



DEPARTMENT OF EDUCATION

GRADE 7

PERSONAL DEVELOPMENT

STRAND 6

CASE STUDIES



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PERSONAL DEVELOPMENT

GRADE 7

CASE STUDIES

CASE STUDY 1: TYPES OF FAMILIES

CASE STUDY 2: UNSAFE AND EMERGENCY SITUATIONS

CASE STUDY 3: CULTURAL RITUALS AND CEREMONIES

CASE STUDY 4: PROMOTING HEALTH IN THE COMMUNITY

CASE STUDY 5: GOOD LEADERSHIP

ISBN and Copyright

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INTRODUCTION

Dear Student,

This is the last book **SECRETARY'S MESSAGE**

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

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

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

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

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

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

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

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

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

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



UKE KOMBRA, PhD

Secretary for Education

INTRODUCTION

Dear Student,

This is the last book in the Grade 7 Personal Development course. It is a project book that contains case studies. Each case study is based on each of the five (5) strands that you have already covered in the course.

The case studies are an extension of what you have studied. They are meant to help you examine further an important aspect covered in each strand therefore more detailed information is provided.

You will:

- define important key words
- discuss certain issues in relation to specific topics
- make personal judgments, decisions and/or choices on certain real life issues.

This project comprises five case studies. They include;

Case Study 1	Types of Families
Case Study 2	Unsafe and Emergency Situations
Case Study 3	Cultural Rituals and Ceremonies
Case Study 4	Promoting Health in the Community
Case Study 5	Good Leadership

Each case study has an activity which you will do after you complete a study. You will find the “Answers to the Activities” at the end of the book.

Best of Luck!

Your teacher

Study Guide

- Step 1. Start with case study 1. Work through the case study and when you have completed it, do activity 1.
- Step 2. When you have completed case study 1 and the activity, turn to the end of the book to check your answers.
- Step 3. If you make a mistake, go back to the study to revise to be able to understand your mistake.
- Step 4. When you have completed steps 1 to 3, tick the box for case study 1 on the contents page
- Step 5. Go to case study 2 and repeat the same process until you complete all the studies in the project.
- Step 6. After completing all the case studies and the activities in each study, start and complete the project assignment.
- Step 7. The final part is to check Project Assignment Book 1. If you are satisfied with what you done, submit it to the Provincial Coordinator.

Case Study 1: Types of Families

Introduction

This case study is based on Relationships. You will learn some more facts about the different types of families.

You know that a family is a group of people who are related and in most cases, live together in the same house. A family also love and care for each other. In a family, the first relationships are developed which normally remain important throughout our lives.

A family as we all know usually provides for the basic needs such as food, clothing and a place to live. Families usually love and support each other and provide a safe and healthy environment for children.

At times, a family may not be able to provide for all the things required. Sometimes, there may be conflicts between family members and may fight each other because of the disagreements. Problems like this can have a negative effect on the members of a family. It is normal for families to go through hard times and these bad times usually pass.

In this case study you will not only learn about the different types of families but also learn about the relationships in families. You will also get to explore the rights and responsibilities of family members, roles within a family, changing family roles and influences in families.

We are all members of a family although there are different kinds of families in Papua New Guinea. Families can be different in the same country and can also be different in other countries in the world.



Journey with me and discover the different kinds of families and some important facts about families. I believe this will help you to understand your family more. It may also help you decide on the kind of family you will want to have in the future.

TYPES OF FAMILIES

The main types of families are shown below;



NUCLEAR FAMILY

A nuclear family comprises the father, mother and their children or parents living with their children. This is the most common type of a family.



EXTENDED FAMILY

The extended family comprises the nuclear family, grandchildren, in-laws and other relatives. This type of family is common in many parts of Papua New Guinea and some parts of the world.



SINGLE PARENT FAMILY

A single parent family is where only one parent is present. One of the parents may die, or a couple is divorced. The child or children are brought up by only one parent. This is the single parent family.



BLENDED FAMILY

A blended family is where both husband and wife have children from their previous marriages and they all live together. This family becomes a blended family. This type of family is becoming more common nowadays.

DEFACTO FAMILY

This is a family where a man and a woman live together but they are not legally married. This may also mean that the marriage is not formally recognised by the families of the man and the woman.



POLIGAMOUS FAMILY

Did you know?

In some communities a man may have more than one wife or a woman may have more than one husband?

POLYGAMY

When a man has more than one wife, or a woman has more than one husband, this is called **polygamy**. Polygamy is found in some parts of Papua New Guinea.

POLYANDRY

One woman with more than one husband.

POLYGyny

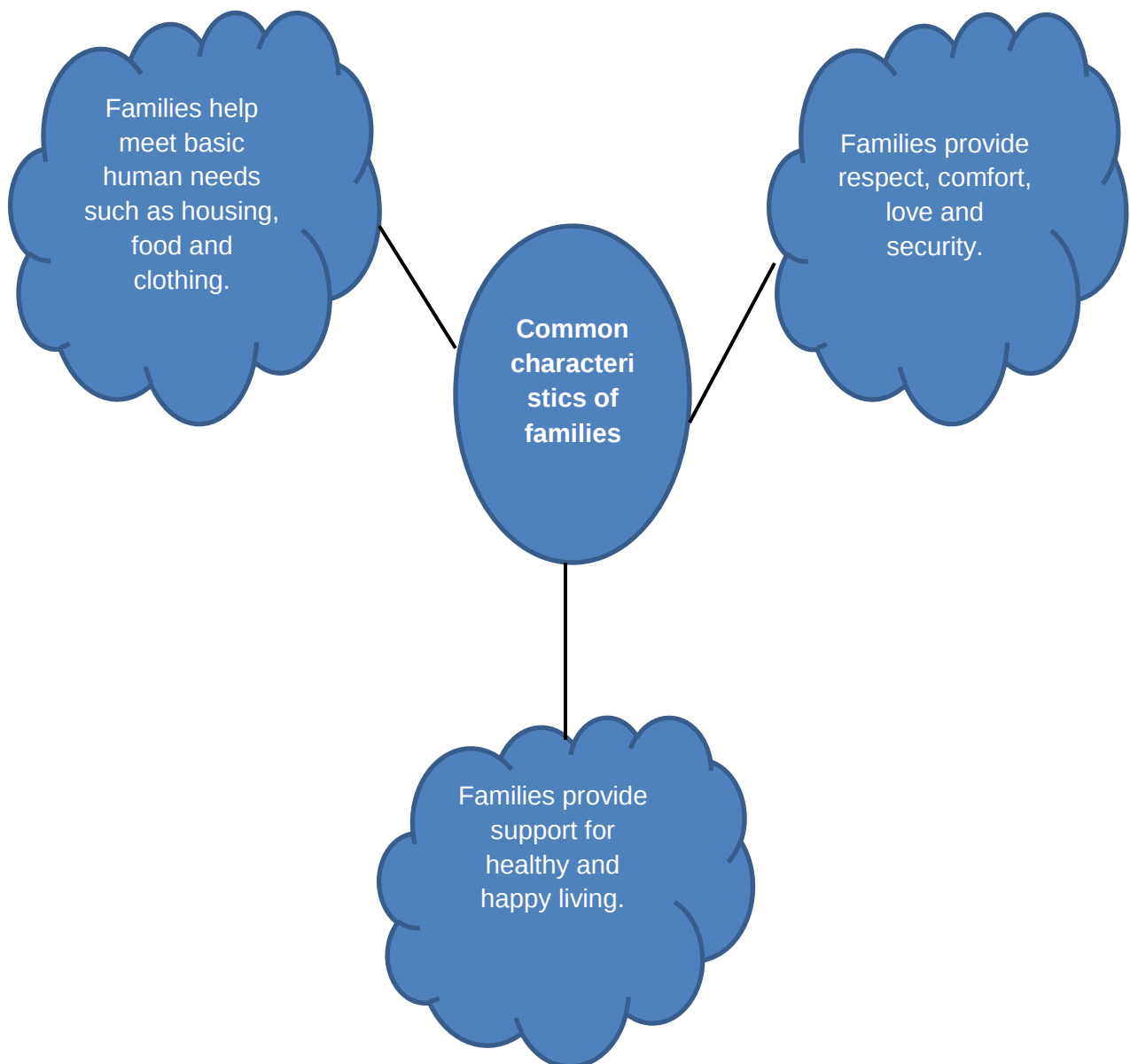
One man with more than one wife.

Differences in Families

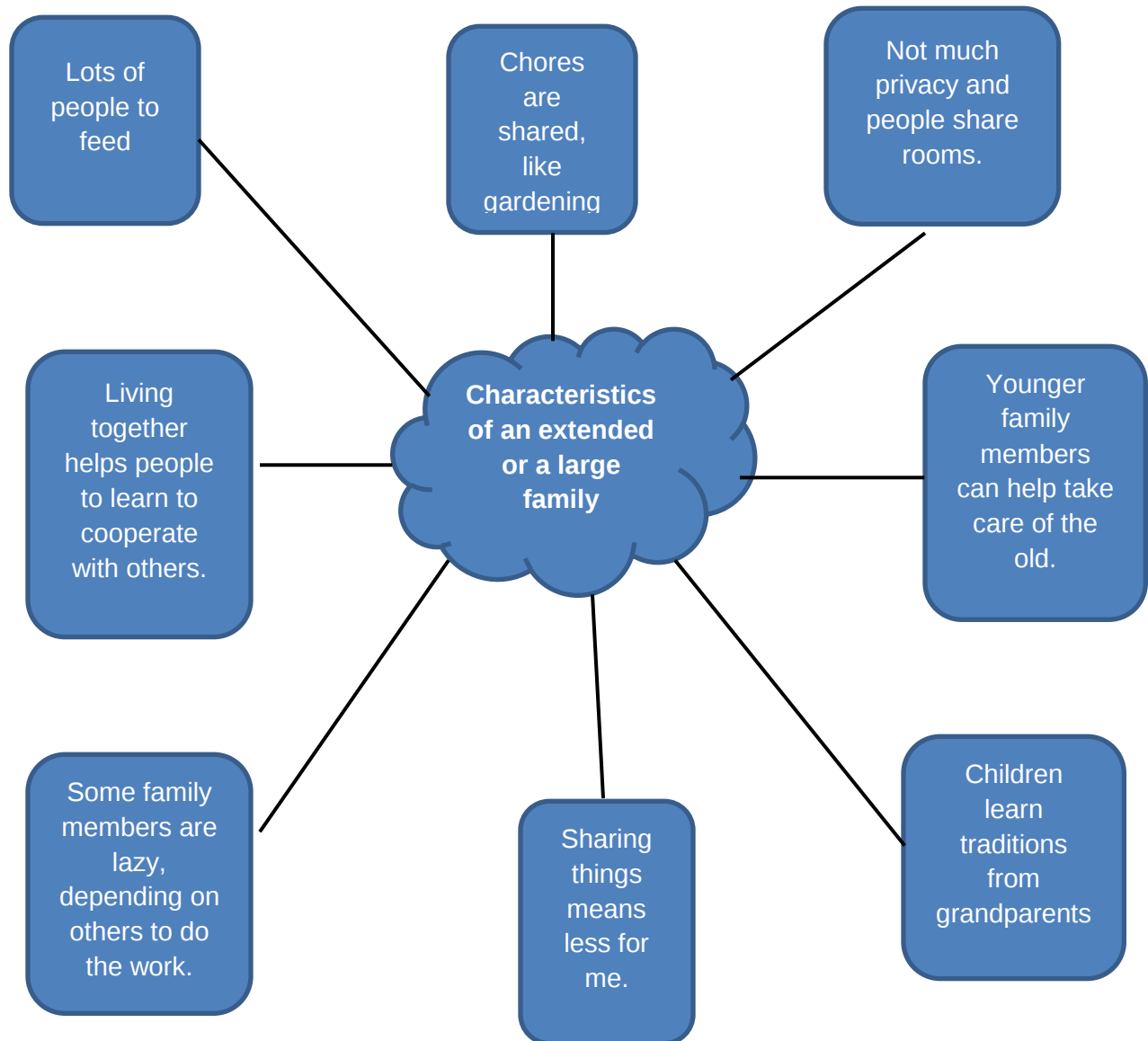
Families are different and they meet the needs of different family members in various ways. For example, in an extended family, the members may share different roles and responsibilities. There would be more adults to share the work, take care of the children and look after the elderly. The extended family is able to look after members of the family, especially when they need help-like paying for school fees or when a family member is sick.

In a nuclear family, the children may not know some of their relatives well and so may not be able to learn from them.

Even though families are different, they all share some characteristics as can be seen in the example below.

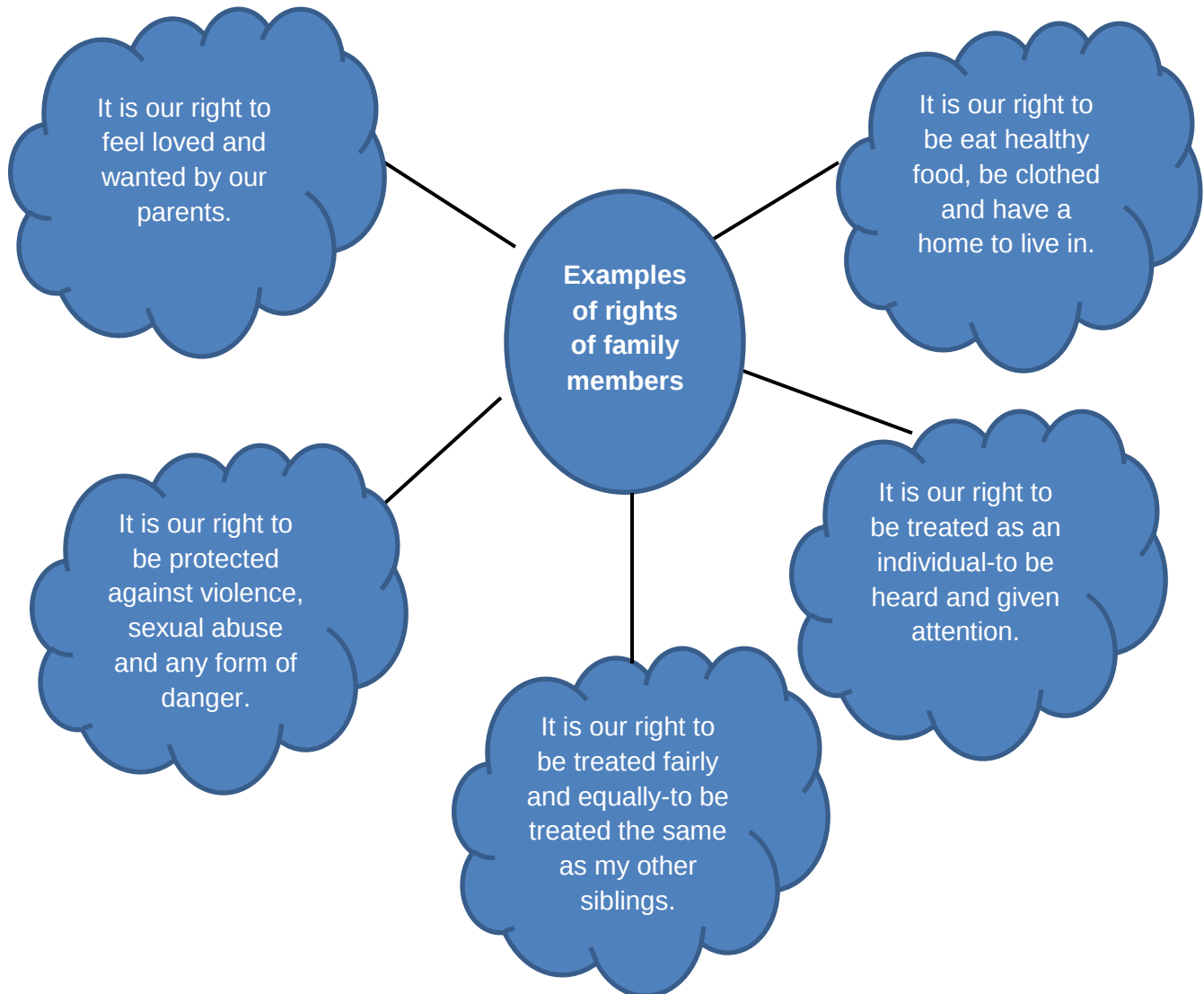


Characteristics of an extended family



Rights and responsibilities of family members

Rights refer to what you can normally expect to get or receive from other members of your family or other people. Of course, families and other groups would not be happy and successful if they only thought about themselves and their own rights. The way other members of our family treat us will affect the way they meet our rights. Every member of a family has a responsibility to treat others in the way that is kind and thoughtful. That is why we are taught by our parents to 'give and take'. In other words, when you have rights, you also have responsibilities.

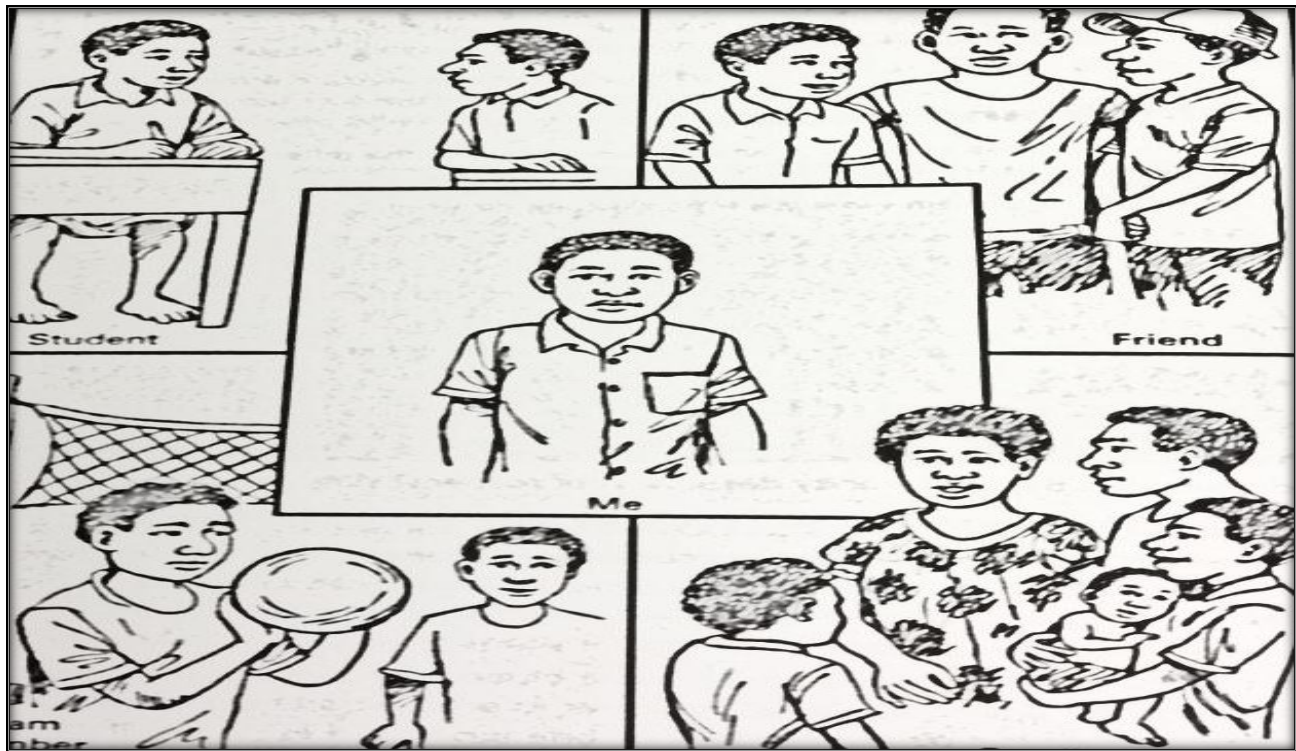


Roles within a family

A role is a responsibility or a position that a person takes. Members of a family have different roles and share the work that needs to be done in order for the family to be happy.

Examples of roles might include;

- Providing and cooking food
- Earning money
- Making decisions
- Caring for others
- Being a good listener
- Solving problems



We all behave differently in different situations and play different roles. For example, the boy in the diagram above may play a number of roles. Now, look carefully again at the diagram above.

The boy may be a:

- son to his parents
- brother to his siblings
- nephew to his aunt and uncle
- grandson to his grand parents
- brother in-law to his brother or sister's spouse
- friend to his friends
- student to his teacher
- classmate to students in his class
- team-mate to players in the same sporting team as him and the list can go on.

At home, you may get on well with some members of your family but not with others. You may also play different roles at different times depending on how you feel and the situation. In other words, your role is complex, which means that you have different responsibilities and roles to play which may be quite hard at times.

Changing family roles

All families will change over time. Changes mean that the roles and responsibilities within the family will also change.

Factors affecting roles in families;

- New child is born into the family
- Young people may leave home for school, work or get married
- Some people may die
- Members of the family may get older

(a) Your role as a sibling

Your role will also change as you grow older. When children grow into young adults they take on different roles. For example, you may be expected to help take care of your younger siblings and do more work around the house. Taking more responsibilities like this helps to prepare you to be an independent adult. You will make your own decisions and eventually be able to have your own family.

(b) Your role as a child

Your role as a child will change over time. When you reach adolescence it may be difficult as most adolescents want to be independent. Parents often find it hard to let children take more responsibility. Most parents understand that you need to become independent but they are usually afraid of you making mistakes that may be harmful to your future. Getting the balance between freedom and responsibility may be difficult for you as a child.

Influences on families

The changing roles of different family members can influence families. There are many other factors that influence families. Some influences may have a positive effect while others may have a negative effect. The following are some influences that affect families.

Influences on families;

- Money – how much money does the family have, where does it come from, how often does the money come?
- Food – what kind of food does the family eat, what is their eating habit like, where do they buy their food from?
- Clothes – what kind of clothes do they like wearing, where do they buy their clothes from?
- Transport – How easily can people travel and move from one place to another?
- Newspaper, radio and television – is there a favourite section in the papers or program on TV that the family follows, why?
- Films, music and entertainment from other cultures – what does family do for leisure or recreation, is this activity worthwhile?

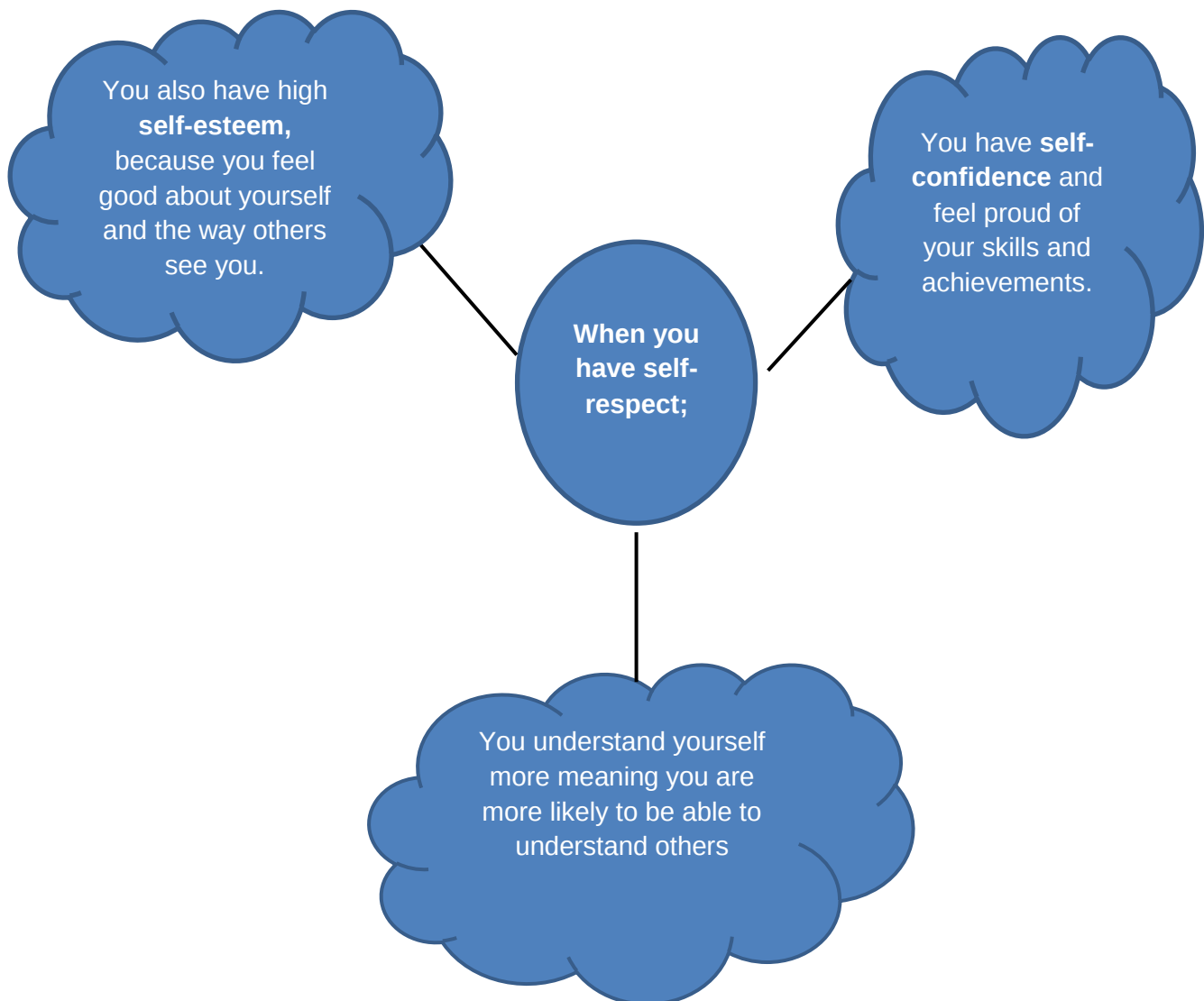
Respect in families

We show respect to our family members by the way we think about our family members and the way we treat them. When we have a good opinion of a family member, we value and respect them.

Self-Respect



Respect begins with the way a person thinks and feels about himself or herself. This is called self-respect.



Summary

A family can either be nuclear, extended, blended or polygamous. The different types of families all share some common characteristics. Families help to meet the basic human needs of housing, food and clothing. Families also provide respect, comfort, love and security for healthy and happy living. Every member of a family has rights as well as responsibilities. A child has the right to feel loved and wanted by his or her parents, eat healthy food, to be clothed and have a home to live in. It is a child's right to be protected against violence, sexual abuse and any form of danger and to be treated as an individual which means to be heard and given attention.

A role is a responsibility that a person takes. Members of a family have different roles and share the work that needs to be done in order for the family to be happy. All families change over time and roles and responsibilities within a family also change. The changing roles of different family members may influence families. Factors like how much money a family has, and the kind of food eaten, influences families. Some influences may have a positive effect while others may have a negative effect on families.

When we have a good opinion of a family member, we value and respect them. Respect begins with self-respect. With self-respect, comes high self-esteem and self-confidence. You can feel proud of your skills and achievements and understand yourself more as well as others.

END OF CASE STUDY 1

NOW DO ACTIVITY 1 ON THE NEXT PAGE.

Activity 1: Types of Families

1. Read the Bible Scripture below then answer the questions that follow.

Mathew 1: 1–16

The Genealogy of Jesus
1 A record of the genealogy of Jesus Christ the son of David, the son of Abraham:
²Abraham was the father of Isaac,
Isaac the father of Jacob,
Jacob the father of Judah and his brothers,
³Judah the father of Perez and Zerah, whose mother was Tamar,
Perez the father of Hezron,
Hezron the father of Ram,
⁴Ram the father of Amminadab,
Amminadab the father of Nahshon,
Nahshon the father of Salmon,
⁵Salmon the father of Boaz, whose mother was Rahab,
Boaz the father of Obed, whose mother was Ruth,
Obed the father of Jesse,
⁶and Jesse the father of King David.
David was the father of Solomon, whose mother had been Uriah's wife,
⁷Solomon the father of Rehoboam,
Rehoboam the father of Abijah,
Abijah the father of Asa,

⁸Asa the father of Jehoshaphat,
Jehoshaphat the father of Jehoram,
Jehoram the father of Uzziah,
⁹Uzziah the father of Jotham,
Jotham the father of Ahaz,
Ahaz the father of Hezekiah,
¹⁰Hezekiah the father of Manasseh,
Manasseh the father of Amon,
Amon the father of Josiah,
¹¹and Josiah the father of Jeconiah^a and his brothers at the time of the exile to Babylon.
¹²After the exile to Babylon:
Jeconiah was the father of Shealtiel,
Shealtiel the father of Zerubbabel,
¹³Zerubbabel the father of Abiud,
Abiud the father of Eliakim,
Eliakim the father of Azor,
¹⁴Azor the father of Zadok,
Zadok the father of Akim,
Akim the father of Eliud,
¹⁵Eliud the father of Eleazar,
Eleazar the father of Matthan,
Matthan the father of Jacob,
¹⁶and Jacob the father of Joseph, the husband of Mary, of whom was born Jesus, who is called Christ.

1. According to this reading, who does the 'family tree' begin with?

2. Who was the father of King David?

3. What kind of a family is described in verse 16?

4. In verse 6, the Bible tells us that David was the father of Solomon whose mother had been Uriah's wife. What kind of family is described here?

5. Who was Perez' grandfather?

NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.

Case Study 2: Unsafe and Emergency Situations

Introduction

This case study is based on Unsafe and Emergency Situations. You will look at three (3) situations whereby people's safety is at risk.

When someone is safe, they are not at risk from their environment or from other people. Staying safe is very important for your health, happiness and enjoying a long and productive life.

We face many situations in life that are unsafe; we are at risk of harm. These unsafe situations and hazards are common in our communities. They can happen at home, in the garden, at school, on the road, in the playground, at sea, in the bush or anywhere for that matter.

Sometimes we face emergency situations. These are not as common as unsafe situations but can lead to injury and even death. Papua New Guinea is at risk of many natural disasters because of its location. The country is vulnerable to floods, earthquakes, cyclones, tsunamis, volcanic eruptions, bushfires due to its geographical location.

We can also face emergency situations in the community such as destruction caused by fire, violence and threat of an epidemic like the spread of a killer disease. It is important for us to be prepared for these situations and know how to deal with them quickly and safely.

In this case study you will look at different unsafe and emergency situations and what you can do when faced with an emergency situation. You will also read about three (3) unsafe and emergency situations that recently happened in Papua New Guinea and abroad. From the readings, you should learn the importance of being safe by keeping away from harm's way so that you are able to save yourself and those around you.



Journey with me as we read and discover about what people in these three stories went through. We will find out the cause and how it could have been avoided. It is from such situations that we can learn to take precautions in case it happens to us.

Prevention is Better than Cure!

LIFE SKILLS

Life skills refer to knowing and being able to protect yourself from all kinds of harm. In unsafe and emergency situations, you are required to make quick decisions to protect your life and that of others. For example, if you are on the beach and notice the sea waters moving away very quickly, you should know immediately that a tsunami is coming. You should warn everyone to move to higher grounds as quickly as possible.

There are also other unsafe situations that could lead to harm.

Life skills may include;

- critical thinking
- assertiveness
- decision-making
- First-Aid skills

These life skills will help to protect you from harm. Knowing what to do in an emergency and having an action plan can help manage an unsafe situation. Sometimes, it is also important to recognize the situations and individuals that may put you at risk or in danger.

Some of the individuals may include those who;

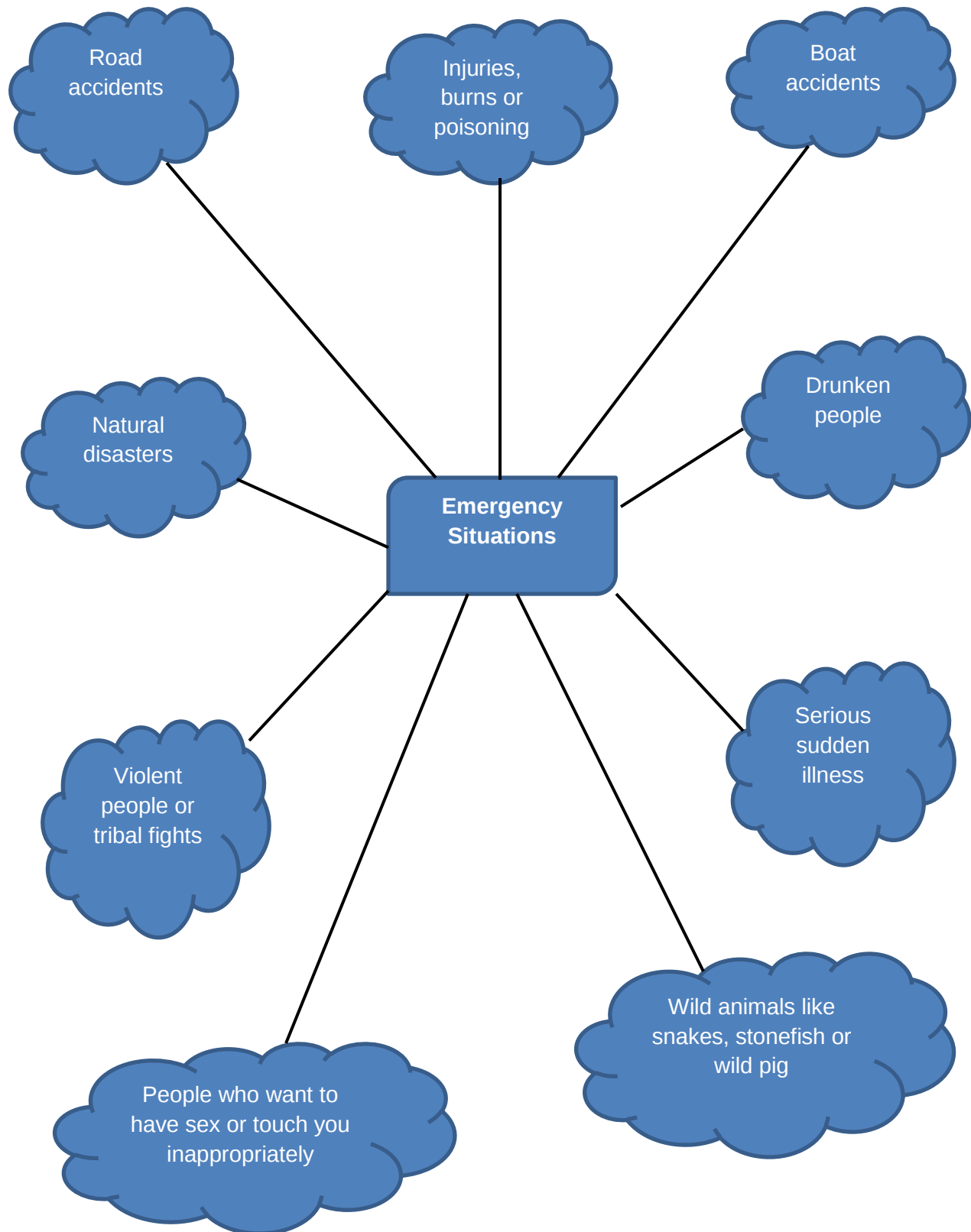
- are violent or drunk
- like to touch you inappropriately or hurt you
- want to forcefully have sex with you
- want to get you to steal or do bad things for them for example.

In situations like these, life skills such as assertiveness and decision-making will help you. For example, if you are touched in the wrong place (inappropriately) by someone or you are made to feel uncomfortable and scared, you should know that you need to report immediately to a trusted adult or the police. You should know how to say “**no**” in a strong and assertive way. You might even need some self-defense skills.

Unsafe situations – These are situations that could possibly lead to harm.

Emergency situation – These are situations that are very dangerous.

UNSAFE SITUATIONS

EMERGENCY SITUATIONS



An Action Plan

It is better to be prepared for unsafe or emergency situations. If you have thought about what you would do if something risky happens, then you are more likely to make a sensible decision.

What to do during emergencies

The RICE method of treatment

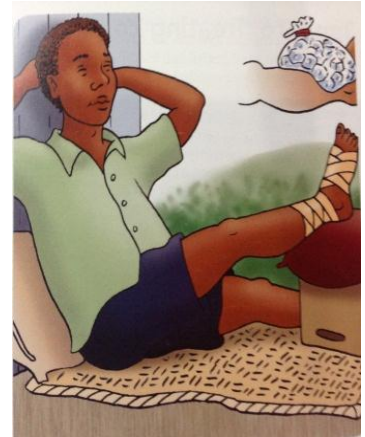
For most injuries, treatment often begins with the RICE method before any other treatment can be applied on the injured person.

Rest – rest the injured

Ice – ice the injury

Compression – compress to reduce swelling

Elevation - elevate the injured part of the body

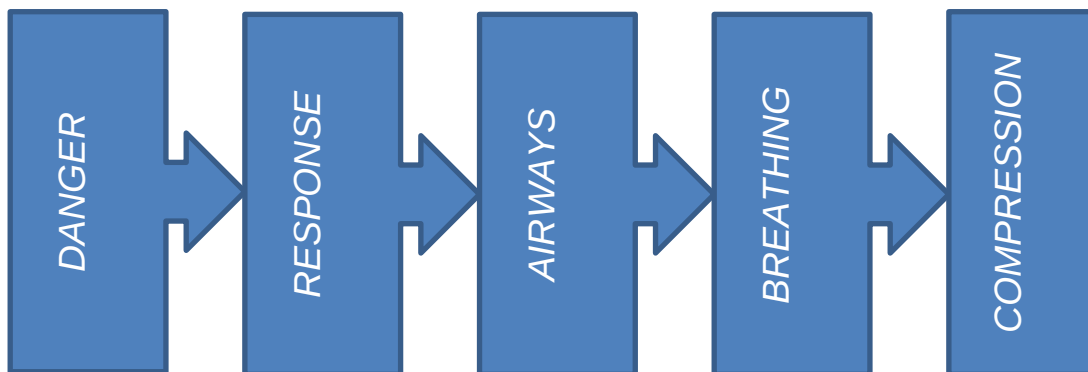


Basic First Aid

First aid is about using your common sense to help injured people without doing harm to them or yourself. If possible, wash your hands before you help, so that dirt and germs on your hands do not get into the wound. Washing after helping cleans any blood or germs that get onto your hands. Wearing plastic gloves or putting a plastic bag over your hands can protect them too. If you have a cut, cover it with a waterproof dressing before performing any first aid on an injured person.

If you cannot stop the bleeding and you cannot send someone to get help, leave the injured person, go for help, but get back quickly.

DRABC – basic life support flowchart



Now let us look at three stories about people's safety being at risk.

Article 1 – Fire guts Engan Health



A Catholic Church-run health center in Enga Province has lost one of its buildings containing medical equipment in fire recently.

The center has lost its kitchen, food store and medical equipment in the fire which was believed to have been caused by an electrical fault.

The Catholic health secretary in Enga, Sister Jadwiga Falizek said the fire was believed to have started from a fault outside the kitchen.

The center staff and villagers managed to put out the fire before it could spread to staff houses nearby.

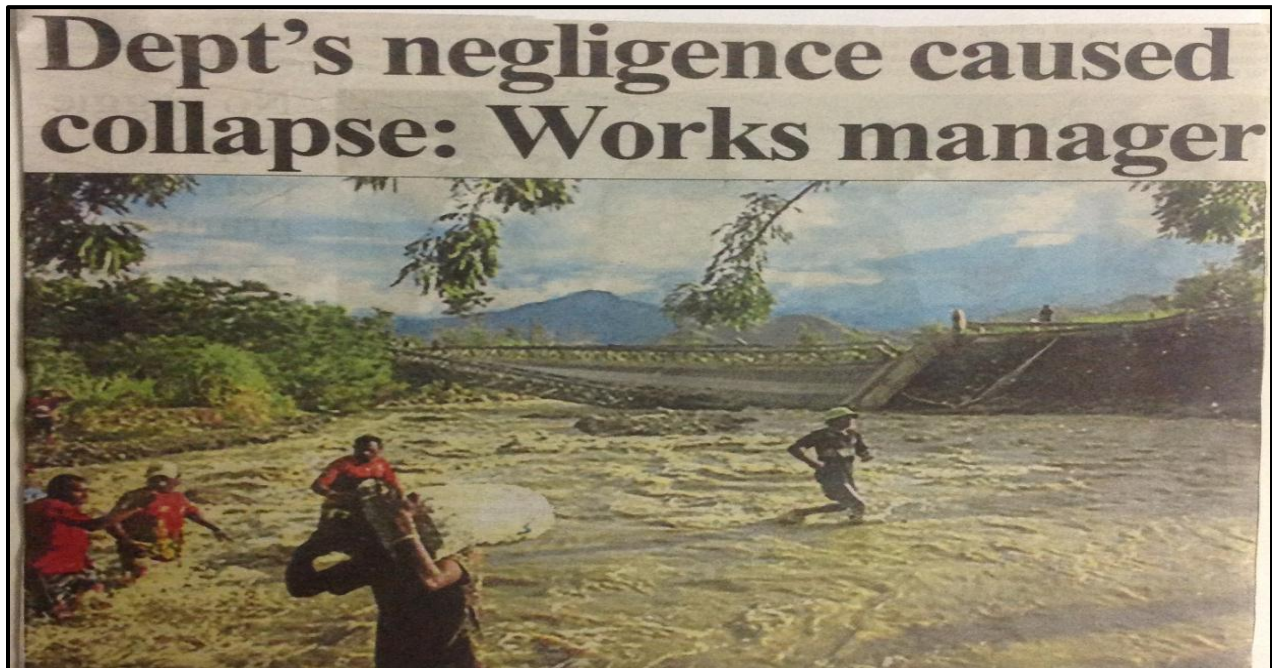
"We lost everything, including the best medical supplies received from Australia and Germany, the food stores for patient and everything in the kitchen," Sister Jadwiga Falizek said.

She said the cause of the fire was still under investigation while they are seeking assistance to restock what they had lost in the fire.

The Yampu Catholic Health Centre is temporarily closed as patients from the four wards are transferred to other hospitals.

Sister Falizek said the health center will re-open when the medical supplies are replenished.

Article 2 – Department's negligence caused collapse: Works manager.



Acting Madang Works manager John Sitapai says part of the blame for the collapsed Amenia Bridge on the Ramu Highway is the "ignorance and negligence" of the Works department.

Sitapai said this in a report on the emergency situation on the ground yesterday.

He said the incident was due to:

- heavy rain hitting and undermining the abutment on the Madang edge of the bridge;
- no river training and bank protection works by the department;
- ignorance and negligence by the department for maintenance;
- no maintenance funding.

Sitapai said the collapse of the Amenia Bridge, located 118km from Madang town, occurred on the night of January 3rd. He blamed it on the scouring of abutment and bank protection work on the Madang side of the bridge by the heavy rain and flooding.

The Madang Works department used machines to build a temporary access which big vehicles and people can cross.

Sitapai said Works was currently preparing a temporary bridge to allow for other traffic to use. He said a bridge replacement would be done upon funding.

He said Morobe and the Highlands provinces were cut off from Madang, which had given rise to land issues and social problems.

Sitapai said Works had sent contractors with equipment. A wet crossing had been completed and a temporary bridge would be constructed.

Article 3 – Dengue outbreak in Hawaii



The Asian tiger mosquito is one of the vectors responsible for transmitting dengue fever.

Photo: SCIENCE PHOTO LIBRARY

Dengue outbreak in Hawaii

HEALTH authorities in Hawaii are scrambling to contain what is being described as the US Pacific state's worst dengue outbreak in 60 years.

More than 150 people on

the island of Hawaii have so far contracted the mosquito borne virus and more cases are expected.

Hawaii's disease outbreak control centre says it is still safe to travel to the Big Is-

land. Out of 615 reported cases, only 157 have been diagnosed with the virus and only seven of these cases remain potentially infectious.

- Radio NZ

SUMMARY

Unsafe situations are situations that could possibly lead to harm. Unsafe situations and hazards are common in our communities. They can happen at home, in the garden, at school, on the road, in the playground, at sea, in the bush or anywhere for that matter.

Life skills can help to know and be able to protect yourself from all kinds of harm. Life skills include critical thinking, assertiveness, decision-making and First-Aid skills.

Emergency situations are situations that are very dangerous. Knowing what to do in an emergency and having an action plan can help manage an unsafe situation. It is also important to recognize the situations and individuals that may put you at risk or in danger.

For most injuries, treatment often begins with the RICE method before any other treatment can be applied on the injured person. Rest – rest the injured, Ice – ice the injury, Compression – compress to reduce swelling and Elevation - elevate the injured part of the body

Papua New Guinea is at risk of many natural disasters because of its location. The country is vulnerable to floods, earthquakes, cyclones, tsunamis, volcanic eruptions and bushfires due to its geographical location.

We also face emergency situations in the community such as destruction caused by fire, violence and threat of an epidemic like the spread of a killer disease.

It is important for us to be prepared for unsafe or emergency situations and know how to deal with them quickly and safely.

NOW DO ACTIVITY 2 ON THE NEXT PAGE.
--

Activity 2: Unsafe and Emergency Situations

Read the three cases presented in the box below, then answer the questions that follow.

The tribal fight

You are a young man. The men of your village are getting ready to attack the people in the next community. Your friends at school are all running to join in.

Drunken dad

Your father returns home on payday and he is drunk and aggressive. Your mother and siblings are all scared. He throws a plate of food across the room.

Sorcery

You are walking home from the market when you see the fight. A man is beating a woman badly and accusing her of casting a spell on him. You know both of them. She runs

In each situation, briefly explain (a) what you would do, (b) why? referring to your answer for (a) and (c) what the consequences of your actions might be?

1. Tribal fight

- (a) _____
- (b) _____
- (c) _____

2. Drunken dad

- (a) _____
- (b) _____
- (c) _____

3. Sorcery :

- (a) _____
- (b) _____
- (c) _____

NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.

Case Study 3: Cultural Rituals and Ceremonies

Introduction

This case study is about Cultural Rituals and Ceremonies. You learnt about this in the unit “Our Culture, Lifestyle and Values. You will study four (4) stories that demonstrate or promote our cultures and traditions.

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

Culture, traditions and customs in Papua New Guinea are still strong and important in the peoples’ way of life, especially those living in the rural areas. Many countries have lost their traditions. That is why when visitors come to Papua New Guinea, they enjoy the traditional culture of the people i.

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

In this case study you will look at different cultures and learn more about different ceremonies, rituals and beliefs practiced in different parts of the country. You will do this by reading four (4) stories about cultural or traditional practices around the country. The readings should show you how unique and diverse our culture is.



Journey with me as we discover how blessed we are as Papua New Guineans to be part of a nation with a variety of unique and diverse cultures, traditions and languages.

PNG, The Land of the Unexpected!

WHAT IS CULTURE?

Culture is a way of life for or in a society that is passed down from generation to generation. It includes language, beliefs, religion, arts, organizations and institutions including the way people dress and behave.

Other differences are listed below:

- customs - like bride price
- beliefs – like believing in spirits such as puripuri or masalai, sorcery and magic
- traditions - like making pottery, weaving mats and baskets, knitting bilums, carving
- singing or traditional dances
- type of food that is grown and the way that it is cooked
- ceremonies – like the initiations of young people, marriages, funerals/death (hauskrai), and so on.

Singing Groups



Southern Highlands



East New Britain

These are sing-sing groups from different parts of PNG, an example of how diverse our PNG cultures and traditions are.



Central Dancers



Eastern Highlands

What is a Ceremony?

A ceremony is a formal activity accepted by custom. It may be a ritual or a religious belief.

Ceremonies are an important part of life in Papua New Guinea and help to continue the culture and develop a feeling of being part of a community. Ceremonies usually take a lot of planning and preparation to make sure that the dance, music, ceremonial objects and food are ready at the right time.



Ceremonies are an important part of the way people live in Papua New Guinea. Traditionally, leaders believed that ceremonies strengthened life in the community.

Depending on the reason for the ceremony, people may:

- sing and perform traditional dances,
- exchange gifts which may include food money and pigs,
- hold a feast such as a mumu.

In some provinces there may be ceremonial grounds. This maybe a large clearing near the men's house in the village. Musical instruments are usually used, especially drums and flutes. In some places, women believe that the sounds of flutes are the voices of the spirits. Some of the reasons for the ceremonies include:

Reasons for ceremonies;

- when paying for bride price
- to name a person
- to celebrate stages in growth and development of a child
- when tattoos are made on the body or face
- after recovery from sickness
- initiations of young people into adulthood
- when a garden is planted
- when a house or church is built
- before fishing or hunting
- when paying compensation
- death and burial of a person

Types of ceremonies

(a) Bride Price

Bride price is an exchange of wealth between the clans of the bride and the groom. The relatives of the groom usually give more wealth to the bride's relatives than they receive. In some areas, a man's payment of bride price shows his status in the village and the respect he has for his wife and her relatives.

Bride price does not have to be money so it can also be called bride wealth. Traditionally, bride price was paid with shell money, pottery, betel nuts, food, pigs and other animals such as cassowaries.

There are differences in the bride price ceremonies held in different parts of the country.

Traditional reasons for bride price

- It is a way for a man to obtain wealth, which he can then give away in later exchanges and so increase his status in the community.
- It helps to take away the sadness of the parents in losing their daughter.
- It compensates the parents for their hard work in bringing up and caring for their daughter until she gets married
- It creates friendship between villages
- It helps to make the marriage last a long time – it is a lot of trouble to return the wealth if the bride leaves the groom.

(b) Festivals

Festivals can be held in memory of a past event or as a celebration. Examples of festivals celebrated in the country would include:

- Kenu and Kundu Festival
- Hiri Moale Festival
- Milamila Yam Festival
- Goroka Cultural Show
- Morobe/Lae Agricultural Show
- Engan Cultural Show
- National Mask Festival
- Garamut and Mambu Festival

(c) Death Funeral/Mourning

All societies celebrate deaths in various ways during funerals. It is a time of mourning when people express sadness because of the loss of a family member, a relative, a clansman or a tribesman. The ceremony held for the dead can reflect the good things the person did and left behind. There are various ceremonies held in honour of the dead including:

- carving of sacred objects,
- wearing body ornaments and black clothes that symbolise mourning.
- painting the body with mud and charcoal
- feasts
- rituals of dance and drama.
- gathering of relatives to mourn, wailing and sometimes chopping off fingers, pulling out a tooth, shaving the hair or pulling out facial hair.

(d) Traditional Dance

Traditional sing sings and dances have been performed in the villages for many years. Traditional attire, body painting, singing and musical instruments support the dancing. Today, people travel around the country so there are new opportunities to learn new dances from other cultures.

(e) Rituals

A ritual is a special kind of ceremony that includes actions, carried out in a particular order and manner. Rituals provide meaning and symbolize value. Rituals help people to understand their roles in society. Rituals in churches remind people of religious teachings. Each ritual is unique and meaningful to the culture. Some rituals are used to observe a person's entry into a new stage of life- a rite of – passage, which marks a new and significant change. Most rites of passage fall in three main phases.

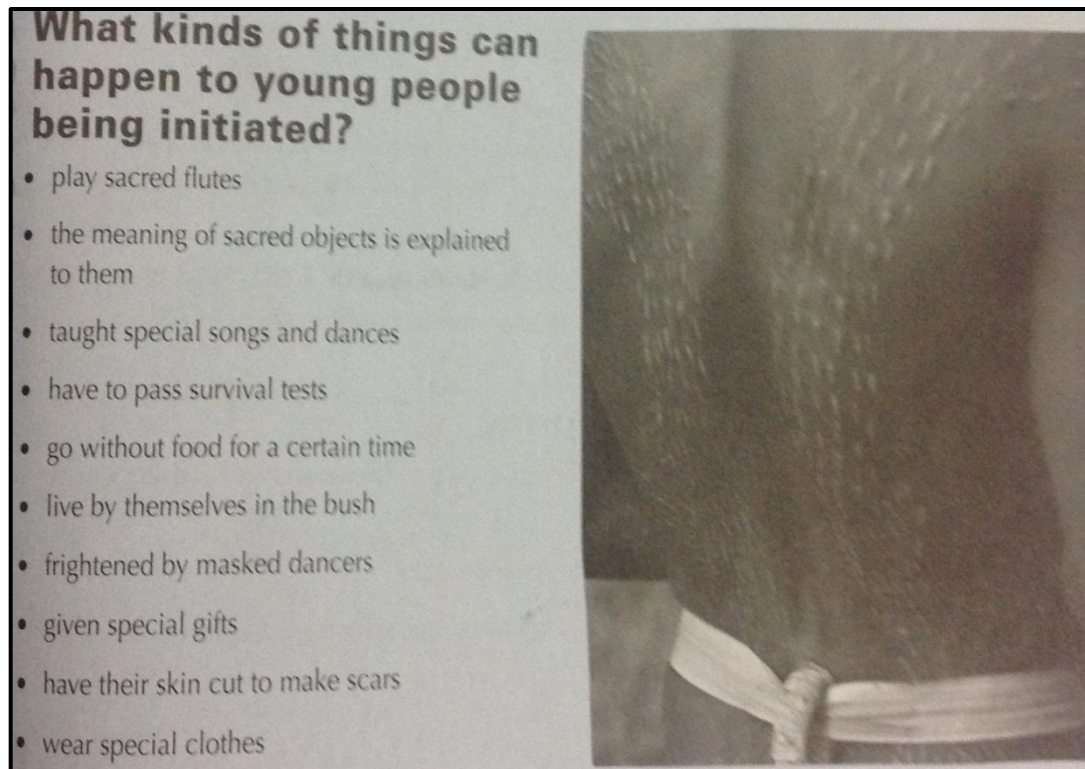
Types of Rituals

In the Western Province, the Min people are well known for their secret male initiation ritual. In the Sepik, young boys are given tattoos on their backs as part of the ritual in the initiation ceremony. In the Trobriand Islands of Milne Bay including some parts of PNG, female initiations and rituals are observed when a girl has her first period.

Rituals together with traditional medicine are often used to identify and overcome causes of sickness and mental illness that people think are caused by sorcery or spiritual attacks. In some cultures, men participate in rituals to make them strong and overcome the power of women when they make contact with women.

(f) Initiation

Initiation ceremonies mark the change or transition from being a child to an adult. In most cultures, women are not allowed to be involved in the initiation of boys and men are not involved in the initiation of girls. Initiation ceremonies focus on getting the help of ancestors and living people.

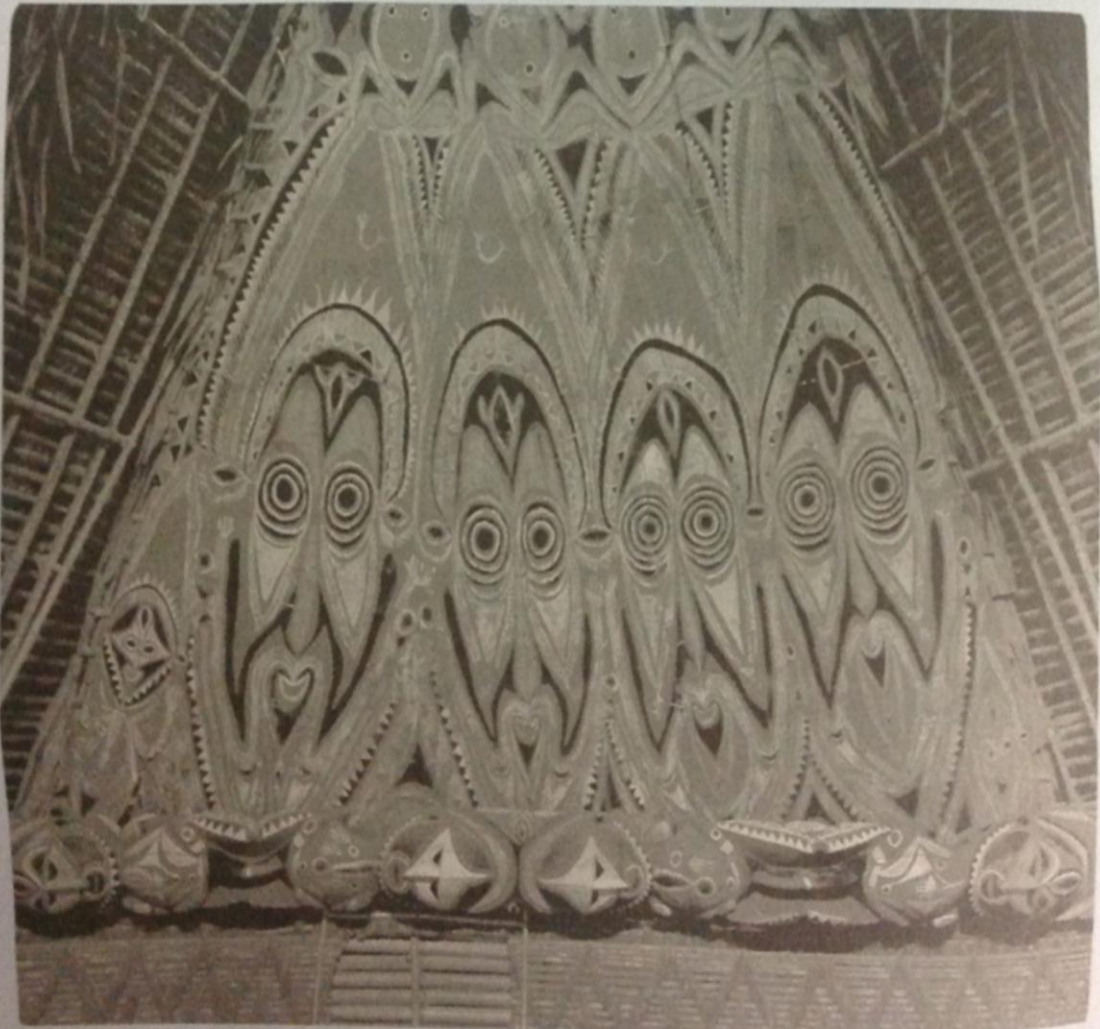


Now let us look at the four stories in relation to Cultural Rituals and Ceremonies.

Article 1 – Death Ceremony in New Ireland

Death ceremony in New Ireland

Malanggan is a death ceremony in New Ireland Province, and malanggan also describes the sacred objects such as carvings that go with the ceremony. The purpose of the ceremony is to remember the person who has died and to mark the initiation into the clan of an adolescent boy who will replace the man who has died. The ceremony may take many years to prepare, needing extra gardens to be planted and extra pigs to be bought or raised. The carvings and other objects show people, flowers, fish, crocodiles and mythical creatures in great detail and are brightly painted. Some are carved from tree trunks, like totem poles. Other objects are made from cane, such as baskets, and are covered in shells and feathers. The Malanggan ceremony unites the people as they do all the hard work and preparation that is needed. During the time leading up to the ceremony, people still feel sad but slowly begin to accept that the person has died.



Different sacred objects are used for the Malanggan

Article 2(a) – Bride Price in Tubusereia, Central Province**Bride price in Tubusereia, Central Province**

Bride price is the traditional payment of wealth such as shells, food, ornaments and other valuable items from the relatives of the bridegroom to the relatives of the bride. However, as Papua New Guinea has become more developed, the parents of the bride usually prefer to receive money rather than other goods. In Tubusereia, it is not unusual for K50 000 to be paid in bride price, although some people think that this is far too much and that the true meaning of the tradition is being lost. The family of the bridegroom all contribute to the bride price. In this way each family expects to receive help, and they also know that they must help others when the time comes.

When a couple want to get married, the family of the bridegroom brings food and some money to the family of the young woman. When the family of the bride accepts the food and money, then people in the community understand that the bride and bridegroom are a couple and they begin to plan the wedding. In Western countries this first stage of marriage is known as getting engaged.

The couple then get married. They will usually have a baby during the first year of marriage and then the bride price ceremony takes place. The family of the bridegroom prepares a long bamboo pole and ties shells and money, as well as trade store goods such as saucepans and grass knives, to the pole. The pole is then given to the parents of the bride in a bride price ceremony and items on the pole are usually shared with relatives. However, nothing is given to help the young couple.

Article 2(b) – Phase 1 of Bride Price Payment



Phase 1 of bride price payment ... Tubusereia villagers in Central were seen bringing items such as food, cooking utensils, tools and beddings into their sister in-law's house last Saturday. The ones bearing gifts are from the man's side who hails from Tubusereia. In the old days that may involve giving of tobacco and other items. This is understood to be the first phase of the bride price payment called *kuku heni* (giving of tobacco) in the local Motu dialect. The second part which is the actual bride price is going to be a major event. Bride Janet Kolesi Williams from Misima, in Milne Bay, flanked by her in-laws during the *kuku heni* on Saturday.

Article 3 – Minister: Hold onto your Customs.



Minister: Hold onto your customs

BY MIRIAM ZARRIGA

THE removal of traditional objects and items from parliament broke my heart. This was the sentiment shared by Tourism Minister Justin Tkatchenko, who wanted Papua New Guinea to hold on to their customs and cultures that defined who and what the country was.

He said that western influences were brought in and made us forget our traditions and customs. "What influences us in terms of culture and customs is powerful and influences the way we live and conduct our daily lives. It is a powerful tool in the tourism industry because it gives visitors an insight into our way of life.

"Educating everyone and having them understand what is wrong and what is right will only enhance our conduct to visitors when they arrive in the country."

Mr Tkatchenko touched on the Kokoda Trail attack and said that what occurred to the couple was inexcusable but it has destroyed the tourism industry in which he would have to work hard to rebuild.

"It will be very hard for tourist operators to convince people to visit our country. "In order to avoid social issues to destroy our tourism industry we have to educate our people and I am all for education. "Let's change our attitude," Mr Tkatchenko said.

JUSTIN Tkatchenko

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What influences us in terms of culture and customs is powerful and influences the way we live and conduct our daily lives. It is a powerful tool in the tourism industry because it gives visitors an insight of our way of life.

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"It will be very hard for tourist operators to convince people to visit our country."

"In order to avoid social issues to destroy our tourism industry we have to educate our people and I am all for education."

Let's change our attitude," Mr. Tkatchenko said.

SUMMARY

Papua New Guinea is a country with many different kinds of people and languages, cultures and traditions.

Culture, traditions and customs are still strong and important in the peoples' way of life. Although there are differences between the people, they still have a lot in common and have a strong sense of identity as Papua New Guineans.

Culture is a way of life that is passed down from generation to generation in a society. It includes language, beliefs, religion, arts, organizations and institutions including the way people dress and behave.

Ceremonies are an important part of culture in Papua New Guinea. It also develops the feeling of being part of a community. Ceremonies usually take a lot of planning and preparation to make sure that the dance, music, ceremonial objects and food are ready at the right time.

Depending on the reason for the ceremony, people may sing and perform traditional dances, exchange gifts which may include food money and pigs and hold a feast such as a mumu.

The main types of ceremonies include; Bride Price, Festivals, Traditional Dance, Death or Funeral and Mourning, Rituals and Initiations.

NOW DO ACTIVITY 3 ON THE NEXT PAGE.

Activity 3: Cultural Rituals and Ceremonies

Define and briefly explain the following words according to your own community setting.

1. Culture

2. Rituals – Give an example of a ritual

3. Ceremonies – Describe a ceremony held in your community

4. Bride Price – Briefly describe how bride price is paid in your community

NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.

Case Study 4: Promoting Health in the Community

Introduction

This case study is based on Promoting Health in the Community. You will learn about ways to take care of your health and the community.

There are many things you can do to take care of your health. You make choices in order to be healthy. Choosing some behaviour over others is the main way that you can stay healthy.

Health workers use the slogan “prevention is better than cure”. This means that it is better to take action to stop sickness from happening. However, if you do get sick, it is important to get treatment quickly and without delay. It also means that we prevent or reduce the risks of being sick by staying healthy. The slogan is also a health promotion that aims to provide:

- Health education – teaching people about different diseases, their causes and how to prevent them.
- Immunization – giving injections or vaccinations to children as they are growing to protect them from certain illnesses common in children.
- a clean and reliable water supply
- toilets that are used properly and kept clean
- a way to get rid of rubbish that prevents flies and other pests
- eating a balanced meal daily
- sleeping well, the safety of mosquito nets.



Journey with me as we read and discover about how we can help promote health in our communities.

Prevention is better than cure!

HEALTH

Think about the term “health”. You are probably thinking of many different things rather than one thing in particular. You see, health is a very broad term which means that it can be explained in a number of ways.

The World Health Organization (WHO) defines it as a ‘state of complete physical, mental and social wellbeing. If you are healthy, you are not just disease free, you have complete social, physical and mental wellbeing, you feel great.

What we need for a healthy life style

A healthy lifestyle means that everyone must:

- live in a clean environment
- have a healthy diet
- have good personal hygiene

A Healthy Environment

Our natural environment has everything we need to stay alive. It has air to breath, water to drink and food to eat. Preserving the natural environment will reward us with clean water and land for growing food that will support us to live longer and healthier lives. The environment must be looked after so that future generations can continue to live in it. Pollution to the environment causes health problems.

Air pollution

- Breathing in polluted air affects our lungs and makes us sick
- Burning bushes/trees/ rubbish releases toxic (poisonous) chemicals into the air affect our lungs and cause irritation to the eyes

Water pollution

- Chemicals released from the mining activities into the river pollute and contaminate the water that people use for washing, drinking and fishing.
- Rivers and canals become breeding grounds for diseases. Germs and a lot of bacteria are produced when industrial and household wastes are dumped in them. These germs can give you diarrhea, typhoid fever, stomach and liver sickness and food poisoning.

Land pollution

Land is polluted when fertilizers, pesticides and other chemicals are used. Chemicals destroy the soil, plant and animal life, and can lead to fatal diseases. Pesticides can also enter water or food webs that the animal feeds on or drinks from. When people eat the meat from these animals, they can be exposed to the poisons as well.

Read Article 1 on the next page to understand pollution better.

Article 1 – What is Pollution?

What is Pollution?

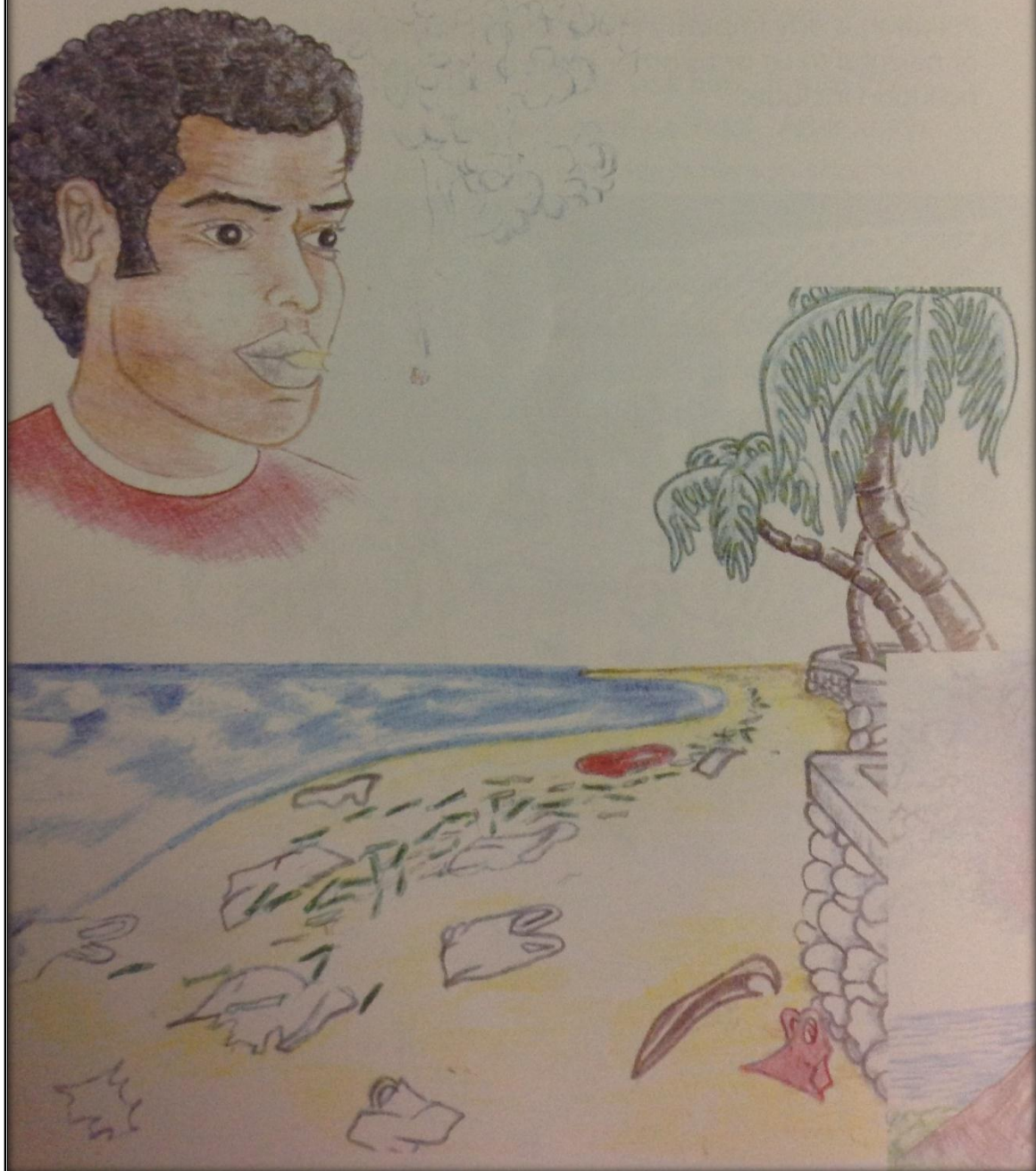
by Arnold Boguea

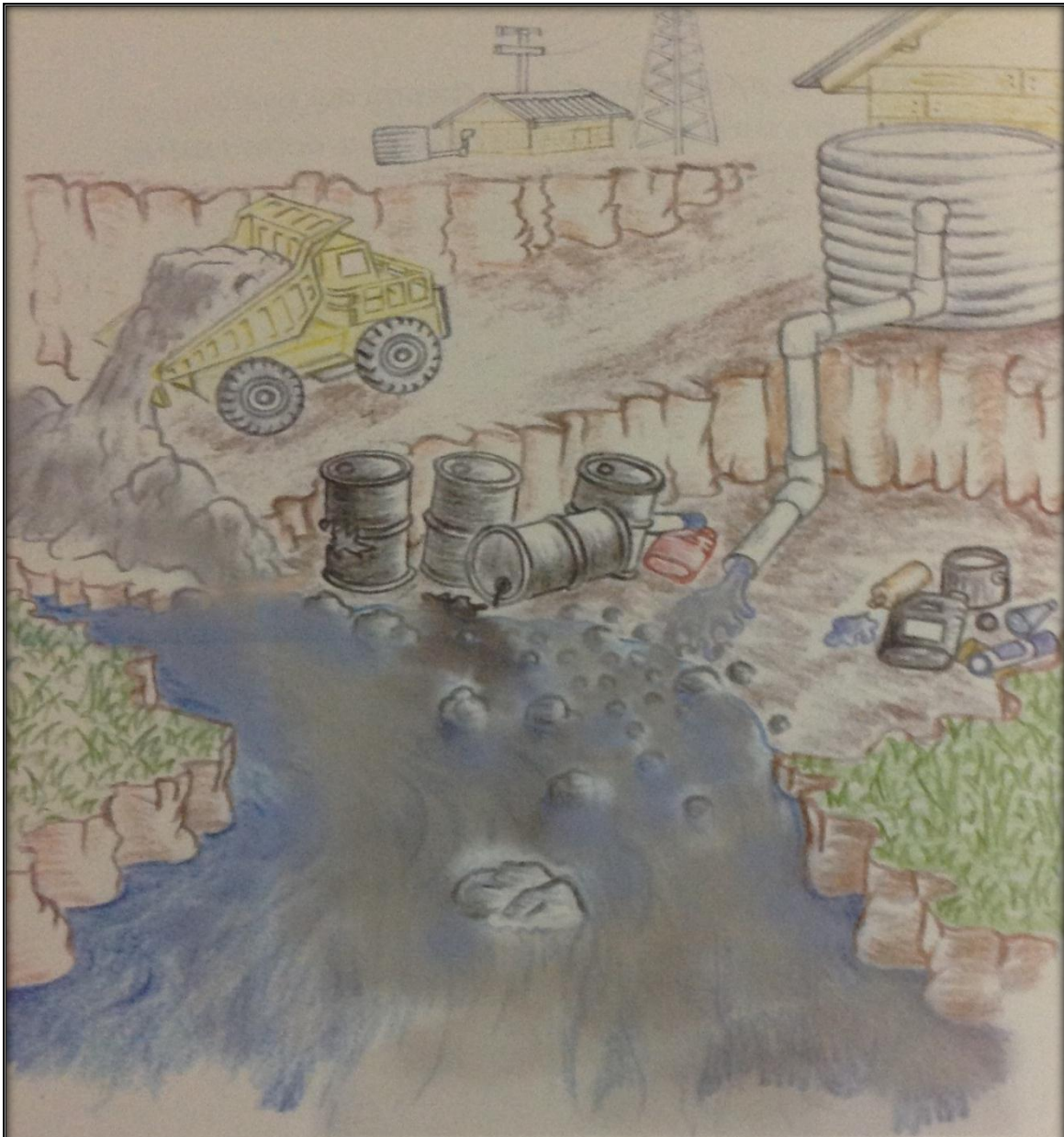
What is Pollution?

Pollution is any impurity in our environment that is annoying or harmful to us or to other creatures or plant life. Examples of pollution include:



- Water pollution, such as human waste or mining waste in streams;
- Air pollution, such as a bad smell, or smoke from a neighbour's fire or someone's cigarette;





Pollution caused by people:

The most dangerous pollution is caused by human activities, especially around towns and industrial areas. For example:

- Dumping of mining wastes in rivers;
- Not using proper toilets;
- Overuse of pesticides and fertilisers;
- Not maintaining vehicles so that they give out black smoke.

- Visual pollution, such as plastic bags littering our beaches;
- Noise pollution, such as a radio that's too loud, or neighbours who often shout at each other;

There are many other examples you could think of.



Sources of pollution

Natural:

Pollution can be natural. For example:

- Mud in a flooded river;
- Volcanic dust and ash, such as after the eruption of Tavorvur and Vulcan in Rabaul in 1994.



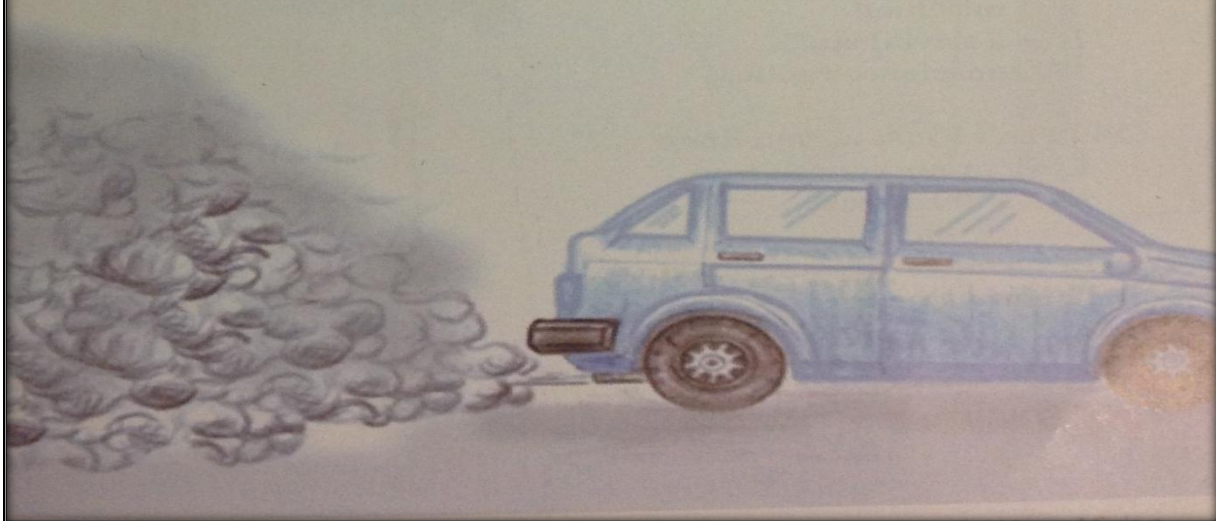
Effects of pollution

Pollution poses danger to our wellbeing as well as the wellbeing of birds, animals, fish and plants. It can mean that the water we drink makes us sick, or the air we breath smells or gives us respiratory illnesses, or we get diseases like cancer. Other examples include:

- Birth defects and cancers from nuclear testing;
- Rubbish such as plastic bags and lolly wrappers lying around our villages;
- Betel nut spit that can spread TB and other diseases;
- Loss of fish and other foods when rivers and seashores are poisoned.

Conclusion

Pollution is a major problem in Papua New Guinea as well as in other parts of the world. What other kinds of pollution can you think of? Are there ways that we as individuals can help minimise pollution?



Towards a Clean Home Environment

To plan a healthy lifestyle everyone needs to live in a clean environment. This means that:

- the house needs to be well maintained, clean and free of pests
- the house must be big enough for the number of people living there
- the house must be free of rubbish - rubbish can be buried if not recycled
- there is good land drainage to prevent mosquito's from breeding
- there is a good supply of clean water
- the rubbish must be disposed correctly.
- the rivers, canals and ponds must be free from rubbish

At home, everyone should:

- Dispose of rubbish properly
- Avoid rubbish in river, canals or ponds, and
- Bury rubbish that cannot be reused or disposed of in another way

Let us now look at what you can do in your community to help promote health.

Sanitation

Sanitation refers to measures or actions taken or that are necessary to keep homes clean and healthy.

(a) Sanitation in the home

Diseases can be spread by harmful germs called pathogens. If we know how these diseases are spread then we can also prevent them from spreading. The most important thing to remember is “keeping your home clean prevents the spread of diseases”. The table below how pathogens spread and ways to prevent them.

PREVENTING THE SPREAD OF DISEASES		
How pathogen is spread	Example of disease carried	How to prevent the spread
Water	Diarrhoea	Drink safe water, boil unsafe water, keep rivers and creeks clean
Food	Diarrhoea, typhoid, food poisoning	Wash hands and utensils. Keep kitchens clean. Wash fresh food. Cook food properly. Store food properly
Droplets in the air	Colds and influenza	Cover mouth when coughing or sneezing. Open windows and doors to allow ventilation
Direct contact (touching)	Ringworm (grille or sipoma) Sexually transmitted infections	Wash clothes and towels properly and dry in the sun- do not share. Have only one sexual partner. Use condoms
Insects: Flies, cockroaches and mosquitoes	Diarrhoea, typhoid, food poisoning, malaria, dengue fever	Keep kitchens, bathrooms and toilets clean. Remove water in which mosquitoes lay eggs. Sleep in mosquito nets
Other animals: mites (spread from person to person)	Scabies	Keep body clean using soap and water

(b) Sanitation in the community

Some of the country's major health problems occur in urban communities. All communities need certain facilities or services and to follow certain rules or guidelines in order for the people to stay healthy.

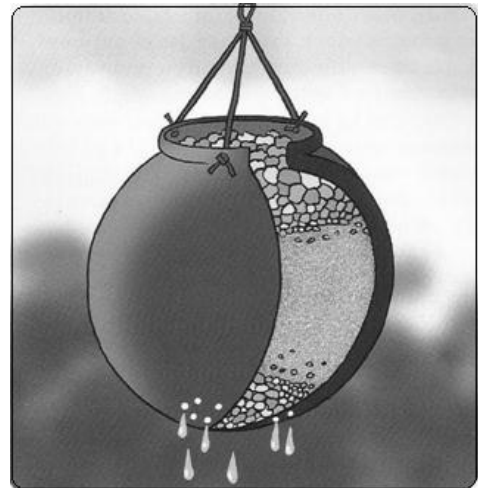
In your community, everyone should:

- Organize activities to protect the environment. Keep it a healthy place to live in.
- Plant trees and vegetables on vacant land and avoid using chemical fertilizers or pesticides

Sanitation needs in the community

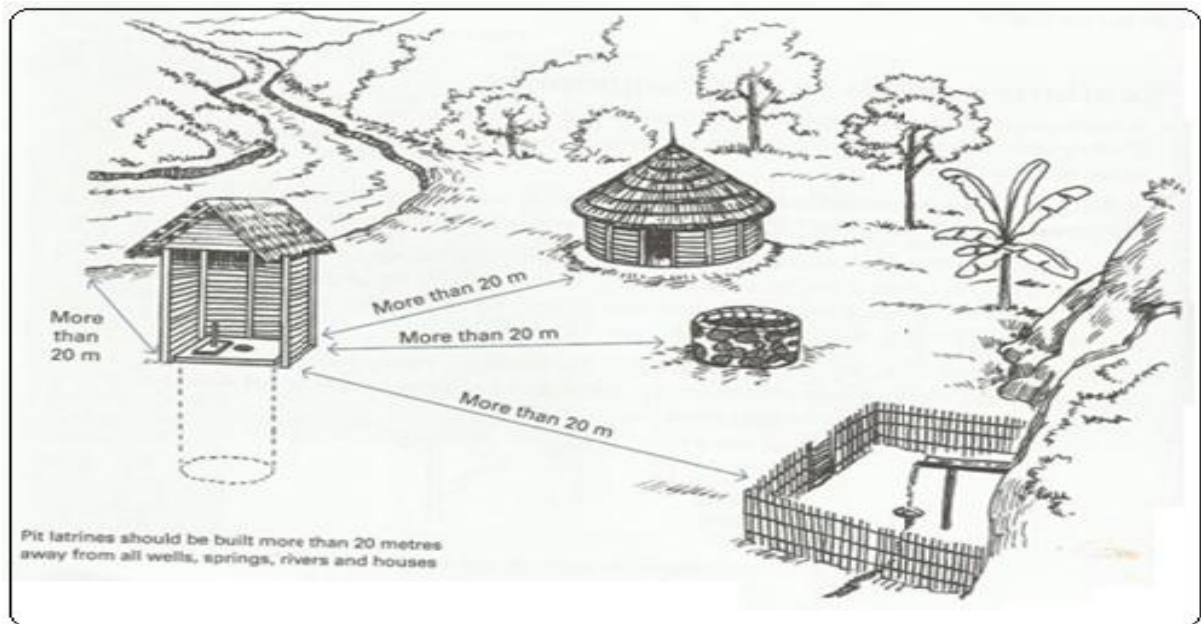
- **Water Supply:**

Clean water is needed for washing, drinking and cooking food, flushing toilets and keeping buildings clean. Many people use one source of water for drinking and cooking and a different source for washing. For example, drinking and cooking with tank water and washing in the creek or shallow water-wells. Rainwater collected from a suitable roof is considered safe, whereas water from a thatched roof or a roof with rust can be unsafe. Piped supply from the underground is the safest source to obtain water. Polluted water is responsible for 80 per cent of the diseases throughout the country.



- **Sewerage:**

Toilets that are working properly must be kept clean as they are used by everyone including children. Sewerage is a system of sewer pipes that carry human and domestic waste known as sewage, from buildings in towns and cities. In a village setting people remove their waste in the bush, gardens, creeks, rivers or in the sea. However it is advisable that they should dig pit latrines 20 meters away from water source and the house.



- **Rubbish disposal:**

All rubbish should be collected regularly and not left lying around. Leaves and other plant or organic rubbish can be piled into a compost heap and later used in the garden. Tins and other metals should be crushed, burned and buried in the ground, or those that can be recycled should be sent to specific places for recycling. Papers and plastic bags should be collected and burnt.



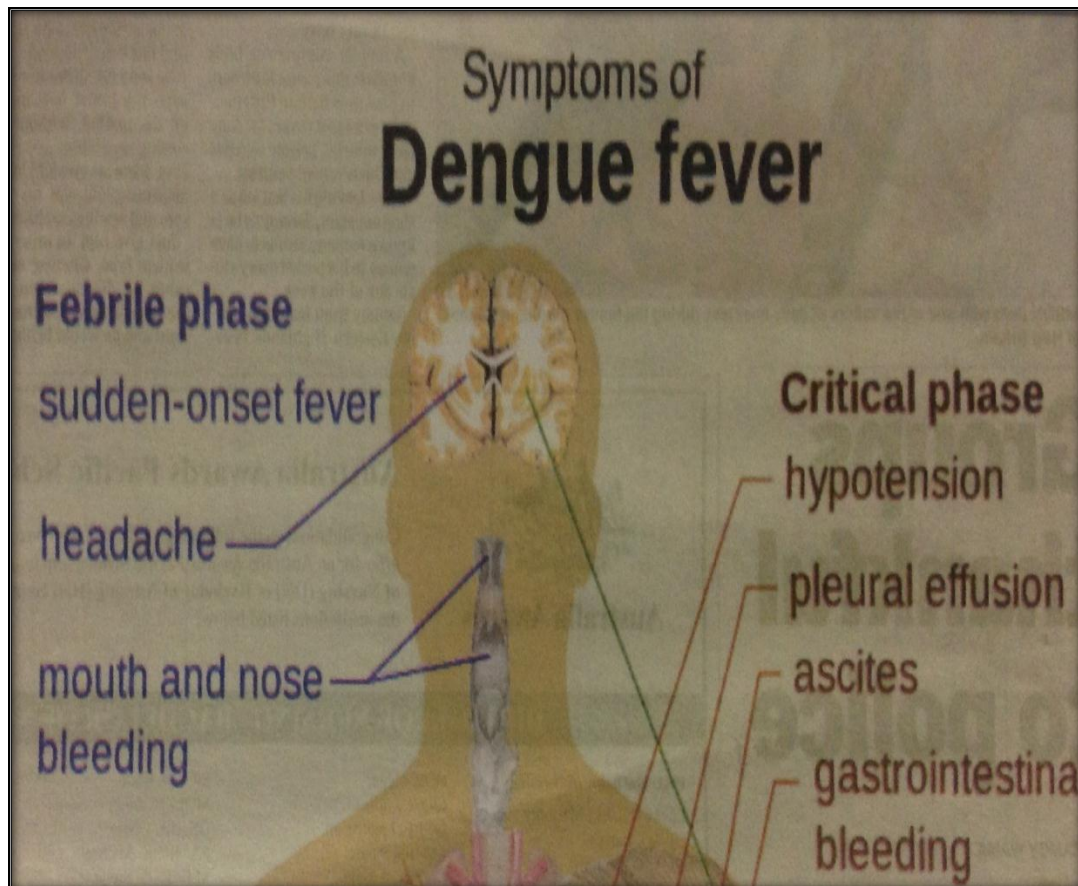
- **Drainage:**



Too much used water and rainwater can damage crops and homes if there is no efficient drainage system. All water tanks, taps and wells need good drainage to carry away water that is spilled. Water that runs back into the well will contaminate the water. Mosquitoes can also breed in pools of water which can lead to the spread of malaria.

Now let us look at the four stories in relation to Promoting Health in the Community.

Article 2 – Controlling Dengue in our Communities



DENGUE is transmitted by several species of mosquito within the genus *Aedes*, principally *A. aegypti*. The virus has 5 different types; infection with one type usually gives lifelong immunity to that type, but only short-term immunity to the others. Subsequent infection with a different type increases the risk of severe complications. As there is no commercially available vaccine, prevention is sought by reducing the habitat and the number of mosquitoes and limiting exposure to bites.

Dengue fever is also known as the *backbone fever*. It is a mosquito-borne tropical disease caused by the dengue virus. Symptoms include fever, headache, muscle and joint pains, and a characteristic skin rash that is similar to measles.

In a small proportion of cases, the disease develops into the life-threatening dengue haemorrhagic fever, resulting in bleeding, low levels of blood platelets and blood plasma leakage, or into dengue shock syndrome.

Article 3 – Educate Children at an Early Age

BY GAILE KIVALI

(DWU Journalism Student)

COMMUNITY based Friends That Care hopes and believes that the only way to prevent the spread of HIV/AIDS is to educate children from an early age on the deadly effects of the disease.

And as a contribution to early age awareness founder Harvey Sebea Hoeke said FTC will produce 300,000 copies of educational booklets by 2020 and distribute them to elementary and primary schools nationwide. He said this commitment was under FTC's Vision 2020 mainly targeting children from the elementary and primary school age levels.

"A total of 50,000 copies are expected to be printed annually to reach FTC's Vision 2020 of 300,000 copies. This year, we are projected to print the 50,000 copies of the booklet," Mr Hoeke said.

He said the program is a first for FTC since it was established in 2002.

On record 12,000 books were printed in 2014 and another 18,000 are in print.

He said FTC also engages young talents in producing awareness videos and tracks to promote and create awareness on the disease.

"FTC is focused on educating young children of Papua New Guinea and to promote their slogan "Let Children Be AIDS Free Citizens".

"This campaign is to enforce communal responsibility in order to protect and sustain children from being humiliated and affected by the deadly virus," he said.

Article 4 – Youths End Home Brew Making

Youths end homebrew making

By FREDRICK JEJERI

THE KABWUM settlement at Yalu village in Wampar district of Morobe should no longer have a name and image associated with homebrew, a youth leader said as 20 youths surrendered to police.

Mendep Sawong said the public and other communities "used to call our settlement homebrew trading centre" along the Nadzab Highway.

But with youths giving up homebrew production and sur-

rendering to police, the community is looking at establishing a clean image.

"We commenced homebrew production in 2010 as a small group. After seeing the demand we developed skills with better equipment to produce the best," Sawong said.

"The better quality homebrew production we had, the more consumers – males, females and students.

"Our home became trading centre with a mixture of people

moving in and out day and night.

"That led to socialising and sharing of other people's issues resulting in the loss of two lives and burning down of 47 houses over the five years."

Provincial police commander Augustine Wape appreciated the surrender, saying it was for their good health and future lives.

"In the eyes of the law enforcers, community leaders and the public you have surrendered from unwanted practice and it must be stopped," Wape said.

Article 5 – Drinkers Threaten Residence

Drinkers 'threaten' residents

BY FRANKIY KAPIN

THERE are "A and B grade" homebrew distillers, according to women at the Siassi compound in Lae city.

Women and mothers have described the Siassi compound to have been infested by homebrew consumers for too long.

The mothers, who congregated during the surrendering of homebrew distillers to Lae police yesterday, were supported by their male counterparts that this is only the tip of the iceberg when it comes to the problem of homebrew within the community.

Fifty-nine-year-old resident Mrs Miti Peter emphasised that for too long, homebrew consumers have threatened women, assaulted them and kept them awake till the next day.

They threatened to kill us, said Mrs Peter.

Forty-two-year-old Mrs Grace Neong said women have been disrespected with name callings and body-shaming. That is why they feel insecure when it comes to moving around the compound or even going to church.

The homebrew consumers issue threats to the residents and disturb them from 6am in the morning to 6am the next day.

And despite the surrendering of the cylinders, the mothers are question-

At a glance

BEER: Beer has been brewed domestically throughout its 7000-year history, beginning in the Neolithic period in Mesopotamia (modern Iraq), Egypt and China.

ORIGIN: It seems to have first developed as thick beers; during this time meads, fruit wines and rice wines were also developed.

ing the genuineness of the exercise, being the second of its kind since last year.

Thirty-nine-year-old Vanessa Paul, in support of Mrs Peter, claimed that the event culminating with the surrender of the homebrew equipment was just the tip of the problem.

"The cylinders now surrendered are B grades while the A grades are still hidden and not surrendered," said Mrs Peter.

She said both police and community law and order officers have to really go down deep to uproot the cause of their social problem, otherwise the womenfolk of this community will remain affected.

"We are being robbed at our doorsteps by producers of homebrew," claimed the Siassi compound resident.

SUMMARY

Health is defined as a state of complete physical, mental and social wellbeing. You are healthy when you have complete social, physical and mental wellbeing and feel great.

A healthy lifestyle means that everyone must live in a clean environment, have a healthy diet and have good personal hygiene.

Preserving the natural environment will reward us with clean water and land for growing food that can support us to live longer and healthier lives. The environment must be looked after so that future generations can continue to live in it.

Pollution to the environment causes health problems like air pollution, water pollution and land pollution.

Sanitation refers to the measures necessary to keep homes clean and healthy. The most important thing to remember is “keeping homes clean prevents the spread of diseases”.

In the community, everyone should organize activities to protect the environment. Keep it a healthy place to live in and plant trees and vegetables on vacant land and avoid using chemical fertilizers or pesticides

NOW DO ACTIVITY 4 ON THE NEXT PAGE.
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Activity 4: Promoting Health in the Community

1. Write “True” if you agree and “False” if you do not agree beside each statement for each of the following below. Write your answers on the spaces provided.

NO	STATEMENT	ANSWER
a.	Overcrowded rooms and poor ventilated houses can cause spread of diseases.	
b.	Breast milk can cause babies to have diarrhoea.	
c.	You can get diarrhoea if you don't wash your clothes daily.	
d.	One way you could prevent flies from contaminating your food is to cover the food with proper lids.	
e.	Pathogens can be spread if homes and communities are kept clean.	

2. List two things you can do to prevent the spread of diarrhoea.

- i. _____

- ii. _____

-

NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.
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Case Study 5: Good Leadership

Introduction

This case study is about Good Leadership in the Community. In this study, you will learn that when you choose leaders, it is their job to represent you by speaking and acting on your behalf. You expect leaders to behave in a certain way, so being a leader is not easy.

You should respect leaders, but leaders also need to behave in ways that earn your respect. Leaders should not expect other people to follow them just because they are leaders.

Things that we expect our leaders to do include;

- Be responsible and ready to answer for the way that they behave
- Represent the people in the community equally
- Be open and honest in dealing with other people
- Have a high standard of personal behavior
- Communicate openly with the community
- Understand the needs and rights of everyone in the community
- Listen to the community and do what other leaders say
- Respect the community
- Obey and respect the laws of the country
- Help solve problems in the community
- Provide advice or counseling to the people who need it
- Act as good role models for the people in the community to follow



Journey with me as we read about different stories about leaders in Papua New Guinea and the different situations they went through.

Be a Leader, Not a Boss!

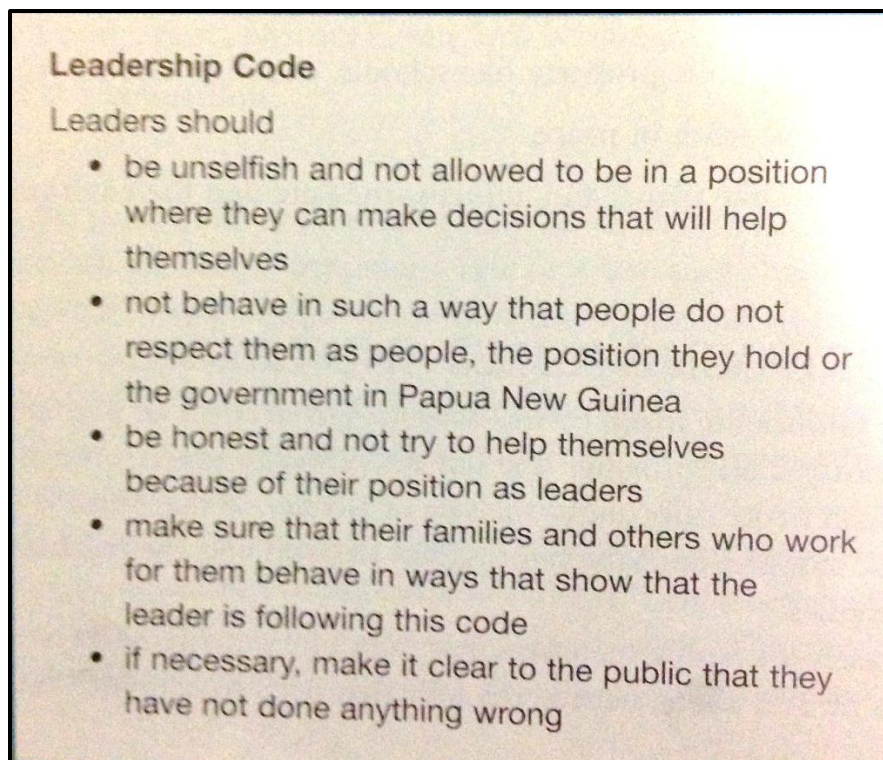
GOOD AND FAIR LEADERS

Sometimes, adults tell young people that they are ‘the leaders of tomorrow.’ This may be true. However, we cannot all be leaders. For this reason, when we choose our leaders, it is their job to represent and speak for all of us.

People who choose their leaders are not just ‘followers’ but they expect the leaders to behave in certain ways. For example when we elect people to be members of a committee or to be politicians, we expect them to serve and represent our interest. . Leaders are not supposed to help themselves and their own family or clan.

The Leadership Code

The Leadership Code is a set of rules that guide Members of Parliament and Senior Public Servants to be fair and honest. It is part of the Constitution and the Ombudsman Commission makes sure that the Leadership Code is followed. A leader is taken to court and convicted of an offence in relation to his/her position. He or she is guilty of misconduct in office.



Read the Articles on the next few pages. They tell stories of how certain leadership carry-out their roles and responsibility.

Article 1 – Wingti Serious on Education in WHP

BY LORNA PAUL
DWU Journalism Student

WESTERN Highlands Governor Paias Wingti wants to see quality education in the province as the provincial government has invested heavily in its infrastructure upgrade and development.

Mr Wingti was speaking during the swearing in of the new provincial education board chairman Leo Meninga last Wednesday in Mt Hagen.

He said since his provincial government took office in August 2012, it has upgraded and built 25 new high schools in the province, a national record. He said he still has plans to build more educational institutions.

“Western Highlands Province should be a proud province to have these numbers of provincial high schools, secondary schools and vocational schools. I am very serious about the level of education and the academic standards of our students in the province,” Mr Wingti said.

He said that with more high schools and secondary schools, quality academic achievement would be attained as the number of students in the classrooms average 35 per teacher, adding that when it is crowded, the students do not perform and learn well.

Article 2 – Lutherans Select New Leader

THE Evangelical Lutheran Church of Papua New Guinea (ELCPNG) appointed its first head bishop from the Highlands region last Friday.

Rev Jack Urame, a Lutheran researcher at the Melanesian Research Institute in Goroka, Eastern Highlands, was appointed to the position during an election at Heldsbach in Finschhafen. His closest rival was incumbent Rev Giegere Wenge.

Wenge polled 230 votes to Urame's 262.

Since voting for head bishops began in the 1960s, all local bishops elected have been from Morobe, the "birthplace" of the Lutheran Church.

More than 300 delegates, presidents, pastors and church leaders from 17 districts of the church representing 1.5 million Lutherans took part in the election.

The election was conducted after the four-year term of the sitting bishop, assistant bishop and church secretary.

Urame is from Dom, Sinasina in Chimbu. Urame said he did not want to talk about the Lutheran Shipping issue as the matter was before court.

The church had also voted in a new assistant Bishop Lucas Kendabing, and a new church secretary Bernard Kaison, replacing Rev Zau Rapa and Albert Tokave respectively.



Newly-elected Lutheran Church head bishop Rev Jack Urame.

Article 3 – Mass Promotions at Defense Force



PNGDF Engineering Battalion superiors in Igam, Lae, serving food and beverages to their juniors in appreciation of their sacrifices and efforts during the year.

Mass promotions at Defence Force

FORTY-five soldiers were moved to higher ranks in a mass promotion in the PNG Defence Force Engineering Battalion in Igam, Lae yesterday.

Sergeants Iwais Bubis and Kaiape Simon were made warrant officers and 21 corporals made sergeants.

Similarly, 18 lance corporal's moved to corporals and four privates to lance corporals.

Commander Lt Col John Giregire, while applauding the officers, assured that the mass promotion was in the history of Engineering Battalion in Igam.

However, Giregire challenged the officers to demonstrate leadership and discipline as the promotion meant extra roles and responsibilities in leadership to assist the com-

mandant achieve state aspirations.

Giregire said that the Engineering Battalion had contributed a lot, achieving many milestones within the country and abroad.

Chief of training Lt Col Ray Numa stood in on behalf of PNGDF Commander Brig-Gen Gilbert Toropo to witness the occasion and deliver the Christmas message.

Summary

Good Leaders in the community do not expect other people to follow them just because they are leaders. We expect our leaders to represent us by speaking and acting on our behalf.

Leaders need to:

- be responsible and ready to answer for the way that they behave
- represent the people in the community equally
- be open and honest in dealing with other people
- have a high standard of personal behavior
- communicate openly with the community
- understand the needs and rights of everyone in the community
- listen to the community and do what other leaders say
- respect the community
- obey and respect the laws of the country
- help solve problems in the community
- provide advice or counseling to the people who need it
- act as good role models for the people in the community to follow

The Leadership Code is a set of rules that guides Members of Parliament and Senior Public Servants to be fair and honest. It is part of the Constitution and the Ombudsman Commission makes sure that the Leadership Code is followed. A leader is taken to court and convicted for an offence relating to his/her position if he or she is guilty of misconduct in office.

NOW DO ACTIVITY 5 ON THE NEXT PAGE.

Activity 5: Good Leadership

Answers the questions below by writing your answers on the spaces provided.

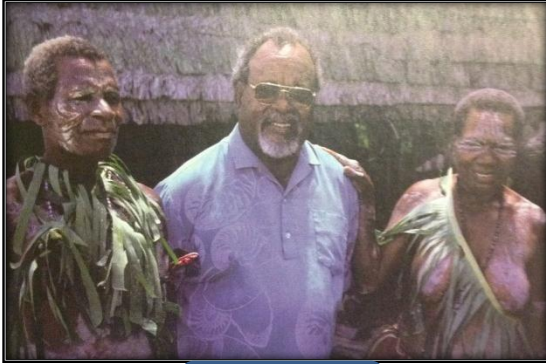


Figure 1

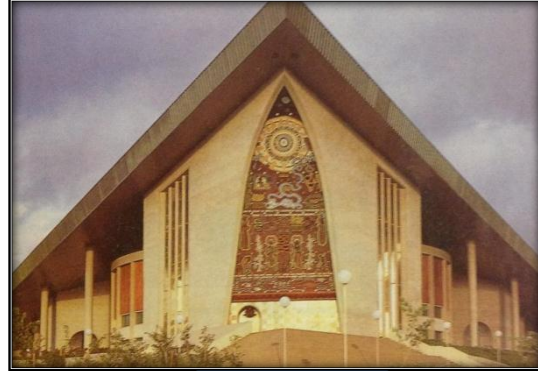


Figure 2

1. a) Identify the leader in figure 1. What is his name?

- b) Why is he known as a leader in PNG?

2. a) Identify and name the building in figure 2.

- b) Why is this building important?

3. What is the significance or special relationship between figure 1 and figure 2?

NOW CHECK YOUR ANSWERS AT THE END OF THE PROJECT.

Answers to Activities

Activity 1

1. Abraham
2. Jesse
3. A nuclear family
4. A polygamy or polyandry family
5. Jacob

Activity 2 **Sample Answers Only (Questions 1/2/3 Individual answers may vary. No standard answers.)**

- A. (i) Try to calm my friends down or try to talk them out of joining the fight./ Alert the teachers in the school as quickly as possible to take control of the students.
- (ii) We are students attending school, not in the village for us to join the tribal fight. It has nothing to do with us in the school or advice students to take precaution and to stay out of the way.
- (iii) We might get killed if we join and fight. We might get caught and injured in the crossfire. Police might put us in the prison-cell, The school might terminate us for joining the tribal fight, etc.
- B. (i) Calm dad down and get him to go to sleep/Challenge dad/Protect my mother and siblings by telling them to stay away from dad. Stand up to dad and demand an apology and so on. Report to the police for violence against woman and children. Let the tense situation go away before trying to talk it over.
- (ii) Talk when dad is sober. It is useless talking to a drunk. You cannot argue and solve problems with a drunken man. Teach him a lesson by getting the police to deal with him.
- (iii) Everyone can talk and try to solve the problem peacefully.
- C. (i) Try to stop the fight. Protect the woman. Run away from the scene. Call for help to stop the beating. Call some elders or leaders to solve the problem. Call on the police to help solve the problem etc.
- (ii) It is against the law to beat up a woman. I don't want to be involved. The police can handle the problem. Elders and leaders can try to solve the problem, etc
- (iii) I will help save a life and bring peace and harmony to the village.

Activity 3

1. Culture is a way of life for or in a society that is passed down from generation to generation.
2. Ritual is a special ceremony that includes carrying out a task in a particular order.
3. Ceremonies are formal activities prescribed by custom, ritual or religious belief.
4. Bride price is an exchange of goods between the clans of the bride and the groom.

Activity 4

1. a. True b. False c. False d. True e. False
2. (a) Boil water before drinking
(b) Wash hands before touching food
(c) Wash kitchen equipment before using
(d) Cover food properly, etc.

Activity 5

1. a). Sir Michael Thomas Somare/ Grand Chief Sir Michael Thomas Somare
(b) Sir Michael Somare was the first ever Prime Minister of Papua New Guinea. He led our country to Independence on September 16th, 1975. He is known as the Grand Chief and the father of PNG.
 2. (a) The Parliament Haus.
(b) This is an important iconic building of our country. It is here that all elected leaders of PNG meet to discuss important issues concerning the people of this nation. Important decisions regarding the running of the country are also made here.
 3. Grand Chief Sir Michael Somare ruled in the Parliament Haus since 1975 when we gained Independence.
-

YOU HAVE COME TO THE END OF GRADE 7 PROJECT BOOK. YOU MAY NOW BEGIN WITH YOUR PROJECT ASSIGNMENT.

References

Kenneth Rouse, Personal Development Book 1

Kenneth Rouse, Personal Development Book 2

Richard Jones, Safety in Papua New Guinea (Health for the Pacific)

Papua New Guinea School Journal, Senior 1 - 2008

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Internet sources

Newspaper articles

SUBJECT AND GRADE TO STUDY

Grade Levels	Subjects
Grades 7 and 8	1. English
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Commerce
	7. Design and Technology- Computing
Grades 11 and 12	1. English (Applied English/ Language and Literature)
	2. Mathematics (Mathematics A/Mathematics B)
	3. Science (Chemistry/Physics/Biology)
	4. Social Science (History/Geography/Economics)
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

Certificate in Matriculation

CORE COURSES

Basic English

English 1

Economics

English 2

Basic Maths

Maths 1

Maths 2

History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology, Chemistry, Physics

and Social Science Streams: Geography, Introduction to

and Asia and the Modern World

REMEMBER:

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

FODE PROVINCIAL CENTRES CONTACTS

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2	KEREMA	P. O. Box 86, Ke rema	6481303	72228124	The Coordinator	77522842	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	77522843	Senior Clerk	72229050
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