Community Development Strand
Community Development

Unit 1: Introduction to Development

Module 1.3 Community Resources

Lecturer Support Material
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## Unit outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>#</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Understanding Community Development (2 Credit Points)</td>
<td>1.1</td>
<td>Introduction to Community Development Core</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Community Development Skills Core</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>Community Resources Core</td>
</tr>
</tbody>
</table>

## Icons

- 📚 Read or research
- 📝 Write or summarise
- 🌱 Activity or discussion
- 🔄 Lecturer's suggestion
Table of contents

Module 1.3: Community Resources ................................................................. 1
  Rationale ................................................................................................. 1
  Objectives ............................................................................................... 1
  Suggested topics ..................................................................................... 1
  Suggested teaching strategies and activities ............................................. 1
  Suggested assessment activities .............................................................. 1
  Resources ............................................................................................... 2
Topic 1: Identifying Community Resources ................................................. 3
  Objectives ............................................................................................... 3
  Human resources - skills ....................................................................... 4
    Application ............................................................................................ 5
  Mapping the community and its resources .......................................... 7
    Procedure for making a community resource map............................. 8
    Explanation of the procedure .............................................................. 8
    Interpreting community resource maps .............................................. 11
  Case study ............................................................................................. 13
    Overview of the village ....................................................................... 13
Topic 2: Community Action Groups ............................................................ 20
  Objective ............................................................................................... 20
  Resources ............................................................................................... 20
  What is an NGO? .................................................................................. 20
Topic 3: Working with Donors ................................................................. 23
  Objectives ............................................................................................... 23
  Donor support for a community development project ....................... 23
  A school project plan ........................................................................... 28
Topic 4: Working with the Media ............................................................... 29
  Objectives ............................................................................................... 29
  Resources ............................................................................................... 29
  The media ............................................................................................. 29
  A community tok save ......................................................................... 31
  Newspapers as a teaching resource ..................................................... 32
    Newspapers in education ................................................................. 32
Glossary ...................................................................................................... 37
Appendix 1: Community Calendars .......................................................... 39
  Gathering information about your community ................................... 39
    1. Community living .......................................................................... 39
    2. Environment and traditional understanding of it ......................... 40
    3. Beliefs ............................................................................................. 40
    4. Art and craft .................................................................................. 41
    5. Music, dance and drama ............................................................... 41
    6. Health ............................................................................................ 41
    7. Physical education ....................................................................... 42
Appendix 2: Community Survey Questionnaire ....................................... 43
### Appendix 3: Donor Contacts

- Small scale funding ................................................................. 44
- Medium scale funding ................................................................. 45
- Service providing NGOs and initiatives ........................................ 46

### Additional Activities ................................................................. 50

**Topic 5: Local stories, beliefs and resource people** ................................. 50
  - Objectives .............................................................................. 50
  - Introduction ........................................................................... 50

**Guide to writing community feature stories about community people** ........ 52
  - Getting started ..................................................................... 53
  - Feature story characteristics .................................................. 53
  - Types of interview questions .................................................. 55

**Semi -structured interviewing** ......................................................... 56
  - Objectives .............................................................................. 56
  - Procedure .............................................................................. 56
  - Interview preparation .............................................................. 57
  - Interview preparation continued ............................................. 58
  - Activity .................................................................................. 58

**Comments and follow-up activities** .................................................. 59

**Writing** .................................................................................... 59

**Activity** .................................................................................... 59

**PUBLISH!** .................................................................................. 60

**Proof reading and editing questions** ................................................ 60

**Extension ideas** ........................................................................ 60

**Creating headlines** ..................................................................... 61

**Feature story leads** ..................................................................... 62
Module 1.3: Community Resources

Approximately 7 hours

Rationale
This module will equip students with appropriate tools to assist communities to identify and use resources for community development activities.

The students will develop knowledge and skills in participatory development that will enable them and their communities to best use the community’s resources to promote self-sufficiency.

Students will also be introduced to community action groups, donors and the media as additional resources which communities can tap into to assist their development.

Objectives
By the end of this module students will be able to:

• Use different techniques for identifying community resources
• Construct and interpret community calendars and community resource maps
• Encourage the development of reciprocal relationships between the school and the community
• Recognise the value of community action groups
• Know how to attract donor support for community projects
• Use the media as a community and education resource

Suggested topics
1. Identifying community resources
   - Mapping
   - Community calendars
2. Community action groups
3. Working with donors
4. The media

Suggested teaching strategies and activities
These teaching strategies and activities are suggestions only.

The main emphasis in the teaching of each topic is to include a range of activities and to develop skills, which will develop a depth of practical understanding that will be useful for beginning teachers’ in their communities.
Wherever possible, activities should be student centred, and provide opportunities for discussion and group work.

- Lectures and seminars
- Readings and questioning
- Field trips
- Case studies
- Guest speakers
- Interviewing
- Role-play

Suggested assessment activities
Where possible, each task should assess more than one objective, and should require students to apply their learning in a relevant context.

- Local resource project
- Checklists
- The presentation of a data base
- Student participation
- Reports and evaluation
- Case studies

Resources

*Melanesian Trust Awareness Packets Manual* Number 2, 1999


Local Case studies

Human resources in the college and community e.g., Ministry of Health, Local Provincial Govt., NGOs


*Discovering who’s who in our community. – community role models through interviewing and feature stories.* Williams, K. D. Hawker Brownlow Education, 1993.

Topic 1: Identifying Community Resources

Objectives

- By the end of this topic students will be able to:
  - Use and interpret community resource maps
  - Apply map-making processes to make their own maps
  - Map the College Community
  - Interpret Community Calendars
  - Read and interpret community profiles

Figure 1: Community resource map. Source: Papua New Guinea Human Development Report, 1998
Ask the students to study the above map carefully and under the following headings list as many community resources as they can.

Man-made and Cultural Resources  Natural Resources

Encourage the students to infer from the map in order to make good resource lists e.g. an Aid Post may have traditional and modern medicine knowledge.

Ask the students what resources they think this community has which are not shown on the map.

1.3 Activity 1

In what ways could the local community use this map?

Make a list, eg: In planning for:

• Gardening and farming
• Traditional and cultural practices
• Building
• Other

Human resources - skills

Discuss with the students the meaning of the term Human Resources.

A community resource map will generally NOT show Human Resources. Human resources are the greatest assets a community has.

Using the above map encourage the students to list all the human resources they think exist in that community

For example: - Piggeries could mean that there are resource people who know a lot about pigs.

Now use the mind-map to write human resources on the inner branches and on the outer branches write the specific skills associated with those resources.

Mind map Example
Application

Read the following application task to the students and discuss what is required.

1.3 Activity 2

Look again at the above map. Imagine the community wants to build an Elementary School. The community has no outside support and must use its own resources to complete this project.

You are going to help complete a Resource Plan for this community project.

Guidelines

1. Use the resource map to identify possible resources needed to build the Elementary School
   • list these and their source.
2. Use your Human Resources and Skills Mind-map to list all the useful people and their skills that could be used in this project.
3. Set out your information in a way that the community will understand and present your planning on chart paper to the whole group
   • use cartoons, symbols and text.

Making a community resource map

Introductory activity

Use this introductory activity if your students are unfamiliar with mapping or if you wish to share with the class a teaching method they can also use with children.

Objectives

By the end of this topic students will be able to:

• Teach location and mapping skills (concrete – abstract)
• Use symbols, keys, problem solving, planning and scale
• Identify integration possibilities with other curriculum areas
Resources

- Paper
- Chalk
- Environmental materials

Procedure

– to be read to class

In this activity you are going to:

- Construct a model island
- Cover it with features such as forests, houses, gardens and roads
- Hide some treasure somewhere on the map
- Make a one dimensional drawing of the model island and then
- Challenge a friend to discover the treasure.

You can be as clever as you wish to provide the greatest challenge for your friends to find the treasure.

1. Draw a chalk rectangle in the middle of your desk. This will be your island.
2. Make North and South and the other compass bearings.
3. Go outside and collect at least 7 natural objects, which will be used as man made and natural features on the island.
4. Decide which features you want represented on the island.
   - a mountain
   - river
   - church
   - school
   - farm or garden

5. Place objects on the rectangle as symbols of these features.
   - do NOT draw the features on the map.
6. Now choose a feature under which you can place your treasure, and then to draw a small chalk X and cover it with the object.
7. Next make an accurate paper map of the model. Invent your own symbols to represent the features, and a key to explain the symbols and the location of the treasure.
8. Prepare questions to ask your friend about your map.
   - Where is the trade store?
   - What do you find next to the church?
   - What is south of the forest?
9. Exchange the map with someone else, challenge her or him to identify different places by asking your questions and then ask them to find your treasure.

**Mapping the community and its resources**

Ask the class to read the following statements and add more of their own possible uses of a community map.

1. Making and using community resource maps is useful in helping communities become more aware of their resources and the different ways they can use them.
2. A Community Resource Map can assist a community in solving problems by identifying existing strengths.
3. Other possible uses

In this activity students will be encouraged to make a resource map of the college community.
- Refer the students to this section on Procedure.
- Read as class and explain each step as necessary.
- Allow discussion and questions
Procedure for making a community resource map

1. **Discussions and Planning**
   Discuss what to include.
   List features, boundaries and scale

2. **Information Identification and Planning**
   Do a Transect Walk around the College.
   Identify the important features.

3. **Model Making**
   Make a model-map of the community on the ground.
   Use available environmental resources

4. **Map Review**
   The map group presents their map for the community to comment.
   Encourage suggestions and changes

5. **Map Production**
   Transfer the information from the model to paper.
   Include any changes suggested during the model stage.

6. **Map Use**
   Agree on use and control of the map

---

**Explanation of the procedure**

Read this section to the class, question and encourage discussion at the end of each step.

1. **Discussion and planning** - The purpose of the map is to accurately identify and record the resources of the community. A representative cross section of the population of the community should be involved in making the map. Women may identify particular areas, which men never visit and youth may have particular areas they use.

   Resources and features to look for include:
   - Infrastructure e.g., roads, bridges, and buildings
   - Existing resources. For example: haus wins, gardens, forests, houses
   - Boundaries of the community e.g., these may be identified by fences, trees, a river or mountains
   - Other physical characteristics e.g., wells, swimming areas, caves, and drains
   - Problem areas e.g., dangerous places, wet or very dry areas
In your discussion group think of key questions to ask using:
WHO, HOW, WHAT, WHEN, WHERE AND WHY.

*For example:*

- Who will use the map?
- Who will contribute to it?
- What will it be used for?
- Who will have access to it?

Questions to ask and discuss.

**2. Information identification and collection** - A transect walk is a formal walk around a community with a community member who describes different features, resources and problem areas. This structured walk within the boundaries of a community will enable a new person to see first hand the community resources and the conditions under which the people including the women and children live.

Questions groups should ask themselves as they move around on the transect walk could include:

- Where are all the boundaries?
- How are the boundaries defined?
- How will we work out the scale on the map?
- How can we show features such as streams, trees and problem areas?
- What are strengths of our campus?

In your discussion group think of key questions to ask using:
WHO, HOW, WHAT, WHEN, WHERE AND WHY.

*Figure 3: Information identification. Source: Papua New Guinea Human Development Report, 1998.*
3. **Model making** - In making the **model of the community**, a variety of environmental materials can be used. The boundaries can be scratched on the ground. Leaves, sticks, rocks and seeds can represent buildings, trees and gardens.

In your discussion group think of key questions to ask using:

**WHO, HOW, WHAT, WHEN, WHERE AND WHY.**

![Figure 4: Model making. Source: Papua New Guinea Human Development Report, 1998.](image)

4. **Map review** - Once the model has been made the entire group should carefully look at it. Men, women, youth and children should be encouraged to comment on the map’s accuracy and suggest changes. People should be able to move materials around on the map until there is general agreement on its accuracy.

Again, in your discussion group think of key questions to ask using:

**WHO, HOW, WHAT, WHEN, WHERE AND WHY.**

![Figure 5: Map review. Source: Papua New Guinea Human Development Report, 1998.](image)
5. **Final map production** - The final stage is when the map is transferred to chart paper. Colours and symbols should be carefully chosen and a key should be used to explain the different symbols.

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.

6. **Map use** – Care and control of the map needs to be decided.

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.

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**Interpreting community resource maps**

1. When making the map and during the transect walk, encourage the students to write down descriptive statements about the college. The statements can be written on large sheets of newsprint and can form profiles of the college.

Possible headings for the community profile could include:

- Human Resources & Skills
- Security
- Past and Present
- Organisations
- Services
2. Discuss other possible headings with the class.
3. Ask the students to work in their mapping groups to write Community Profiles of the College using the agreed headings.
4. When the map(s) are finished the groups should take each other on a tour of the college and describe the main features, which could include the topography, the layout of buildings, and demographic distribution. A profile of the college using the map should also include a description of the lives of the people who live and work there, what things they are proud of, and what they see as problems.
5. Ask the students to discuss and report on how this exercise could be used or adapted for use by villagers in their communities.

Community calendars and social organisation

Explain to the students that the next section examines how community mapping and calendars were used with a real community as part of a community development planning activity.

Ask them to begin reading.

In the previous section, we looked at the mapping of community resources. In this section, we will examine the ways that people organise themselves and use the natural resources.

Gathering knowledge of this kind can be done through careful observation and questioning. Having this knowledge about a community can assist us with planning and initiating development projects.

The information in this section is presented as a case study of a village in Central Province.

The case study presents the information as a community profile under seven main headings. Diagrams are also used to explain some headings.

1. Household livelihoods
2. Government services
3. Village organisations
4. Human resources
5. Views of wellbeing
6. Food security
7. Views of the past and future
Case study  
*Rarai Village, Kairuku-Hiri District, Central Province*

Overview of the village

Rarai village has 125 households located thirty minutes inland from Bereina in the western end of Central Province. Thirteen clans make up the village population of 1024. The chieftain system is strong as shown by the presence of seven chief houses. Common economic activities are trade stores and cash crops.

![Village Map of Rarai](image)

Figure 7: Rarai Village map. Source: *Papua New Guinea Human Development Report, 1998.*

1. Household livelihoods

The major form of livelihood is breadfruit and vegetable gardening, especially pitpit and greens. Hunting pigs and birds for abus is a significant activity year round. Fish and prawns supplement the diet. Fish is available June through December and prawns are available January through May.

The primary income sources are selling betel nut and mustard. PMVs are the second source of income, followed by trade stores. Vanilla farming was recently introduced. Small-scale logging was carried out but was mismanaged so only individuals with their own sawmills benefited. The villages voiced a need for training in simple book keeping. Some operators do not know if they are making a profit or not. Villagers indicated needs for technical assistance, a marketing system for the products, and credit support.

*A comparison example-Livelihoods of students. Think of the ways students at this college survive. List the different ways that some students maintain themselves and a minimum standard of living.*

*What are the main difficulties faced by students who live away from home?*
2. Government services

Transportation – The government built a road into the village in 1970 after community protests. However, crops were bulldozed for the road. Since then, the villagers allege that the government neglects to maintain the road. During the rainy season the road is washed away. When this happens a carrier is payed to carry items across the road from the village. Villagers have asked their councillor to seal the road and do proper drainage.

The village has four trucks that go to Port Moresby every day to market produce. They also have two cars to travel to the health centre or within the village. All transport is available for a fare.

![Village organisations in Rarai](image)

Figure 8: Village organisation in Rarai. Source: *Papua New Guinea Human Development Report*, 1998.

 aspiring_box

1.3 Activity 3

Make a Venn diagram (using the example above as a guide) of social organisations at this college.

How could this type of graphic be useful for community development?
Health – Health care is provided through the Catholic Church Health Centre (CCHC) and the Government Health Centre (GHC). Although the GHC is closer, the people prefer the CCHC because the service is better. Its main problem is a shortage of health supplies. The community would like to have a dispensary located in the village and they have two retired nurses who could operate it.

Education – The Elementary School, Rarai Community School, and Rarai Catholic Community School provide education through the primary level. Locals are generally satisfied with the education system.

Water Supply – A solar water pump was installed at the beginning of 1997 but broke down the same year because no one maintained it.

3. Village organisations
The most influential village system is the Chief Association. Second are the Business Group and the Village Development Committee. Local-level government councillors are taking over the decision-making from the Chiefs. The Chiefs feel threatened so there is a power struggle between these two groups. Villagers question the respective roles of each. They also do not understand the role of the Village Development Committee.

The Catholic Church has a very strong influence. Under it are the Youth Group, the Catholic Mother’s Group, Women’s Group, Liturgy Group, Legion of Mary Group and Bible Group.

Stop and question the students to find out what they think could be done here.

What are the roles of the Local Level Government Councillors and Customary Chiefs?

4. Human resources
Population – The population is divided quite evenly, one-half female and one-half male. The youth and children account for 56 percent of the population.

What is the significance of this statistic? Discuss.

Education – There is a relatively high level of education and literacy in this village. Nearly half the population (46 per cent) has received education. All villagers speak English well because they attended mission schools. The lapun chiefs also read and write.

Skills – Gardening is the most significant activity for both men and women. Hunting and fishing are common skills among men. Making bilas for traditional singsings and bilums are skills known to

both men and women.
Modern skills include pig and poultry farming and cash crop production. Other skills such as use of traditional healing witchcraft and magic are still active.

### 1.3 Activity 4

The diagram of daily tasks explains the different roles of men and women.

Explain how a profile of women and men’s work could be useful in community development planning.

How could you gather such information?

### 5. Views of wellbeing

Gutpela Sindaun Tru, Gutpela Sindaun, Sindaun I Orait, and Sindaun Bagarap. The villagers did not want to discuss their views of wellbeing. Two positive aspects were adequate income-earning activities and strong chieftain leadership.

### 1.3 Activity 5

From what you have read so far about these people, list areas of concern and wellbeing that they might agree with.

### 6. Food security

The food calendar starts with planting during the months of December through March during the wet season. Harvest occurs from September through November during the dry season.

Greens are plentiful throughout the year. Breadfruit, sweet potato, banana, corn, and greens are the main staples. Hunting pigs is common throughout the year. The people buy rice when they have the money.
Figure 10: Seasonal Calendar of Rarai  Source: *Papua New Guinea Human Development Report,* 1998.

**1.3 Activity 6**

*What is the purpose of a seasonal calendar?*

*Does your village use one? If so please explain the main differences to the calendar of Rarai.*

*This is a food calendar, list the activities you would expect to find on a general Community Calendar.*

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**7. Views of Past and the Future**

For views of the past, refer to the Timeline of Rarai.

The main problems perceived by the community are water shortages due to drought. The St Joseph’s River is polluted from the Tlukuma gold mine so villagers are prohibited from drinking or fishing. Fish are also dying off. People do not know how to get help about this. This contributes to diarrhoea in both the young children and the adults. Skin problems and ringworm are on the increase due to no toilets. Women say they do more than their fair share of work and they want the men to share the responsibilities.

The villagers want a dispensary built with outside help and they will staff it. They have protested to the government about the state of their road and want it sealed.
There are many ways to earn a living but they cited lack of technical support, credit and market outlets as the main problems. Young people do not think the chiefs understand their needs. They also see the power struggle between chiefs and councillors as an obstacle to harmonious living.

![Timeline of Rarai](image)

**Figure 11:** Timeline of Rarai. Source: *Papua New Guinea Human Development Report*, 1998.

### 1.3 Activity 7

*Why do you think the Prehistory began in 1887?*

*What value could there be in the community looking back in their past before the first Europeans arrived?*

*Explain how this could be useful to helping solve some of their present difficulties.*
Additional Activity

Use this activity with students who go on Teaching Practicum.

Read and discuss carefully with the students.

1. This profile of Rarai Village was written after careful observation and questioning.

Prepare a set of questions, which you could ask of the community where you do your next Teaching Practicum.

Use the headings and look carefully at the type of information gathered to make the Raria profile.

Once your profile is complete, choose one of the following to do with the community:

- Community Calendar
- Timeline or
- Community Map.

(Refer to Module 1.2 Appendix 2 An Informal Listening Survey and Appendix 1 Community Calendars and Appendix 2 Community Survey Questionnaire)
Topic 2: Community Action Groups

Objective

Through this topic students will be able to:

- Describe the purpose and function of a Non Government Organisation (NGO) and a Community Based Organisation (CBO)
- Become aware of the operation and activities of different NGOs in PNG

Resources

- Student Support Material book
- A local Non Government Organisation (NGO) spokesperson
- Module 1.2 Community Development Skills

What is an NGO?

Discuss the nature, function and makeup of a typical NGO

Allow time for questions.

Explore the difference between a CBO and an NGO.

Refer the students to the section in the Student Support Material book – “What is an NGO?”

Allow 10-15 minutes to read.

The term NGO stands for Non Government Organisation, and was first used in 1995 in the UN Charter.

Today it is commonly used to stand for any organisation that is not from the Government or Business world. Some NGOs are set up specifically to work in Papua New Guinea, and operate nationally like the National Volunteer Service (NVS), while others are regional or local providers like the East Sepik Council of Women (ESCOW)

Source: Kaindi Snaps
Many NGOs are International organisations with offices in many countries including Papua New Guinea. Volunteer Service Overseas (VSO), Save the Children Fund (SCF), and World Wildlife Fund (WWF) are three examples. There are many names for different types of NGOs which you may come across. Here are a few of the more common ones:

**CBO** – Community Based Organisations: usually small and dedicated to a particular issue or service. Examples could include: youth and church groups.

**NNGO** – Northern Non Government Organisation: North is used to describe developed countries and so organisations from this group would include – Save the Children Fund, Oxfam, Red Cross and World Vision.

**SNGO** - Southern Non Government Organisation: South is used to describe developing countries and so organisations from this group would include: NANGO (National Association of NGOs, Fiji Women’s Crisis Centre and NVS)

**Features of NGOs include:**
- Non bureaucratic
- Flexible and often responsive to change and local needs.
- Small and often voluntary
- Grass root and often poorly funded
- Often referred to as not-for-profit organisations
- Often funded to work in specific areas of development e.g., SCF – works in the area of women and children’s health, VSO – specialises in sending volunteers from Britain to work overseas on local wages, Greenpeace - focuses on environmental protection.

*NGOs are often set up to provide services in communities where governments do not or cannot operate. For example, health care in isolated communities.*

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**Set-up buzz groups and encourage the students to discuss answers to the following focus questions:**

*Why do NGO’s exist?*

*In what areas do they work?*

*Why do NGOs value their independence?*

**Significant NGOs that operate in Papua New Guinea**

Ask the students to turn to the Appendix 3 and refer to the letter example in Topic 3: Donors.

Encourage students to write to an NGO listed asking for information about:

*What work it is involved with in PNG?*

*What is its mission statement?*

*Where it gets its funding from?*

*What projects or activities it supports?*
NGOs such as the drama troupe shown in Figure 12 bring serious messages such as Population Education, HIV/AIDS, and Forest Protection to remote communities many of whom may be illiterate. Their message is often conveyed with humour.

Why do you think that drama troupes such as the one shown in Figure 12 are effective in awareness raising in Papua New Guinea and other parts of the world?
Topic 3: Working with Donors

Objectives
Through this topic students will be able to:

- Write a project proposal on behalf of their community
- Write a letter to a prospective donor

Donor support for a community development project

Introduce this section by explaining that there may be situations when a teacher in a community might be called upon to assist a community group or school with a Project Plan and Proposal.

Ask the students to list the possible situations where teacher support could be called for and give examples.

Share and discuss the findings.

Examples given could include:
- Business letters (see Appendix 4 Sample letter)
- Writing proposals to donors
- Writing reports
- Writing letters to Members of Parliament or to the editor of a newspaper.

Refer the students to the Student Resource Book and the section Getting Donor Support. Discuss the importance of knowing the requirements of donors, how to be precise.

Getting donor support for a project

Donor support for community development is important in PNG in situations where communities CANNOT DO A PROJECT OR SOLVE A PROBLEM WITHOUT OUTSIDE HELP.

Donors assist in many ways:

- Infrastructure support
- Training
- Institutional development

Figure 13: Small scale business. Source: Kaindi Snaps.
As a teacher, you may be asked to assist the local people with:

- Writing a letter to attract the interest of a potential donor (See Appendix 4 Sample Letter)
- Writing a project proposal
- Visiting and speaking with donors about a community project once a donor has been found that might assist a community

In whichever way you assist the community you must communicate your community’s interests as concisely and as accurately as possible.

Look at Figure 13 which shows a small business enterprise. This sort of activity is generally not supported by aid and development donors. However, if the business was able to prove that it benefited the community in specific ways it may get donor support.

In what ways could the owner of this business change his operation and attract donor support?

Ask the students to refer back to the Community Profile of Rarai Village. They will be using this profile as a Funding Case Study for a Community Development Project.

Put the students into small project planning groups. Ask the groups to consider what they think are the most urgent community needs at Rarai Village and in small project groups to decide on one problem and develop a project proposal. Ask them to imagine that they have been chosen by Rarai community following a community meeting to develop a project proposal and seek donor support to help solve this problem. They are the project committee. They are to read the donor’s criteria set out in Figure and determine if their project fits with the donor’s requirements. If it does not they are to write their proposal in such a way that it does fit.

Question the students to make sure each group has a real project proposal from Rarai village.

1.3 Activity 8

You have been chosen by the Rarai community to be their project committee. There has been a community meeting which has identified one major community problem. As a group read the following instructions and questions to help you develop the beginnings of a project proposal.

1. Read the donor’s criteria for granting funds. Refer to the Small
Discuss and answer these questions in your project groups:

- **What types of projects are likely to appeal to the donor?**
- **What does the donor require from you?** (Project committee from Rarai Village)
- **What will the donor NOT fund?**
- **Does the Rarai Village project fit the donor’s requirements? If it does not, how can you write your project proposal in such a way that the donor will be attracted to your project?**
- **What parts of your project proposal should be specially emphasised to appeal to the donor interests?**

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**SMALL PROJECT FUNDING APPLICATION FORM**

**Please Read Carefully**

As part of the X Government’s Official Development Assistance programme, the X High Commission in Port Moresby is able to make grants for small projects throughout Papua, New Guinea.

The information below will help you decide if your group should complete an application form for funding assistance from the X Government.

If you do fill in the form, we will look at your application carefully, but please remember that our funds are limited. We would like to help, but we can approve only a small number of the applications we receive.

**Who We Can Help ~**

- Community groups, Women's group, Youth groups, and business groups who want to apply for a grant for a small self-help project. (NOTE: We do not make grants to individuals);
- Groups who put some of their own money, and/or labour into the projects, and have difficulty getting finance from commercial banks.

**The Sorts of Projects We Can Help**

- Projects, which improve living conditions, e.g. water supply projects;
- Projects, which generate some money for the community, especially in rural areas, e.g. agriculture projects;
- We can sometimes give books to community and school libraries;
- Projects which help women;
- We can only provide funds for equipment and materials.
Priority will be given to projects where the applicants have made a significant contribution themselves, in labour, materials, and/or cash, and to projects in remote areas.

What We Cannot Do
- We cannot make general donations;
- We cannot give funds for evangelical purposes, instruments, or uniforms;
- We prefer not to support building projects, nor projects involving already established commercial industries.

If we agree to help your group with their project, your obligations to us will be:
- To meet all ongoing costs of the project (fuel, labour, maintenance, etc.);
- To provide reports to the High Commission every six months on progress with the project.

If you believe you qualify and would like us to think about helping your group, please fill in the attached form and return it to us.

Thank you.

NOTE: The maximum assistance we can provide under this project scheme is K5,000. The normal size of projects we assist is K1,000 to K3,000. If you require more than K5,000 for your project, your application will need National Government support.

To make an application for amounts over K5,000 complete this form and return it to us. We will assess it in conjunction with the PNG Office of National Planning.

Figure 14: Donor application form

1.3 Activity 9

If the donor's criteria and your needs match then begin writing a Project Proposal.

Refer to the Section ‘What to do’.

For this exercise just complete Section B YOUR PROJECT.

Share you Project Proposal with the whole group.
WHAT TO DO

BEFORE APPLYING FOR FUNDS
Make sure that you have a written PLAN for your project. This plan should be written in CLEAR, PRECISE language, and should be written in English wherever possible.

WHAT SHOULD THE PLAN INCLUDE?

A. YOUR ORGANISATION
Write a statement about your organisation and its goals. If you have a Mission Statement, then use it. You will need to answer such questions as:

- How old is your organisation?
- Are you urban or rural, voluntary or paid?
- Who are you linked with? For example, a church, a national group or international agency such as the UN.
- How big is your organisation?
- What other activities are you involved with?
- What successful projects have you run before?

You should ensure that everyone your project will affect has been consulted and their views are taken into consideration. For example, if the project is to work with youth, then their ideas and views must be noted and they should be involved in the development of the project wherever possible.

ii. Financial issues
If you already have a bank account, you should state this.

When writing up your budget, make it as clear and precise as possible. Put how you arrived at the sum needed. For example, if it is a literacy project and you need books put something like:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per unit</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 books</td>
<td>25.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Travel costs for trainer</td>
<td>20 journeys @ 30K</td>
<td>600.00</td>
</tr>
<tr>
<td></td>
<td>Grand total</td>
<td>850.00</td>
</tr>
</tbody>
</table>

Remember to be realistic in your demands for funds. Also, it is important to remember that many donors do not like to pay recurring costs, for example, staff salaries, as this will be difficult to fund in the future. It is easier to get funds for equipment or training.

- Do you have a Board and when do they meet? Do you have elected members? You should name at least the Chairperson, Treasurer, and Secretary.
- How are decisions made?

B. YOUR PROJECT
In your plan you will need to cover both the activities and the financial areas.

i. Activities
You need to put clearly what needs you are addressing with your project and answer such questions as:

- What are the issues that you are trying to address, who is your target group?
- How did you identify the issues?
- Who was involved in the identification of these issues?
- How are you going to address the needs? What will your activities be? Try and be specific, who/what do what, when?
- How many people will benefit from your project?
- What is the final outcome of the project?

iii. Monitoring
It is very important to monitor your project. This means not just being able to show how you spent the money, but how effective your project has been. You will need to say how you are going to monitor progress. This means keeping written records showing the progress you have made. You will need to visit the project regularly to make sure activities are taking place.

POINTS TO REMEMBER!

- Read the form carefully and follow the instructions, it might say write in black ink or do not send by fax. It is important to do exactly what the form says.
- If you do not understand the words find someone who does or ring up the Donor and ask them what exactly they want to know.
- Try and be very precise in what you write, get straight to the point and do not write too much.
- Write it out on rough paper first and get someone else to check it before you fill in the completed form.
**A school project plan**

(This activity could be used as an assessment task.)

Discuss with the students that this exercise will help them with planning a real situation in their school or community.

**Scenario**

Your local school needs a supply of fresh, clean drinking water for the children and staff.

1. Think of your likely community. Draw a resource map of the community (use the models in this module to get ideas) From the map identify the resources your community could use for the project.

2. **Make a mind-map of all the resource people with skills who could support the project.**

3. Using the Small Project Application Form and the section **WHAT TO DO** write a **project plan** to provide a water supply for a primary school that you are working at.

4. **Use the Sample Letter as a guide and write you own letter to a Donor requesting Funding Application Forms. (See Appendix 3; Donors)**

5. **Planning Guidelines**

   A. Your organisation
      - You are a group of teachers from a primary school
      - You have the support of the school’s Board of Management and the principal

   B. Your project

      **Activities**

      You must come up with the most practical answer to the problem. It should involve as many people from the community as possible and there should be the chance for local youth to learn new skills.

      **Financial Issues**

      Your group will have to cost all the expected materials from a local Hardware Store. This should be in the form a quotation.

      Be prepared to present your plan to the whole group for appraisal
Topic 4: Working with the Media

Objectives
Through this topic students will:

- Examine the role of the media as a community resource
- Explore ways newspapers can be used as a teaching resource

Resources

- Copies of PNG newspapers
- Student Support Material book

The media

Discuss with the class what the media is and ask for examples.

Under the headings: Newspapers, TV, Radio, - discuss and list ways the media assists communities.

In small groups ask the students to look through copies of available newspapers for articles which:

- Provide local/regional news articles
- Cover international stories
- Are public notices or community notices
- Are inspirational local news stories

Report back and share selections
Ask the students to discuss what parts of the newspaper are most useful and interesting to them as teachers.

- share thoughts

Ask the students to read the following:

Source: Living in a changing society, NDOE, 1993
In the past people only needed news about their own community but today people want news about a much larger community and this often includes world news. This information comes through the media. Newspapers, radio, television and the internet are examples of the media. The media often have much influence on what information is available to people, how much is given and it is presented for people to understand. The media’s interpretation of news can affect what people think and can influence actions. The media has a great responsibility to report news accurately and impartially if it is to serve the needs of the people.

Figure 15: The media. Source: Living in a changing society, NDOE, 1993

After discussing the above cartoons, talk with the students about honest and balanced reporting and ask for examples. Discuss the notion of cultural bias and the affects of foreign television programmes dominating Papua New Guinea TV.
A community tok save

Discuss with the class the purpose and value of a community tok save. List all ideas and lead into the following activity which could be used as an assessment task.

**Purpose:** A group or individual activity – to create a community tok save using Community Development and Expressive Arts skills.

**Materials** – a large sheet of art paper per group; paints, crayons and felts.

**Design brief** – Create a community tok save which can be a model for further tok saves for your school.

What to include:

- An advertisement for a volleyball tournament at school between parents and teachers.
- A health message relating to well-being of students.
- A poem, which has a PNG, flavour.
- A puzzle
- Cartoons throughout the newsletter
- Elements of design – borders, shading and lines and complementary colours.

When completed display in class.

As an additional activity the students could be encouraged to build a community notice board in the school community of their next teaching Practicum.

---

**A Community Tok Save.**

Figure 16 and 17 are examples of tok saves produced by primary school teachers to promote school activities.

*How could you use a tok save to communicate with parents?*
Newspapers as a teaching resource

Ask the students to think of the newspaper as a teaching and learning resource.
Refer the class to the section in their Resource Book entitled Newspapers in Education.
- allow time to read through and talk about the activity examples
Set the students the task of creating a teaching activity for a subject of their choice for Lower and Upper primary school children.
And then one activity for college students.

Newspapers in education

Any of the weekly or daily newspapers published in Papua New Guinea can be used with students and provide a rich source of teaching and learning activities. Newspapers are also cheap and readily available.

In a multi-grade class, newspapers offer a variety of activities for children to work individually or cooperatively with more able or older children assisting younger or less able children.

Some teaching ideas which integrate Community Development and other curriculum areas.

Expressive Arts
The front page can be used to provide examples of:
- Layout
- Design
- Use of graphics and fonts and
- Complementary colours
- Making things from the newspaper and using newspapers as a construction material
- Following directions and instructions
Language

- Examples and models for writing feature stories
- Modelling of sentence and paragraph writing
- Writing captions for photographs
- Writing alternative news stories for given headlines
- Writing news stories for a given photograph
- Writing a headline for an untitled photograph.
- Write a story to accompany a photograph as it might appear in the newspaper.
- Write a story or draw a picture to explain a Headline.
- Summarising the main points from an article or news story
- Writing a ‘Letter to the Editor about an issue raised in the paper
- Replying to a Letter written to the Editor.
- Creating an advertisement for a product – using the examples in the paper as models
- Studying the language of persuasion used in advertisements
- Practise reading tables, contents and charts
- Practise writing an application for a job from the Situations Vacant Section
- Writing word lists on a topic or subject
- Construct a crossword or a word find for a topic being studied
- Use (list words) to create a crossword or Word Find
- Write clues for words
- Interpret a cartoon

Why is it funny / not funny
What’s happening
Write a caption
Create a cartoon.
Mathematics

- Measuring the perimeter of rectangular advertisement
- Drawing and cutting geometric shapes
- Budgeting using the cost of products listed for sale
- Currency conversions using the exchange rate from the Business page.
- Reading tables and charts and finding information from these. For instance: tide times and Television timetables.
- Use the information on Bank Interest Rates and write some problems for the students to calculate

- Ask the students to write their own problems for classmates to answer.
- Remind them that they MUST have answers to the questions they write.
- Create an advertisement for a product and include all costing
- Using advertisements, develop activities that give students practice with real calculations.

For example:

- How much for both forklifts?
- If Ela Motors gave 10% discount how much would you save on each machine?
- If a company wanted to buy 3 smaller forklifts, how much would it cost them?
- How many larger forklifts could you buy for 1 million kina?

- Recipes and cooking
  - Work out proportions
  - Calculate cost
  - Budget
  - Make
Social Science
Discussion from current events – international and national

- Mapping skills – locating international news stories on the world map. Discovering: country and capital cities

- Fact finding on countries. For example: capital, currency and exchange rate relative to PNG, language and political set-up

- Researching Headlines. Cut headlines out of the newspaper and ask the students to investigate more about the country, organisation or issue

Community Development

- Discussion and debate of articles on Regional Community Development News

- Collection of articles to create a data base of material

- Writing and interpreting Letters to the Editor

- Using the layout of the paper to get ideas for a Community Tok Save

- Studying commodity prices for cash crops and discussing the implications of lower world prices for crops such as coffee and copra

- Following international news stories such as the increase in oil prices and following – up with discussions and predictions as to the consequences for different communities in PNG

- Research Headlines, write articles for headlines, draw pictures for headlines
Science

Questions to encourage reading and interpreting tide times and weather forecasts

- Compiling an environmental news file over several weeks
- Examination of 'Situations Vacant' for science related employment
- Use advertising techniques and write a 'For Sale Notice' for a mangrove swamp or coral reef - promoting all the good and valuable features

FOR SALE
MANGROVE SWAMP
UNIQUE OPPORTUNITY, BE IN QUICK
THIS ONE WILL BE SNAPPED UP QUICKLY
Excellent condition
Great breeding ground for fish and crabs
Good fishing available on the **in **tides and a limited amount of timber to be harvested sustainably.
Interested?
Contact High Tide Investments

Spiritual and Moral Education

- Write an obituary for yourself
  - How would you like to be remembered?
  - List your qualities –the qualities you would like to be best remembered for.
  - What quotes from the Bible are special to you?
## Glossary

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Groups / network agents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Passing messages from one person to the other by phone, letters, oral, etc.</td>
</tr>
<tr>
<td>Community calendar</td>
<td>Activities in the community in a year.</td>
</tr>
<tr>
<td>Community development</td>
<td>People living together making choices based on the needs of the community.</td>
</tr>
<tr>
<td>Community development workers</td>
<td>Facilitators of development in the community.</td>
</tr>
<tr>
<td>Community leader</td>
<td>A leader in the community, usually elected by the people.</td>
</tr>
<tr>
<td>Community</td>
<td>A group of people living together or have something in common.</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>To be able to discuss and find solutions to problems.</td>
</tr>
<tr>
<td>Culture</td>
<td>Traditions, society, beliefs, art and language of a group. Is changing all the time.</td>
</tr>
<tr>
<td>Developed countries</td>
<td>Countries with high standards of living usually judged by the level of GDP.</td>
</tr>
<tr>
<td>Developer</td>
<td>One who develops.</td>
</tr>
<tr>
<td>Developing countries</td>
<td>Countries still under developed low levels of GDP, and high levels of poverty.</td>
</tr>
<tr>
<td>Development</td>
<td>People making choices based on values and merits of change.</td>
</tr>
<tr>
<td>Donor agents</td>
<td>Organizations which help financially or with resources for those in need.</td>
</tr>
<tr>
<td>Environment</td>
<td>Surroundings or things that are around us - can be natural or created.</td>
</tr>
<tr>
<td>Environmental sustainable development</td>
<td>Preservation of environment for future use.</td>
</tr>
<tr>
<td>Equality</td>
<td>Having an equal amount, being equal.</td>
</tr>
<tr>
<td>Facilitation</td>
<td>The process to be able to lead, guide etc.</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product - the value of all goods and services produced for final consumption and for investment within an economy during a year.</td>
</tr>
<tr>
<td>ILO</td>
<td>International labour organisation.</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Roads, electricity and water supply, health services, etc. Which are necessary for the efficient operation of the economy.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Someone who has status and qualities of being a leader.</td>
</tr>
<tr>
<td>Media</td>
<td>Information usually offered to the community through newspapers, television and radio.</td>
</tr>
<tr>
<td>Mediation</td>
<td>Liaise with developers or different groups of people about common problems.</td>
</tr>
<tr>
<td>Network</td>
<td>Sharing ideas or different ways of communicating.</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-government organisation.</td>
</tr>
<tr>
<td>Participation</td>
<td>Actively involve in any development or decision-making.</td>
</tr>
<tr>
<td>Participatory development</td>
<td>To be able to contribute ideas/ decision-makings in the development of a community.</td>
</tr>
<tr>
<td>Poverty</td>
<td>Lacking or not having enough to sustain basic human basic needs.</td>
</tr>
<tr>
<td><strong>PRA</strong></td>
<td>Participatory Rural Appraisal - a method or series of approaches for working with communities.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Problem identification</strong></td>
<td>To be able to identify problems.</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>To be able to solve problems which often involves a process or types of thinking.</td>
</tr>
<tr>
<td><strong>Prosperity</strong></td>
<td>Richness and success.</td>
</tr>
<tr>
<td><strong>Relationship</strong></td>
<td>Sense of belonging, identification.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>To find out problems and make solution.</td>
</tr>
<tr>
<td><strong>Resource</strong></td>
<td>Anything that can be used to help satisfy needs and wants - these include: natural resources (such as land), human resources (labour and enterprise) and manufactured resources (capital and consumer goods).</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Duty statement or tasks.</td>
</tr>
<tr>
<td><strong>Sense of belonging</strong></td>
<td>A sense of identity.</td>
</tr>
<tr>
<td><strong>Sovereignty</strong></td>
<td>Countries or people which have powers over certain things.</td>
</tr>
<tr>
<td><strong>Subsistence</strong></td>
<td>To sustain or to maintain or to uphold.</td>
</tr>
<tr>
<td><strong>Sustainable economic development</strong></td>
<td>Income generating projects for future use.</td>
</tr>
<tr>
<td><strong>Sustainable</strong></td>
<td>To be able to look after now for future generations.</td>
</tr>
<tr>
<td><strong>Third World</strong></td>
<td>Developing countries.</td>
</tr>
<tr>
<td><strong>Under-development</strong></td>
<td>Countries still developing.</td>
</tr>
<tr>
<td><strong>UNESCO</strong></td>
<td>United Nations Education Science and Culture Organisation.</td>
</tr>
<tr>
<td><strong>WWF</strong></td>
<td>World Wildlife Fund.</td>
</tr>
<tr>
<td><strong>WTO</strong></td>
<td>World Trade Organisation.</td>
</tr>
</tbody>
</table>
Appendix 1: Community Calendars

Gathering information about your community

In this section encourage the students to think of other ways they can collect information about their community.

Refer them to this section in the Student Support Material book and try to link with the Community Resource Map.

Use this as a guide for making your own community calendar or for writing a community survey. Select the most appropriate questions to ask your community.

Remember village people are generally busy so restrict yourself to a few questions for each category.

1. Community living

Ask who, why, when, where, how and what about the following:

- **Their village:** e.g. clan, village, chiefs, sorcerers, ancestors, totems, spirits, magic, fighting, sports, houses/shelter, journeys, farewells, welcomes, return, visitors, strangers, white people, etc.

- **Work:** e.g. cooking, sewing, and knitting looking after animals, looking after children, collecting firewood, cleaning the house, gardening, hunting, fishing, house building, canoe building, fence making, marketing/trade, cutting sago, making tools, making costumes, making musical instruments, making clay pots, making bilums/baskets, carving, weaving, etc.

- **Community activities:** e.g. types of meetings, community leaders, different groups in the community and what they do to help the community, community work, fund-raising, etc.

- **Recreation:** e.g. playing games, telling stories, visiting friends, canoe racing, having parties, dancing, singing, playing music, etc.

- **Life events:** e.g. birth, babies, children, initiation, youth, manhood, womanhood, courting, bride price, marriage/weddings, elders, death/funerals, etc.

- **Ceremonies:** e.g. feasts, singsing, songs, dance/movement, music, drama/mime, exchange, etc. Religion: missionaries, church, Christmas, Easter, Bible stories, etc.

- **Outside events/celebrations:** e.g. independence, provincial and town shows, Hiri Moale, sporting events, cultural events, national and international days e.g. World Environment Day, etc.
- **Historical/past**: e.g. famous people, famous events, war victories/defeats, origin of village, creation, disasters, etc.

2. Environment and traditional understanding of it

Ask who, why, when, where, how and what about the following:

- **Physical features, layout and important places in the local environment.** e.g., volcanoes, rivers, mountains, valleys, trees, plants, jungle, swamp, flowers, animals, food, fruit, coconuts, betel-nut, heaven, sky, birds, insects, sun, moon, stars, eclipses, sea, fish, air, fire, earth, water, etc.

- **Events that take place in the local calendar.** e.g. seasons, winds, rain, storms, thunder, lightning, earthquakes. drought, flood, etc.

- **Environmental knowledge** (e.g., winds, seas, plants, stars, animals, the Sun) that determines activities in the community.

- **Looking after resources in the Environment in the past and how it is changing now.** e.g., gardening, hunting and fishing methods, etc.

3. Beliefs

Ask who, why, when, where, how and what about the following:

- **Values/emotions**: e.g., friendship, enemies, respect, sharing, responsibility, cooperation, kindness, helping others, happiness, love, sadness, fear, loneliness, sorrow, etc.

- **Spiritual**: e.g., Prayer, ancestors, religion, etc.

- **Worship**: e.g., places of worship, different churches, church leaders, different ways of worshipping, worship songs, etc.

- **Magic**: e.g., for gardening, for protection, etc.

- **Cultural**: e.g., masalai, tambus, mythological creatures and monsters, etc.
4. Art and craft
Ask who why, when, where, how and what about the following:

- **Art**: e.g., the meanings and uses of the designs and patterns that were produced in the community now and in the past, face painting, tattoos, pictures, etc.
- **Craft**: e.g., weaving, pottery, house building, making tools, making things for tourists, etc.

5. Music, dance and drama
Ask who why, when, where, how and what about the following:

- **Songs**: e.g., songs for babies, children's play songs, welcome songs, feast songs, songs sung at special times, secret songs, etc.
- **Musical instruments**: e.g., rattles, drums, shells, flutes, kundus, guitars, ukuleles, etc.
- **Dance**: e.g., traditional dances, modern dances, creative dances, bilas, costumes, dances for ceremonies or special occasions, etc.
- **Drama**: e.g., traditional & modern dramas, costumes, when performed, mime, etc.

6. Health
Ask who why, when, where, how and what about the following:

- **Important health issues in the local community?** For example, clean water, washing, looking after our bodies, how rubbish is disposed, how children are kept happy and healthy.
- **Sickness**: e.g., common diseases, treatment, etc.
- **Medicines used in the past and present;** e.g., leaves, roots, tablets, etc.
- **Who heals people?** For example, village healers, aid post workers, doctors, nurses, etc.
- **What are the names for body parts**: e.g., hand, sore, leg, head, nose, eye, ear, mouth, teeth, tongue, toes, fingers, etc.
- **Body Care**: e.g., cleaning the body, washing, checking for insects, combing and cutting hair, cleaning teeth, dressing sores, etc.
- **Senses**: e.g., sight, touch, hearing, feel, taste. people who are blind or deaf and how we can help them, etc.
- **Good food:** e.g., which foods are good for us, the importance of green, red and yellow foods and how each colour group helps us. Looking after food, foods that can be dangerous, etc.

- **Safety:** e.g., in the sea, with sharp tools, with small children.

- **Dangerous things:** e.g., poisons, drugs, broken bottles, sharp sticks, tins, thorns, dangerous animals; what they are, how they harm us, how to avoid them, etc.

7. Physical education.

Ask about the following:

- **Important physical skills present and past:** e.g. carrying children, carrying garden foods, carrying firewood, hunting, fighting, sailing, gardening, etc.

- **What work skills do children carry out:** e.g. chopping firewood, spear throwing, canoe paddling, etc.

- **Leisure activities:** e.g. reading, singing songs, talking with friends, going for a walk, etc.

- **Using our senses:** e.g. discovering the world around us through touch, hearing, sight games etc.

- **Body awareness:** e.g. discovering what a child's body can do, etc.

- **Traditional Games:** e.g. string games, water games, etc.

- **Modern games:** e.g. obstacle course; copying games, marbles, hopscotch, skipping, etc.

- **Children's body development activities:** e.g. balance, strength, agility, speed, coordination, etc.

*Source: Culture and community, NDOE, 1997*
Appendix 2: Community Survey Questionnaire

Use the Community Survey Questionnaire and adapt as you wish, to help you gather information about your school community. It is also a useful source of information to supply to a donor in a project proposal.

**COMMUNITY SURVEY QUESTIONNAIRE**

A survey questionnaire may include the following:

### Project site
- Name of community or village
- District/Local level government

### Community portrait
- Cultural Characteristics:
  - Name of culture group
  - Language
  - Number of clans
  - Clan/Head of water source

### Demography
- Number of residential localities of community
- Other populated localities: school, church/mosque, etc.
- Total estimated population
- Population of project site

### Geography
- Distance & access by road
- Distance & access by air
- River in vicinity
- Project terrain is: flat, hilly, mountainous, dry, swampy

### Economic activity
- Smallholder cash crop production:
  - copra, cocoa, coffee, fish marketing,
- garden produce marketing, PMV, poultry project,
- trade store

### Infrastructure
- Village trade stores, fuel supply, depot, outboard motors
- PMV buses, PMV trucks, family cars, work trucks, tractors, permanent buildings, workshops, others

### Communications
- Telephone access, distance
- Radio communications access, distance

### Community services
- Church, community schools, high schools,
- vocational schools, adpostos, health centre
- sub-health centre, NGO

### Community organisation
- Ward number, Local Level Government Area
- Community days
- Active community groups

### Village officials, committees and leaders
- Councilor
- Council committee
- Ward development committee
- Water project chairperson
- Magistrate
- Peace officer
- Women's leader
- Youth leader (male)
- Youth leader (female)
- School board chairperson
- Adpost board chairperson
- Traditional community leader #1
- Traditional community leader #2
- Traditional community leader #3 (female)
- Church leader

Source: *Successful community development*, Liklik Information Centre, 2000
Appendix 3: Donor Contacts

Small scale funding
(Under K5,000)

Pacific Islands Eradication of Poverty
UNDP Small Grants Scheme
PO Box 1041
Port Moresby NCD 121
Phone: 321 2877 Fax: 321 1224
E-mail: Dorothy.Luana@undp.org

Funds for this regional Scheme are from a bilateral source, and are available for the support of women's initiatives in all sectors. The fund is managed through the United Nations System.

UNDP Fund for Violence Against Women
PO Box 1041
Port Moresby NCD 121
Phone: 321 2877 Fax: 321 1224
E-mail: Dorothy.Luana@undp.org

Under this global Fund, grants are available for initiatives that look at developing strategies or pilot activities that advance women’s position against the continued threat of violence against women.

Japanese Fund for Women in Development
PO Box 1041 Port Moresby NCD 121
Phone: 321 2877 Fax: 321 1224
E-mail: Dorothy.Luana@undp.org

Under the administration of UNDP, this global Fund supports employment opportunities and sustainable livelihoods for both men and women through sustainable use of natural resources, specifically: Forestry, marine resources, food security, nutrition, and sustainable tourism.

Norman Kirk Memorial Trust
P.O. Box 1041
Wellington
New Zealand
Phone: +64 4 495 7200 Fax: +64 4 495 7289
E-mail: trusts@dia.govt.nz
Web: http://inform.dic.got.nz / internal affairs / businesses / trusts

The Norman Kirk Memorial Trust, gives small grants (up to $NZ 3,000.00) for community development projects. The Trust does NOT fund the purchase of buildings, salaries, equipment, postgraduate study, travel and administration costs. Note: Application forms are available through the trust and the deadline for all applications is August 31 annually.

German Development Service
(GDS/DED)
PO Box 1862
Boroko NCD 111
Phone: 325 5380 Fax: 325 9377
E-mail: dedpap@online.net.pg
Web: www.ded.de

GDS, offers small grants to NGOs for Consultancy support and training for community groups; material cost for non-profit oriented projects; Institutional strengthening of service delivery organisations; and infrastructural
Medium scale funding  
(Under K50,000)

AusAID Small Activities Scheme  
C/- Locked Bag 129  
Waigani NCD 131  
Phone: 325 9333 Fax: 325 9183

The AusAID Small Activities Scheme is a small discretionary scheme administered by AusAID in Port Moresby that provides funds (max. K40,000.00) for projects that aim to contribute to poverty reduction and achievement of sustainable development at the gross roots level. Proposals should be about helping the community to help themselves and have an emphasis on improving health and hygiene, nutrition, literacy, water supply, youth and women’s activities.

British High Commission  
PO Box 212  
Waigani NCD  
Phone: 325 1677 Fax: 325 3547

The British High Commission administers a Small Gifts Scheme which provides funding (usually in the region of K5,000 -K10,000) for the purchase of equipment to community groups, schools or other institutions engaged in grassroots projects aimed at improving quality of life and the alleviation of poverty.

AusAID Bougainville Community Project Scheme (BCPS)  
PO Box Buka  
Bougainville 355  
Phone: 973 9625 Fax: 973 9625

BCPS is intended to provide small scale development assistance (max. K15, 000.00) to various types of groups and communities across Bougainville. The Scheme aims to help people help themselves in rebuilding after the conflict. Preference is given to proposals that indicate strong commitment by the community in the form of cash contributions for the purchase of equipment/materials, or provision of free labour and bush materials, for the project.

Austrian Service for Development Cooperation (OED)  
PO Box 871  
Mt Hagen  
Western Highlands Province 281  
Phone: 542 1095 Fax: 542 1437  
E-mail: oodpng@online.net.pg  
Web: www.oedwien.org / oedwien / d_main.html

OED offers technical assistance and financial support to organisations involved in community development. Small and medium scale grants are given for the development and production of materials and support for development education.

Canada Fund  
Commonwealth Avenue  
Canberra ATC 2600  
Australia  
Phone: +61 6 286 9977 Fax: +616 869987  
E-mail: lykk@bigpond.com

Canada Fund offers small and medium scale grants to NG0s and CB0s for community development projects.

New Zealand Official Development Assistance (NZODA)  
New Zealand High Commission  
PO BOX 1051  
Waigani NCID 131  
Phone: 325 9444 Fax: 325 0565  
E-mail: michael.show@mfat.govt.nz

NZODA, offers small grants to CB0s for community development and medium scale rants to NG0s for projects and capacity building.

The Papua New Guinea Conservation Trust Fund  
The PNG Conservation Trust Fund is expected to be ready to receive applications during the early part of the year 2000. Small to medium sized grants will be available for community based
environmental programmes and conservation capacity building. Larger grants will be available for biodiversity conservation areas.

**Ford Foundation**

PO Box 2030  
Jakarta 10001  
Indonesia  
Phone: +62 21 252 4073  
Fax: +62 21 252 4078  
E-mail: ford-jakarta@fordfound.org  
Web: http://fordFound.org/about/overseas.html

The Ford Foundation offers grants in the following areas: Economic Development in the field of micro-credit and home ownership; Conservation and Development; and Human Rights.

**International Women's Development Agency (IWDA)**

PO Box 64  
Flinders Lane  
Victoria 8009  
Australia  
Phone: +63 9650 5574  
Fax: +63 9654 9877  
E-mail: iwda@sub.net.au  
Web: http://www.webcm.net/~designer/IWDA/

IWDA's current interests in Papua New Guinea include: Land and resource rights; establishment of an e-mail network; and humanitarian work in Bougainville.

**MacArthur Foundation**

(The John D. and Catharine T. MacArthur Foundation)  
World Environment Resources Program  
140 South Dearborne Street  
Chicago, Illinois 60603 - 5285  
U.S.A.  
Phone: +1 312 726 8000  
Fax: +1 312 920 6258  
E-mail: answers%macfdn@mcimail.com  
Web: http://www.mcicfnd.org/programs/gss.htm

The MacArthur Foundation offers grants to organisations for work that promotes legal protection of Environmental Biodiversity, improves reproductive health and addresses the issue of HIV/AIDS.
Habitat for Humanity
PO Box 3804
Lae
Morobe Province 411
Phone: 472 0113 Fax: 472 3513
E-mail: hfhpng@online.net.pg
Web: www.habitat.org

Habitat for Humanity offers technical advice and materials for the development of community housing schemes.

ATprojects
PO Box 660
Goroka
Eastern Highlands Province 441
Phone: 732 3278 Fax: 732 1458
E-mail: uwo.invest@global.net.pg
Web: www.global.net.pg/otproject/
Rural Development Radio Network
Callsign: P2G229 Selcall:8001

ATprojects is a Goroka based NGO which works with communities, other NGOs and the Provincial and Local Governments in the Eastern Highlands Province. It's aim is to enable rural people to develop and use skills and technologies which give them more control over their lives and which contribute to the sustainable development of their communities.

ATprojects is a technical based NGO and is able to offer assistance in the following fields: Water Supplies, building, small industry development and communications (Rural Development Radio Network).

European Union - Islands Region Environmental and Community Development Programme (IRECDP)
PO Box 933
Kimbe
West New Britain Province 621
Phone: 983 5464 Fax: 983 5852 E-mail: irep@datec.com.pg

IRECDP, offers technical support for environmental and community based forestry programmes in the Islands region, Madang and Morobe Provinces.

Lutheran Development Services (LDS)
PO Box 291
Lae
Morobe Province 411
Phone: 472 1122 Fax: 472 1056
E-mail: bergmann@elcpng.org.pg

LDS offers technical advice and materials through: rural agriculture courses; and the Yangpela Didiman programme.

Foundation for People and Community Development (FPCD)
PO Box 1119
Boroko NCD 111
Phone: 325 8470 Fox 325 2670
E-mail: fpcd@datec.com.pg

FPCD, offers technical support through the following programs: Awareness Community Theatre; EcoForestry; Grassroots Opportunities for work (GROW Madang); Conservation and Development; and literacy and Awareness Development.

Pacific Heritage Foundation
PO Box 546
Rabaul
East New Britain Province 611
Phone: 982 1316 Fax: 982 1317
E-mail: pheritage@global.net.pg

PHF, works in the Nuigini Islands and Madang Province, working with partner communities to support eco-Forestry enterprises based around wokabout sawmills, conducts litigation on behalf of landowner groups, supports women's development through health education, gender awareness, small scale income generation, and has a programme of volcano rehabilitation in the Rabaul area.

Save the Children Fund
PO Box 667
Goroka
Save the Children Fund, extends services in the following fields: Family Planning and Village Birth Attendants (E.S.P); Outreach to Disabled Children (E.S.P. and Central Province); Children's Rights (National); Literacy (E.H.P.); Elimination of Violence Against Women and Children (E.S.P. and Simbu Province); and Kindergarten Long Peles. SCF also runs a small grants (max K2,000) program for CBOs in rural areas and urban settlements.

**Village Development Trust (VDT)**

PO Box 2397  
Lae  
Morobe Province 411  
Phone: 472 1666 Fax: 472 4824  
E-mail: vdt@global.net.pg  
Web: www.global.net.pg / vdt

VDT, offers technical advice in the field of environmental community based forestry.

**Women and Children's Health Project (AusAID)**

PO Box 807  
Waigani NCD 131  
Phone: 3013727 Fax: 3219710

This project is funded by AusAID and is designed to contribute to significant improvements in the health of women and children in Papua New Guinea. One of the components of the project is Community Based Initiatives in Health Care for Women and Children which is intended to foster community involvement in, and support for, the health of women and children.

**World Health Organisation (WHO)**

PO Box 5896  
Boroko, NCD 111  
Phone: 325 7827 Fax: 325 0568  
E-mail: wr-png@who.org.pg

WHO, is a United Nations organisation providing technical assistance in the field of public health. All enquiries should be submitted to the Secretary for Health.
Appendix 4 Sample Letter

Name                        Your
Address
Organisation               Date
Address

Dear…………………………..,

Your name was given to me by (NAME SOURCE) and I understand that you offer help to groups in Papua New Guinea with women’s programmes, school libraries, youth programmes and income – generation projects.*

I am a member of (NAME YOUR GROUP). We are planning to start a project to (DESCRIBE WHAT YOUR PROJECT WILL DO). Our group will need help with (NAME THE KIND OF HELP YOU NEED).

We would like to know more about your organisation. We would also like to know if your think your organisation would be interested in helping a project like ours.

We have written a short project description which is attached to this letter. We can give you more information if you need it.

If your organisation cannot consider helping us, can you please suggest another organisation which is more appropriate?

Thank you for your assistance.

Yours sincerely,
Additional Activities

**Topic 5: Local stories, beliefs and resource people**

Objectives

Through this topic students will be able to;

- Discuss the importance of traditional stories
- Write feature stories or traditional stories
- Contribute towards the production of a college magazine

Introduction

Refer the students to the section on; Local Stories, Beliefs and Resource People - read. Introduction to Local Stories and Beliefs in their Resource Book.

At the heart of any community are its stories and beliefs which tell outsiders and educate children about who the people are, where they came from, what they believe in, what they value, who they respect amongst other things.

Through this section we will discover ways to interview, record and write about the stories of important people in our community and the stories, which are important to the identity of the community.

The people interviewed may be role models, well-known sports people, elders with fascinating stories to tell, local crafts people, strong, charismatic women and so on.

Discuss and ask the class focus questions such as;

- What are local stories?
- What are beliefs?
- Why are they important?
- What is the difference between a local story and a belief?

Writing feature stories about community people will be the main focus of this section. This will involve the students:

- Acquiring knowledge of feature story characteristics by collecting, analysing and writing them
- Gaining respect and knowledge for community people who may be role models in different areas
- Learning how other people have used their skills and talents
- Learning how to apply questioning and listening skills when interviewing people
Introduce the students to the Planning Form and explain how it works to help them plan and complete their feature story writing.

Use the planning sheet to encourage the students to plan ahead and to work independently on this assignment.

**Feature story planning**

Name:

Date Completed:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contact person</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Set up date for interview</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Interview questions written</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Complete Interview</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Photograph person</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Organise notes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Complete first draft</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Proof read and edit first draft</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Peer to read draft</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Second draft revised and final copy</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Consult with peer</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Display</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Share with others</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Letter of thanks with copy of story to person</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Self evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Use this section to guide the students through the process of writing feature stories about community people OR adapt it and get the students to write their own local stories and beliefs.

Refer to the Section: Guide to writing Community Feature Stories about Community people.
Guide to writing community feature stories about community people

The process of interviewing, recording and writing a feature story can be done in one of two ways:

1. As a whole class activity where the skills are learnt and practiced together
2. Individually where students interview and write their stories independently

Whatever approach you choose is up to you. Consider the confidence and ability of your students

The following approach is for students to work independently – simply adapt this process if you wish to do it as a whole class.

Pre-test / post-test activity

If you wish to find out what your students already know, give them the Pre-test, which is included. Adapt it to suit your needs; you could even use it as the basis for a discussion to open up the topic.

OR

Use a technique such as Round Robin to find out in a less formal way what they know.
(See Module 1.1 for Round Robin instructions)

Feature story pre / post test example

1. Name the characteristics of a feature story.
2. Compare and contrast a feature story with a news story.
3. List 10 people in your community who would make interesting subjects for community feature stories or who might have interesting stories to share.
4. Name at least ten factors to consider in conducting a good interview
5. Explain the considerations a reporter must make in order to write a feature story
6. What are the main points to take into account when one is doing a long-term project?
7. Who would you approach to share with you the traditional stories and beliefs of a community?
8. Who would have good knowledge of the history of the community?
9. How could you use this interviewing and writing activity with your own class?
10. Define these terms:
   - Role model
   - Lifestyle
   - Risk taker
Getting started

1. **Introduction**
   - Before beginning the activity make and display a chart "Feature Story Characteristics!" or refer the students to their Resource Book.
   - At the same time, encourage students to begin looking for well written and interesting feature stories about people, communities, local myths and stories. You should also collect some personality features to use as models in the introduction of this activity.

2. **Modelling activity**
   - Introduce the activity by sharing a few good feature stories.
   - Introduce the characteristics of a feature story and emphasize them in your models. Have students share and identify characteristics in the models they have collected, too.
   - Use a chart, OHT or refer to the Students Resource Book for "Feature Story Leads" to examine the sample story leads.

**Feature story characteristics**

A FEATURE STORY....

- Looks beyond the facts
- Delves into personalities
- States a casual, rather than a formal tone
- Appeals to the reader's five senses: sight, sound, touch, taste, and smell
- Probes into the background
- Struggles with the reasons behind the news; searches for answers
- Involves the reader

A FEATURE STORY may be one of four main types:

• “News background” feature story - Digs into the facts behind a current news event, person, or place. Looks beyond the facts of news story and explores the background facts and opinions.

• "Historical" feature story - Digs into the past and tells readers about the way things were at an earlier time.

• "Profile" feature story - Highlights a single individual, giving readers a profile of that person's character, habits, looks, philosophies, adventures, or misfortunes. Often needs an interview with the subject or close associates. The writer creates a portrait in words. Vivid profiles include the use of descriptive details and direct quotes.

A FEATURE STORY may have the following types of leads:

• Summary - Gives overall details of an event.
• Novelty - Arouses interest without disclosing.
• Question - Starts with a probing question.
• Quotation - Begins with a provocative quote.

A FEATURE STORY may include the writer's opinions as well as facts about the subject.

A FEATURE STORY requires more research and interviews than a news story. It also needs to be more polished and carefully worded.

1. Enthuse the students to write their own feature story leads using the examples given. Encourage the students to make them as humorous as possible,

2. Once written they can present them to the class and then display them for others to read?

Who to write about or
Who may have a store of community stories to share?

Conduct a brainstorming session. Brainstorm the names of local people who:

• Make an impact in your community.
• Create strong public reaction make good feature.
• Have an unusual job, interest, or lifestyle can make a person interesting too.
• Community persons who have done or are doing extraordinary community service
• Are musicians, local performers and arts and crafts people Community leaders including church leaders, councillors, women leaders. Ordinary and humble market sellers may have interesting life stories about their communities
• Farmers and healers - people with local knowledge of traditional medicines
• People who show evidence of being risk takers, and/or are life-long learners.
Homework
Tip: If possible have the brainstorming session on a Friday, and as homework, have students collect more names from friends, church members, or other encounters over the weekend. These people may be able to suggest others who have some of the same interests, passions, or occupations in which the student may have an interest.

From this list the students can choose one person they wish to interview. Encourage the students to work on their own or in pairs if they lack confidence. Make sure they all choose a different person.

Types of interview questions

1. **Ice-breakers** - These questions put the interviewee at ease. They do not necessarily have to relate to your feature story, but they are usually about a subject of mutual interest or experience. Example:
   
   'How long have you been a supporter of the Pukpuks? Tell me about it.'

2. **Entry questions** - Start with a broad question, then narrow it down to specific memories. Example: "What types of carving activities do you enjoy? Have you always enjoyed these or have you changed them in the past ten years?"

3. **Fact-finders** - these questions concern the subject of your feature story and should result in answers to the six basic journalistic questions of who, what, when, where, why, and how. Questions attempt to pin down needed data, facts, figures, and names in relation to the subject’s life. Examples: "Why did you decide to move from Mt Hagen to our city? What motivates you when the going gets rough?"

4. **Probes** - These questions elaborate on statements made in fact-finding. Many times probes dig a bit deeper than fact-finding questions. They should reveal a reaction, an observation, or an insight that will add interesting detail to your feature story. Example: 'What is it about this time in your life that you like the most? Tell me about your successes and failures. Were there any benefits to the failures? If so, what? Why do you say that? Doesn’t that conflict with ...? What about the opposing view of... ?

5. **Theoretical** - Theoretical questions enable the interviewee to suggest alternatives and prove his/her creativity. For example: "If you had been the Governor during the tribal fighting several years ago, what would you have done?"

6. **Exit statements** - This type of statement shows appreciation and draws the interview to a close. Example: "Thank you for the interview. I learned a great deal about your position in our community."
Semi-structured interviewing

Objectives
- To encourage students to realise the value of probing during interviewing
- To investigate cause and effect relationships in detail.

Procedure

1. Divide the class into groups of three people.

2. Give each group 2-3 simple questions from an observation, such as:
   - "Why are you training to become a teacher?"
   - "Why do you sometimes come late to college classes?"
   - "Why are the stories you write so sad?"
   - "Why do you think traditional medicine is becoming less popular?"

3. Ask the groups to share responsibilities
   - Interviewer,
   - Speaker
   - Recorder of the interview.

   Probing is rather like peeling away the layers of an onion, and so the objective is to get towards the centre of the onion

4. After ten minutes, ask groups to report briefly on what they have learned. Ask the recorders to describe the interview and the major findings.

5. Group discussion. Ask the speakers to reflect on the process of being interviewed. How did they feel? Ask the interviewers to comment. How easy was the interview? To what extent did the probing questions help?

6. Make a list of all the probing questions used. This may be an opportunity to introduce the "Six Helpers": What? When? Where? Who? Why? How?
Refer the students to the section on Interview Preparation in their Resource Book - discuss and question

Interview preparation

SELECT the community person for your personality or local story feature story. Be quite sure this person is one who has a story to tell that interests. You should be naturally curious about this person or some phase of his/her life.

CONTACT the person you wish to interview. Practise what you are going to say. Say who you are, from what college and that you would like to interview them for a feature story project at college. Be sure to tell the person why you are interested in them. Indicate the approximate length of time for the interview. Set up a time and a place to meet with your subject, which is convenient for both of you. Do some research first. Background information will assist you in knowing what to expect, and you will not be overwhelmed by new information.

WRITE out all questions. Include the six categories of questions that are generally used: Ice-breakers, Entry statements, Fact-finders, Probes, Theoretical, and Exit statements. Let your genuine curiosity take control of your questions. Too many questions are better than too few. What do you really want to know about this person or the stories they have to tell? Write these questions down. Do not depend on the hope that you will remember what you want to ask during the interview.

PRACTICE asking your questions and writing notes. Your fellow classmates can assist you.

The interview

- Be on time for your interview. Practice with your tape recorder (if you can get hold of one) beforehand so you know how to run the equipment.
- Make a neat appearance. A neat, well-organized reporter will give the impression of someone capable of writing a good feature story.
- Take a notebook/spiral and two pens/pencils. If you have a tape recorder obtain permission to tape the interview before turning on the tape recorder. Some people are very sensitive about being tape-recorded.
- Visit first. Use ice-breakers and entry questions. Relax and make the person being interviewed feel comfortable with you. Then lead into your fact-finding questions.
- Listen carefully to what the person is saying to you. Follow up on interesting points the person makes. If you ask good questions, you will listen more than you talk. Use probe questioning. Be flexible; read to the unpredictability of the conversation. If a fact-finder question produces a clever answer, ask a follow-up probe. Pursue the good stories, even if you let other questions go unasked. Pay careful attention to what the interviewee wants to talk about!
Interview preparation continued

- Be attentive. If you are really listening & your interest will show and the person will talk more easily. Prove you are listening by occasionally nodding or making a short comment.

- Keep eye contact with your person as much as possible. It may seem difficult when you are trying to write, but attempt to catch your subject’s facial expressions.

- Do not interrupt your interviewee unless necessary. Wait until a natural break. It is rude and can make the person lose an important train of thought. As a result, you could miss a vital piece for your story.

- Quotes must be accurately repeated. Record or write down exactly what is said. Again, do not hesitate to ask the person to repeat what he/she just said. Quotes will make your story come alive; therefore, do not rush the interview; you might miss hearing something worthwhile.

- Respect your interviewee’s privacy. Do not write about something told to you in confidence. It is doubtful that this will happen, but you must be cautious.

- Ask if you may take photographs. Your subject may want to give you a photograph instead or may say ‘NO’. Respect his/her wishes.

- Thank the person for granting you an interview, both before you begin and after you are through with your questions. Make sure you offer to show him/her a copy of your feature story when you get it completed. Have an exit statement prepared.

Activity

Objectives

- To generate a discussion on the merits of adopting good interviewing techniques
- To summarise the good and bad elements of semi-structured interviewing

Procedure

1. Divide the class into groups of 4 or 5.

2. Ask half of the sub-groups to develop a 'bad' interview sketch and half to develop a 'good' interview sketch. Suggest that they reflect on all the dos and don'ts developed in earlier exercises as guidelines, and on the type of questions they can ask.

3. After 15 minutes preparation, ask the 'bad' interview role-plays to present their sketch first. These are much easier to do and provoke many laughs.

4. After the 'bad' interview, ask the audience if there were still any good points. After the 'good' interview ask if there were any bad points.
Comments and follow-up activities

The role-play groups can concentrate on different types of interview. For instance, one group can role-play an individual interview, another a group interview etc. In the discussion afterwards, highlight key points raised by the role-plays and get participants to discuss their own experiences. You might need to tone down criticism of the attempted 'good' interviews by stressing how difficult it is to do a good interview. These role-plays should become reference points for the group as the training progresses.

Writing

- When writing up the interview, have students organize notes and write a feature profile on this person or local story they have told.
- Encourage students to write several types of leads, trying to catch the reader's attention and place the most compelling and fascinating information in the first paragraph. (Use the OHT or chart or refer students to their Resource Book to read "Feature Story Leads and Headlines")
- They should try to make the reader curious about the subject.
- Caution students to give nothing away in the lead, or the readers will have no reason to continue.
- Students need to make first draft, revise, proofread, and revise.

Activity

Students should share feature profiles with other peer partners or groups.

1. They should examine them with these questions in mind.
2. Refer them to this section in The Student Resource Book - read through and discuss the process as a class

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**WRITING THE FEATURE PROFILE STORY**

- STUDY your interview notes.
- RECORD more notes as you listen to your taped interview. (If you had a tape recorder)
- SELECT the most unusual or interesting angle, and then develop it into the lead.
- EXPERIMENT with at least three different leads before writing the rest of the story.
- DEVELOP the body of the feature as carefully as the lead.
- SPRINKLE direct quotes throughout the feature.
- DESCRIBE the subject and his/her background.
- CHOOSE words which will add colour and life to the story.
- PAINT a word portrait of your subject
- USE active verbs, lively adjectives, and concrete nouns whenever possible.
- END the feature with a strong conclusion.
- CREATE an interesting headline that includes an active verb.
- REREAD, PROOF, and REWRITE your feature story.
- CONSULT and CONFERENCE with a peer, using evaluation guidelines.
- REWRITE your final copy.
• DESIGN and CONSTRUCT your layout.
• PROOF once more.

PUBLISH!

Refer the students to this section in their Resource Books. Encourage the students to work in peers to proof read and edit each others work.

Proof reading and editing questions
1. Is the feature story interesting?
2. Does it begin with a strong lead and end with a strong conclusion?
3. What type of lead was used?
4. What special angle or interest is emphasized?
5. Are direct quotes scattered throughout the article to create interest?
6. Is a casual tone used?
7. Does the story contain all the characteristics of a feature story?
8. Are the structure and sequence of the paragraphs clear?
9. What descriptions bring the subject to life?
10. What evidence is shared that illustrates the subject's skills and talents, role model ability, proof of risk-taking, and/or commitment to life long learning?
11. Does the story clearly tell about the beliefs of the community?
12. Are the spelling and capitalization and punctuation accurate?
13. Could some sentences be combined?
14. Is correct paragraphing used?
15. Does the article flow smoothly and does it grab your interest?

Extension ideas
• When individuals are finished with the projects, have a sharing day.
• Display the stories on a display case, on mats hung on walls on cardboard sheets. Ask the students for their ideas for a community display as well.
• All stories may be compiled into a College Magazine.
• Students could have a community role model party and invite each chosen subject to come and see all the feature stories on display.
• Each student should write a thank you letter with an enclosed feature story copy to his/her chosen subject.

Students should evaluate themselves with the following essay questions and complete the Self-evaluation
• What did I learn? (Intellectual ideas and facts)
• What did I experience? (Emotions and feelings)
• What satisfies me most about my feature story?
• If I were assigned another feature story, what are the different choices I would make?
• Ask the students to complete the post-test, which they did as a pre-test at the beginning of the activity.

Creating headlines

• Headlines are like telegrams; every word counts.
• Headlines are not always complete sentences.
• Keep the headline short.
• Summarize the main part of the feature story
• Use an active present-tense verb. (Suggestion)

Here are some examples of good headlines:

LIGHTING THE WAY TO LITERACY
SPIRITS OF THE FOREST
DESERVING TWO PAWS UP
KEEPING THE FAMILY TRADITION
FLYING WITH EAGLES RUNNING WITH THE CASSOWARYS
TEACHING THE UNIVERSAL LANGUAGE
MAKING A DIFFERENCE,
MAKING HER MARK
in the classroom, on the campaign trail
A PERSON WHO TOOK A RISK TO LEAD
SIR WAM WAMP : COMMITTED TO OUR COMMUNITY
HE WHISTLES IN TWO-PART HARMONY
MATHEMATICIAN EXTRAORDINAIRE
MIGHTY SEPIK –WATER HIGHWAY
IN THE LINE OF FIRE
IF THESE OLD WALLS COULD TALK
REMEMBER TO NOT FORGET
Feature story leads

Feature story leads can be longer than news leads. Often they contain a bit of intrigue that makes the reader want to read on. Here are a few kinds of feature leads.

**SUMMARY**
A summary lead gives overall details. Here is an example:

Is there a man who spends his day planting trees and protecting the environment, and still has enough energy left over to run marathons? Yes! Jack-- is the man who has the strength and energy to make these things possible.

**NOVELTY**
A novelty lead arouses interest without disclosing everything. It uses active verbs instead of passive ones. Striking, colourful details are used. Here's an example:

When the walls of the Deputy Principals Office speak they certainly say many things about the person who works there, Sr. Irene Masterson. Doggedly determined and hugely compassionate, Sr. Irene has many fascinating stories to tell about the College’s colourful past.

**QUESTION**
A question lead starts with a probing or interesting question. Here's an example:

Who has played for every Prime Minister since Independence, recorded 10 Top Selling albums and recently represented Papua New Guinea at the Womad festival in Auckland, NZ? Well it is none other than PNG’s most popular entertainer, Buddy Buia.

**QUOTATION**
A quotation lead starts with an interesting or provocative quote. Here's an example:

"I'd give the people around the world the spirit of Christ. All good and great gifts come from God because in that spirit we'd be able to feed the world and care for the sick." Dr. Lynne Potter says this with a smile on her face, thinking intently on the one thing she would do if she could help the whole world. This polite, well-dressed, humorous doctor answers with sincerity. Helping people, takes up a lot of her time, but she really seems to enjoy it.