of the United Nations on 20 November 1989. It entered into force on 2 September 1990”

**Activity 7.1****Answer the following questions.**

-
1. Explain briefly how we should respect other's rights and freedom.

2. Which of the common standards of behaviour do people follow most? Why?

3. Which of the common standards of behaviour do people follow least of all? Why?

4. Which of the common standards of behaviour do you follow the most?

5. List down three common behaviours in respecting rights and freedom.

- a.
b.
c.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Why Do We Need to Respect Others' Rights and Freedom?

As the saying goes, "Respect begets respect". This means that if you want to be respected, you need to respect other people, too. Everybody should respect each other's' rights and freedom. Why do we need to respect other's rights and freedom? Some of the reasons are the following:

- we need people to trust and respect each other
- we need a peaceful community
- people need love and care from each other, from their groups and from their community

- to avoid trouble, violence and chaos/conflicts
- to avoid unjust accusations or charges and unjust imprisonment

**Activity 7.2****Answer the questions based on the passage above.**

1. What does the phrase “Respect begets respect” mean?

2. From the reasons on why we have to respect the rights and freedom of other people, which one do you think best fits your own right and freedom?

Give your reason.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.
Disrespect of Rights and Freedom

If we disrespect others' rights and freedom, it can cause trouble, not only to ourselves but also to the family and to the whole community. For example, you stole someone's money and you got caught by the police and imprisoned. You did not only cause yourself embarrassment but also to your family and to the community where you come from.

Some of the required behavior that relates to the rights and freedom of individuals are shown in the table below:

The rights of individual	Required standard of behaviour
People's money or personal property should be respected and not to be stolen	People should be honest, fair and trustworthy, and respect each other
People should feel safe in the community	People should respect each other and not fight or be violent and damage property

Disagreements must be solved in ways that are fair and reasonable to all	People should listen to each other and be patient, tolerant and prepare to compromise
The community has the right to health services	People will respect and care for trained health workers and efficient facilities.
People should be able to move freely from place to place when they want	People should not harass or attack each other. Laws should allow freedom of movement.

**Activity 7.3**

Complete the table below by writing how you will respect the following rights and freedom of individuals.

The rights and freedom of individuals	How will I respect it?
The right of individual's property to be respected.	
Freedom to move around and feel safe	
Disagreements will be solved in fair and reasonable ways	
The right to peace and harmony	
The right of the use of public amenities such as roads, hospitals, schools, fields, etc.	

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 7. In this lesson, you have learnt the following:

- You have identified attitudes and actions that show respect for others' rights and freedom as well as the reasons why do we need to respect others' rights and freedom.
- Respecting others' rights and freedom is the same with what we need; we need others to respect our rights and freedom as well. Respect begets respect
- We should be sensitive to other peoples' feelings and needs. For example, in public toilets, we should use it as quickly as we can and with utmost care because other people will be using it too. Parents should send their children to school because they have the right to education.

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

1. Write the behaviours that show respect to the rights and freedom of individuals.
 - a)
 - b)
 - c)
 - d)
 - e)
2. Write the reasons why we have to respect other people rights and freedom.
 - a)
 - b)
 - c)
 - d)
 - e)
3. Complete the table below by writing the missing rights and behaviours.

The rights of individual	Required standard of behaviour
	People should be honest, fair and trustworthy, and respect each other
People should feel safe in the community	
	People should listen to each other and be patient, tolerant and prepare to compromise
The community has the right to health services	
	People not should harass or attack each other. Laws should allow freedom of movement.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Answers to the Activities

Activity 7.1

1. All people have rights and freedom to be respected. We expect to have these rights and freedom for ourselves and we also need to let other people have their rights and freedom, too.
2. All of them, because we all need to enjoy and exercise our rights and freedom. (or just one of them with the same reason)
3. For me, honesty and trustworthiness are the values or behaviour that is rarely seen from many people nowadays.
4. All of them because I want other people to follow these behaviour as well. (or just one of them with the same reason)
5. being fair to other people
 - being honest and trustworthy
 - being peaceful
 - respecting each other by taking part in community activities
 - loving and caring for individuals, groups and the community

Activity 7.2

1. This means that if you show respect to other people, they will also respect you back.
2. People need love and care from each other, from their groups and from their community. Because if they love and care for me, they are respecting my rights and freedom.

Activity 7.3

The rights and freedom of individuals	How will I respect it?
The right of individual's property to be respected.	I will respect other's property and not steal them.
Freedom to move around and feel safe	I will not attack or harass them.
Disagreements will be solved in fair and reasonable ways	I will be patient and tolerant and prepare to compromise with them
The right to peace and harmony	I will be friendly and sensitive to other people's feelings
The right to use public amenities such as roads, hospitals, schools, fields, etc.	I will help maintain the place by obeying set rules

Answers to Practice Exercise 7

1.

- being fair to other people
- being honest and trustworthy
- being peaceful
- respecting each other by taking part in community activities
- loving and caring for individuals, groups and the community

2.

- we need people to trust and respect each other
- we need a peaceful community
- people need love and care from each other, from their groups and from their community
- to avoid trouble, violence and chaos
- to avoid unjust accusations or charges and unjust imprisonment

3. Complete the table below by writing the missing rights and behaviours.

The rights of individual	Required standards of behaviour
People's money or personal property should be respected and not to be stolen	People should be honest, fair and trustworthy, and respect each other
People should feel safe in the community	People should respect each other and not fight or be violent and damage property
Disagreements will be solved in ways that are fair and reasonable to all	People should listen to each other and be patient, tolerant and prepare to compromise
The community has the rights to health services	People will respect and care for trained health workers and efficient facilities.
People should be able to move freely from place to place when they want	People should not harass or attack each other. Laws should allow freedom of movement.

SUB-STRAND 3

MAKING CHOICES

Lesson 8: Community Services

Lesson 9: Choices, Incentives and Decision Making

Lesson 10: Choices and Outcomes

Sub-strand 3 Introduction

Welcome to Sub-strand 3 of this book. This sub – strand is called Making Choices.

There are three lessons.

In Lesson 1 You will learn about community service.

In Lesson 2 You will learn about choices, incentives and decision making.

In Lesson 3 You will learn about choices and outcomes.

After completing all the three lessons you will understand making choices.

We hope you enjoy studying this sub – strand.

Lesson 8: Community Services



Introduction

Welcome to Lesson 8 of Strand 5. In Lesson 3, you have identified the attitudes and actions that show respect for others' rights and freedom. You have also identified the reasons for showing respect for others' rights and freedom. In this lesson, you will explain community services and list reasons for taking part in the community services. You will also identify some examples of community services.



Your Aims:

- define community services
- identify reasons for taking part in community services
- identify examples of community services

What is Community Service?

Community Service refers more generally to any volunteer work done in the service of one's community, such as social work, environmental cleanup, or mentoring.

These are provided by the church groups and other organizations. They are usually provided free to the public.

Many community services are provided by the churches. The churches have been very important in providing education and health services throughout Papua New Guinea. Other community services are provided by a variety of organizations. Study the following examples.



The Church of Jesus Christ of Latter-day Saints has brought over 7,000 wheelchairs and other mobility aids to Papua New Guinea over the last 12 years.



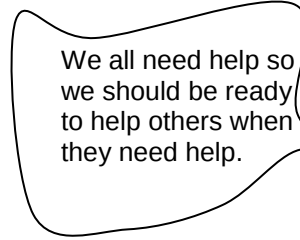
Love your Coast Papua New Guinea Clean-up and Awareness Tour, by Sustainable Coastlines, Registered New Zealand Charity.



Mendi Secondary School in the Southern Highlands Province was sponsored by Digicel's Innovative Education Tablet Programme.



"Anyone who sees in his own occupation merely a means of earning money degrades it; but he that sees in it a service to mankind ennobles both his labor and himself."



We all need help so we should be ready to help others when they need help.

"When we live together in a community there are many things that need to be done in order to help the community. An example is when we need to keep the place clean and tidy; people can work together by getting rid of rubbish."



Activity 8.1 Answer each question based on the passage above.

1. What is a community?

2. What is service?

3. What is community service?

4. What organization provided most services to community?

5. What are the services given by the church to the community?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Why Do We Need to Take Part in Community Services?

These community services are very important in large societies. Life in large communities, such as cities, can be very difficult. People do not have their extended family or clan to help them in times of trouble. Community service groups try to help such people if the government does not help them.

Some people in cities have nowhere to go for help. Children are usually seen begging for food and money in Port Moresby. While there are opportunities for young people to give valuable service in the urban areas. Young people in the villages can give important community service in two ways. They can help their family and fellow villagers in traditional activities. They can also help to develop their village by using the new knowledge they learn at school.



We help everyone else if we take an active part in the community activities.

“The way that people look after a community and the way they treat each other tells us a lot about the community.”

**Activity 8.2**

Answer each question based on the passage above.

1. In which society is community service needed most?

2. Who helps people in the cities if the government does not help them?

3. Write the 2 ways in which young people in the village can give community service to their fellow villagers.

a. _____

b. _____

4. Compare some young people in the cities and in the villages.

5. In your own opinion, why is it important to give community service?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Some Community Services

All people have needs to be satisfied and skills to be developed. And if people don't have the ability or cannot afford to acquire his needs, some groups are ready to help if the government could not provide enough help.

The following are provided to the public for free by churches and other non-government organizations in Papua New Guinea.

- entertainment and leisure by many sports group
- health and education by churches
- health by Red Cross
- marriage counseling by Lifeline
- basic survival and other life skills by Boy Scouts
- health emergencies and basic medical aids by St. John's Ambulance Brigade
- aid to disabled people by Cheshire Homes
- out of school youth and juvenile delinquency by YMCA

"Non-government services are community services provided by good and kind-hearted people who have great concern to the welfare of the people in the community"



Activity 8.3

Complete the table below by writing the community services given by each group.

Group	Community Service
Sports group	
Lifeline	
Red Cross	
Boy Scouts	

church	

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 8. In this lesson, you have learnt the following:

- You have defined community services as any volunteer work done in the service of one's community. You have listed reasons for taking part in community services such as one way of helping other people's needs if the government could not attend to their needs immediately.
- You have also identified examples of community services such as church groups (the SDA) and non-government organizations (New Zealand Charity, Lifeline, Red Cross, Boy Scouts, among others.)

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.



Practice Exercise 8

A. Circle the letter of the correct answer:

1. What is community service?
A. service provided by policemen
B. service provided by government
C. service provided by women
D. service provided by NGO for free
2. Which of the following organization gives the most services to the community?
A. church
B. YWCA
C. Red Cross
D. sports group
3. Which of the following services is given by Boy Scouts?
A. health
B. life basic skills
C. education
D. blood transfusion

B. What are some community services provided in your community? Write at least two.

- a. _____
- b. _____

C. Explain why community services are needed in Papua New Guinea nowadays.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 8.

Answers to the Activities

Activity 8.1

1. Community is a group of people with common interest living in a particular area.
2. Service is a work performed by one that serves well or to the welfare of others
3. Community service is any volunteer work done in the service of one's community.
4. Churches provide the most service given to communities
5. The church provide education and health services to the community

Activity 8.2

1. In the cities
2. Community service groups or non-government organizations
3.
 - a. they can help their family and fellow villagers in traditional activities
 - b. they help to develop their villages by using the new knowledge they learned at school
4. Some young people in the cities are seen begging for food and money while some people in the villages can give services to their family and fellow villagers
5. It is important to give community service because some people don't have the ability or cannot afford to acquire their needs and if the government could not provide enough help, community service groups help people in their needs.

Activity 8.3

GROUP	COMMUNITY SERVICE
Sports group	Entertainment and leisure
Lifeline	Marriage counseling/ women comfort
Red Cross	Health/ blood transfusion
Boy Scouts	Basic life skills
church	Health and education

Answers to Practice Exercise 8

A.

1. D
2. A
3. B

B.

- a. environmental clean up
- b. medical help

C. When people help each other and when they know and respect each other, they will also be able to sort out problems in the community.

Lesson 9: Choices, Incentives and Decisions



Introduction

Welcome to Lesson 9 of Strand 5. In Lesson 8, you have defined what community services are and listed the reasons for taking part in the community services. You have also identified some examples of community services.

In this lesson, you will explain choices and incentives. You will also identify choices and incentives in decision making.



Your Aims:

- define choices and incentives
 - identify choices and incentives in decision making
-

Choices and Incentive

All people have choices to make. Choice is an action which we think really fits for our needs in life. It means we have to select things with the best of care. But before we make a choice, we should have the incentive so we can choose for better things if not the best. Incentive is the urge to make your choice. It is the reward after having a good choice. That reward urges us to make up our mind to make our choice.

For instance, we have to choose between these situations: you are invited to an important party of your friend but you also have to study your lessons for your final exams tomorrow. In order for you to choose, you must have the incentive of choosing and in which you have to weigh which is a better choice for you. If you chose to go to your friend's party, your incentive is you will make your friend happy. If you chose to study, your incentive is that you will pass the examination.



I chose to go to my friend's party and made him so happy.

I chose to study my lessons and I passed the final exams!



“When we make choices, there can be both positive and negative result which comes from the choices. Some choices may affect only ourselves and other choices will affect others. The best choice we make has positive results.”

**Activity 9.1****Answer the questions based on the passage above.**

1. Explain the following:
 - a. choices -

 - b. incentive -

2. What will you consider first before you have a choice?

3. According to the given situations in the passage above, what will be your own choice and incentive?
 - your choice -

 - your incentive -

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Choices and Incentives in Decision Making

There are lots of choices and incentives people use to help them make good decisions. People choose to follow steps in making good decisions, may it be easy or difficult. They also choose to consider their values in making good decisions. With these in mind, they will be rewarded in choosing the best decision.

Some examples of choices and incentives in decision-making:

- students choose to study hard to pass an examination
- other people choose to eat the right kind of food to stay healthy
- people in the community choose to help each other by getting rid of the rubbish to have a clean and healthy surrounding
- other people choose not to drink alcohol, smoke or take drugs to have a better life and stay healthy
- people choose not to gamble to avoid money and family problems

Making decisions about important things can be quite difficult. It is also good to follow the steps in making good decisions. The following are the guidelines to help you in decision-making:

1. What is the issue or the problem?
2. What are the options or choices that I can make?
3. What are the good things and the bad things that can happen as a result of each option?
4. After thinking about the possibilities, I will now make my decision.
5. How do I feel about the choices that I have made?



I choose to follow the values: respect, honesty, concern, dedication and justice in decision-making.



Activity 9.2

Complete the table by writing the choice and incentive in each of the following decision made. The first is done for you:

DECISION	CHOICE	INCENTIVE
I decided to study my lessons	I chose to study my lessons	I passed the examination
I decided to participate in a community service		
I decided not to gamble		
I decided to eat healthy foods		
I decided to exercise regularly		
I decided to meet with my friends once a week		

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



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

- You have defined choices and incentives. Choices are actions we make that fit our needs in life. Incentives are the urges to make our choice. We should have incentive to consider in making a good choice.
- You have also identified choices and incentives in decision making. In decision making, we have five things to consider. Firstly, we must identify what is the real issue or problem. Secondly, identify the best options and choices to make. Thirdly, consider the positive and negative consequences in making the decision. Then after weighing the possibilities, make your decision. Lastly, ask yourself if you are happy with the choice or decision you made.
- Sometimes the decision or choice that we make determines our future or fate. If you chose the best decision, you will gain positive results. If you chose the wrong decision, you will gain negative results. Take note, it's you who will gain or suffer whenever you make your decision.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.



Practice Exercise 9

1. Describe the following:
 - a. choices - _____
 - b. incentive - _____
2. Which of the following best describes the sequence or order of the steps that you go through in making a decision about something important in your life?
 - I. Ask: "What are the options and choices that I make?"
 - II. Think about all the possibilities and make your decision.
 - III. Ask: "What is the issue or the problem?"
 - IV. Ask: "What are the good things and bad things that can happen as a result of my options?"
 - a. III, I, II, IV
 - b. III, I, IV, II
 - c. I, III, IV, II
 - d. IV, III, I, II
3. Complete the table below by writing the missing choice or incentive.

DECISION	CHOICE	INCENTIVE
I decided to participate in a community service		The surrounding is clean and healthy
I decided to study my lessons	I chose to study my lessons	
I decided not to gamble		To avoid money and family problem
I decided to eat healthy foods	I chose to eat fruits and vegetables	
I decided not to smoke		To avoid respiratory sickness

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 9.

Answers to the Activities

Activity 9.1

1.
 - a. choices - Choice is an action which we think really fits for our needs in life. It means we have to select things with the best of care.
 - b. incentive - Incentive is the urge to make your choice. It is the reward after having a good choice.
2. I will consider the incentive or reward I am going to receive after making the choice.
3. your choice – I will choose to study my lessons than to go to my friend's party
your incentive – I will have high score or I will pass the examination

Activity 9.2

DECISION	CHOICE	INCENTIVE
I decided to study my lessons	I chose to study my lessons	I passed the examination
I decided to participate in a community service	I chose to help in the community	The surrounding will be clean and healthy
I decided not to gamble	I chose not to play cards with money	To avoid money and family problem
I decided to eat healthy foods	I chose to eat healthy foods	To stay healthy and fit
I decided to exercise regularly	I chose to have a regular exercise	To stay fit and healthy
I decided to meet with my friends once a week	I chose to meet with my friends at least once a week	To make them happy

Answers to Practice Exercise 9

1.
 - a. choices - Choice is an action which we think really fits for our needs in life. It means we have to select things with the best of care.
 - b. incentive - Incentive is the urge to make your choice. It is the reward after having a good choice.
2. a. III, I, II, IV

3.

DECISION	CHOICE	INCENTIVE
I decided to participate in a community service	I chose to help in the community	The surrounding is clean and healthy
I decided to study my lessons	I chose to study my lessons	To pass the examination
I decided not to gamble	I chose not to ply cards with money	To avoid money and family problem
I decided to eat healthy foods	I chose to eat fruits and vegetables	To stay fit and healthy
I decided not to smoke	I chose not to take up smoking	To avoid respiratory sickness

Lesson 10: Choices and Outcomes



Introduction

Welcome to Lesson 10 of Strand 5. In Lesson 9, you have defined Choices and incentives. You have also identified choices and incentives in decision making. In this lesson, you will identify kinds of personal or community choices. You will also identify positive and negative consequences of making choices.



Your Aims:

- identify kinds of choices that personal/ community make
 - identify the positive and negative consequences of making choices
-

Personal Choice

People, both young and old make different choices which become more complex as we grow older. We learn to make some important choices in which some can be easy and others can be difficult.

Some personal choices are:

- to develop good relationships with friends and family
- to eat properly and to exercise regularly
- what to eat and what to wear
- whether to smoke (cigarettes)
- whether to drink alcohol (beer, spirits)
- whether to chew betel nut
- whether to take drugs (marijuana)
- to decide what you will do when you leave school
- to decide if you want to get married and when and whom to have sex with



“The origin of action—it is efficient, not its final cause—is choice, and that of choice is desire and reasoning with a view to an end.
Aristotle (384 BC - 322 BC) Greek philosopher.

I am still a baby, my parents decide for me.



"I call heaven and earth to record this day against you, that I have set before your life and death, blessing and cursing: therefore choose life that both thou and thy seed may live."

King James Bible

Deuteronomy, 30:19



Activity 10.1

Answer each question based on the passage above.

1. Give an example of the following personal choices:
 - a. easy and simple choice _____
 - b. Difficult and complex choice _____
2. Categories the personal choices listed above by ticking the column of easy or difficult.

CHOICES	EASY	DIFFICULT
1. what to eat and what to wear		
2. to have good relationship to family		
3. whether to take drugs		
4. whether to get married		
5. what to do after leaving school		

3. Write your personal choice on the following and give your reason.
 - a. whether to take drugs _____
 - b. what to do after leaving school _____
 - c. whether to get married _____

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Community Choice

When we live together in a community, there are many things to consider making our choices. We need to be mindful of our neighbours' choices, too. Choices should be decided accordingly by all the people in the community so as to live in harmony with each other. For example, if you choose to burn your rubbish in your yard, you should consider if your neighbor are drying their clothes outside or if their house or any of their property is away from the place where you will burn the rubbish. Another example is that when you are planning to sell cigarettes or alcohol as your business. You should consider of the area where you are to build your store or stall. It must be away from any learning institution or school because it will likely attract some students and that will ruin their concentration in studies and bring more trouble not only in the family but also in the community. In making tough choices and decisions, you should seek help from your parents, teachers, elders and other experts.

Some choices that can be important to the community are:

- to take part in community activities
- to take a position of leadership in the community
- to help solve conflicts
- whether to sell cigarettes, alcohol or other drugs
- whether to take part in gambling



"In order to make positive choices, we need to have positive attitudes."

**Activity 10.2**

**Answer each question based in the passage above.
Circle the letter of the correct answer.**

1. Which of the following are choices that you can make for yourself?
 - I. To eat properly and exercise regularly
 - II. What you will do when you leave school
 - III. How tall will you be?
 - IV. Whether to smoke, drink alcohol or use drugs

A. I and II only

B. I, II and IV only

- C. I, II and III
- D. II, III and IV only
2. Which of the following are examples of choices that are most likely to be important to the community?
- I. Selling cigarettes, alcohol and drugs
 - II. Helping to solve conflicts between different groups of people
 - III. Deciding whether to get married
 - IV. Taking a position of leadership in the community
- A. I, II and III
- B. II, III and IV
- C. I, II and IV
- D. I, III and IV
3. Which of the following best describes the most likely order of decisions you will make in your life?
- A. What classmates to make friends with, what to do when you leave school, when to get married
 - B. Whether to take drugs, whether to drink alcohol, whether to smoke
 - C. Whether to drink alcohol, who to talk to at school, what to do when you leave school
 - D. When to get married, what to study at school, what to eat and drink

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Consequences of Making Choice

When we make a choice, things will happen as a result of that choice. We should think of the result before we make the choice because some of these results may be positive and some may be negative.

Some positive results in making a choice:

- when we eat properly and exercise regularly, then this will help us to be healthy

- when we learn to give and take, then we will have a better relationship with our family and friends
- when we get rid of rubbish, then we help to keep the surroundings clean and healthy
- when we are serious with our studies, then we will have high marks and be able to graduate

There may be negative consequences from the choices that we make. The following are examples of them:

- if we eat too many sweet foods and lolly water, then we may get tooth decay
- if we eat too much fatty foods, we may have hypertension or worse heart attack
- If we gamble by playing cards, we can lose a lot of money and this can add another problem in the family
- when we drink too much alcohol or take drugs, then this can lead to fighting, violence and even sickness
- when we have sex before we are ready, then this can lead to unwanted pregnancy or sexually transmitted diseases

“Life is not a matter of chance; it is a matter of choice.”



Activity 10.3

Complete the table below by writing the result of the choice made. Then identify the result if it is positive or negative by writing it in the column provided. The first is done for you.

Choice	Result	Positive/ Negative
Proper eating and regular exercise	This will help you to stay healthy	positive
Eating too much fatty and sweet foods		
Drinking alcohol and taking drugs		
Getting rid of rubbish		
Gambling		
Studying hard		

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 10. In this lesson, you have learnt the following:

- You have identified kinds of choices that you/ community make. We make our own personal choice, though we consult other people such as our family, teachers and other experts. We still have the power to choose according to our own needs. Always make your good personal choice. The same goes with community choice. The difference is that we have to consider other people in the community when we make our choice or decision.
- You have also identified the positive and negative consequences of making choices. Naturally, if you chose the right decision, you will gain good and positive results. However, when you chose the wrong decision, you will surely suffer the negative consequence of it.
- To make right choice, always consult the five steps in making decision given in Lesson 9.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE



Practice Exercise 10

1. Identify the choice in its number if it is a personal and community choice. Write PC for personal choice and CC for community choice.

- _____ i. What to eat and what to wear
- _____ ii. Develop good relationship with family and friends
- _____ iii. Take a position of leadership in the community
- _____ iv. Whether to drink alcohol and take drugs
- _____ v. whether to sell alcohol or drugs

2. Complete the table below by writing the positive or negative consequences of each choice.

CHOICE	POSITIVE	NEGATIVE
Get rid of rubbish		
Drink alcohol		
Pre-marital sex		
Serious in studies		

3. Give three choices that you will make 5 years from now.

- a. _____
- b. _____
- c. _____

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

Answers to the Activities

Activity 10.1

1. a. easy and simple choice – what to wear and what to eat

b. difficult and complex choice – what to do when I leave school

2.

CHOICES	EASY	DIFFICULT
1. what to eat and what to wear	✓	
2. to have good relationship to family	✓	
3. whether to take drugs		✓
4. whether to get married		✓
5. what to do after leaving school		✓

3. a. whether to take drugs – I will not take illegal drugs because drugs will take you to trouble, family problems and even sickness

b. what to do after leaving school – I would like to have a job in order to sustain my own needs and not forever independent to my parents

c. whether to get married – I would get married when the right time comes because it is what I feel makes me happy and complete

Activity 10.2

1. B

2. C

3. C

Activity 10.3

CHOICE	RESULT	POSITIVE/ NEGATIVE
Proper eating and regular exercise	This will help you to stay healthy	positive
Eating too much fatty and sweet foods	can cause hypertension and tooth decay	negative
Drinking alcohol and taking drugs	Can cause fighting and sickness	negative
Getting rid of rubbish	Clean and healthy surroundings	positive
Gambling	Can cause another family problem	negative
Studying hard	Pass the grade and graduate	positive

Answers to Practice Exercise 10

1.

PC I. what to eat and what to wear

PC II. develop good relationship with family and friends

CC III. take a position of leadership in the community

PC IV. whether to drink alcohol and take drugs

CC V. whether to sell alcohol or drugs

2.

CHOICE	POSITIVE	NEGATIVE
Get rid of rubbish	Clean and healthy surroundings	
Drink alcohol		Can cause fighting, violence and sickness
Pre-marital sex		Cause unwanted pregnancy or sexually transmitted diseases
Serious in studies	graduate	

3. Give three choices that you will make 5 years from now.

a. I will choose to avoid drinking alcohol, smoking and the use of drugs

b. I will take a position of leadership in our community

c. I will find a job to sustain my needs

SUB-STRAND 4

RULE OF LAW

Lesson 11: Laws in Society

Lesson 12: Making and Breaking Rules

Lesson 13: Safety Laws

Lesson 14: Environment Laws

Lesson 15: Human Rights Laws

Sub-strand 4 Introduction

Welcome to Sub-strand 4 of this book. This sub – strand is called Rule of Law.

There are five lessons.

In Lesson 1 You will learn about laws in society.

In Lesson 2 You will learn about making and breaking rules.

In Lesson 3 You will learn about safety laws.

In Lesson 4 You will learn about environmental laws.

In Lesson 5 You will learn about human rights laws.

After completing all the five lessons you will understand rule of law

We hope you enjoy studying this sub – strand.

Lesson 11: Laws in Society



Introduction

Welcome to Lesson 11 of Strand 5. In Lesson 10, you have learnt about choices and outcomes. You have also identified the positive and negative consequences of making choices. In this lesson, you will explain law and state the purpose, values and benefits of laws in society.



Your Aims:

- define law
 - identify the purpose, values and benefits of laws in society
-

What is Law?

All communities have laws to follow. Law is a binding custom or practice of a community. It is a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority such as our community leaders, the police and soldiers (PNGDF – Papua New Guinea Defense Force), legislators and the Ombudsman Commission.

The rules and laws show people the way that they should behave and make it easier for people to live together in the community. All communities need law. When communities become larger and more complicated there have to be more laws for them. Whether a community is small or large, people must behave in a way that fits in with the community.”

Rules and laws may be different in many groups in many places. For example, if you have friends in other schools, you may find that some of their school rules are different to your school rules. Even in a school, classroom rules in the kindergarten are different from the upper primary sections. Families sometimes have different rules about what children can do. There is no society where members have complete freedom. Our behaviour is always guided by rules and laws.



Ignorance of the law excuses no man

Laws protect us and to help our society work peacefully.



“Ignorance of the law excuses no man; not that all men know the law, but because 'tis an excuse every man will plead, and no man can tell how to confute him.”

John Selden (1584 - 1654) English historian, jurist, and politician.

**Activity 11.1 Answer the questions based on the passage above.**

1. Define law.

2. What should rules and laws show?

3. Who needs law?

4. What guides our behaviour?

6. Write one rule you are following in school.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

The Purpose and Benefits of Laws in Society

There should always be a reason for having a rule or law and the reason should be clear to people. When people understand the reason for the rule or the law they are more likely to follow it.

Some reasons for having laws are:

- for safety and protection
- to be fair to everyone in the community, so that everyone is treated the same
- to protect the rights of individuals
- to maintain law and order in the community
- to help people to respect public property like schools, churches and playing fields

- to help people to live and work in peace
- to protect our resources, like plants and animals, the land and the sea

When people follow the rules or laws, then there may be rewards to encourage people to continue to follow them. When people are caught breaking a rule or a law, then there is usually some sort of punishment that is intended to stop the person from breaking the rule or the law in the future.



Rules and laws should be based on common sense – the things that most people believe to be right and correct.



Activity 11.2

Complete the reasons why we have rules by writing the missing word on the blank. Get your answers from the passage above.

1. for _____ and protection
2. to be _____ to everyone in the community
3. to protect the _____ of individual
4. to maintain _____ and _____ in the community
5. to help people to respect _____
6. to help people to live and work in _____
7. to protect our _____

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Values Behind Rules and Laws

Rules and laws are based on the values of the community. The values that people in the community have are the things that they believe are good, right and true. For example, they should:

- help people to live a healthy way of life

- encourage sharing and helping each other
- be based on Christian values
- help people to live in a community and to work together
- develop a feeling of society in the community
- help to preserve customs and traditions

“We show our values by the way that we behave, not just by what we say.”



Activity 11.3 Answer the questions based from the passage above.

1. Explain the “value of a community”.

2. List down the different values of rules and laws in the community.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 11. In this lesson, you have learnt the following:

- You have defined law as a binding custom or practice of a community. Laws serve as guide to people in the community to behave in a standard behavior.
- You have also identified the purpose, values and benefits of laws in society. Understanding the purpose, benefits and values of the law, we can easily obey and follow them. This is because laws are made according to our standard norms and morals human being and creations of our one God.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE



Practice Exercise 11

1. Define the following:

i. law -

ii. value of the community

2. List down 5 purpose of rules and laws.

- ---
- ---
- ---
- ---
- ---

3. Write some of the values of rules and laws

- ---
- ---
- ---
- ---
- ---

4. Write true or false.

_____ i. All rules and laws show people the way that they should behave.

_____ ii. Some rules may be different in different places.

_____ iii. Some people are allowed to break the laws of the country.

_____ iv. Rewards encourage people to follow rules and laws.

_____ v. Punishment always stops people from breaking rules and laws.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF LESSON 11

Answers to the Activities

Activity 11.1

1. Law is a binding custom or practice in a community enforced by controlling authority.
2. The rules and laws show people the way that they should behave.
3. All communities need law
4. Rules and laws guide our behaviour.
5. Listen and follow instructions.

Activity 11.2

1. for safety and protection
2. to be fair to everyone in the community
3. to protect the rights of individual
4. to maintain law and order in the community
5. to help people to respect public property
6. to help people to live and work in peace
7. to protect our resources

Activity 11.3

1. The values that people in the community have are the things that they believe are good, right and true.
2. help people to live a healthy way of life
 - encourage sharing and helping each other
 - be based on Christian values
 - help people to live in a community and to work together
 - develop a feeling of society in the community
 - help to preserve customs and traditions

Answers to Practice Exercise 11

1.

- i. Law is a binding custom or practice in a community enforced by controlling authority.
- ii. The values that people in the community have are the things that they believe are good, right and true.

2. for safety and protection

- to be fair to everyone in the community, so that everyone is treated the same
- to protect the rights of individuals
- to maintain law and order in the community
- to help people to respect public property like schools, churches and playing fields
- to help people to live and work in peace
- to protect our resources, like plants and animals, the land and the environment

3. help people to live a healthy way of life

- encourage sharing and helping each other
- be based on Christian values
- help people to live in a community and to work together
- develop a feeling of society in the community
- help to preserve customs and traditions

4.

- i. true ii. true iii. false iv. true v. true

Lesson 12: Making and Breaking Laws



Introduction

Welcome to Lesson 12 of Strand 5. In Lesson 11, you have explained law and stated the purpose, values and benefits of laws in society. In this lesson, you will identify people who make the laws and rules. You will also identify punishments given to law breakers.



Your Aims:

- identify people who make the laws and rules
 - identify punishments given to law breakers
-

Who makes laws and rules in PNG?

People who are experienced in making laws and rules understand that it is better to keep them short and simple rather than to have long lists of rules for people to follow. The people who make rules should review them regularly to make sure that all the rules are still needed. If a rule is not needed then they should get rid of that rule.

People who make rules and laws are the following:

- Parents, teachers and village elders
- Community level councilors
- Members of the provincial government
- Members of the national government



Parents make rules inside the house and expect their children to obey these rules.

Students are expected to follow the rules made by teachers in the school.



Village elders and community councilors make laws in the village and in the community, and they expect all the villagers and people in the community to understand, obey and follow them accordingly”

Groups of People Who Make the Rules and laws in PNG:

- Members of parliament – the people who make the laws
- Policemen/ women – the people who make sure the public obey the rules
- Magistrates and judges – the people who settle conflicts and punish law breakers



Activity 12.1

Match the description in Column A to the people who are involved in making laws in Column B. Write the letter of your correct answer on the space provided.

Column A

- _____ 1. The people who make the laws in the country.
- _____ 2. The people who make sure the public obey the laws
- _____ 3. The people who settle conflicts and punish law breakers
- _____ 4. The people who make laws in school
- _____ 5. The people who make rules and laws in the home.
- _____ 6. The people who make laws in the village or community.

Column B

- a. Parents
- b. teachers
- c. magistrates and judges
- d. village councilors
- e. policemen
- f. members of parliament

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Punishments for Law Breakers

Our leaders make rules and laws to help us to behave the way we should be and make it easier for us to live together in a community. Our leaders also set punishments for every law breaker. There is an equivalent punishment for every violation of a law. So, if we go against the law, we will not only suffer the consequences but we will also be punished.

The following are some examples of the punishments to law breakers in different settings:

Settings	Punishments
Family	Parents or other adults will tell children when they break family rules. Privileges may be withdrawn or other punishments given. For example, parents may stop children doing something that they really enjoy doing or may set rules about where children can go or who they can meet.
School	Teachers will discipline children when they break school rules. Privileges may be withdrawn. Some teachers may punish children. For more serious rules, a student may be suspended so that they are not allowed to attend classes for a time or the student may be expelled from the school. Serious cases may be decided by the Board of Management and endorsed by the Provincial Education Board.
Village	Village people may criticize, refuse to cooperate with or ignore those who repeatedly break the laws of the community. Some communities have their own village court that can make decisions about the lower levels of rules or laws that may have been broken.
Nation	Depending on the crime and the law that has been broken, the police may bring the person to the District Court, National Court or Supreme Court and the case will be decided by a magistrate or a judge. Depending on the crime, the punishment can include a fine or being sent to a corrective institute for many months or years. People with a criminal record may not be able to hold certain positions in the future.



The Royal Papua New Guinea Constabulary RPNGC was formed from two predecessor bodies that existed prior to the independence of Papua New Guinea.

**Activity 12.2**

Complete the following statements by writing appropriate words on the blank. Choose the correct words in the box below:

Suspended Leaders	criminal withdrawn	expelled behave	punishment privileges
----------------------	-----------------------	--------------------	--------------------------

1. Our _____ make rules and laws to help us to _____ the way we should be _____ and make it easier for us to live together in a community.
2. Parents or other adults will tell children when they break family rules. _____ maybe _____ or other punishments given.
3. There is an equivalent _____ for every violation of a law.
4. People with a _____ record may not be able to hold certain positions in the future.
5. For more serious rules, a student may be _____ or _____ from the school.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary

You have come to the end of Lesson 12. In this lesson, you have learnt the following:

- You have identified the people who make the laws and rules. The rules set by our parents are the rules we follow in the house. The rules set by our teachers are the rules we follow in the school. The rules set by the traffic enforcers are the rules followed by each drivers and pedestrians. The rules set by our legislators are the rules we follow in the community.
- You have also identified the punishments given to law breakers. Basically, when we break rules set by our parents in the house we are being punished. The same goes with other rules set by other law makers. Punishments range from light to heavy penalties according to the offense.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE



Practice Exercise 12

1. List down the people who make laws in different settings:

- a. _____ c. _____
- b. _____ d. _____

2. Complete the table below by writing the punishments of law breakers in different settings:

Settings	Punishments
Family – a child lied to parents	
School – a students cheated in the exams	
Community – a man stole food from the store	
Nation – a drunken man had beaten his wife to death	

3. Identify if the statement is true or false. Write **T** on the blank if it is true and **F** if otherwise.

- _____ i. Our leaders make rules and laws to help us to behave the way we should be and make it easier for us to live together in a community.
 - _____ ii. Leaders understand that it is better to keep the rules and laws in long lists rather than short and simple for people to follow.
 - _____ iii. There is just one kind of punishment for every law breaker.
 - _____ iv. People with a criminal record may be able to hold certain positions in the future.
 - _____ v. For more serious rules, a student may be suspended or expelled from the school.
-

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END OF LESSON 12.
--

Answers to the Activities

Activity 12.1

1. f 2. e 3. c 4. b 5. a 6. d

Activity 12.2

1. leaders
2. Privileges, withdrawn
3. punishment
4. criminal
5. suspended, expelled

Answers to Practice Exercise 12

1.
 - a. Parents, teachers and village elders
 - b. Community level councilors
 - c. Members of the provincial government
 - d. Members of the national government

2.

Settings	Punishments
Family – a child lied to parents	The child may not be allowed to watch TV for the whole week or he may be doing household chores for some time
School – a student cheated in the exams	The student may be suspended
Community – a man stole food from the store	He may be fined and sent to prison for months
Nation – a drunken man had beaten his wife to death	He may be fined and sent to prison for years or for life

3. i. T ii. F iii. F iv. F v. T

Lesson 13: Safety Laws



Introduction

Welcome to Lesson 13 of Strand 5. In Lesson 12, you have identified the people who make the laws and rules. You have also identified punishments given to law breakers. In this lesson, you will explain safety laws and their functions. You will also identify laws that concern individual and community safety.



Your Aims:

- define safety laws
 - identify laws made to promote personal and community safety
-

What Are Safety Laws and Their Functions?

There are many causes and effects of behaviour that affect our safety. Negative attitudes are a threat to our safety and it is our responsibility to take safety measures.

There are laws and rules protect the safety, health and welfare of an individual and all the people in the community. These are referred to as Safety Laws and Rules. These laws are usually enforced using an inspectorate (group of department of inspectors), regulatory control and the application of criminal law.

The following are some examples of safety laws and rules and their functions:

1. health safety law protects the people's health
2. work safety law protects the welfare of a worker or an employee and employers
3. road safety law protects pedestrians, commuters, passengers and drivers
4. pool safety law protects people from drowning and pool accidents
5. sun safety law protects people from sun burns and heatstroke
6. fire safety law protects people and properties from being burned and to prevent fires
7. safety laws in sports and games protect players, athletes, coaches, sports masters/ coordinators and other things related to sports and games.



"Keep safe and live safe"

Safety first before anything else.



"The regulatory framework for health and safety will usually operate alongside a civil law system which would allow individuals to bring a lawsuit against a person, company or organization that may have been liable for personal injury or even death."



Activity 13.1 Answer the questions based from the passage above.

1. What is safety law? _____
2. Describe the following safety laws:
 - a. work safety - _____
 - b. health safety - _____
 - c. road safety - _____
3. Give an example of the following safety:
 - a. pool safety - _____
 - b. fire safety - _____
 - c. sun safety - _____

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Personal and Community Safety Laws

Safety laws are classified as personal safety and community safety.

Personal safety laws protect the safety, health and welfare of an individual. These laws help an individual behave and take responsibility in all his/ her actions. A person should think for himself and make his own decision to make sure he does the things that will keep him healthy and safe from dangers, troubles, and accidents.

Community safety laws protect the safety, health and welfare of the public or all the people in a community. These laws help the community to be aware of their safety from sickness, troubles, accidents and other dangers, risks or hazards in every day.



"Prevention is better than cure"



Activity 13.2

Complete the passage by choosing the correct word from the box and write it on the blank.

risks	safety	aware	public
community			
protect	health	individual	responsibility
decision			

Personal safety laws _____ the safety, _____ and welfare of an individual. These laws help an _____ behave and take _____ in all his/ her actions. A person should think for himself and make his own _____ to make sure he does the things that will keep him healthy and safe from dangers, troubles, and accidents.

_____ safety laws protect the safety, health and welfare of the _____ or all the people in a community. These laws help the community to be _____ of their _____ from sickness, troubles, accidents and other dangers, _____ or hazards in every day.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of Lesson 13. In this lesson, you have defined safety laws and identified their functions. You have also identified personal and community safety laws.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE



Practice Exercise 13

1. Define the following:

a. Safety laws -

b. Personal safety law -

c. Community safety law -

2. Explain the following:

a. How can you stay safe and healthy?

b. Why is safety in the community important?

3. Match the functions to each safety law. Write the letter of the correct answer on the space provided before the number.

Column A

_____ i. safeguards pedestrians, drivers and commuters

_____ ii. protects the worker, employee as well as the employer

_____ iii. safeguards the skin from being burnt and prevents from having heatstroke

_____ iv. protects health, prevents sickness

_____ v. prevents from drowning

Column B

a. health

b. sun

c. pool

d. road

e. work

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END OF LESSON 13.

Answers to the Activities**Activity 13.1**

1. They are laws and rules to protect the safety, health and welfare of an individual and all the people in the community and are usually enforced using an inspectorate, regulatory control and the criminal law.
2.
 - a. work safety law protects the workers, employer and the company or place of work
 - b. health safety law protects the health person and the people in the community
 - c. road safety law safeguard the pedestrians, commuters and drivers
3.
 - a. wear light swim wear
 - b. remove plugs from the power point
 - c. wear sunglasses and put on sunblock lotion on skin

Activity 13.2

Personal safety laws protect the safety, health and welfare of an individual. These laws help an individual behave and take responsibility in all his/ her actions. A person should think for himself and make his own decision to make sure he does the things that will keep him healthy and safe from dangers, troubles, and accidents.

Community safety laws protect the safety, health and welfare of the public or all the people in a community. These laws help the community to be aware of their safety from sickness, troubles, accidents and other dangers, risks or hazards every day.

Answers to Practice Exercise 13

1.
 - a. It is a body of law that protects the health, safety and welfare of the general public and usually enforced using inspectorate, regulatory control and the criminal law.
 - b. It protects the safety, health and welfare of an individual.
 - c. It protects the safety, health and welfare of the people in the community
2.
 - a. I can stay healthy and safe by obeying the health and safety laws and rules.

- b. Safety law is important in the community so that people will be protected from any trouble, harm, danger and accidents.

3.

- i. d ii. e iii. b iv. a v. c

Lesson 14: Environment Laws



Introduction

Welcome to Lesson 14 of Strand 5. In Lesson 13, you have defined safety laws and their functions or purposes. You have also identified personal and community safety rules. In this lesson, you will explain environmental law and identify the laws made to protect the environment.



Your Aims:

- define environmental law
- identify laws made to protect the environment

Environmental Law



Papua New Guinea has one of the last great expanses of tropical rainforests and forests with natural and physical resources. Although much of these areas are still untouched, the rainforests and forests are rapidly being developed in more accessible regions and much of the lands and seas have been mapped out for exploration, logging and mining. These are alarming facts that the leaders of this country must understand and realize appropriate set laws on the proper use of the environment.

The environmental law is made to ensure natural and physical resources are managed to sustain the environmental quality and human well-being. Logging, mining industry and agricultural expansion are the three major causes behind environmental degradation (decline or bad condition of the environment) in Papua New Guinea.

This is an excerpt of Papua New Guinea Environmental Law:

Conservation and Environment Protection Authority Act 2014,

Being an Act –

- (a) to provide for the conservation and protection of the environment in accordance with the Fourth National Goal and Directive Principle ***(National Resources and Environment)*** of the ***Constitution***; and
- (b) to establish the Conservation and Environment Protection Authority; and
- (c) to repeal the ***National Parks Act*** (Chapter 157), and for related purposes.

MADE by the National Parliament to come into operation in accordance with a notice in the National Gazette by the Head of State, acting with, and in accordance with, the advice of the Minister.



Activity 14.1 Answer the questions based from the passage above.

1. Define environmental law

2. Explain the definition of an environmental law.

3. What are the three major causes of environment degradation in PNG?

a. _____

b. _____

c. _____

4. What is the Act for PNG's environmental law?

5. What are the three aims or goals of the Conservation and Environment Protection Authority Act 2014?

a. _____

b. _____

c. _____

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

What are the Laws Made to Protect the Environment?

Environmental degradation is alarming and a threat to life on earth. So there are laws made to protect the environment.

These laws are the following:

- Air quality laws govern the emission of air pollutants into the atmosphere.

Examples are the “No Smoking” signs, no burning rubbish and factory emissions that cause thinning of the ozone layer and global warming.

- Water quality laws govern the release of pollutants into water resources, including surface water, ground water and stored drinking water.

Examples are laws that prohibit people to throw rubbish into any body of water, oil spills and rules on water conservation.

- Waste management laws govern the transport, treatment, storage and disposal of all manner of waste. These are designed to minimize or eliminate the uncontrolled dispersal of waste that causes ecological and biological harm.

Example is the 3 R's (reduce, recycle and reuse).

- Environmental cleanup laws govern the removal of pollution contaminants from environmental media such as soil, sediment, surface water or ground water.

Example is the cleanup done by volunteers (community service) in the community

- Chemical safety laws govern the use of chemicals in human activities particularly man-made chemicals in modern industrial applications.

Examples are the use of pesticides or insecticides

- Mineral resource laws govern the use and mining of minerals.

Example is the mining industry (legal or illegal)

- Forestry laws govern activities in forest lands commonly in forest management and timber harvesting

Examples are forest conservation like forest fires and logging

- Wildlife laws govern the potential impact of human activity on wild animals.

Examples are the conservation of statuses, prohibitions on killing, harming or disturbing protected species.



Activity 14.2

Answer questions based on the passage above. Write on the space is the appropriate law for each environmental problem.

- _____ 1. wildlife laws.
- _____ 2. illegal mining of copper
- _____ 3. illegal logging
- _____ 4. global warming
- _____ 5. uncontrolled waste disposal

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

International Environmental Organizations

The following are international environmental organizations with similar missions – to protect and conserve the environment.

GREENPEACE

Greenpeace is an independent global campaigning organization that acts to change attitude and behaviour, to protect and conserve the environment and to promote peace.

Greenpeace states its goal is to "ensure the ability of the Earth to nurture life in all its diversity and focuses its campaigning on worldwide issues such as climate change, deforestation, overfishing, commercial whaling, genetic engineering, and anti-nuclear issues. It uses direct action, lobbying, and research to achieve its goals.



The **International Union for Conservation of Nature (IUCN)** is an international organization working in the field of nature conservation and sustainable use of natural resources.

IUCN's mission is to "influence, encourage and assist societies throughout the world to conserve nature and to ensure that any use of natural resources is equitable and ecologically sustainable."

governmental



with

The **World Wide Fund for Nature (WWF)** is an international non-

organization founded on April 29, 1961, and is working on issues regarding the conservation, research and restoration of the environment.

The group's mission is "to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony

nature."

Guinea

Department of Environment and Conservation in Papua New

The Conservation Division of DEC has goals similar to those of conservation management agencies in other countries.

The division shares with all other Government agencies the long term goal of integrating conservation and assisting the development of natural resources throughout the country. The division also has a specific responsibility to achieve a Government target of having 20 per cent of PNG's land and coastal waters eventually under some form of conservation management.

**Activity 14.3**

Match the mission or goal in Column A to the organization in Column B. Write the letter of the correct answer on the blank before the number.

Column A

- _____ 1. to protect and conserve the environment and to promote peace.
- _____ 2. shares the long term goal of integrating conservation and assisting the development of natural resources throughout the country.
- _____ 3. to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.
- _____ 4. influence, encourage and assist societies throughout the world to conserve nature and to ensure that any use Of natural resources is equitable and ecologically sustainable."

Column B

- a. DEC
- b. WWF
- c. IUCN
- d. GREENPEACE
- d. WHO

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary

You have come to the end of Lesson 14. In this lesson, you have learnt the following:

- You have defined environmental laws as laws to provide for the conservation and protection of the environment. Due to environmental degradation, this law is especially made because of the danger it is presently causing to the people such as flash floods, global warming, erosion, air, water and land pollution and others.
- You have also identified laws made to protect the environment such as air/water quality laws, waste management laws, environmental cleanup laws, chemical safety laws, mineral resource laws, forestry laws. These laws are made to protect and preserve our environment.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE



Practice Exercise 14

1. Use your dictionary and define the following:
 - a) Environmental law - _____
 - b) Conservation - _____
 - c) Degradation - _____
2. Write the complete name of the following acronyms:
 - a) WWF - _____
 - b) IUCN - _____
 - c) DEC - _____
 - d) PNG - _____
3. Complete the table below by writing a problem for each environmental law.

Environmental Problem	Environmental Law
	Air quality laws
	Mineral resource laws
	Water quality law
	Waste management law
	Wildlife law

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END OF LESSON 14.

Answers to the Activities

Activity 14.1

1. The environmental law is made to ensure natural and physical resources are managed to sustain environmental quality and human well-being.
2. Environmental law is the conservation and protection of the environment.

3. a. logging b. mining industry c. agricultural expansion
4. Conservation and Environment Protection Authority Act 2014
5.
 - (a) to provide for the conservation and protection of the environment in accordance with the Fourth National Goal and Directive Principle **(National Resources and Environment)** of the **Constitution**; and
 - (b) to establish the Conservation and Environment Protection Authority; and
 - (c) to repeal the **National Parks Act** (Chapter 157), and for related purposes.

Activity 14.2

1. wildlife laws
2. mineral resources laws
3. forestry laws
4. air quality laws
5. waste management laws

Activity 14.3

1. d 2. a 3. b 4. c

Answers to Practice Exercise 14

1. Use your dictionary and define the following:
 - a) environmental law – it is made to ensure natural and physical resources are managed to sustain environmental quality and human well-being.
 - b) conservation – the preservation, management and care of natural and cultural resources
 - c) degradation – a decline in the quality of performance of something
2. Write the complete name of the following acronyms:
 - a. WWF – The World Wide Fund for Nature

- b. IUCN – The International for Union and Conservation of Nature
- c. DEC – Department of Conservation
- d. PNG – Papua New Guinea

3. Complete the table below by writing a problem for each environmental law.

Environmental Problem	Environmental Law
Global warming	Air quality laws
Illegal mining	Mineral resource laws
Contaminated water	Water quality law
Improper waste disposal	Waste management law
Wildlife hunting	Wildlife law

Lesson 15: Human Rights Laws



Introduction

Welcome to Lesson 15 of Strand 5. This is the final lesson for the strand. In Lesson 14, you have defined environmental laws and identified laws made to protect the environment. In this lesson, you will explain human rights law and identify the laws made to protect and promote human rights.



Your Aims:

- define human rights law
 - identify laws made to protect human rights
-

Human Rights Law

Human rights are moral principles or norms that describe certain standards of human behavior, and are regularly protected as legal rights in municipal and international law or what we call the **Human Rights Law**.

Human Rights Law in PNG

The Constitution of Papua New Guinea was enacted on the 16 September 1975. It is one of the few unique constitutions around the world that contains almost all the rights and freedoms enshrined the United Nations Charter and the Universal Declaration of Human Rights 1948. The constitution contains many civil and political rights that are enforced by the judiciary court system. These include the following:

- right to freedom (Section 32); - the right to move around
- right to life (Section 35); - the right to be born and given basic needs such as shelter, food, clothing and care)
- freedom from inhuman treatment (Section 36); - free from violence, maltreatments and abuse
- freedom of conscience, thought and religion (Section 45); - freedom to choose one's religion (SDA, Roman Catholic, etc)
- freedom of expression (Section 46) – the right to express own thoughts, feelings and ideas using different media such as radio, television, magazines, internet websites and others)
- and right to vote and stand for public office (Section 50). – the right to choose a leader like the Prime Minister, Governor, class captain, doctor, village councilor and others



All human beings are born free and equal in dignity and rights."

A right is a freedom of some kind.



International Human Rights Law

By 1948, the United Nations' new Human Rights Commission had captured the attention of the world. Under the dynamic chairmanship of Eleanor Roosevelt—President Franklin Roosevelt's widow, a human rights champion in her own right and the United States delegate to the UN—the Commission set out to draft the document that became the Universal Declaration of Human Rights. Roosevelt, credited with its inspiration, referred to the Declaration as the "International Magna Carta for all mankind." It was adopted by the United Nations on December 10, 1948.



Activity 15.1 Answer the questions based from the passage above:

1. What is human right?

2. Explain the Human Rights Law.

3. Describe the Constitution of Papua New Guinea regarding human rights.

4. Encircle the letter of the correct definition of the word "judiciary".

A. justice

C. court judge

B. court system

D. body of laws

5. According to the International Human Rights Law, what is the name of the declaration inspired by Roosevelt of US?

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Laws Made to Protect Human Rights

The following are some laws made to protect human rights and should be made known to all people in the community:

Article 3 – The right to live free

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

Article 4 – No slavery

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

Article 5 – No torture

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

Article 13 – Freedom to move

- a) “Everyone has the right to freedom of movement and residence within the borders of each State.”
- b) “Everyone has the right to leave any country, including his own, and to return to his country.”

Article 18 – Freedom of thought

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

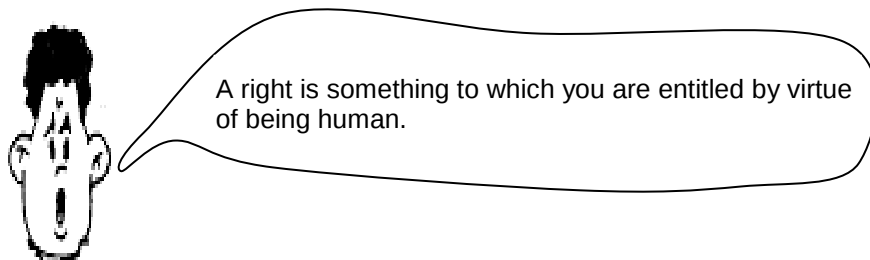
Article 19 – Freedom of expression

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

Article 21 – Right to democracy

- a) “Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.”
- b) “Everyone has the right to equal access to public service in his country.”

- c) "The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures."



Activity 15.2

Match the human rights law in column A to its article number in column B. Write the letter of the correct answer on the space provided before the number.

Column A

- _____ 1. freedom to move
- _____ 2. right to democracy
- _____ 3. freedom of expression
- _____ 4. the right to live free
- _____ 5. no torture
- _____ 6. no slavery

Column B

- a. Article 3
- b. Article 4
- c. Article 5
- d. Article 13
- e. Article 19
- f. Article 21

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END.

Summary



You have come to the end of this lesson. In this lesson, you have defined human rights law and identified the laws made to protect human rights.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE



Practice Exercise 15

1. Define human rights.

2. Describe the Human Rights Law of PNG.

3. Complete the table below by describing each human right law. Choose your answer from the box below:

Choose the best person in a position to speak any chosen language	
Be able to go anywhere at any time	choose own belief and religion
Can live a secured life	no slavery or torture

Human Rights Law	Descriptions
The right to live free	
The freedom of expression	
The freedom to move	
The right of thought	
The right to democracy	

4. Choose one of the laws mentioned above.

5. Write the importance and value of this law to you.

CHECK YOUR WORK. ANSWERS ARE FOUND AT THE END OF LESSON 15.

Answers to the Activities

Activity 15.1

- Human rights are moral principles or norms that describe certain standards of human behavior,
- These are laws made to protect people's human rights
- The Constitution of Papua New Guinea is one of the few unique constitutions around the world that contains almost all the rights and freedoms enshrined the United Nations Charter and the Universal Declaration of Human Rights 1948.
- B
- International Magna Carta for all mankind.

Activity 15.2

1. d b. f 3. e 4. a 5. b 6. c

Answers to Practice Exercise 15

- Human rights are moral principles or norms that describe certain standards of human behavior.
- The Constitution of Papua New Guinea is one of the few unique constitutions around the world that contains almost all the rights and freedoms enshrined the United Nations Charter and the Universal Declaration of Human Rights 1948.
-

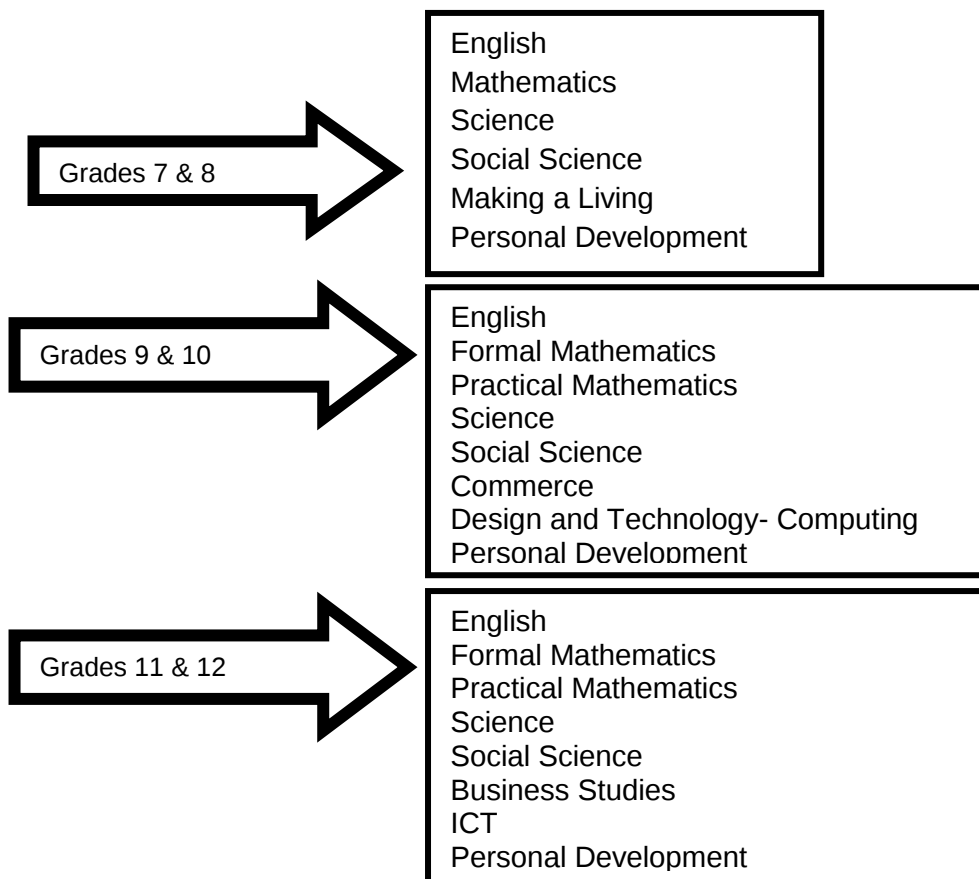
Human Rights Law	Descriptions
The right to live free	Can live a secured life
The freedom of expression	To speak any chosen language
The freedom to move	Be able to go anywhere at anytime
The right of thought	Choose own belief and religion
The right to democracy	Choose the best person in a position

- Article 3. The right to live free (or answer may vary).
- This law is important because it will protect my right to live freely and I can live in the way that I choose to live and be secured. (or answer may vary)

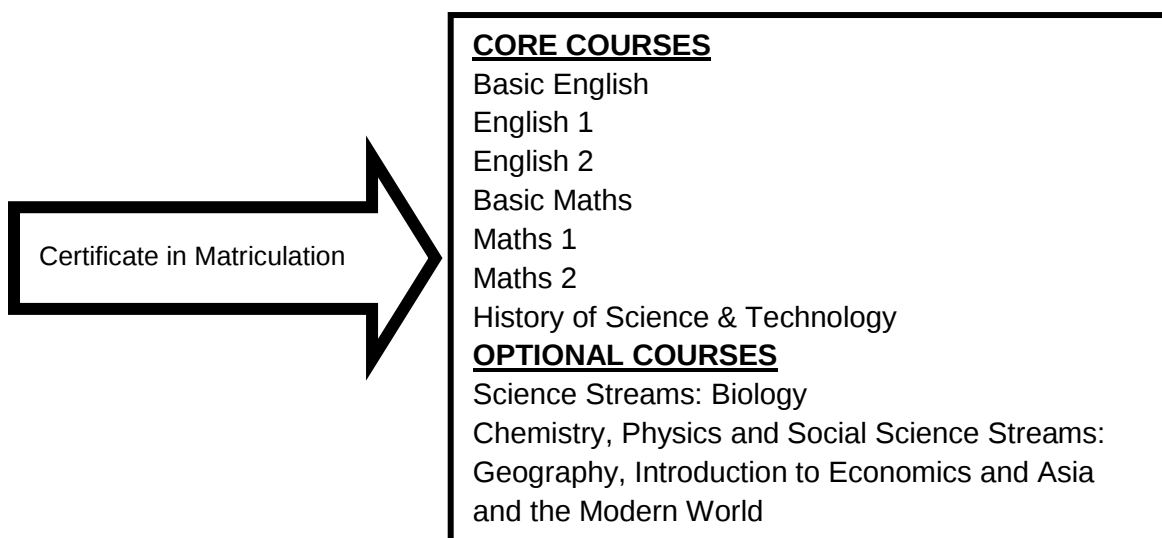
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GLOSSARY

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.

**REMEMBER:**

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

FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
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2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Ariall righta	77522844	Mr Albi Bapera	72229051
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14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	72229065
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